

Dual VET

Berufsausbildung

 Germany

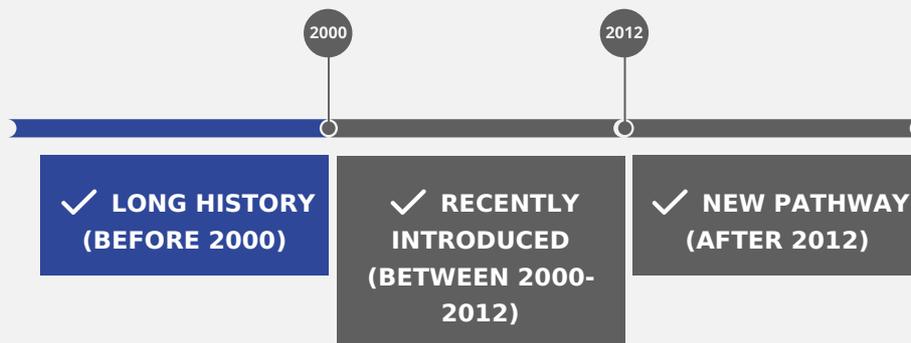
Reference year 2023

Content updates and contributors

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① SCHEME HISTORY

Q1. When was the scheme introduced?



For the origins of the dual system see question 4 of the country fiche. Significant amendments of the system were the introduction of holistic 'learning areas' in the VET schools in the 1990s and the establishment of two-year training programmes from the early 2000s on.

The 1969 Vocational Training Act (BBiG) was amended in 2005 and in 2020.

Recent amendments led to:

- Introduction of a minimum training wage for apprentices
- Reinforcement of equivalence between vocational and academic qualifications
- Expansion of part-time vocational training to further target groups
- Facilitation of recognition of prior learning
- Reduction of red tape, especially for international mobility

Q2. How did the apprenticeship scheme originate?



✓ TRADITIONAL CRAFTSMANSHIP (MASTER-APPRENTICE RELATION) TO PREPARE APPRENTICES FOR THE OCCUPATION



✓ SCHOOL-BASED VET TRACK BY INCLUDING MORE WORK-BASED LEARNING TO SUPPLY SKILLED WORKFORCE TO MATCH LABOUR MARKET NEEDS



✓ EX-NOVO



✓ OTHER

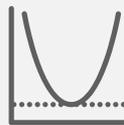
For the origins of the dual system see question 4 of the country fiche. The Crafts Statute is the legal base for the German skilled crafts and their self-government. The part regulating vocational training is aligned to the Vocational Training Act.

② BENEFICIARIES

Q3. Does the legal basis define the minimum and maximum age limits for enrolment of the target group of this scheme?



✓ MINIMUM AND MAXIMUM AGE LIMITS DEFINED



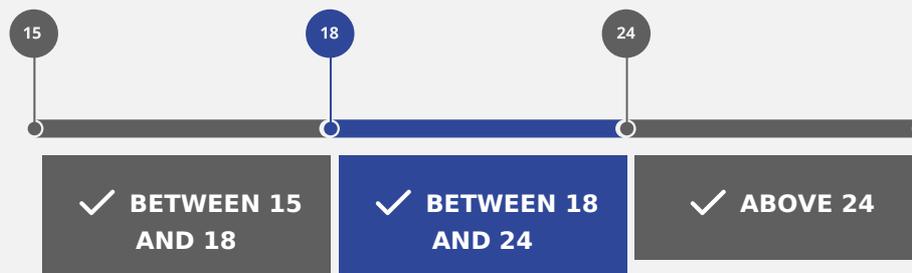
✓ MINIMUM AGE LIMITS DEFINED ONLY



✓ OTHER

The dual system is open to anyone who has completed compulsory schooling. No specific target group is defined by the law, and there is no statutory age limit.

Q4. What is the average age of learners in practice?

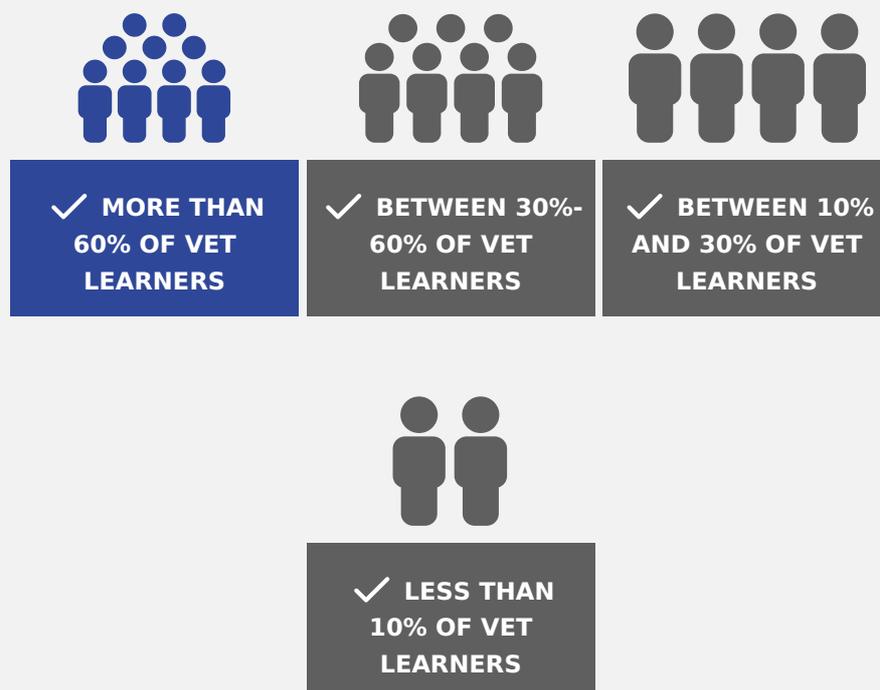


In the reporting year 2020, the average age of apprentices with a new contract was 19.9 years. This was the first time since 1993, a slight decrease compared with the previous year (2019: 20.0 years). (BIBB Datenreport 2022)

Q5. How many learners are enrolled in this scheme?

1,288,962 persons were registered nationwide as apprentices in a dual vocational training programme on December 31, 2020 according to BBiG/HwO. (BIBB Datenreport 2022)

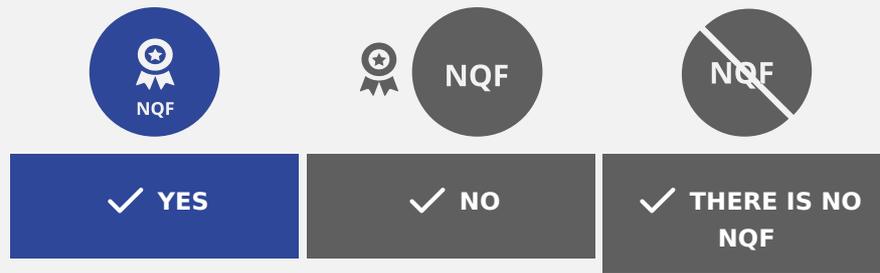
Q6. What is the share of apprentices enrolled in this scheme in relation to all VET students for the corresponding educational level(s)?



The dual system accounts for about 66.5 % of the learners in the VET system in 2020. (.integrierte Ausbildungsberichterstattung, Schnellmeldung Statistisches Bundesamt 2021)

3 QUALIFICATIONS

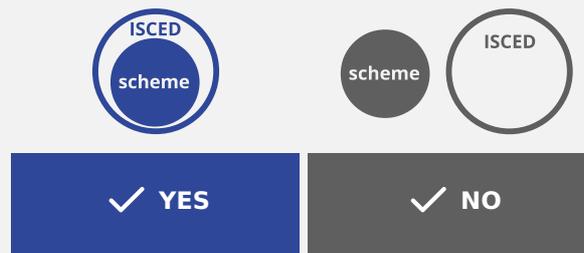
Q7. Are the qualifications included in the National Qualification Framework (NQF)?



The allocation of qualifications to NQF levels is based on the level descriptors following an inductive and deductive “best-fit” approach.

Vocational training preparation measures are allocated at GQF levels 1 and 2; dual VET are levels 3 and 4; Specialised qualifications at level 5; higher VET qualifications at levels 6 and 7 (2013 German EQF Referencing Report).

Q8. Is the scheme included in the ISCED 2011 mapping?



Programme code: 03.05, ISCED 2011 level: 354

Q9. Are the qualifications offered only through apprenticeships?



Apart from the regular apprenticeship pathway, qualifications in the dual system may be

Apart from the regular apprenticeship pathway, qualifications in the dual system may be obtained through two alternative schemes. On the one hand, they can be achieved through school-based VET, which may be offered in the form of full-time instruction at regular public VET schools (Berufsfachschule) or in the form of government-sponsored courses at private training providers. This school-based track targets young people who were unable to find a regular company-based training place as well as adults who need to undergo retraining. The training programme is completed with the same chamber examination as the regular apprenticeship programme. Both options do not provide the whole range of possible apprenticeship occupations.

The second alternative route towards an apprenticeship qualification is the so-called 'Externenprüfung' (examination of external candidates), which means the exceptional admission of learners to the final examination at a chamber of commerce without prior formal training. Learners who give evidence of a period of relevant work experience that is at least one and a half times as long as the regular training period for the occupation in question can be admitted to the final examination. Technically this route is not an alternative training programme but a procedure for the validation and recognition of prior learning.

Q10. Which is the type of qualification obtained through the apprenticeship scheme?



The names of the qualifications obtained through apprenticeship in the dual system vary between occupational sectors, however the qualifications are fully equivalent in the sense that they all require the same type of training and give evidence of the same level of professional competence. Hence the qualifications specified below can be regarded as one single type of qualification, which is why they are frequently grouped together under the generic term 'Lehrabschluss' (completed vocational training), which is also used in the ISCED 2011 mapping.

The qualification awarded in the sector of skilled crafts is termed 'Gesellenbrief' ('journeyman's certificate').

The qualification awarded in the sector of engineering and industrial occupations is termed 'Facharbeiterbrief' ('skilled worker's certificate').

The qualification awarded in business and commercial occupations is known by the neutral term 'IHK-Prüfungszeugnis' (certificate of final examination at the chamber of

industry and commerce), which has been replacing the traditional title of 'Kaufmannsgehilfenbrief' ('business clerk's certificate') since 2000. All of the above-mentioned qualifications are awarded by the competent bodies according to the Vocational Training Act, i.e. the chambers of commerce, chambers of craft trades and the sectoral chambers for some business sectors. The qualifications are based on occupational profiles defined in the training ordinances for each occupation, but they also have the status of diplomas or certificates that are recognised within the education system. Accordingly, the qualifications of the dual system may count not only as occupational but also as educational qualifications.

Q11. Does the scheme provide direct access to higher education?



Unlike learners with a CVET qualification (e.g. master craftsperson), graduates of IVET programmes in the dual system do not have direct access to higher education. However, according to the resolution of the Standing Conference of the Ministers of Education and Cultural Affairs (KMK) of 6 March 2009 on the access of vocationally qualified learners to higher education, learners who give evidence of a completed apprenticeship (or equivalent VET programme outside the dual system) of at least two years plus three years of relevant work experience can have access to cognate higher education programmes if they pass a specific admission test. Alternatively, they may be admitted on probation for a period of one year. The Länder have amended their higher education acts accordingly.

Q12. What is the typical duration of the apprenticeship programme?

The training period in most occupations is 3 or 3 ½ years (36 or 42 months) depending on the occupation. The duration is specified for each occupation in the respective training ordinance ('Ausbildungsverordnung'). Apprentices with an advanced school-leaving certificate such as the 'Abitur' (university entrance qualification) have the opportunity to reduce the training period by one year if the employer providing in-company training agrees.

In addition to these 'standard' apprenticeship programmes, apprenticeships with a duration of 2 years were introduced as a stepping stone for learners who might find a full-fledged training programme too challenging. These programmes account for about 8% of all learners enrolled in the dual system.

As explained above (Q15), each training ordinance specifies the regular duration of the programme in question (24, 36 or 42 months). However, the chambers may grant permission to conclude an apprenticeship contract that foresees a longer or shorter length of stay. The above-mentioned reduction of the training period by one year for holders of the 'Abitur' or equivalent is an example. In addition, the apprenticeship may be extended for a maximum of one year to enable the learner to re-take the final examination.

Q13. Is there any organization at the national level with roles in co-ordinating the scheme?

YES NO

The legal responsibility for dual VET lies with the Federal Government for the in-company training and with the Federal States regarding the part-time vocational schools. The social partners are involved in decision-making at all levels. The state has transferred the task of monitoring in-company training to the competent bodies. The Vocational Education and Training Act (2020) lists the competent bodies. They include the different chambers such as the chambers of crafts and trades, the chambers of industry and commerce, the chambers of agriculture, chambers of lawyers, patent attorneys and notaries.

In Germany the term “competent body” is a legal set expression for the organisations that support and monitor the provision of in-company training. For most dual training occupations, the chambers are the competent bodies. The Federal State takes over responsibilities in steering and modernising the system.

The chambers of commerce and trade and the chambers of skilled crafts supervise the majority of dual training conducted in Germany. They are organised in a regional structure. Their umbrella organisations are the Association of German Chambers of Commerce and Industry (DIHK) and the German Confederation of Chambers of Skilled Crafts (DHKT, part of the German Confederation of Skilled Crafts (ZDH)).

All companies in a particular sector are compulsory, dues-paying members of the relevant chamber. The chambers run vocational training committees. Decisions are made by a General Assembly elected by all members of the chamber. The public service and religious organisations governed by public law have their own competent bodies.

Q14. What is the role of chambers, employers’ and employees’ representatives, sectoral councils (if existent), in shaping apprenticeship content, as per regulation?

ROLE IN DESIGNING QUALIFICATION ROLE IN DESIGNING CURRICULA OTHER



✓ NO ROLE

Employers' and employees' representatives participate in the supervision of VET at the local level and in the design of curricula at the national level. They are represented in the boards of examiners at the chambers and the VET advisory boards at the chambers. At the national level, employer associations and trade unions are represented in the governing board of the Federal Institute for Vocational Education and Training.

According to the memorandum of understanding between the federal and Länder governments on the development of VET curricula, the employer associations and trade unions at the national level have to be consulted when a curriculum is newly developed or amended.

Involvement of Social Partners in Germany:

In Germany, business and trade organisations, social partners and the State cooperate on the basis of the principle of consensus. The Vocational Training Act regulates that the social partners are involved in decision-making processes at all levels.

National level:

At national level, representatives of all stakeholders – employers, trade unions, Germany's Federal States and the Federal Government – work together on the Board of the Federal Institute for Vocational Education and Training (BIBB), with each group having an equal share of votes. The Board is the executive body of BIBB and also the German government's statutory advisory body in fundamental matters regarding vocational education and training. It comments on the drafts of training regulations and framework curricula. In addition, it issues recommendations for the uniform application of the Vocational Training Act (e.g. on the structure and design of training regulations, examination requirements, competence-based approach etc.).

Federal State level:

At the level of the Federal States, representatives of the social partners and the supreme federal state authorities form the Federal State Boards, which advise the governments of the Federal States on vocational education and training issues.

Development of training regulations:

Employers and trade unions participate intensively in the development of training regulations jointly with the Federal Institute for Vocational Education and Training (BIBB) in order to turn the experience from training to good practise and to heighten the acceptance of new training regulations in the enterprises providing training. This intensive cooperation applies to the entire process.

Employers as social partners:

Employers play an active part in the development of the dual apprenticeship system in a systemic way. As part of the social partnership, they are represented at all levels of the system.

- At the national level, employer representatives are members of the BIBB Board, advising the Government regarding vocational education and training.
- At the Federal State level, the employer representatives participate in the Federal State Boards for Vocational Education and Training.
- At the local level employers, are engaged in the Vocational Education and Training Committees of the chambers and in the examination committees for the single occupations.
- For the development of training regulations, the social partners appoint occupational experts among their members.

Q15. What is the role of chambers, employers' and employees' representatives in implementing the apprenticeship scheme, as per regulation?



The chambers are 'competent bodies' for the supervision of apprenticeships (see also Q18). They are responsible for registering apprenticeship contracts, monitoring employer compliance to the requirements on training companies, organising final assessments and providing advice and support to training companies (see also Q28).

According to the Vocational Training Act, the 'competent bodies' have the following tasks:

- supervise vocational training preparation, vocational training and retraining;
- maintain the directory of apprenticeships (in the skilled crafts, this is the "Apprentices' Register");
- employ training counsellors that advise the enterprises on all training issues;
- run a register of trained training staff, take the exam for the aptitude of the training staff;
- assess the quality of the training facility;
- conduct the intermediate and final examinations or journeyman examinations and
- monitor and support mobility periods abroad of apprentices and learners.

Legal requirements for companies providing training:

In order to be able to train under the apprenticeship scheme, companies need to prove that they are suitable as a training facility and that they employ qualified in-company trainers. They have to sign a training contract with the apprentice. Before the training starts, the company has to develop an in-company training plan that fulfils the requirements of the training regulation. These formal prerequisites are monitored by the chambers.

Regional/local level:

At regional/local level, the competent bodies set up Vocational Education and Training Committees with six representatives each from trade unions, employers and teachers at vocational schools. Those committees must be informed and heard in all important matters concerning vocational education and training. Employer and employee representatives as well as vocational teachers also form the examination committees at the competent bodies

Q16. What are the main roles of key state actors?

Stakeholder Cooperation in Germany:

The governance of the dual apprenticeship system in Germany is a joint task of the state, social partners and business and trade organisations. The Federal Government is responsible for the in-company part of the training, and the Federal States run the vocational schools. The involvement of social partners in decision-making processes at all levels is regulated in the Vocational Training Act.

Federal Government:

The Federal Government defines the legal framework for the in-company part of initial vocational education and training through laws and regulations. Within the government, the Federal Ministry of Education and Research (BMBF) is responsible for the general policy for vocational education and training, e.g. the Vocational Training Act, training regulations and the implementation of programmes to foster vocational education and training. The single federal ministries are responsible for the enactment of the training regulations in their competence areas. The Federal Ministry for Economic Affairs and Climate Action (BMWK) bears responsibility for most training occupations. Approval from the BMBF is necessary in order to enact a training regulation.

Federal States:

The Federal States run the part-time vocational schools (Berufsschulen). The 16 Federal States have responsibility for legislation and administration in the areas of education, science and culture (cultural sovereignty). The distribution of legislative competence between the Federal Government and the Federal States is defined in the Basic Law (1949). Training provided in vocational schools is governed by education acts at the level of the Federal States. The federal state ministers responsible coordinate their policies in the "Standing Conference of the Ministers of Education and Cultural Affairs (KMK)".

Social Partners:

According to the principle of consensus, the social partners are involved in the governance of German VET at all levels. Under the Works Constitution Act and the Employee Representation Act, the trade unions also participate in the implementation of vocational education and training. The associations of employers represent the interests of the training companies - mostly private law entities - in which the training takes place (see also Q19, Q20).

Companies:

It is a fundamental feature of the system that companies assume the responsibility for training young people. They offer training places on a voluntary basis, but in-company training itself is regulated through the Vocational Training Act and the training regulations for single training occupations. Companies assume legal responsibility towards the apprentices on the basis of the apprenticeship training contracts within the scope of existing work legislation. They are supported in their tasks by the relevant chambers, which also provide quality control / assurance.

5 TRAINING AT THE WORKPLACE

Q17. Is it compulsory to alternate training between two learning venues (school and company)?



✓ YES

✓ NO

According to the Vocational Training Act, vocational education and training takes place:

1. in enterprises and similar organisations;
2. in VET schools; and
3. in other institutions such as inter-company training centres.

Cooperation between the above-mentioned learning venues is mandatory.

Q18. Is the in-company training defined as minimum share of the apprenticeship scheme duration?



✓ YES,
EQUIVALENT OR
MORE THAN 50%
OF SCHEME
DURATION



✓ YES, BETWEEN
20% AND 50% OF
THE SCHEME
DURATION



✓ YES, LESS
THAN 20% OF THE
SCHEME DURATION



✓ NO, NO
MINIMUM SHARE IS
COMPULSORY

The Vocational Training Act does not specify a minimum share for the company-based part. However, the regulations on the school component of the dual system direct that the VET school is a part-time school with 12 hours per week (see also Q25).

In relation to the notional working time of 40 hours per week, the share of in-company training can thus be estimated at 70%. The exact percentage depends on the single training programme.

Q19. Is there a distinction between the training time and working time for the

period spent at workplace, as per regulation?



✓ YES, THE LEGAL FRAMEWORK MAKES THIS DISTINCTION

✓ NO, THE LEGAL FRAMEWORK MAKES NO DISTINCTION

Q20. What is the form of alternation of training between workplace (company) and school?



✓ EVERY WEEK INCLUDES BOTH VENUES



✓ ONE OR MORE WEEKS (LESS THAN 1 MONTH) SPENT AT SCHOOL FOLLOWED BY ONE OR MORE WEEKS AT WORKPLACE



✓ ONE OR MORE MONTHS (LESS THAN 1 YEAR) SPENT AT SCHOOL FOLLOWED BY ONE OR MORE MONTHS AT WORKPLACE



✓ A LONGER PERIOD (1-2 YEARS) SPENT AT SCHOOL FOLLOWED BY A LONGER PERIOD SPENT TRAINING AT WORKPLACE



✓ VARIOUS - DEPENDS ON AGREEMENTS BETWEEN THE SCHOOL AND THE COMPANY



✓ OTHER

✓ NOT SPECIFIED

According to the KMK agreement on VET schools (agreement between the Standing Conference of the Ministers of Education and Cultural Affairs of the Federal States and Federal Government), schooling within the dual system is organised as part-time instruction, which may take place every week or in 'blocks' of one or more weeks followed by one or more weeks at the workplace.

The schedule for the lessons is drawn up by the Länder authorities, taking into consideration the regional and local needs.

The minimum amount of schooling is 12 hours per week, 8 of which must be allocated to the vocational discipline while the remainder consists of general subjects.

The details are specified in the curriculum documents for the different training programmes.

Q21. What is the basis for the training offered?



✓ THE SCHEME IS IMPLEMENTED VIA A SPECIFIC APPRENTICESHIP PROGRAMME



✓ THE SCHEME IS IMPLEMENTED ON THE BASIS OF THE SCHOOL-BASED VET PROGRAMME



✓ THE SCHEME IS IMPLEMENTED BASED ON THE VET STANDARDS (VALID GENERALLY FOR ALL VET SCHEMES)



✓ OTHER

The contents of the framework training curriculum for the in-company training and the framework school curriculum for the vocational schools are coordinated during the elaboration of the training regulation. This ensures that in-company training and vocational school education complement one another.

The coordination procedure is regulated in an agreement between the Standing Conference of the Ministers of Education and Cultural Affairs (KMK) of the Federal States and Federal Government ("joint memorandum").

Training regulations issued for each training occupation include framework curricula for

the school and the in-company training. Both curricula are jointly designed to be coherent in their sequences and avoid duplications. The curricula for the vocational schools are based on the framework curriculum. For the in-company training, the company has to “translate” the framework training curriculum of an occupation into the in-company training plan for each apprentice. Ideally, in-company trainers and vocational school teachers maintain steady communication on the learning progress of the apprentice, using for instance the apprentice’s record book. The extent of the cooperation is not regulated and depends on the commitment of the involved persons.

Q22. Is the company hosting apprentices required by regulation to follow a training plan at the workplace?

<p>✓ YES, THE TRAINING PLAN IS BASED ON THE NATIONAL/SECTORAL REQUIREMENTS FOR THE IN-COMPANY TRAINING</p>	<p>✓ YES, THE TRAINING PLAN IS AGREED AT THE LEVEL OF SCHOOL AND COMPANY</p>	<p>✓ NO, IS NOT REQUIRED FORMALLY</p>
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The employer is required to take care that the apprentice is equipped with the professional competence they need to complete the training programme successfully. To this end, the employer must see to it that the training is carried out according to a proper schedule and organised in such a way that the learning objectives can be attained within the agreed training period.

In-company training plan (Betrieblicher Ausbildungsplan):

The training company has to draw up an in-company training plan based on the syllabus and timetable stated in the training regulation (framework training plan).

The in-company training plan is based on the company’s infrastructure and work processes and gives an indicative timeframe of topics that have to be covered over the duration of the apprenticeship. The in-company training plan is a vehicle via which apprentices and company staff agree on the allocation of learning objectives in time sequence.

Q23. What are the requirements on companies to provide placements, as per regulation?



✓ **HAVE TO
PROVIDE A
SUITABLE
LEARNING
ENVIRONMENT**



✓ **HAVE TO
PROVIDE A MENTOR
/ TUTOR / TRAINER**



✓ **OTHER**

The employer must either be personally fit and technically competent to train on his/her own, or designate a qualified trainer to do so.

Training companies must be suitable for implementing a training programme at their own premises but may delegate specific training activities to other companies or training centres if some part of an occupational profile is not covered by their own business operations. They also have to provide the means that are necessary for the apprentices to pursue their training, especially tools and working materials.

Legal requirements:

In order to offer training, a company is required to prove its suitability as a training facility and that it employs in-company trainers with the required personal and professional qualifications. The verification of this “training competence” is the responsibility of the competent bodies (see also Q20). The company is suitable as a training facility if it can enable the apprentice to learn all the skills, knowledge and abilities listed in the training regulation for the in-company training part. Suitability also covers the technical equipment of the training company required to comply with the specification of the training regulation. In-company trainers have to prove their qualification to train by passing the trainer aptitude test conducted by a competent body (see also Q29). Before the beginning of the apprenticeship, the training employer and the future apprentice sign a training contract under private law.

Q24. What are the formal requirements regarding workplace trainers/mentors/tutors? What is their profile?

In-company training staff:

The Vocational Training Act (BBiG) requires the training company to employ a qualified in-company trainer. Such a person must be personally and professionally suited to the role of a trainer. Professional aptitude encompasses both the occupational skills, knowledge and competences required for the respective occupation and relevant occupational and vocational teaching qualifications.

- Occupational aptitude is deemed to be in place if the person has a qualification as skilled worker in the subject area or a similar qualification and has adequate work experience. The proof of vocational aptitude of the trainer is part of the necessary information to register an apprentice with the competent body (mostly the chamber).
- Pedagogical training is usually demonstrated via an examination in accordance with the Ordinance on Trainer Aptitude (AEVO). The Board of the Federal Institute for Vocational Education and Training (BIBB) recommends a duration of 115 hours for a AEVO preparation course and has issued a framework curriculum.

Within the sphere of responsibility of the trainer, other skilled workers can be assigned training tasks on a limited-time basis alongside their occupational activities. In this case, the Vocational Training Act only requires them to have a professional qualification. Demonstration of vocational teaching aptitude pursuant to the AEVO is not necessary. To support in-company trainers, the Federal Institute for Vocational Education and Training offers information and materials for the individual training occupations and operates internet platforms for in-company trainers and examination committee members.

Advanced Qualifications for in-company trainers are available. They have high potential for current VET challenges but lack of company take-up:

- geprüfter Aus- und Weiterbildungspädagog/in (IVET/CVET pedagogue), EQF 6, chamber certified qualification)
- geprüfter Berufspädagog/in (occupational pedagogue), EQF 7, chamber certified qualification or university master).

Q25. Are there any sanctions on companies that do not provide training to apprentices at the workplace?



✓ YES

✓ NO

There is no sanction that explicitly relates to training at the workplace. However, companies that do not comply with the general requirements mentioned above (Q28) may be prohibited from hiring and training apprentices.

⑥ CONTRACT AND COMPENSATION

Q26. What is the status of the learner?





ONLY STUDENT
 ONLY EMPLOYEE
 APPRENTICE IS A SPECIFIC STATUS (STUDENT AND EMPLOYEE COMBINED)


 OTHER

The contract between learner and employer is governed by the labour legislation unless specified otherwise in the Vocational Training Act, which means that in principle the learner has the status of an employee. However, the Vocational Training Act assigns some specific rights and duties to the apprentices. Apprentices have the duty to develop their professional competence and to contribute to the successful completion of the training programme, in particular by performing training tasks as instructed and attending training measures they are assigned to. Apprentices are entitled to paid leave in order to attend their classes at the VET school as well as external courses, if applicable.

Q27. Is there any written arrangement between the learner and company, required as per regulation?

YES
 NO

Any employer who hires a person for the purpose of apprenticeship is obliged to conclude an apprenticeship contract with that person. The apprenticeship contract is concluded between the employer (training enterprise) and the learner. The contract, which must be in writing, must specify the occupation in which the learner is to be trained and draw up a training schedule (in-company training plan see Q27). Moreover, it must include provisions on the training period, working and training hours, training measures outside the company (if any), salary and paid leave.

Q28. What is the nature of the written arrangement?



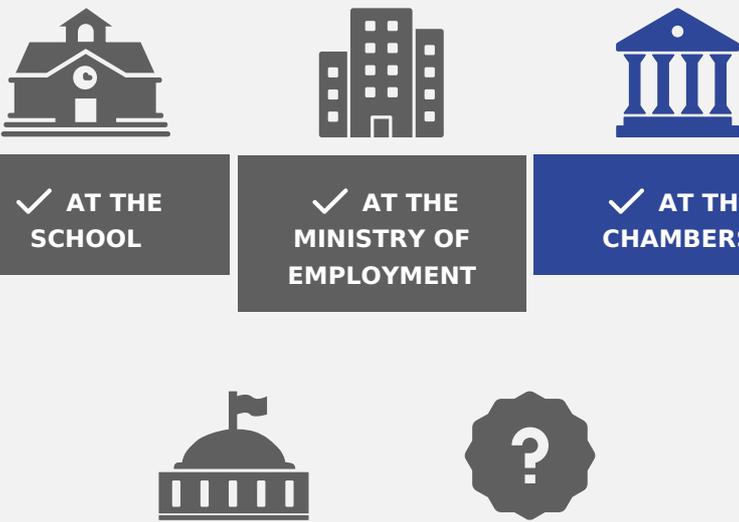
✓ APPRENTICESHIP CONTRACTS ARE AN ORDINARY EMPLOYMENT CONTRACT

✓ APPRENTICESHIP CONTRACTS ARE A SPECIFIC TYPE OF CONTRACT

✓ ANOTHER TYPE OF FORMAL AGREEMENT, NOT A CONTRACT

According to the Vocational Training Act, apprenticeship contracts are a special type of contract to which the provisions of the Labour Code apply 'unless specified otherwise'.

Q29. Where is the contract or the formal agreement registered?



✓ AT THE SCHOOL

✓ AT THE MINISTRY OF EMPLOYMENT

✓ AT THE CHAMBERS

✓ AT THE MINISTRY OF EDUCATION

✓ OTHER

Each competent body (i.e. chamber) is required by the law to operate a register of apprenticeship contracts for its district. The information entered in the register includes the personal data of the apprentice, the name and contact details of the employer, the occupation in which the apprentice is to be trained, and the period for which the contract is concluded.

Q30. Do apprentices receive a wage or allowance?



✓ YES, ALL APPRENTICES RECEIVE A WAGE (TAXABLE INCOME)



✓ YES, ALL APPRENTICES RECEIVE AN ALLOWANCE (NOT A FORM OF TAXABLE INCOME)



✓ APPRENTICES RECEIVE A REIMBURSEMENT OF EXPENSES



✓ NO FORM OF COMPENSATION IS FORESEEN BY LAW

The salary or remuneration ('Vergütung') according to the wording of the Vocational Training Act) is determined by collective agreements and depends on the occupational sector. Employers who are not a member of any of the employer associations so that the collective agreements are not binding for them may still choose to pay the amounts fixed therein on a voluntary basis.

In 2020, collectively agreed training allowances averaged €963 per month overall. Compared with the previous year, they increased by an average of 2.6 percent. This increase was thus weaker than the 3.8 percent increase in 2019 (see Schönfeld/Wenzelmann 2020b).

In 2019, the increase in collectively agreed training allowances of 3.8 percent was slightly higher than the general wage increase of three percent (cf. WSI 2019), and for 2020 there are also signs of a slightly higher increase in training allowances of 2.6 percent than for wages and salaries of 2.1 percent (balance of the first half of the year, (cf. Schulten/WSI-Tarifarchiv 2020).

The highest training allowances in 2020 were paid in the public sector at €1,076. The training sector industry and commerce was also above €1,000. In the home economics sector, the average collectively agreed remuneration was €959. The training areas of agriculture, liberal professions and crafts were below €900. At €850, the lowest amounts by far were paid in the chimney sweeper occupation. (BIBB / [Ausbildungsvergütungen 2020](#))

The salary is provided for the whole duration of the training. According to the Vocational Training Act, apprentices are entitled to the salary also during the periods in the vocational school as well as during their preparation for the final examination.

Q31. How is the apprentice wage (taxable income) set?



✓ BY LAW
(APPLYING FOR ALL)



✓ BY CROSS-SECTORAL COLLECTIVE AGREEMENTS AT NATIONAL OR LOCAL LEVEL



✓ BY SECTORAL COLLECTIVE AGREEMENTS AT NATIONAL OR LOCAL LEVEL



✓ BY FIRM-LEVEL COLLECTIVE AGREEMENTS OR INDIVIDUAL AGREEMENTS BETWEEN APPRENTICE AND COMPANY



✓ OTHER

The wage is determined by collective agreements and depends on the occupational sector.

Employers who are not a member of any of the employer associations so that the collective agreements are not binding for them may still choose to pay the amounts fixed therein on a voluntary basis, but they are also free to pay a salary which is lower.

7 FINANCING AND INCENTIVES

Q32. Who covers the cost of the wage or allowance of the apprentice?



✓ EMPLOYERS



✓ STATE

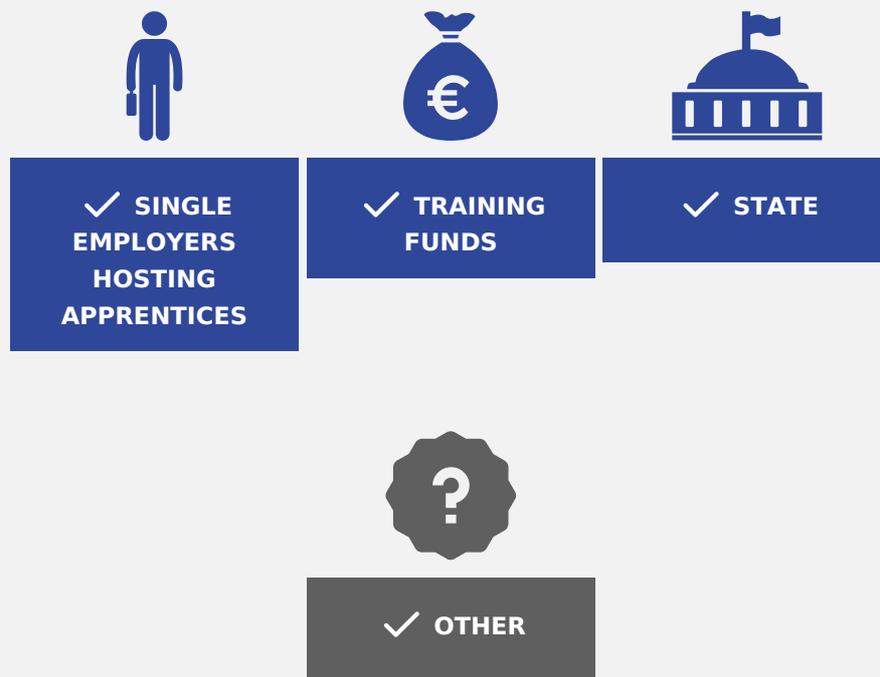


✓ OTHER

Companies participate voluntarily in apprenticeship training and bear its costs.

Companies enter an apprenticeship contract with their apprentices and pay them an allowance based on a collective bargaining agreement (See also Q35, Q36 and Q37).

Q33. What are the sources of financing of the direct costs for the in-company training part of the apprenticeship scheme?



Funding Arrangements in Germany:

In the German apprenticeship system, initial and continuing VET is based on mixed financing by various public and private bodies. The training companies finance the in-company training. The Federal States fund the vocational schools (mainly teaching staff salaries) and the local authorities' equipment and infrastructures. The Federal Government finances measures for the improvement and promotion of the apprenticeship system.

Companies:

Companies participate voluntarily in apprenticeship training and bear its costs. Companies enter an apprenticeship contract with their apprentices and pay them an allowance based on a collective bargaining agreement. Personnel costs for the apprentices account for the predominant share with an average of 62% of the in-company training costs. Employers also cover the operational costs for in-company training and the fees for the chambers. If a company refrains from providing in-company training, it has no levies to pay.

Training levy in the construction sector:

Only at a sectoral or occupational level, e.g. in the construction sector and the chimney sweepers branch, do all companies finance a branch training fund that benefits training companies.

For example, based on a decision of the social partners, the construction sector introduced a training levy in 1976. All companies of the sector have to pay the levy. The amount is settled in the collective bargaining agreement. The levy is used to finance all inter-company training and a large part of the in-company training.

There are frequent calls – especially from the unions – to extend this model to other branches or to introduce a general training levy.

Public funds:

Public funds are allocated by the Federal Ministries of Education and Research, Economic Affairs and Climate Protection Labour and Social Affairs, the Federal Employment Agency and the Federal States. Those expenses are linked to the development, improvement, execution and promotion of apprenticeship, e.g. via support programmes or measures for guidance and counselling.

Inter-company training centres and chambers:

Inter-company vocational training centres (überbetriebliche Berufsbildungsstätten, Überbetriebliche Lehrlingsunterweisung in the skilled trade sectors) are operated mainly by public law bodies (municipalities, chambers and guilds) or non-profit private law bodies (trade associations). There is a mixed financing, with subsidies from the federal employment agency, the Federal Government (capital grants from the Federal Ministry for Education and Research) and the states added to the resources of the responsible body. The chambers obtain their funding through the dues of the compulsory member companies. They can also charge the companies fees for the examinations and the registration of an apprenticeship.

Q34. Are there any financial incentives for companies that offer apprenticeship places?



There are no financial incentives in general, however, apprenticeship places may be subsidised by the federal government or the Länder governments under the provisions of the Social Security Code.

Grants for the training of vulnerable target groups:

Under certain circumstances, companies can receive a grant from the employment agency to finance a part of the training allowance of disabled apprentices or for creating additional training places for disadvantaged young people. There are also programmes of the Federal States which offer grants to companies that train disadvantaged young people, single parents, apprentices that lost their training place due to company closure, or to women in typically "male-dominated" occupations.

Both individuals and training companies can be supported within the framework of "Assisted Vocational Training" (Assistierte Ausbildung AsA), which aims to help more young people with support needs to successfully complete in-company vocational training in the dual system. The support refers to both before (preliminary phase) and during (accompanying phase) in-company vocational training. Assisted Vocational Training serves to reduce language and educational deficits, to promote specialized

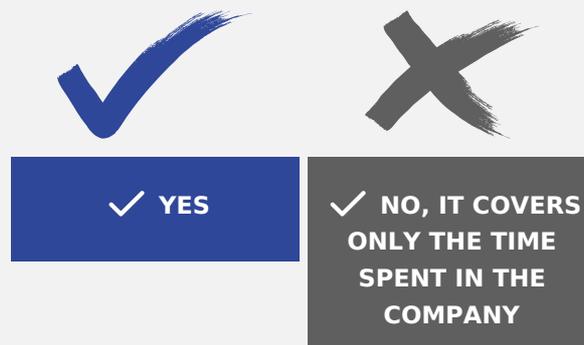
practice and theory, and includes socio-pedagogical support. The company has a permanent training supervisor at its disposal.

Chamber support for companies providing training:

The training counsellors of the chambers provide support and give advice to training companies. If a company is not able to cover the entire necessary training content, it can send its apprentices to courses at inter-company vocational training centres. There is also the option to form a training alliance with other companies. Both these approaches can be supported through public funding.

For more information on how this scheme is financed, see also Cedefop's Database on financing apprenticeships in the EU: <https://www.cedefop.europa.eu/en/tools/financing-apprenticeships/appren...>

Q35. Does the wage or allowance of the apprentice cover both the time spent at school and in the company?



According to the Vocational Training Act, apprentices are entitled to the salary also during the periods in the vocational school as well as during their preparation for the final examination (See Q35 and Q36).

Q36. Are there any incentives for learners?





✓ YES, GUIDANCE
OR LEARNER
SUPPORT



✓ YES, OTHER
TYPES OF
INCENTIVES



✓ NO

Learners who give evidence of a period of relevant work experience that is at least one and a half times as long as the regular training period for the occupation in question can be admitted to the final examination (the so-called 'Externenprüfung' (examination of external candidates) without taking formal training (see Q9).

The option for Part-time training (Teilzeit-Berufsausbildung) is enshrined in the Vocational Training Act (BBIG) since 2005. The Act to Modernize and Strengthen Vocational Education and Training (Vocational Training Modernisation Act) expanded the options for part-time vocational training from January 1, 2020. Part-time vocational training is thus to be "opened up to a larger group of people and at the same time made more attractive". Target groups of part-time vocational training:

- Women who are expecting a child
- Mothers and fathers with younger children
- People who are caring for relatives
- People with health impairments or disabilities
- People who need additional remedial instruction or a German course
- People from abroad
- Trainees who want or need to be gainfully employed on the side.

The Employment Agency offers learners a monthly allowance (Berufsausbildungsbeihilfe (BAB)) during training. To receive vocational training assistance, one of the following cases must apply:

- the learner takes part in a vocational preparation programme (Berufsvorbereitende Bildungsmaßnahme, BvB) and, under certain circumstances, prepares for a secondary school leaving certificate or equivalent school leaving certificate during this time.
- the learner undergoes in-company or external vocational training in a recognized training occupation, and the training company is too far away from place of residence.
- the learner undergoes in-company or external vocational training in a recognized training occupation, and is over 18 years old or married or live with a partner.
- the learner undergoes in-company or external vocational training in a recognized training occupation and has at least one child and does not live with his/her parents.

in the training preparation phase of an assisted training programme (AsA).

If one has a disability, special rules apply to entitlement to vocational training assistance.