



BIBB / DEQA-VET

Self-Assessment Report EQAVET Peer Review Germany

Quality assurance and qualification of In-company trainers
- in IVET (dual system) and CVET in Germany

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Essentials abbreviations and termini

Abbreviation	German Meaning	English Translation
AEVO	Ausbilder Eignungsverordnung	Ordinance on Trainer Aptitude
BIBB	Bundesinstitut für Berufsbildung	Federal Institute for Vocational Education and Training
BBiG	Berufsbildungsgesetz	Vocational Training Act
BMBF	Bundesministerium für Bildung und Forschung	Federal Ministry of Education and Research
CVET	Berufliche Weiterbildung	Continuing Vocational Education and Training
DEQA-VET	Deutsche Referenzstelle für Qualitätssicherung in der beruflichen Bildung	German Reference Point for Quality Assurance in Vocational Education and Training
DQR	Deutscher Qualifikationsrahmen	German Qualifications Framework
BIBB-Hauptausschuss		BIBB-Main Committee
HWK	Handwerkskammer	Chamber of Crafts
HwO	Handwerksordnung	Crafts Code
IHK	Industrie- und Handelskammer	Chamber of Industry and Commerce
ÜBA	Überbetriebliche Ausbildung	Inter-company training
ÜBS	Überbetriebliche Berufsbildungsstätte	Inter-company vocational training centre

Term	Definition
Skilled worker providing training (ausbildende Fachkraft)	Employees who provide on-the-job training without being in-company trainers themselves according the BBiG (see p. 12).
Training manager (Ausbildungsleiter/in)	Training manager coordinate the entire training of a (large) company for individual occupations or occupational groups
In-company trainers (IVET) (Ausbildungspersonal)	The total number of employees in a company who are involved in the training of young people in various roles (skilled workers providing training, part-time in-company trainers, full-time in-company trainers and training managers).
Certified training and CVET pedagogue (Aus- und Weiterbildungspädagoge/in)	"(2) The aim of the examination is to provide evidence of the necessary qualifications to be able to perform the following tasks independently and responsibly: 1. holistically plan and implement educational processes in vocational training and in-company further training, in particular:

	<p>2. implement training regulations and plan in-company further training measures,</p> <p>3. recruit, select and advise trainees, advise employees on educational and learning issues,</p> <p>4. implement training measures organisationally and pedagogically with the cooperation of others,</p> <p>5. accompany trainees and employees in their learning and provide individual support,</p> <p>6. provide vocational education and training support for skilled workers in initial and continuing training,</p> <p>7. ensure and optimise the quality of teaching and learning processes."(BMBF 2009, p. 1)</p>
Vocational and work-related pedagogical competences (Berufs- und arbeitspädagogische Kompetenzen)	<p>The following explanations are taken from the Ordinance on Trainer Aptitude:</p> <p>Vocational and work-related pedagogical competences include the competence to independently plan, implement and monitor vocational training in the fields of action:</p> <p>"1. Assess whether the prerequisites for conducting initial vocational training are met and plan initial vocational training,</p> <p>2. Prepare initial vocational training and participate in trainee recruitment,</p> <p>3. Conduct initial vocational training and</p> <p>4. Bring the training to a successful conclusion." (AUSBEIGNV 2009, §2)¹</p>
In-company training personnel (IVET + CVET) (betriebliches Bildungspersonal in Aus- und Weiterbildung)	<p>In-company training personnel (IVET + CVET) describes the totality of persons employed by companies where they are engaged in IVET and CVET (working definition of the Peer-Review DEQA-VET)).</p>
Certified vocational pedagogue (Berufspädagoge/in)	<p>"(2) The aim of the examination is to provide evidence of the necessary qualifications to be able to independently and responsibly carry out the organisation and planning of vocational training processes, the support of learners and their learning process, training marketing, controlling, quality management and management functions in in-company and external training institutions."(BUNDESMINISTERIUM FÜR BILDUNG UND FORSCHUNG 2009, p. 1)</p>
Part-time in-company trainer (Nebenberufliche Ausbilder und Ausbilderin)	<p>Part-time in-company trainers provide training directly in the workplace alongside their other professional duties. They are trainers within the meaning of the BBiG. Their (part-time) training activities include the provision of in-company experience. In small companies, they can also fulfil the role of training supervisor.</p>
Full-time in-company trainer (Hauptberufliche/r betriebliche/r Ausbilder/in)	<p>Full-time in-company trainers are mainly employed in large companies with training workshops, although these only account for a small proportion of all training companies.</p>
Personal and professional aptitude	<p>"§ 29 Personal aptitude</p> <p>In particular, anyone who 1. is not permitted to employ children and young people or 2. has repeatedly or seriously violated this Act or the rules and regulations issued on the basis of this Act is personally unsuitable.</p> <p>§ 30 Professional aptitude</p>

¹ Translations of laws, regulations or other References are not officially issued.

	(1) A person is professionally qualified if they have the professional, vocational and educational skills, knowledge and abilities required to teach the training content."(BBiG 2020)
Certified In-company trainers (IVET) (Zertifizierte Ausbilder)	Total number of employees in a company who are involved in the training of young people and have passed an examination based on the AEVO.

Introduction

Initial and continuing training personnel in companies is key to tackling the major transformation issues in the dual system in Germany, such as digitalisation, demographic change, heterogeneity and the de-carbonisation of the economy and society, as well as strengthening democratic structures. In-company trainers have the task of preparing young people for future challenges. They are the ones who train the skilled workers of tomorrow – their qualifications and quality assurance are correspondingly important.

If a far-reaching definition of in-company trainers is applied, millions of people in Germany are involved in the dual training system (IVET); some estimates assume that one in five people in employment is more or less intensively involved in training the younger generation. The activity of training is therefore not only deeply rooted in history, which is symbolised by the chamber system dating back to the Middle Ages, but for many people it is also a matter of course in their working lives.

It is important to emphasise that companies in Germany provide training on a voluntary basis. Nobody can force them to take on this socio-economically effective qualification of skilled labour. However, if they decide to take on this demanding task and the associated responsibility for training, they must adhere to nationwide standards that are laid down in the Vocational Training Act (BBiG), which has been amended several times since 1969, and the corresponding training regulations. These standards cannot be "set up" by the state, but are rather the result of negotiation processes in which social partners play a central role.

This also applies to the regulations relating to trainer qualification for IVET, which primarily include the Ordinance on Trainer Aptitude (AEVO) introduced in 1972, the associated framework plan and formal and non-formal qualifications as minimum standards. Like the entire dual training system, these standards are subject to constant change processes that make modernisation measures necessary.

There is currently increasing movement in the area of quality assurance for in-company trainer qualifications, which is closely linked to the transformation challenges mentioned above. In 2023, for example, a short study conducted by the Federal Institute for Vocational Education and Training (BIBB) on the commission of the Federal Ministry of Education and Research (BMBF) analysed the AEVO and the framework plan to determine whether they still meet the upcoming requirements. The focus was on the question of whether both instruments adequately reflect the current challenges (digitalisation, sustainability, demographic development, heterogeneity) for training personnel and company-based training practice and whether there is a need for change or further evaluation (cf. HÄRTEL/ZÖLLER 2021, p. 2). Another current project aims to obtain more structural data and information (qualifications, motives, job profiles, etc.) on training personnel in its entirety (cf. BAHL/KUPFER 2023). In addition, a preliminary study is currently being carried out at BIBB to examine a supplementary expansion of formal qualification pathways for company-based training personnel in CVET (cf. SCHNEIDER 2024).

DEQA-VET would like to take the dynamics in the field as an opportunity to address the topic of "Quality assurance and qualification of in-company trainers - in IVET (dual system) and CVET in Germany" as part of the second national EQAVET peer review at system level. As in the first peer review cycle, this Self-Assessment Report (SAR) will initially serve to prepare the peers, who will be travelling from five member states to BIBB in Bonn in June 2024, in terms of content. The SAR is designed in such a way that, in principle, any interested person can obtain specialist information on the topics mentioned, both in Germany and abroad. For this reason, this report is published in both German and English on the DEQA-VET homepage.

Chapter one discusses current challenges in the dual VET system in more detail. The report then goes on to describe the roles of in-company trainers in IVET in order to give an impression of their

responsibilities, tasks and understanding of their roles. Following on from this, the legal provisions regarding the aptitude of in-company trainers are explained (2.1.) and the relevant regulations on the suitability of companies in this context (2.2.). Chapter three on in-company training personnel in CVET. Finally, chapter four presents the qualification programmes for the entire group of in-company training personnel.

The German Peer Review 2024 focuses on the qualification of in-company training personnel in both IVET and CVET. In doing so, we essentially limit in-company training personnel to the people employed in companies who take on training tasks in various roles.²

Teachers at vocational schools are generally not included, as school education lays under the responsibility of the 16 federal states and not the federal government.

² Inter-company vocational training centres (ÜBS) are also counted as company training premises in the dual system (see Chapter 2.2).

1. Current challenges for companies and their training personnel

The dual vocational training system remains the backbone of vocational education and training in Germany.³ One in four companies in Germany provides vocational training for young people and thus contributes directly to securing a supply of skilled labour in the country (cf. BIBB 2024, p. 197).⁴

Dual vocational education and training takes place at two places of learning, vocational schools and companies, with apprentices spending the majority of their time in companies (70%). Other places of learning may be added if this is necessary due to the size or specialisation of the company (see Chapter 2.2). The training content is defined in the training regulations applicable to the respective occupation, which are developed and modernised in negotiation processes organised by the social partners under the leadership of the BIBB (cf. BUNDESINSTITUT FÜR BERUFSBILDUNG 2023). Young people apply to companies for a training position and must enrol (or have themselves enrolled) in vocational school when they sign a contract. At the same time, the training relationship is officially notified by the companies to the competent bodies (vgl. BBiG 2020, 36 (1)).

Current challenges of in-company training practice

In the 2022 reporting year, 49 per cent of companies in Germany were authorised to provide training (cf. BIBB 2024, p. 194). In absolute figures, 408,690 companies trained young people in 2021, which corresponds to 19.1 per cent of all companies in Germany (cf. BIBB 2024, p. 190). In 2022, 628,476 people were registered as in-company trainers with the competent bodies (cf. BIBB 2024, p. 185).

The vocational training statistics recorded 469.866 newly concluded training contracts for the 2022 reporting year (cf. BIBB 2024, p. 126). In the same reporting year, a total of 377,088 successful examinations resulted in 88.2 per cent of candidates completing their training (cf. BIBB 2024, p. 167). However, a declining number of new entrants to the dual system can be observed over the past few years:

Tab. 1: Apprentices beginner rate by personal characteristics and region

Year	Apprentices beginner rate in %								
	in total	German thereof			Foreigners thereof			West Germany	East Germany
		in total	men	women	in total	men	women		
2011	58,0	60,3	70,5	49,6	35,4	38,8	31,8	58,4	56,1
2012	56,5	59,0	68,9	48,6	33,7	36,3	30,9	56,9	54,5
2013	54,2	56,8	66,5	46,7	31,7	35,0	28,1	54,7	51,3
2014	53,4	56,3	66,0	46,0	31,1	33,2	28,8	53,8	51,1
2015	52,4	56,7	66,8	46,1	25,9	25,8	26,2	52,7	50,0
2016	51,7	55,8	66,2	44,9	27,6	28,6	26,3	52,3	48,6
2017	52,9	55,7	67,1	43,6	34,2	39,3	26,9	53,7	48,4
2018	54,5	56,5	68,8	43,5	38,7	46,2	28,2	55,4	49,1
2019	54,4	56,3	69,3	42,7	38,4	45,1	29,4	55,6	48,2
2020	49,7	51,4	64,1	38,1	35,4	39,0	30,7	50,7	44,7
2021	50,7	52,7	65,8	38,9	35,1	39,0	30,2	51,6	45,9

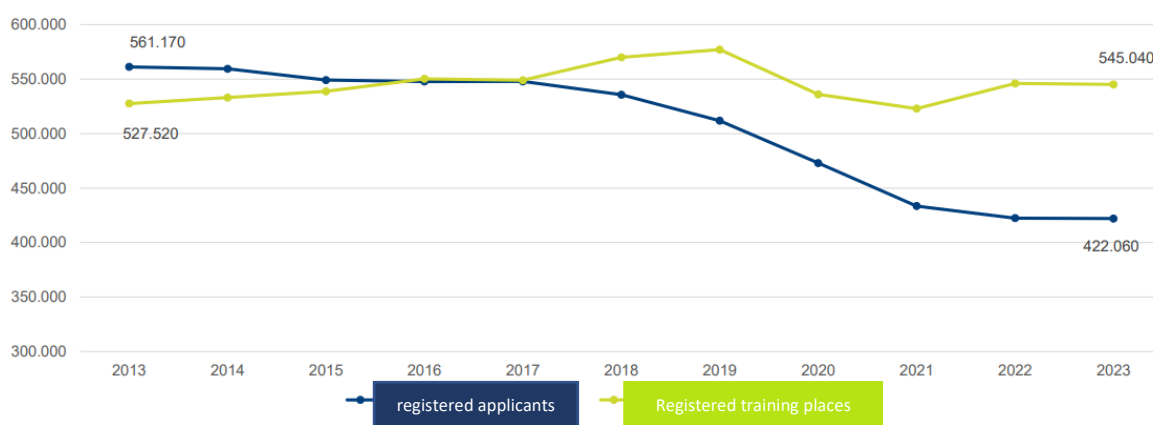
³ There are also vocational training courses organised by schools, as is common in nursing, for example.

⁴ The figure refers to training programmes regulated by the BBiG/HwO.

Source: BIBB 2023b, p. 169

The dual system is currently facing a number of challenges. Firstly, the applicant market for vocational training has been tense from a company perspective for several years. On average, there are 100 people interested in training for every 101.8 training places on offer (cf. BIBB 2024, p. 20). This is aggravated by the fact that the training offers advertised locally often do not match the young people's career aspirations, meaning that the situation can vary greatly from region to region. Since around 2016, the number of training places on offer in Germany has exceeded the number of people interested in training (see Fig. 1):

Fig. 1: The number of registered training places has exceeded the number of applications for several years.



LEBER/SCHWENGLER 2024

For companies, this results in fewer to hardly any opportunities to choose between different applicants. However, the extent to which the situation on the training market has a concrete impact on in-company trainers is largely unknown (cf. BAHL/KUPFER 2023). Young people, especially disadvantaged young people who are interested in training, are not yet sufficiently integrated into company-based training, would have to be better integrated (cf. LEBER/SCHWENGLER 2024, foil 10). As a result, in-company trainers are required to deal with an increasingly heterogeneous group of apprentices (cf. FÖRSTER-KUSCHEL, p. 41).

Even if companies have found and taken on apprentices, this is no guarantee of a successful training relationship. Vocational education and training reporting found a contract termination rate among all apprentices of 29.5 per cent for the 2022 reporting year (cf. BIBB 2024, p. 152). This means that around a quarter of training contracts are terminated early. However, this contract cancellation rate does not necessarily mean that apprentices leave the dual or formal tertiary education sector for good. Around half of those whose training contracts are terminated early start a new training programme (cf. HOLTSMANN/SOLGA 2022, p. 40). The main reason for early contract termination on the part of apprentices is dissatisfaction with the training occupation itself and, in second place, dissatisfaction with the training in a specific company or the training allowance (cf. HOLTSMANN/SOLGA 2022, p. 41). Holtmann and Solga conclude:

"This shows that too little individual support was provided both before and during the training programme. These young people are therefore at a very high risk of precarious employment biographies - similar to those who do not manage to enter training at all. (...) Both the lack of access to training and permanent drop-outs from training are not only an individual problem, but also a social challenge." (HOLTSMANN/SOLGA 2022, p. 43)

The reduction of contract terminations is intended to support one of the central goals of current vocational training policy: Combating the shortage of skilled labour that already exists and will become even more relevant in the future (cf. BIBB 2024, p. 149). Corresponding initiatives are also important insofar as 2.64 million people in the 20 to 34 age group (= 17.8% of this age cohort) have no formal vocational qualification (cf. BIBB 2024, p. 263). All in-company training trainers who organise individual support for young people in direct contact are a key factor here.

The developments described therefore represent important current challenges for companies. Companies are also faced with the task of dealing with digitalisation issues, addressing demographic change and an increasingly heterogeneous workforce, as well as meeting the social requirements of sustainable management. In addition to IVET, this also applies to the area of in-company CVET. Vocational training research has not yet taken a clear position on the extent to which these transformation issues require changes or even a revolution in dual vocational training in Germany as a whole (cf. WOLFF 2023, pp. 23f.). However, one group of actors is coming to the foreground in this context: training personnel in companies are being assigned a central role in coping with the transformation processes mentioned (cf. WOLFF 2023, pp. 23f.). The same is likely to apply to in-company training staff in continuing training: New knowledge must be learnt by the workforce, the transfer of knowledge between age generations must be moderated and shaped and the ability to manage sustainably must be taught.

2. In-company trainers in initial vocational education and training (IVET)

When we talk about in-company trainers in the dual system in Germany, this term refers to a heterogeneous group. The vagueness of the term results from the fact that in-company trainers can be categorised according to very different perspectives: In the literature, for example, they are grouped according to their legal position, specific qualification, company function or job profile, i.e. the tasks associated with training (cf. BAHL/SCHNEIDER 2022, p. 8). Within the classifications mentioned as examples, there is in turn a wide range of further differentiation options.

It is fundamentally important to understand that in-company training is laid on "many shoulders" within the workforce of a training company. All employees in the company who are involved in training in any way count as in-company trainers, whereby this function is performed in very different ways, durations and frequencies.

The following differentiation has become established as a common categorisation:

“a) **Training managers** coordinate the entire training of a (large) company for individual occupations or occupational groups.

(b) **Full-time in-company trainers** are predominantly employed in large companies with a training workshop, which, however, account for only a small share of all training companies. (...)

(c) **Part-time in-company trainers** provide training directly at the workplace, alongside their other work duties. They are trainers in the sense of the BBiG. Their (part-time) activity in training includes providing workplace experience. In small companies, they may simultaneously hold the position of training manager.

(d) **Skilled workers providing training**⁵ are employees who provide training at the workplace without being trainers themselves. In the crafts sector, these skilled workers may be journeymen or foremen. There is no uniform job title for this group of persons.” (HUISMANN/HIPPACH-SCHNEIDER 2022, p. 19).⁶

The first two categories are found almost exclusively in large companies and therefore only represent a minority. This is explained by the fact that small and medium-sized enterprises (SMEs) in Germany are the backbone of the economy and make up the largest proportion of training companies overall (see Table 2). Accordingly, the latter two categories cover the majority of in-company trainers (cf. HUISMANN/HIPPACH-SCHNEIDER 2022, p. 14).

⁵ The term “skilled workers providing training” (“ausbildende Fachkraft”) is not used in the BBiG. However, as the term is used in the “Recommendation of the Main Committee of the Federal Institute for Vocational Education and Training of 16 December 2015 on the suitability of the training premises”, it is recognised as a term for the group of in-company trainers (cf. GROLLMANN/ULMER (2020, p. 535)).

⁶ In addition to the in-company trainers, there are also trainers in vocational education and training who carry out their work - predominantly full-time - at so-called third learning locations, such as inter-company training centres (ÜBS)/inter-company apprenticeship instruction/ÜLU) and with external training providers (cf. HUISMANN/HIPPACH-SCHNEIDER (2022, p. 19)).

Tab. 2: Training participation of companies in Germany

Company size classes	Companies				Training Companies				Training Company ratio			
	2007	2021	2022	2021-2022	2007	2021	2022	2021-2022	2007	2021	2022	2021-2022
	abs.	abs.	abs.	in %	abs.	abs.	abs.	in %	in %	in %	in %	in Prozentpunkten
1 to 4 Employees	1.287.579	1.279.246	1.260.367	-1,5	152.354	76.280	72.621	-4,8	11,8	6,0	5,8	-0,2
5 to 9 Employees	346.210	389.527	386.053	-0,9	122.903	96.245	92.898	-3,5	35,5	24,7	24,1	-0,6
Micro-enterprises	1.633.789	1.668.773	1.646.420	1,3	275.257	172.525	165.519	-4,1	16,8	10,3	10,1	-0,3
10 to 19 Employees	189.054	237.597	239.193	0,7	84.599	89.010	88.009	-1,1	44,7	37,5	36,8	-0,7
20 to 49 Employees	123.463	162.703	164.533	1,1	66.680	79.057	78.779	-0,4	54,0	48,6	47,9	-0,7
Small-sized enterprises	312.517	400.300	403.726	0,9	151.279	168.067	166.788	-0,8	48,4	42,0	41,3	-0,7
50 to 99 Employees	46.869	59.364	60.358	1,7	30.575	36.616	36.759	0,4	65,2	61,7	60,9	-0,8
100 to 249 Employees	28.605	35.771	36.006	0,7	21.155	25.377	25.285	-0,4	74,0	70,9	70,2	-0,7
Medium-sized enterprises	75.474	93.751	95.135	1,3	51.730	61.676	61.993	0,1	68,5	65,2	64,4	-0,8
Small and medium-sized enterprises.	2.021.780	2.164.208	2.146.510	-0,8	478.266	402.585	394.351	-2,0	23,7	18,9	18,4	-0,2
250 to 499 Employees	8.661	10.793	10.938	1,3	7.146	8.536	8.576	0,5	82,5	79,4	79,1	-0,3
500 and more Employees	5.070	6.516	6.704	2,9	4.478	5.572	5.763	3,4	88,3	85,9	85,5	-0,4
Large enterprises	13.731	17.309	17.642	1,9	11.624	14.108	14.339	1,6	84,7	81,5	81,3	-0,2
Total	2.035.511	2.181.517	2.164.152	-0,8	489.890	416.693	408.690	-1,9	24,1	19,1	18,9	-0,2

Source: BIBB 2024, p. 190

Another important definition or differentiation is based on the BBiG. The law distinguishes between two groups: There are the "trainers" and those "who assist in vocational training".

Within the meaning of the BBiG, "in-company trainers" are only those persons who bear the legal responsibility for the proper implementation of the respective vocational training programme. According to § 28 BBiG, in-company trainers must be "personally and professionally" suitable. The vocational and work-related pedagogical competences are usually proven by an examination in accordance with the Ordinance on Trainer Aptitude (AEVO) (see chapter 2.1, Trainer Aptitude).

The second group are "skilled workers providing training" (see categorisation type d) on the previous page), who take on training tasks under the responsibility of the in-company trainer. This takes place parallel to their professional activity and covers partial training tasks. According to the Vocational Training Act (BBiG), skilled workers providing training require a professional qualification as well as vocational and professional aptitude, but proof of the latter is not required (cf. §28 Para. 3 BBiG 2020).⁷ In practice, however, many of them have passed an examination based on the AEVO (cf. GROLLMANN/ULMER 2020, p. 535). The wide range of people in this group is reflected, among other things, in the fact that they also include skilled workers who are actively involved in the training process but do not perceive themselves as trainers and are not even aware of their function in this regard.⁸

The definition of in-company trainers in the BBiG forms the basis for nationwide standards (see Trainer aptitude chapter 2.1), while the definition by Huisman and Hippach-Schneider reflects the complexity

⁷ Exceptions to this are the agricultural and chemical sectors, where the skilled workers providing training must also provide evidence of their knowledge of vocational and work-related pedagogical competences (see cf. VEREIN DER GAB MÜNCHEN E.V. (2008a, pp. 22f.)).

⁸ Wittwer states: "(They) often do not even realise that they are trainers" WITTWER (2006, p. 403).

of the reality of the company in a more differentiated way. The extent to which this reality can be expressed in figures is examined in the following sections.

Empirical data situation

In-company trainers in accordance with the BBiG are registered by companies by name with the competent body, usually a chamber (cf. § 36 Para. 2 in conjunction with § 34 Para. 2 No. 8 BBiG 2020). The number of these registered in-company trainers is also recorded annually together with various associated characteristics in the vocational training statistics of the Federal Government and the Länder (cf. BAHL/SCHNEIDER 2022, p. 8).

In 2022, there were 628,476 in-company trainers registered with the competent bodies (cf. Table 3).

Tab. 3: Number of in-company trainers registered with the competent bodies

Training area	2013	2014	2015	2016	2017	2018	2019	2020	2021	2020
Industry and Trade	290.136	288.633	287.211	291.891	295.998	303.453	304.788	299.454	296.859	295.749
Crafts	233.682	227.496	223.719	220.434	207.468	208.380	207.228	199.158	200.571	200.646
Agriculture	23.337	23.541	23.709	23.667	23.853	24.036	24.348	24.045	23.601	23.583
Public Service	20.349	19.077	19.176	19.503	19.776	19.287	19.008	18.087	18.219	18.924
Unregulated occupations	91.554	90.855	90.588	88.785	86.214	86.508	84.936	84.879	86.640	87.537
Housekeeping	3.090	3.012	2.919	2.868	2.769	2.772	2.715	2.274	2.388	2.214
In total	662.148	652.617	647.322	647.148	636.078	644.436	643.023	627.897	628.281	628.476
Women	162.123	160.983	162.534	164.205	163.281	166.608	166.650	163.179	162.975	164.034
Men	500.022	491.634	484.788	482.943	472.794	477.828	476.370	464.718	465.306	464.439

Source: BIBB 2024, p. 185

The number of formally responsible in-company trainers should be set in relation to the size of the group of skilled workers who train young people on a daily basis. In this respect, however, there are statistical "blind spots". It is estimated that there are several million skilled workers providing training who support the in-company trainers responsible under the Vocational Training Act in training practice (cf. BAHL 2012; cf. REBMANN/TENFELDE/SCHLÖMER 2010, p. 242). BIBB's own calculations put the number in the past at over eight million employed persons (cf. BIBB/BAUA 2006). That would be around one in five of the labour force. According to the Federal Association of German Vocational Trainers, around 80 per cent of companies involved in vocational training employ skilled workers to provide vocational training (cf. BUNDESVERBAND DEUTSCHER BERUFSAUSBILDER 2015, p. 42).

Even if there is a lack of satisfactory data, it is considered certain that the group of skilled workers providing training makes up a multiple of the formally responsible full-time and part-time in-company trainers (cf. BAHL/SCHNEIDER 2022, p. 9). Their relevance for the training process can therefore hardly be overestimated for quantitative reasons alone, because it must be assumed that their training performance covers the majority of specialised training (cf. WAGNER 2012, p. 51). For this reason, this group of people represents an important adjusting screw with regard to questions of training quality. They are also seen as the backbone or leading figure of the training process (cf. VEREIN DER GAB MÜNCHEN E.V. 2008a, 17; 22).

According to Albrecht, technological or procedural changes can be transferred most quickly to the apprentices via the skilled workers providing training (cf. ALBRECHT/ALBRECHT/ANTMANN 2012, p. 209).

Against this background, the selection, supervision and qualification of these skilled workers providing training are also seen as an increasingly important issue (cf. WOLFF 2023, p. 68).

There are also statistical blind spots with regard to the in-company trainers formally responsible under the BBiG. For example, it is not known how many of the formally responsible in-company trainers carry out their work full-time, i.e. in their own position, and how many of them perform their training tasks on a part-time basis. However, it is assumed that the majority of all in-company trainers (over 90 %) only fulfil their training function on a part-time basis (cf. GROLLMANN/ULMER 2020, p. 534). The BIBB recently launched a project to obtain representative data in this regard (cf. BAHL/KUPFER 2023).

Apart from the lack of structural data and the associated difficulty of reliably presenting quantitative relationships between the various groups of people involved in training, there is also a lack of empirical data on further questions:

For example, it is unclear "what trainers do in everyday practice, how, where and under what conditions they do it, how often and how intensively they do it (...) or what pedagogical self-image they possess" (cf. ULMER/GUTSCHOW 2013, pp. 43f.). Ulmer and Gutschow also pointed out that existing studies differ greatly in terms of their questions, their survey dates, their samples, their clients with their specific interests and their designs and instruments. In addition, the field of research is difficult to access for legal and practical reasons (ULMER/GUTSCHOW 2013, pp. 43f.).

This is doubly relevant insofar as it has been proven that the competences, qualifications and areas of responsibility of in-company trainers are considered to be very heterogeneous (cf. ALBRECHT/ALBRECHT/ANTMANN 2012, p. 205; cf. BAHL u. a. 2012; cf. SCHUMACHER/FRENCH/WEBER 2017, p. 39). It is evident that many questions about in-company trainers remain unanswered, such as the question of career pathways for in-company trainers in companies.

The situation of trainers in company structures

The majority of training staff (90 %) only fulfil their training function on a part-time basis, since they have to perform their own regular professional activities. This is a major characteristic of their situation in companies (cf. BAHL u. a. 2012; cf. GROLLMANN/ULMER 2020, p. 534). Teaching and learning in the company is tailored to the work process and is not the sole focus, but takes place "parallel" to the work activities required in the company. This circumstance represents a significant difference to the learning settings in (vocational) schools (cf. GROLLMANN/ULMER 2020, p. 541) and is associated with particular challenges for the part time in-company trainers providing vocational training: On the one hand - as with any other employee - company tasks must be completed and, on the other hand, a contribution must be made to the fulfilment of a public educational mandate. In-company training in the dual system, together with vocational school education and possibly the training at other learning venues, is a formal, state-recognised educational programme that is associated with a series of mandatory standards. One of the tasks of the training staff is to "translate" the training regulations applicable throughout Germany on the basis of the BBiG into company-based training practice, which includes, for example, the development of a company-based training plan and co-operation with other learning locations. In-company training is therefore not only a challenging endeavour due to the complexity of the tasks, but also implies areas of tension because economic and pedagogical interests are in competition and may not be able to be served at all times, to the same extent and with the same intensity (cf. GREINERT 1989, p. 175; cf. PÄTZOLD 1997; cf. KOHL u. a. 2021, p. 19). Part-time in-company trainers in particular have to continuously outbalance these potentially competing areas of demand.

Another important aspect is that the occupational proficiency applicable in Germany is associated with the requirement to provide training in a broad professional field, which also includes pedagogical support in the personal development of apprentices (cf. GONON/BONOLI 2023, p. 14).

It should be kept in mind here that apprentices are often very young people, which is why the responsibility of the in-company trainers in this respect is correspondingly high (cf. WOLFF 2023, p. 60). In 2017, the average age of new entrants with a training contract was 19.9 years, with around 26 per cent of this group still being minors at the start of their vocational training (see Table 4). Due to this young clientele, vocational education and training is also "seen as an educational task and goes beyond qualifying preparation for employment" (SLOANE 2006, p. 612).

Table 4: Apprentices with newly concluded training contracts by age

Year	Age group in %									Average age	Total new contracts	including 40-year-olds and older	
	16-year olds and younger	17-year olds	18-year olds	19-year olds	20-year olds	21-year olds	22-year olds	23-year olds	24-years and older			absolut	in %
2007	11,8	20,2	17,7	15,6	12,4	8,2	5,0	3,2	6,0	19,0	621.357	549	0,1
2008	11,5	18,0	18,2	15,5	13,0	8,6	5,3	3,4	6,4	19,2	603.258	705	0,1
2009	11,2	17,3	16,2	15,9	13,1	9,1	5,9	3,8	7,5	19,4	556.710	846	0,2
2010	10,5	16,8	15,8	14,8	13,8	9,3	6,3	4,2	8,4	19,5	553.857	948	0,2
2011	10,6	16,3	15,8	15,2	13,3	9,7	6,1	4,3	8,7	19,5	561.099	867	0,2
2012	11,2	16,3	15,3	15,2	12,8	8,9	6,4	4,3	9,5	19,6	544.356	1.071	0,2
2013	11,5	16,7	15,2	15,0	12,3	8,5	6,0	4,5	10,4	19,6	521.454	1.146	0,2
2014	11,0	16,6	15,8	14,6	11,8	8,4	5,9	4,4	11,4	19,7	514.008	1.227	0,2
2015	11,1	16,0	16,2	15,4	11,8	8,0	5,7	4,2	11,6	19,7	512.688	1.194	0,2
2016	11,2	15,7	15,9	15,9	12,1	7,9	5,5	4,1	11,8	19,8	507.564	1.335	0,3
2017	11,0	15,4	15,7	15,7	12,4	8,2	5,4	3,9	12,3	19,8	513.270	1.611	0,3
2018	10,8	14,8	15,9	15,7	12,2	8,5	5,6	4,0	12,5	19,9	519.564	1.770	0,3
2019	11,3	14,6	15,2	15,5	12,3	8,4	5,9	4,1	12,6	19,9	510.870	1.842	0,4
2020	11,6	14,9	14,9	15,0	12,5	8,5	5,9	4,3	12,5	19,9	463.311	1.839	0,4
2021	11,3	14,9	15,0	15,0	12,1	8,5	5,9	4,3	13,1	20,0	466.176	2.130	0,5
2022	11,4	15,2	15,4	14,8	11,9	8,2	5,9	4,1	13,1	20,0	469.866	2.154	0,5

Source: BIBB 2024, p. 173

In addition, there are social challenges such as digitalisation, demographic change and the decarbonisation of the economy and society, which are not only reflected in operational processes, but also in teaching and learning settings. At the same time, the heterogeneity of young people has increased in terms of their level of education, linguistic and cultural background and other socialisation, leading to increased demands on in-company trainers in the fields of intercultural competence, communication and conflict management. Technical developments are also contributing to changes in both working and learning methods, meaning that in-company trainers not only have to continuously develop their media skills, but also their pedagogical and didactic knowledge (cf. KOHL u. a. 2021, p. 142; cf. EULER 2023). In general, studies have identified a further development of the traditional role of the in-company trainer, in which the focus is on imparting knowledge, towards functions that are tailored to counselling, shaping, guiding and moderating in the training context (cf. BAHL/GROLLMANN 2011, p. 79; cf. ULMER/GUTSCHOW 2013, pp. 151f.). In addition to the challenges of digitalisation, the topic of climate change must also be reflected, considered and integrated into everyday company training across disciplines (cf. HÄRTEL 2022).

The heterogeneity of the in-company trainers extends to various levels: In particular, in terms of their professional qualifications and operational tasks, their sector and company affiliation (are they large companies or SMEs?) and their respective roles and functions in relation to their training activities (are they responsible full-time or part-time, etc.?). It is precisely the millions of skilled workers in companies who train on a part-time basis that characterise the dual training system in their quantitative size in a fundamental way. Older studies suggest that, compared to in-company trainers with a management function, the majority of in-company trainers identify more strongly with their professional expertise and less with their role as a pedagogical force (cf. BAHL 2012; cf. GROLLMANN/ULMER 2020, p. 537). The self-image as an in-company trainer may therefore fade into the background. In addition, studies have traced a recruitment process that typically resulted from circumstances rather than being planned and intentionally pursued by the in-company trainers. For example, people are usually asked whether they would like to take on training activities rather than applying for this task on their own initiative (cf. SCHMIDT-HACKENBERG u. a. 1999, p. 26). They therefore come to their part-time tasks via an internal selection process in which the specialist knowledge of the persons in question is crucial - as a rule, in-company trainers are not sought directly on the labour market, but their specialist knowledge is decisive. In addition, training also appears to be seen as an entry level for the next generation of managers, which can get along with the potential of a better salary and can therefore act as motivation for taking on the training activity (cf. VEREIN DER GAB MÜNCHEN E.V. 2008a, 16; 27). However, those conclusions cannot be proven in principal.

2.1 Trainer aptitude - legal basis and regulations

The aptitude of trainers for the in-company part of dual training is regulated in different ways in Germany: First and foremost is the **Vocational Training Act (BBiG)**, which has regulated in-company vocational training, preparation for vocational training, further training and retraining since 1969. Section 3 sets out the standards for the aptitude of in-company trainers and training companies ("training premises").

Based on the BBiG, the **Ordinance on trainer Aptitude (AEVO)** was also published in 1972, which sets minimum standards for the qualification of in-company trainers. The AEVO is in turn supplemented by a **framework plan** that sets out the content to be examined. This is also used as a curriculum for courses that prepare for an examination based on the AEVO.

The BIBB Board regularly publishes recommendations on vocational education and training; this also applies to the topic of trainer aptitude. Particular reference should be made here to **the BIBB Board recommendation from 2015** on the suitability of training premises and thus also their personnel (see Ch. 2.2).

The instruments mentioned have been evaluated in the past and adapted as required. This takes place in negotiation processes between the key players in the VET system (social partners).

The chambers play a central role in quality assurance through the tasks assigned to them by the state. In addition to advising companies and apprentices, monitoring the implementation of vocational training and organising examinations, they are also responsible for monitoring the suitability of training premises and in-company trainers (BIBB 2017).

The significance of the listed laws, regulations, institutions and players in relation to the aptitude of in-company trainers and the framework conditions in the training companies is explained in more detail below.

Vocational Training Act (BBiG)

Only those who are "personally and professionally suitable" are authorised to provide training in Germany - as stipulated in Section 28 of the Vocational Training Act (BBiG).

What is meant by personal aptitude is defined in the law: Acting as an in-company trainer is denied to all those who are not allowed to employ children and young people (violation of the Youth Labour Protection Act) or who have repeatedly or seriously violated the BBiG or the regulations and provisions issued on its basis (§ 29 BBiG 2020).

According to the BBiG, professional aptitude is made up of two components: Firstly, the **professional skills, knowledge and competences** must be present. These can be demonstrated through completed vocational training or a completed degree in higher education in a specialisation corresponding to the training occupation. In addition, the person in question must document that they have spent an appropriate period of time working practically in their profession (cf. § 30 Para. 2 BBiG 2020).

Ordinance on trainer Aptitude (AEVO)

Secondly, the possession of **vocational and work-related pedagogical competences** is also a prerequisite. To this end, Section 30 (5) BBiG stipulates that the Federal Ministry of Education and Research may, after consulting the BIBB Board, determine by statutory order that the acquisition of vocational

and work-related pedagogical skills, knowledge and competences must be demonstrated separately. This was done in 1972 with the enactment of the Ordinance on Trainer Aptitude (AEVO). This was an important step towards improving the quality of in-company training by establishing minimum standards for the qualification of in-company trainers (cf. ULMER/JABLONKA 2008, pp. 28ff.).

With regard to in-company vocational training, trainers must demonstrate the competence to independently plan, implement and monitor in-company training in the following four fields of activity:

1. checking training requirements and planning training,
2. prepare training and participate in the recruitment of apprentices,
3. carry out training and
4. complete training

It is noticeable here that the fields of action are tailored along the training process, i.e. process-orientated.

Amendments and findings from a six-year suspension - the AEVO is considered as an established standard

The first version of the AEVO from 1972 was still structured according to subject areas (e.g. legal knowledge, psychology of adolescence, etc.).⁹ However, the introduction of practice-orientated training regulations from 1987 in particular changed the requirements for in-company trainers (cf. ULMER/GUTSCHOW 2013, p. 27) - one reason why the AEVO was amended for the first time in 1999, followed by a further amendment in 2009.

For a long time, the AEVO was criticised by the business community as a "training-inhibiting regulation", as it resisted the imposition of conditions on the implementation of training. In a phase of high unemployment figures and the difficulties young people also had in finding a training place at this time, the then Federal Government decided to suspend the AEVO between 1 August 2003 and 31 July 2009 (cf. HUISMANN/HIPPACH-SCHNEIDER 2022, p. 20). This temporary suspension of the regulation was intended to encourage companies to offer more training places. This hope was based on the fact that lowering the requirements for companies in terms of aptitude as in-company trainers would lead to increase intake of apprentices. However, the anticipated effect did not materialise sufficiently and instead quality problems increased.

However, the suspension of the AEVO contributed to "a greater awareness of the need for highly qualified trainers" (cf. BAHL/GROLLMANN 2011, pp. 88f.). The suspension of the only proof of vocational pedagogical competences for in-company trainers triggered an intensive discussion, particularly with regard to the consequences for training quality, but also with regard to the image of in-company trainers. Following an evaluation of the suspension of the AEVO by the BIBB, which identified negative trends for the quality of training, a revised new AEVO was introduced. As a result, proof of vocational pedagogical competences became mandatory again (cf. BAHL/GROLLMANN 2011, p. 127). This also strengthened efforts to improve the professionalisation of in-company trainers, which was reflected in the development of new further training regulations (cf. Chapter 4).

It should be noted that the qualification based on the AEVO - despite existing dissenting voices, particularly in the early years and during the period of its suspension from 2003 to 2009 - is now a recognised

⁹ The AEVO is what is known as an expert examination and is not regarded as a further training regulation that is assigned to the DQR.

and established factor (cf. BAHL/BRÜNNER 2013, p. 518). Since its reintroduction in 2009, there has been great demand for the qualifying examination: even in the first year of the pandemic in 2020, 76,446 people across all areas of training successfully passed it (see Table 5). Well over a third of these - namely 32,394 (42 %) - were master craftsman examinations (see BAHL/SCHNEIDER 2022, p. 9). The master craftsman examination for the skilled trades and industry includes the AEVO examination. The overall pass rate in 2021 is 85.8 per cent (cf. BIBB 2024, p. 183).

Table 5: Trainer aptitude tests passed by training area

Training area	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Industry and Trade	61.161	63.636	63.699	67.398	67.122	64.932	68.388	54.294	59.928	60.744
Crafts	22.623	21.396	20.388	21.405	22.035	21.408	21.222	20.409	21.972	22.623
Agriculture	705	645	606	1.533	573	693	666	735	834	801
Public Service	1.011	948	885	1.008	897	1.083	1.017	963	1.131	960
Housekeeping	48	36	39	18	33	42	39	42	12	9
In total	85.548	86.661	85.617	91.362	90.660	88.158	91.335	76.446	83.880	85.134

Source: BIBB 2024, p. 184

The framework plan for the AEVO

The legislator only regulates via the BBiG and the AEVO that knowledge in the area of vocational and work-related pedagogical competences must be proven. There are no stipulations as to how this knowledge is to be acquired. In practice, however, they are taught in so-called "training of trainers" courses (AdA¹⁰ courses).¹¹ The curriculum for these preparatory courses is published in a framework plan for the AEVO.¹² The central aim of this framework plan is to ensure uniform quality standards nationwide in the implementation of courses for the acquisition of trainer aptitude (cf. BIBB-HAUPTAUSSCHUSS 2023). Proof of the required knowledge is provided as part of an examination that is planned and carried out by the competent bodies, usually the chambers. Like the AEVO, the framework plan is regularly adapted and modernised. This last happened in 2023 (see below).

Authorisations for training in various professions

Anyone who has passed the master craftsman's examination in the craft in which training is to be provided is authorised to provide training. Anyone wishing to provide training in a craft requiring a licence without a master craftsman's examination may also do so if one has passed Part IV of the master craftsman's examination (vocational and work-related pedagogical knowledge) or another

¹⁰ AdA: Ausbildung der Ausbilder

¹¹ The cost and duration of an AdA course can vary depending on the provider. Full-time, face-to-face courses typically last two to three weeks, with periods of free time between the learning units. Online AdA courses are structured more flexibly and are correspondingly longer or shorter. The cost of AdA courses offered by chambers is around 600 and 800 euros; private providers can either undercut or exceed these prices.

¹² The DIHK and the skilled trades also have their own framework plans, which are based on the BIBB.

equivalent examination, in particular a trainer aptitude test based on the AEVO. For training in skilled trades that do not require a licence (e.g. craft-like commercial enterprises), the obligation to provide evidence in accordance with the AEVO is also binding (cf. ULMER/GUTSCHOW 2013, pp. 137f.).¹³

The role of the chambers

At the intermediate level between the system and the company level, the competent bodies, usually the chambers, play a central role in quality assurance in vocational education and training. In general, their monitoring is intended to ensure the proper implementation of training. In particular, they are responsible for monitoring both the suitability of training premises and in-company trainers with regard to trainer aptitude (cf. § 32BBiG 2020).

They keep a register of vocational training contracts for the recognised training occupations in the dual system. In the course of this, the essential contents of the respective vocational training contract are entered. This includes information such as the apprentices, the training occupation, the start of the vocational training, the probationary period and also the responsible in-company trainers. The prerequisite for registration is that the contract complies with the BBiG and the training regulations and that the formal requirements (submission of the company training plan, for example) are met. The personal and professional aptitude of in-company trainers as well as the suitability of the training premises for hiring and training must also be proven in this context.

In-company Trainers within the meaning of the BBiG (see page 10) must therefore be registered with the competent bodies and companies providing training must apply for entry in the register of competent bodies immediately after the training contract has been concluded. Previous general and vocational training of apprentices and the appointment of in-company trainers must be reported. Changes to essential contractual content must also be reported.

The BBiG stipulates the following procedure if a lack of aptitude is identified:

" If deficiencies are discovered and a remedy is possible without a likelihood of danger to trainees, the competent body must order the training employers concerned to remedy the deficiency within such period of time as it may specify. If no remedy is possible, or if there is a likelihood of danger to trainees, or if the deficiency is not remedied by the specified time, the competent body must so inform the authority competent under Land law (cf. § 32 Para. 2 BBiG 2020)."

Specific indications that the minimum requirements are not being met are normally taken as grounds for monitoring by the chambers. In the event of complaints from apprentices or repeatedly poor examination results, the training counsellors at the chambers become active, initially by advising the companies on their rights and obligations. If the deficiencies are not rectified, an existing training contract may be cancelled and the training may be prohibited.

Identifying the need for adaptation due to current challenges in training practice - Brief study by the BIBB

As the framework conditions and requirements for future-proof in-company training have changed considerably in recent years, the question has increasingly arisen as to whether the instruments

¹³ For training in the so-called liberal professions (doctors, dentists, veterinarians, tax consultants, lawyers, experts, notaries and pharmacists), no trainer aptitude is required in accordance with the Ordinance on Trainer Aptitude. The unregulated professions mentioned authorise training with the corresponding degree in higher education (cf. § 30 Para. 4.3BBiG (2020)).

presented for quality assurance of trainer aptitude in the dual system still meet current requirements. This was the starting point for a short study carried out by the BIBB on the instructions of the BMBF. The focus was on the question of whether the AEVO and the framework plan would still adequately reflect the current challenges (digitalisation, sustainability, demographic development, heterogeneity) for in-company trainers and in-company training practice or whether there was a need for change or further evaluation (cf. HÄRTEL/ZÖLLER 2021, p. 12).

The implementation of the study was supported by a project advisory board with experts from politics, practice and science. As part of the project, semi-structured exploratory discussions were initially held with relevant stakeholders from the social partners, the federal government and academia to gain a better understanding of the framework conditions and to obtain a picture of the mood. The results obtained were used to shape the content of a subsequent online survey. 3,855 people took part in this survey, 85 per cent of whom had successfully completed an AEVO/AMVO¹⁴ examination themselves (see HÄRTEL/ZÖLLER 2021).

It is noteworthy that almost all participants (94%) consider the AEVO to be an important instrument for determining the minimum qualifications of in-company trainers, but at the same time there was also feedback that indicated potential for change: For example, many considered additional support and further training programmes, such as in-depth pedagogical and specialist further training modules, to be useful. A similar number (92%) wanted refresher courses for training staff on current topics, such as on newly introduced legal regulations (e.g. on the standard job profile positions). Courses on a voluntary basis were favoured (57%) (cf. HÄRTEL/ZÖLLER 2021). The respondents favoured voluntary participation because mandatory courses could have a negative impact on the general willingness to train.

In addition, the creation of an overview of existing continuing training and support programmes for in-company trainers was proposed, which should be prepared transparently for the target group. Furthermore, it should be examined whether additional qualification programmes are necessary and useful at national level. This point is currently being addressed by a preliminary study by the BIBB, which is investigating the question of whether, in addition to the existing qualification paths for training personnel, further training as a "learning process facilitator" at the first level of further training (vocational specialist) would also be useful (cf. SCHNEIDER 2024). At DQR level 5, such a further training format would complement the qualifications as a certified training and further training pedagogue (DQR level 6) and certified vocational pedagogue (DQR level 7), which have hardly been in demand to date (cf. chapter 4). Companies and training personnel would thus be offered a formalised further training pathway across three DQR levels, which could also be expected to provide impetus for further professionalisation. In addition, further recommendations are made on the need for research and quality assurance in training practice, e.g. in the area of examinations (cf. HÄRTEL/ZÖLLER 2021).

To summarise, the key finding of the study is that the AEVO is largely not called into question. With its four fields of activity, the regulatory instrument offers a minimum standard as a certificate of trainer aptitude and as an entry qualification for vocational and work-related pedagogical tasks as an in-company trainer, which can be used to grant training authorisation to companies in the SME sector. Nevertheless, only a third of the participants were of the opinion that the AEVO/AMVO would take new technological and social developments into account. Slightly more, but by no means all participants

¹⁴ AMVO stands for General Master Craftsman's Examination Ordinance. In the skilled trades, anyone who has successfully passed the so-called master craftsman's examination in the respective craft is authorised to provide training. In the so-called trades requiring authorisation, a person can also train without having passed the master craftsman's examination, provided they have passed Part IV of the master craftsman's examination (vocational and work education knowledge) or another equivalent examination (based on the AEVO).

(58 per cent), were of the opinion that the AEVO/AMVO would provide sufficient vocational and work education skills. A need for modernisation was seen in relation to all four fields of action¹⁵, but the greatest need was seen in field of action 3 (implementation of training).

Updating the framework plan for the AEVO 2023

The BIBB study furthermore recommended to address the need for improvement and adaptation with regard to the AEVO. Updating the framework plan linked to the AEVO was a mean to refrain from amending the entire legal ordinance.

This recommendation was taken on board and led to the BIBB Board Recommendation (20 June 2023) on the new framework plan. The aim of revising the framework plan was to take greater account of current challenges in training practice such as digitalisation, heterogeneity and sustainability.

"The modernisation has strengthened the following topics in particular:

- Aspects of sustainability and future viability,
- Securing the next generation of skilled labour while taking demographic change into account,
- the role of in-company trainers as learning facilitators,
- training methods that promote active learning and are open to design,
- the use of digital learning media and virtual and hybrid learning environments,
- Considering and dealing with the heterogeneity of apprentices,
- Appreciation of others, taking into account social diversity and the development of intercultural competence,
- promoting the social and personal development of apprentices and
- the possibilities of - also digital - training marketing." (BIBB 2023a)

In addition, the proportion of time has been changed in favour of the third field of action, which is aimed at vocational and work-related pedagogical skills (implementation of training), so that around 57 hours are now planned instead of around 52 hours (cf. BIBB-HAUPTAUSSCHUSS 2009; 2023).

¹⁵ As a reminder, the four fields are: 1. checking training requirements and planning training, 2. prepare training and participate in the recruitment of apprentices, 3. carry out training, 4. complete training (see p. 16)

2.2 Suitability of companies

Around every second company in Germany is officially authorised to provide training (cf. BIBB 2024, p. 194). As soon as a company applies to register a training relationship with the chamber, the process of determining the suitability of the training premises is initiated. As with the aptitude of in-company trainers (Chapter 2.1), the BBiG is the relevant legal text here. It states:

"§ 27 Suitability of the training premises

(1) Apprentices may only be recruited and trained if

1. the type and facilities of the training premises are suitable for vocational training and
2. the number of apprentices is in reasonable proportion to the number of training places or the number of skilled workers employed, unless the vocational training is otherwise not jeopardised." (§ 27 BBiG 2020)

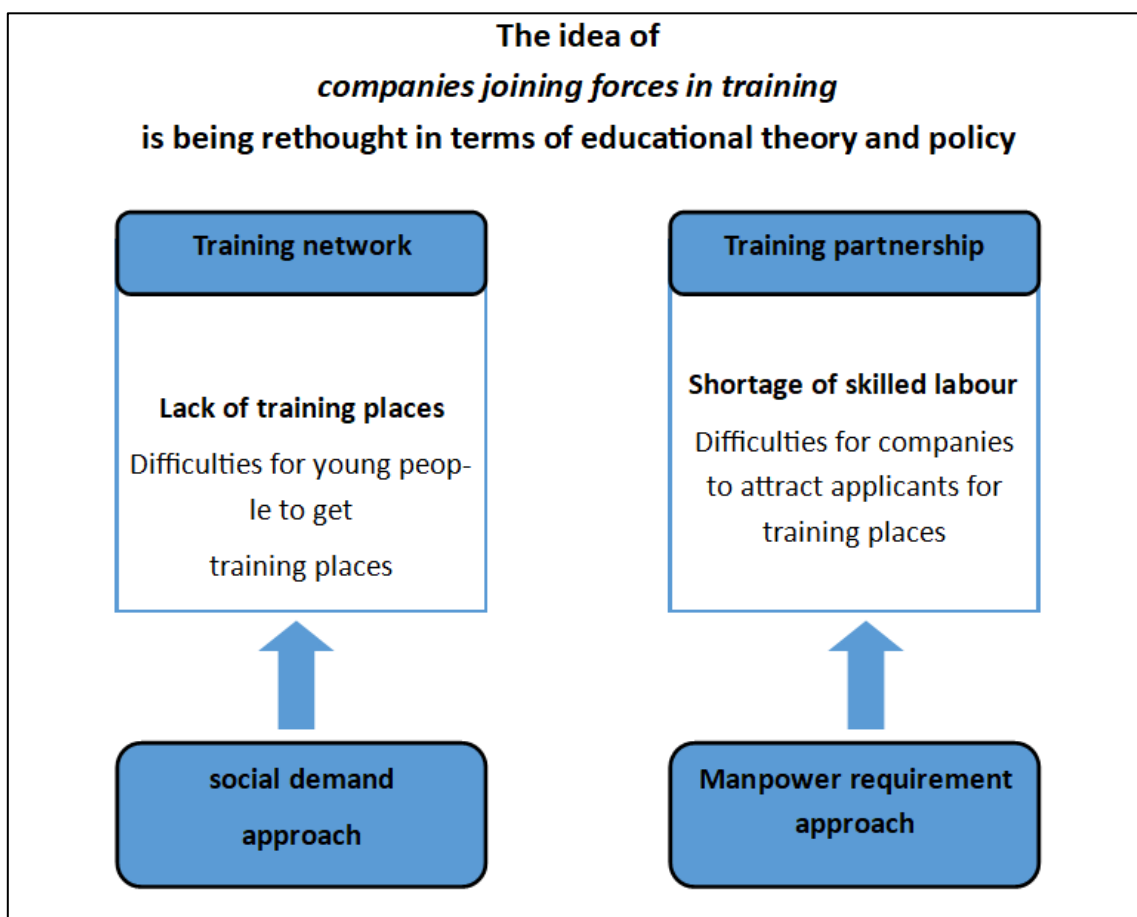
Companies may therefore only hire potential apprentices and enter into a training relationship with them if the training can be carried out in the organisation in an appropriate manner. In concrete terms, this means that companies must be able to provide all the training content of a corresponding training regulation at their business premises within the specified training period. The determination of suitability is therefore not generally valid, but only for the training occupation in question. The relevant valid training regulations must be available to the training premises for this purpose. The training regulations contain a training framework plan. An in-company training plan must be derived from this with details of the specific training places, the training phases, the training content to be taught and the allocated training periods (cf. BIBB 2017, p. 23).

In its recommendation no. 13, the BIBB Board defined the suitability requirement in more detail. In addition to the material and technical equipment of the company, the criteria for the suitability of the training premises include, for example, the "suitability of the company's work and business processes" (BIBB-HAUPTAUSSCHUSS 2015, p. 2). For example, the committee recommends that the vocational skills, knowledge and competences formulated in the respective training regulations must be ensured by the type and scope of "production, product range and services as well as the production and work processes" (BIBB-HAUPTAUSSCHUSS 2015, p. 2) of a company providing training.

If individual companies are not in a position to fully impart the vocational skills, knowledge and abilities of the training regulations, they are also permitted by law to organise individual training content outside their own company, e.g. in inter-company vocational training centres (ÜBS). If in-company training requirements cannot be adequately met, this is supported by supplementary inter-company training (cf. BBiG 2020, §5 Para. 2 No. 6; HwO 1953, §26 Pra. 2 No. 6). This often concerns training in small and medium-sized enterprises (SMEs). Here in particular, the inter-company training is intended to deepen and systematise basic vocational education and training and also to supplement and ensure a uniform level of in-company training by compensating for in-house specialisation, thus enabling the harmonisation of vocational qualifications. The federal government supports the ÜBS with appropriate funding. On the one hand, the equipment required for the implementation of the inter-company training and the construction of the training buildings (both structural modernisation of existing buildings and, if necessary, new construction) are subsidised (cf. BIBB 2023b, p. 256). In 2022, 4 per cent of company-based training authorisations were also accounted for by so-called *training networks*, i.e. an association of companies that can offer a training place on a cooperative basis (cf. BIBB 2024, p. 194). *Training partnerships*, in which, according to the definition by Bahl et al., companies with unlimited training authorisation decide of their own free will to work together to train their young employees, are also a

form of company-based training (cf. BAHL u. a. 2023, p. 10). Both forms of company-based training are based on different company and educational policy motivations and starting situations. Bahl et al. illustrate these as follows:

Fig. 2: Change in the view of company mergers



Source: BAHL u. a. 2023, p. 13

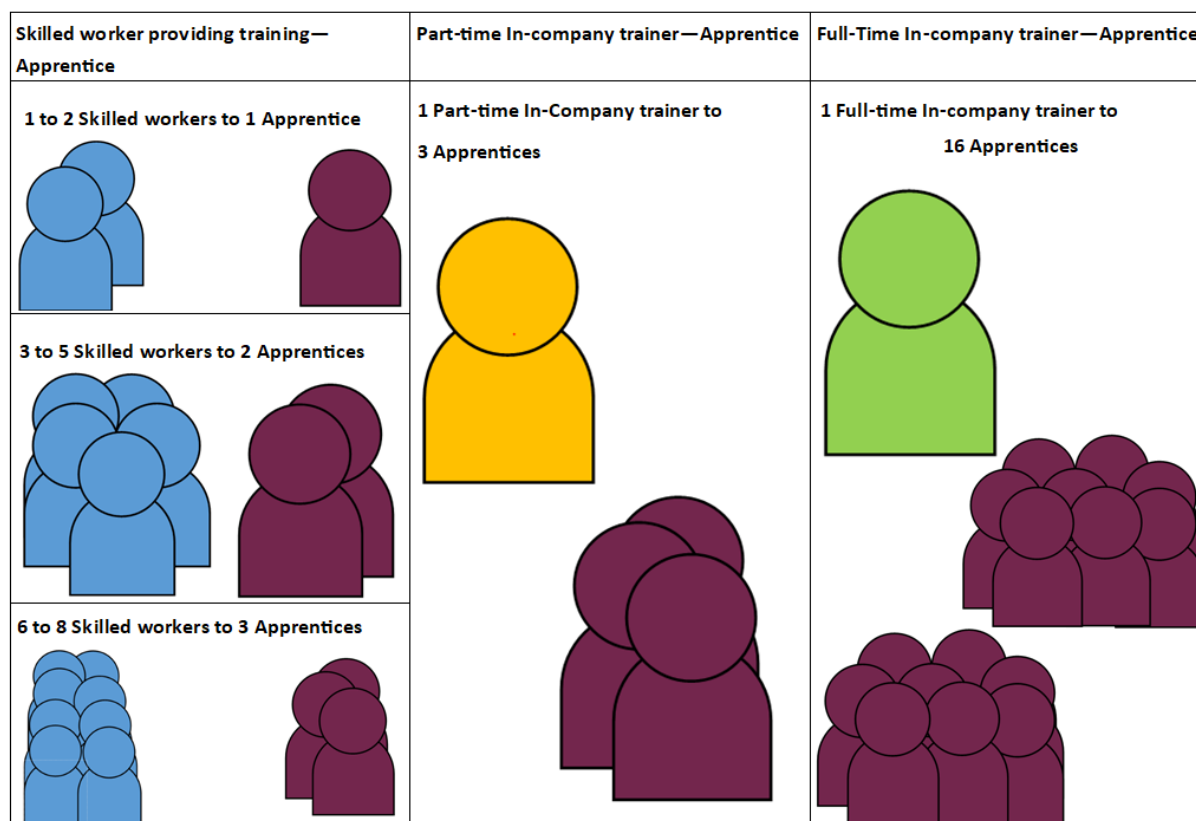
The figure shows that training networks tend to be founded due to a shortage of training places, while training partnerships tend to result from the recruitment of apprentices. The current training market situation is in favour of apprentices (see Chapter 1), and training partnerships could therefore be seen as a means of making it easier for SMEs in particular to continue to actively participate in company-based training practice by increasing the attractiveness of training in partnerships for potential apprentices (cf. BAHL u. a. 2023, p. 12).





Regardless of the form in which companies wish to provide training, they must have their authorisation to do so determined and, in case of doubt, verified by the relevant chambers or other competent bodies in the respective geographical districts (cf. § 32 BBiG 2020). In this regard, the BIBB Board makes the following statement, among others:

"The Board of the Federal Institute for Vocational Education and Training assumes that the determination and monitoring of the suitability of training premises is a task directly incumbent on the competent bodies, which they cannot delegate. In particular, it considers a prior aptitude assessment at the training centre or other suitable means to be necessary for training premises in which training is to be provided for the first time or after a longer interruption and for training premises in which the training occupation applied for has not yet been trained." (BIBB-HAUPTAUSSCHUSS 2015, p. 1)

The main committee also recommends certain ratios between the number of apprentices and different groups of people providing training. The groups of people providing training should be quantitatively related to the number of apprentices as follows:

Fig. 3: Ratio of In-company trainers to Apprentices



Legende:	
	Skilled worker providing training (Ausbildende Fachkraft)
	Part-time in-company trainers (Nebenberufliche/r Ausbilder*in)
	Full-time in-company trainer (Hauptberufliche/r Ausbilder*in)
	Apprentice (Auszubildende*r)

Source: own presentation DEQA-VET 2024

The respective training premises of training networks and partnerships should also meet these requirements for the company-based learning location. Full-time in-company trainers usually work in training

apprenticeship workshops and inter-company vocational training centres (ÜBS). The main committee recommendation stipulates a maximum group size of 16 apprentices per trainer.

3. The In-company training personnel in Continuing Vocational Education and Training (CVET)

In-Company training personnel is not only involved in training, but also in continuing training. It should be noted that it is hardly possible to make a clear distinction between in-company training personnel engaged in IVET and those engaged in CVET and that this is therefore only meaningful to a very limited extent. The reason for this is that it is often the case that the same persons work in both areas, depending on the context (cf. VEREIN DER GAB MÜNCHEN E.V. 2008a, p. 40).

As explained in the previous chapters, there is great heterogeneity in training when it comes to the different roles and tasks of in-company training personnel. In the area of CVET, the picture is even more complex. Here, too, training personnel take on different roles and tasks, which are realised in various settings and arrangements due to different sector affiliations and differing company sizes. In addition, the area of CVET is far less regulated than is the case in IVET and is therefore inherently associated with greater variance and complexity (cf. BIBB/DEQA-VET 2022). This circumstance may explain to a certain extent why there is little valid and up-to-date data on the subject of in-company training personnel in CVET. In many respects, we must therefore speak of a "black box". The BIBB data report (2023) mentions with regard to the field of CVET in general "Continuing vocational education and training is a very complex and heterogeneous educational sector in many respects: there is a wide range and variety of providers and programmes, formats and objectives of companies and participants. Various stakeholders are responsible for the implementation, management and financing of these programmes, which differ according to the legal context at federal or state level or in a company or non-company context" (BIBB 2022b, p. 305). In the field of CVET providers by and large, the shortage of skilled training is an inhibiting factor for many providers. Seven out of ten organisations reported difficulties in recruiting qualified training staff (cf. ECHARTI u. a. 2023, p. 9).

The last comprehensive explorative study focusing on in-company training personnel dates back to 2008 (VEREIN DER GAB MÜNCHEN E.V. 2008a; 2008b; 2008c) - its findings on structural conditions are still considered to be valid despite the fact that it was published in the past and form the basis for the following remarks.

Relevance of continuing vocational training

The recent National CVET Strategy acknowledges that CVET is indispensable, particularly in view of the rapid technical and socio-economic developments and challenges (BMAS/BMBF 2022, p. 6). In view of this, companies must initiate continuing training within their workforce, as training (IVET) and the acquisition of a first vocational qualification are no longer sufficient to maintain employability (cf. JOST, RAMONA, IAB/THALHEIM 2021, p. 7).

The above-mentioned study from 2008 showed that there were intensive efforts to provide continuing training across the various sectors, which would be reflected in a corresponding demand for CVET services and people who can provide them (cf. VEREIN DER GAB MÜNCHEN E.V. 2008a, p. 28).

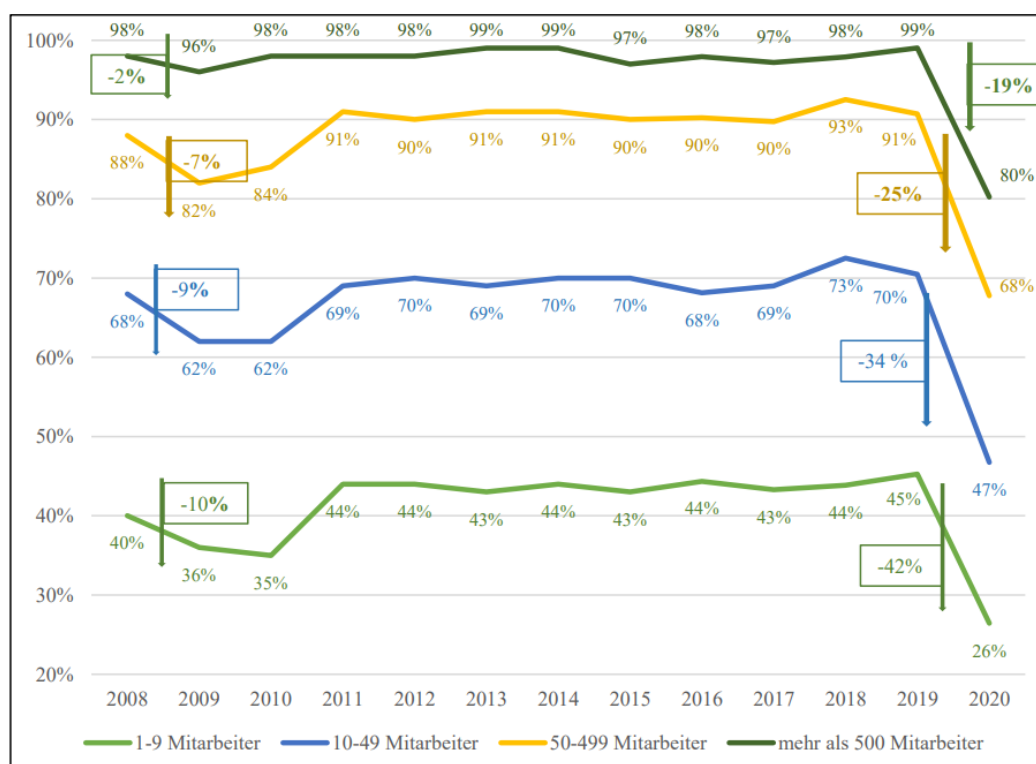
The following quantitative figures were derived from the studies conducted at the time: In Germany at that time, between 80 and 96 per cent of all companies - regardless of company size - provided continuing training for their employees.¹⁶ The study states:

¹⁶ According to CVTS figures, a total of 77 per cent of companies in Germany offered their employees continuing training in the last survey in 2020 (see BIBB (2023b, p. 311)). The figures relate to all the formats of continuing training surveyed.

"It is estimated that between 50 and 60 per cent of all employees are affected by formal CVET (i.e. excluding informal learning in the workplace) (...) This means that CVET affects many more people than training (p. 28)."

Based on the IAB Establishment Panel, Jost and Thalheim also worked out that companies with a higher number of employees are more likely to participate in CVET. This is shown in the following figure for the years 2008 to the first year of the pandemic, 2020:

Fig. 4: Participation in continuing training by company size



Source: JOST, RAMONA, IAB/THALHEIM 2021, p. 16

The 2008 study comes to the conclusion that large and medium-sized companies often maintain their own personnel development departments and in some cases their own training academies, while smaller companies find it more difficult to release their employees and also rely on external training providers and training centres (cf. VEREIN DER GAB MÜNCHEN E.V. 2008a, p. 29). These findings support and contextualise the figures presented above by Jost and Thalheim (2021).

Field of activity of in-company training personnel

One way to differentiate within the group of in-company training personnel in CVET is to do so according to the type of training offered. A distinction can be made between formal programmes, such as so-called upgrading training ("advanced training for higher-qualification vocational education and training" § 1 Para. 4 BBiG 2020) and more unregulated measures that serve to update educational levels.¹⁷

¹⁷ Here the study speaks of "adaptation training" (cf. VEREIN DER GAB MÜNCHEN E.V. (2008a, p. 30)).

The latter aims to keep employees' competences, knowledge and skills up to date in view of the constant changes in the world of work and the associated challenges. This area is organised in a largely unregulated manner and is reflected in a wealth of individual measures that also respond to relatively short-term needs. Formal advanced training tends to take place at other learning centres (cf. VEREIN DER GAB MÜNCHEN E.V. 2008a, 30; 34).

Irrespective of the respective economic sector, larger companies often develop their own training programmes which they offer to their employees. In special cases, external providers are also utilised for in-house training. Some large companies also maintain their own academies, which organise continuing adaptation training, among other things. In particularly training-intensive sectors, training premises run by associations have also been set up to take on this task (see VEREIN DER GAB MÜNCHEN E.V. 2008a, pp. 30f.).

In economic sector with a high number of small businesses, there are sector-specific training providers such as inter-company training premises. The Central Association of Skilled Crafts (ZDH) is also an example for the skilled crafts sector, and the DIHK-Bildungs-gmbH for the industry and trade sector (see VEREIN DER GAB MÜNCHEN E.V. 2008a, pp. 30f.). In addition, the chambers offer continuing training (see SABBAGH/ANSMANN 2022), not forgetting the many independent training providers.

In contrast, regulated forms of CVET with structured training courses and formalised qualifications, such as the master craftsman course, predominate in upgrading training (cf. VEREIN DER GAB MÜNCHEN E.V. 2008a, pp. 32ff.).

It should be noted that the group of in-company training personnel is almost exclusively active in the area of rather unregulated, non-formal CVET, which serves to update the knowledge of employees. (cf. VEREIN DER GAB MÜNCHEN E.V. 2008a, p. 34).

In-company training personnel in CVET

In a definitional distinction to vocational training personnel, *in-company* training personnel can be regarded as a sub-category that implements vocational training in *the context of the company*. An exception for IVET is the so-called third place of learning within the dual system, which includes in particular the ÜBS. Their programmes (which can also be in the area of CVET) are therefore generally classified as in-company training (see VEREIN DER GAB MÜNCHEN E.V. 2008a, p. 8). A similar argument could be made for CVET, and the programmes offered by external training venues such as academies, continuing education providers etc. could also be subsumed under in-company CVET, because these are commissioned and paid for by the companies, if not always initiated.

The aforementioned study uses a broad definition of different groups of people in the area of continuing education, regardless of whether they are active in the company or at another learning venue (see table) (cf. VEREIN DER GAB MÜNCHEN E.V. 2008a, pp. 36ff.):

Type of CVET personnel	Description
Managers and coordinators	In large companies, someone may be responsible for the management and coordination of continuing education on a full-time basis - often in conjunction with personnel development. Only in large companies and with large training organisations is there a certain market for full-time staff with academic qualifications (lawyers, psychologists, business economists, philosophers, sociologists, theologians, etc.) and relevant

	further qualifications and professional experience in either human resources or education. In small companies, responsibility for continuing training is not a job, but a function that is performed by the manager in addition to many other tasks. In medium-sized companies, HR managers, for example, also take on the management of continuing training.
Full-time CVET personnel	For example, technical colleges, which primarily offer fixed courses and study programmes as part of advanced training, work almost exclusively with full-time training staff (approx. 80 % of employees); this often also applies, albeit to a lesser extent, to large CVET venues, academies and training providers. As a rule, they are permanently employed as lecturers and trainers, often in conjunction with conceptual coordinating tasks.
Part-time CVET personnel	In their "main job", they are specialists in a subject or topic area in which they work. They only occasionally take on continuing training tasks in their own company or with external training providers.
Independent trainers	They are <i>full-time trainers</i> who offer and organise continuing education courses on a freelance basis or as employees of an educational institute on behalf of mostly changing clients.

This report focusses on the people employed in companies who take on training tasks in various roles in company-based IVET and CVET. According to the above definition, these can be managers and coordinators, some full-time in-company trainers and, above all, part-time in-company trainers.

Qualification of in-company training personnel in CVET

Most of those involved in CVET are predominantly academically trained. The small group of full-time training staff - including the managers/coordinators - usually have a relevant professional background (organisational psychology, personnel development, personnel management, rarely social pedagogy). However, there are also individual cases in which the instruments of personnel development were acquired by other means, e.g. through individual continuing training (cf. VEREIN DER GAB MÜNCHEN E.V. 2008c, p. 13).

It is known about part-time in-company trainers that the qualification relates in particular to the respective professional expertise. As a rule, they are the least qualified - usually not formally qualified at all - for their vocational pedagogical training tasks (cf. VEREIN DER GAB MÜNCHEN E.V. 2008c, p. 6).

In general, stakeholders appreciate the largely unregulated nature of the CVET sector. It shows that this flexibility and diversity is certainly welcomed and defended and that there is an explicit desire on the part of policy makers not to intervene in a restrictive manner (cf. VEREIN DER GAB MÜNCHEN E.V. 2008a, p. 30).

Accordingly, no need was seen for a regulated qualification of independent trainers. On the contrary, it was feared that regulations could even have a counterproductive effect, as they could possibly

interfere the diversity, flexibility and innovative strength of the market. Furthermore, it would be impossible to squeeze the enormous range of CVET competences offered and demanded on the CVET market into one training course and one certificate (cf. VEREIN DER GAB MÜNCHEN E.V. 2008c, p. 14).

4. Qualification for In-company training personnel

Against the background of the central role of in-company training personnel and the diverse, changing requirements, the question of their (continuing) qualification is highly relevant. The individual process of professionalising¹⁸ in-company training personnel can begin with formalised qualification in accordance with the AEVO - but what about continuing qualifications in Germany? A career pathway concept for in-company training personnel already exists in part. It provides for an expansion of the competences, the field of activity and the target groups of appropriately trained persons. In addition, there are a number of non-formal continuing education programmes on the CVET market. Some BIBB initiatives support this non-formally regulated type of continuing training for company training personnel through programmes and projects.

Formal qualification programmes

Chapter 2 has already presented the requirements for working as an in-company trainer. These include personal and professional aptitude. The latter includes proof of professional as well as vocational and work-related pedagogical competences. As a rule, this proof is officially determined by the competent bodies through an examination in accordance with the AEVO.¹⁹

The examination at the competent bodies in accordance with the AEVO can be regarded as a formal qualification, but it is not based on a further training regulation and is not assigned to the DQR (see BUND-LÄNDER-KOORDINIERUNGSTELLE FÜR DEN DEUTSCHEN QUALIFIKATIONSRAHMEN FÜR LEBENSLANGES LERNEN 2023).²⁰ Specific content of preparatory courses is not explicitly stated in the AEVO. However, the BIBB Board, the Association of German Chambers of Industry and Commerce (DIHK) and the German Confederation of Skilled Crafts (ZDH) have each developed a framework plan for this. Providers of so-called "Training of Trainers" preparation courses (AdA) can refer to this and their courses are offered on the CVET training market. The BIBB Board recommends a course duration of 115 teaching hours (cf. BIBB-HAUPTAUSSCHUSS 2023).

Two further formal further training programmes in connection with the qualification of company training personnel were enacted at federal level in 2009. Since 2020, the BBiG has provided for a total of three further training levels, which are usually at levels five to seven in the DQR. Level six of the DQR includes further training to become a training and certified training and CVET pedagogue ([AWPäd examination regulations](#) and [DQR classification](#)). This qualification is intended to enable the planning, organisation and implementation of learning processes and learning support. This includes, for example, counselling companies and learners with regard to possible learning and development tasks (CF: BUNDESMINISTERIUM FÜR BILDUNG UND FORSCHUNG 2013). The qualification as a certified vocational

¹⁸ Faßhauer distinguishes here between a social process of the development of professions/occupations and the process of individual professionalisation in the sense of the acquisition of "specific skills and attitudes for acting in these professions" (cf. FABHAUER (2017, p. 5)).

¹⁹ Anyone who has not yet had their suitability for training assessed has two or three options for providing evidence of this to the competent bodies:

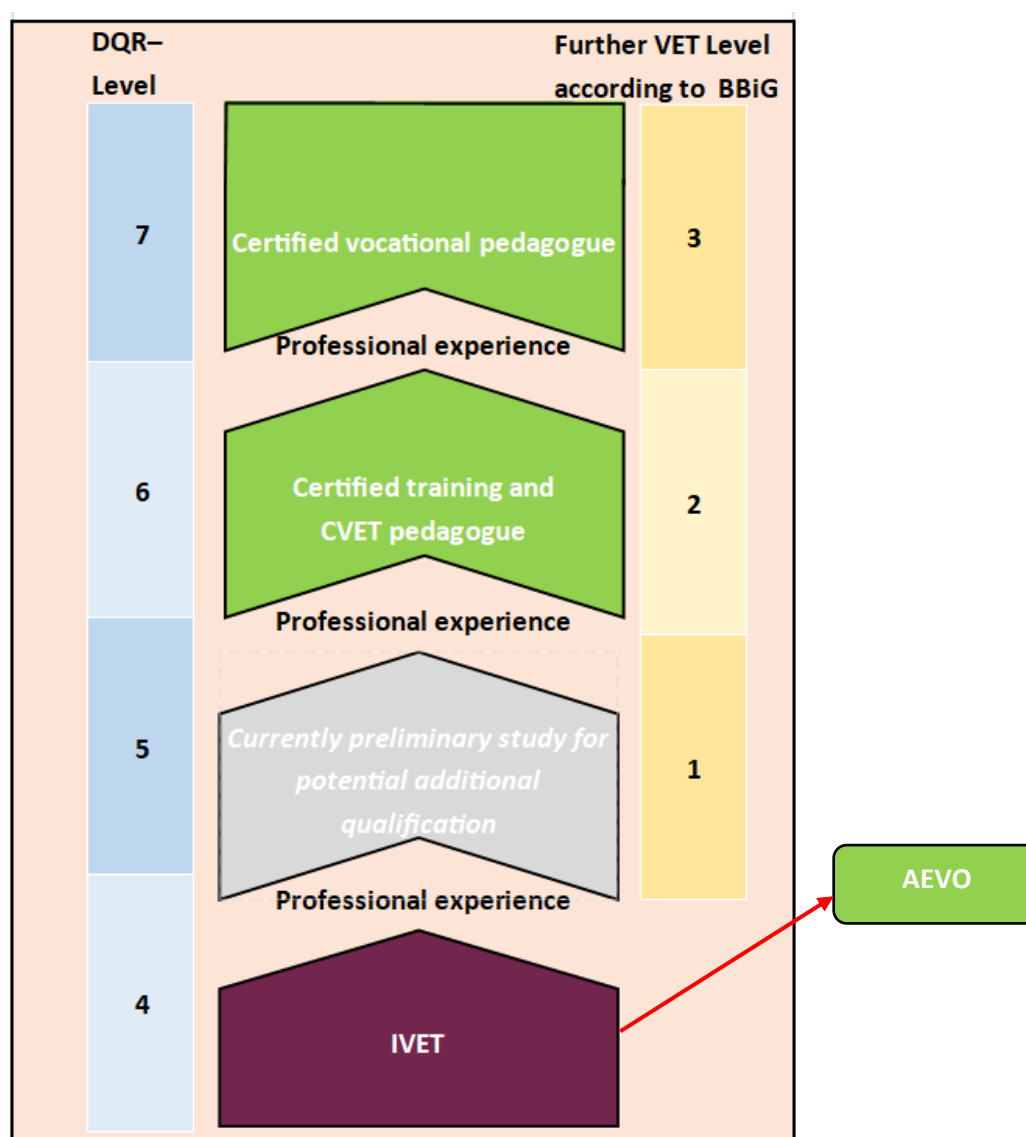
- By passing an examination with the competent bodies in accordance with the AEVO, see AUSBEIGNV (2009, p. 3)
- By successfully passing the master craftsman's examination in accordance with the HwO or another vocational training programme in accordance with the BBiG at the competent body cf. AUSBEIGNV (2009, p. 3)
- By providing credible proof of aptitude in another way to the competent body (cf. AUSBEIGNV (2009, p. 3)).

²⁰ Further information on the development of training regulations can be found in chapter two of the DEQA-VET 2022 Self-Assessment Report (BIBB/DEQA-VET (2022))

pedagogue follows on from level seven of the DQR, the examination for which is to be prepared in 800 hours of teaching and 800 hours of self-study ([DQR classification](#)). This qualification extends beyond the area of responsibility of the certified training and CVET pedagogue in that the aim is to identify future qualification requirements for companies and organisations and to be able to integrate corresponding work and learning processes as well as further training (CF: BUNDESMINISTERIUM FÜR BILDUNG UND FORSCHUNG 2013). However, both qualification programmes are hardly accepted in practice, as evidenced by the low number of participants (cf. SCHLEY u. a. 2020; cf. GROLLMANN/ULMER 2020, p. 534). BIBB is currently conducting a preliminary study to clarify whether there is a need for further training at the first further training level or DQR level five (cf. SCHNEIDER 2024).

This would create a career pathway for in-company training personnel directly following IVET (see Fig. 6).

Fig. 6: Qualification pathway for in-company training personnel



Source: own presentation DEQA-VET 2024

At the same time, a study on the acceptance of the further training profession of "certified vocational pedagogue" (cf. SCHLEY u. a. 2020) has shown that the tiered qualification programme for training personnel in companies above the AEVO needs to be amended overall.

Non-formal continuing training

According to a recent study of industrial metal and electrical companies in the training sector, training personnel rate the pedagogical aspect of their work as a major challenge (cf. BLANK/NICKLICH/PFEIFFER 2022, p. 13). At the same time, the continuing training programmes they attend, which tend to be vocationally oriented, do not match their own assessments (cf. BLANK/NICKLICH/PFEIFFER 2022, p. 15).

Short continuing training measures are particularly attractive for companies (cf. WEIß 2003, p. 57), which can be addressed in particular via corresponding non-formal continuing training programmes.

Non-formal continuing training courses for in-company training personnel are offered on the free CVET market, but are also organised internally. From a quality assurance perspective, this entire area is usually not regulated by the state, provided there are no entitlements to funding.²¹

In addition to independent training providers, the competent bodies in the skilled trades, industry and commerce, the chambers, are also active in this area. A study conducted by DEQA-VET was able to show that chambers provide a wide range of programmes for companies and their training personnel in varying degrees of course intensity (cf. SABBAGH/ANSMANN 2022, p. 44).

In addition, BIBB implements programmes and projects that address the CVET of in-company training personnel, particularly with regard to the major transformation topics. Three exemplary approaches are presented below. In particular, they support the transformation topics of sustainability, digitalisation and demographic change/heterogeneity in the area of in-company trainer qualification:

1. NiB (Nachhaltigkeit im Beruf/Sustainability in occupations)

The NiB programme attempts to transfer previously developed findings on sustainability-awareness training for the profession into continuing training courses for in-company trainers. A total of 25 projects, some with several project partners, are intended to design programmes that are ideally applicable across the board and provide in-company trainers with the skills they need to improve awareness of their apprentices to sustainability issues in their respective professions. The aim is to promote training practices that strengthen young people's ability to act in a sustainability-conscious manner.

2 MIKA (Media and IT competences of in-company trainers)

In a BIBB project, a seminar concept was developed to strengthen the media and IT skills of in-company trainers. The seminars, which were tested in practice, are intended to help them to organise work and learning processes digitally, taking into account safety-relevant aspects. The resulting content and the developed concept are now available online for interested in-company trainers (MIKA - Medien- und IT-Kompetenz für Ausbildungspersonal (leando.de)). In a total of 60 hours, consisting of self-study phases in the digital MIKA Campus, webinars and face-to-face events, the in-company trainers should acquire the relevant skills within seven weeks (cf. BIBB 2022a).

²¹ A description of the quality assurance of continuing training courses with state funding at federal level can be found in the DEQA-VET Self-Assessment Report from 2022 (BIBB/DEQA-VET (2022))

3. Weiterbildungsmentoren (continuing training mentors)

Since 2020, projects on in-company training mentors have been implemented. While the Federal Employment Agency, for example, offers vocational continuing training counselling, the continuing training mentors in companies are intended to reach low-skilled colleagues in their day-to-day work and raise awareness of the topic of continuing training. The approach aims to break down barriers for low-skilled employees with regard to the topic of continuing training and continuing training counselling. The aim is to introduce the heterogeneous target group to continuing training at a low-threshold level so that the corresponding offers are taken up in the first place. These are four individual projects organised by the trade unions IG Metall, Ver.di, NGG and the social partners IG BCE and BAVC. The BIBB is providing scientific support for these projects.

5. Challenges

Questions for the Peers:

1. Against the background of the needs of apprentices and in-company trainers/inter-company trainers and their general conditions of work in companies:

In your view, what qualification content (learning objectives) for in-company training personnel and inter-company trainers is central?

How could technical knowledge be enriched by pedagogical competences through qualification?

To your view which are the strengths and weaknesses of the German approach to qualifications of in-company personnel in IVET?

2. Against the backdrop of current challenges such as digitalisation, heterogeneity, demographics and sustainability:

From your perspective, how do we need to support and qualify in-company training personnel in order to actively shape the transformation issues?

Can you give us best-practice examples?

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