



Federal Ministry  
of Education  
and Research

# Report on Vocational Education and Training 2015





# Table of content

List of charts .....	2
List of tables .....	2
1 Vocational education and training policy priorities	3
<hr/>	
2 The training market situation in 2014	10
<hr/>	
2.1 Newly concluded training contracts, unfilled training places and unplaced applicants .....	10
2.2 The training market situation .....	11
2.3 Newly concluded training contracts according to structural characteristics .....	17
2.4 Schooling background of trainees with newly concluded training contracts .....	27
2.5 Prognoses .....	30
2.6 Current challenges .....	32
2.7 Integrated reporting on training.....	57
2.8 Training for the healthcare professions .....	60
3 Vocational training policy measures and programmes	62
<hr/>	
3.1 National Pact for Training and Young Skilled Staff 2010–2014 and Alliance for Initial and Further Training.....	62
3.2 The “Educational chains leading to vocational qualifications” (“Abschluss und Anschluss – Bildungsketten bis zum Ausbildungsabschluss”) initiative.....	65
3.3 Measures and programmes supporting careers orientation and vocational training place applications .....	67
3.4 Measures and programmes for optimising transition management.....	71
3.5 Further measures and programmes for strengthening dual training .....	78
3.6 Vocational training measures in the care and nursing sector .....	86
3.7 Qualifying and connecting – building bridges between initial and further training and vocational and academic education and training .....	89
3.8 Preparing the vocational education and training system for the future.....	105
4 International vocational training cooperation – current status and future prospects	114
<hr/>	
4.1 Cooperative education and training ventures in Europe.....	115
4.2 Multilateral vocational training cooperation .....	120
4.3 Bilateral Programmes.....	122
JOINT opinion on the Report on Vocational Education and Training 2015.....	124
Index .....	127

**List of charts**

Chart 1: The expanded supply and demand ratio, 2009 to 2014	15
Chart 2: Company based training places per 100 interested persons according to the expanded definition, 2009 to 2014	15
Chart 3: Computed placement (REQ) and placement rate of young people interested in training (EQI), 1992 to 2014	16
Chart 4: The 25 occupations most frequently chosen by young women in 2014	25
Chart 5: The 25 occupations most frequently chosen by young men in 2014	26
Chart 6: Newly concluded training contracts in occupations requiring two years training	27
Chart 7: Schooling background of trainees with newly concluded training contracts	28
Chart 8: Developments in the number of school leavers leaving general education schools from 2000 to 2025	31
Chart 9: Whereabouts of applicants registered with the Federal Employment Agency or Jobcenters on the 30.09.	34
Chart 10: Schooling background of new entries into the transition system in 2013	39
Chart 11: Trend in the number of new entries into training courses in the transition system	41
Chart 12: Companies that do and do not provide training in Germany	45
Chart 13: New entries into the dual training system and into tertiary studies	47
Chart 14: Types of problems on the training market	47
Chart 15: Regional disparities 2014	48
Chart 16: Occupations with a high proportion of unfilled training places of all in-company training places 2013 and 2014 (in %)	49
Chart 17: Occupations with a high proportion of unsuccessful training place applicants 2013 and 2014 (in %)	50
Chart 18: Shifts between sectors 2005–2014	58
Chart 19: Overall concept of the “Educational Chains” (Bildungsketten) initiative	66

**List of tables**

Table 1: Newly concluded training contracts, supply and demand, 1992 to 2014	12
Table 2: Newly concluded training contracts in 2014 according to Länder and sector	18
Table 3: Changes to newly concluded training contracts from 2014 to 2013 according to Länder and sector	19
Table 4: Newly concluded training contracts according to financing form	20
Table 5: Newly concluded training contracts according to financing form and Länder	21
Table 6: Developments in the number of company based training places by sector	24
Table 7: Whereabouts of applicants for vocational training places in training to begin by the end of 2014 (subsequent placement)	36
Table 8: New entries into the transition system, 2005 to 2014	38
Table 9: Applicants from earlier reporting years	42
Table 10: New entries into Integrated reporting on training sectors	58
Table 11: New entries into the vocational training sector	59

# 1 Vocational education and training policy priorities

**Germany's dual vocational education and training system is an essential pillar of its economy's competitiveness and capacity for innovation and central to the country's social cohesion. The high quality of German vocational training and education, the good transitions its young people make from training and education into employment, and fact that Germany has the lowest youth unemployment rate<sup>1</sup> in the EU are essential to the success and excellent reputation of German vocational education and training, at home and abroad. The international community's high regard for German vocational training was reaffirmed in 2014 in current EU and OECD political initiatives to introduce an apprenticeship system and work based learning in other countries and with the renewed strong demand from partner countries in Europe and beyond for training policy cooperative ventures with Germany aimed at transferring components of the dual system into their own systems. Germany is the world's biggest donor in the area of vocational training cooperation with developing countries, giving even more than the European Commission. It is in the vital interest of companies in Germany to maintain this essential competitive element in the country's business and industry success and to keep making substantial investments in vocational education and training.**

At the same time, the German vocational training system is facing the challenge of remaining a sustaining pillar of the German education and training system and securing adequate qualification for skilled workers in future. To achieve these goals the vocational training system must be continuously modernised, adapted to new demands and more strongly represented as an attractive alternative that is equivalent to academic education and training. This is especially the case given the various long-term trends that are now already having quantitative and qualitative effects on Germany's vocational training system.

**Demographic developments:** Few developments will shape Germany in years to come as much as demographic change. A fall in school leaver numbers is already making itself clearly felt and having an effect on numbers of training places and young qualified skilled workers. According to prognoses made by the Federal Statistical Office (2009),<sup>2</sup> Germany's population will fall from around 81 million to just 65 to 70 million people by 2060 and by then one in three Germans will be 65 years old or older. Younger people will have to adjust to different and longer occupational biographies than those of previous generations and older people will need to take on new and different roles in the family and society. Demographic change will also alter workers' individual occupational biographies. Education and training must prepare people for life-long learning and build a foundation for continuous further training. The vocational training system needs to constantly review its own training courses, regulation processes and infrastructure and adapt them to demographic change.

**Shortages of skilled staff:** There are now already shortages of skilled staff in some industries and regions. The ageing of society will aggravate this problem in coming years because a large number of skilled staff from the high birth rate 'baby boomer' years will retire in the foreseeable future. In the increasing competition for skilled workers, small and medium-sized enterprises (SMEs) in particular will be affected by shortages. To counter the inhibiting impact of demographic change and future shortages of skilled staff on economic growth, better use must be made of existing workers and innovative potential and of the potential of qualified migrants. Labour market resources hitherto not sufficiently made use of could be mobilised among groups of people whose participation in employment has not yet been fully utilised. For vocational training this means making use of all of the country's potential and specifically improving ability of the dual vocational training system to integrate certain groups, such as young people from migrant backgrounds, those in the transition system and young adults with no qualifications.

<sup>1</sup> In November 2014 Germany's youth unemployment was 7.4 % (EU28: 21.9 %, Euro zone: 23.7 %). EUROSTAT data differs from the Federal Employment Agency (Bundesagentur für Arbeit - BA) data on youth unemployment in Germany due to the different survey methods used.

<sup>2</sup> See also [www.demografie-portal.de/SharedDocs/Informieren/DE/Studien/StBA\\_12\\_Bevölkerungsvorausberechnung\\_Ergebnisse.html](http://www.demografie-portal.de/SharedDocs/Informieren/DE/Studien/StBA_12_Bevölkerungsvorausberechnung_Ergebnisse.html)

Continuing current positive growth in migration (2013: +428,607), Germany will continue to need more migration of skilled and highly qualified workers to alleviate the negative effects of an impending shortage of skilled staff on its productivity and growth in coming years. Germany must be made more attractive for skilled and highly qualified workers.

#### **Trend towards academic education and training:**

Vocational training is increasingly competing for young people with higher education institutions. While the number of occupational training places has fallen in recent years, the number of first year students in Germany has risen steeply over the same period and is now stable at a high level. According to data supplied by the Federal Statistical Office, first year student numbers have been over 50 % since 2011, at 53.1 %<sup>3</sup> in 2013 and, according to initial interim results for 2014, at 57.3 %<sup>4</sup> last year. The longer term effects of this on the labour market in terms of its capacity to absorb academically qualified graduates and the corresponding effects on their earning and career prospects, are a vital topic for future research.

It would however send the wrong education and training policy signal to try and control these developments for the purposes of education and training planning by making interventions in favour of vocational training. Instead, the attractiveness of the vocational training system must be greatly increased, the equivalence of vocational and academic education and training be improved, perhaps by expanding the range of top vocational qualifications, and opportunities for transfer between vocational training and tertiary education and training must be extended further, by introducing new accreditation mechanisms, for example. As well as the preventing students dropping out from university, a focus on the targeted attraction of university dropouts to vocational training is required.

Despite the challenges described above, the German training market's key indicators improved somewhat in 2014 from the perspective of young people seeking

training and compared with the previous year. At the same time, matching problems between the training places offered by companies and demand from applicants in certain regions and occupations have grown.

- The **number of newly concluded training contracts** fell by 522,232 or 1.4 %. The number of company-based training contracts fell more slightly (1.1 % to 502,091) than the number of non-company training contracts (7.1 % to 20,141). The slight drop in numbers of company-based training contracts must be seen in the context of falling school leaver numbers, companies' increasing problems filling the training places they offer, and young people's increased propensity to embark on university studies instead of training.
- With an increase of 37,101 (+10 %) the number of registered **unfilled company-based training places** reached a new record level in a comparison covering several years.
- The **number of unplaced applicants** fell compared with the previous year to 20,872 (-0.8 %), while numbers of applicants who had begun an alternative to training but still wanted a training place declined even more steeply (down -3.5 % to 60,316).
- The **supply and demand ratio** improved slightly compared with the previous year (2013: 102.3; 2014: 103) as did the expanded supply and demand ratio, which includes applicants with an alternative to dual training (2013: 91.9; 2014: 92).
- The **number of companies providing training** again fell slightly by -0.5 % (2013: 20.7; 2012: 21.2). It should be noted here that not all companies are authorised to provide training. If only those companies entitled to offer training are taken into account, the quota of companies actively providing training is much higher (according to IAB data at 51 %, see [Chapter 2.6.8](#)). The fall in the number of companies offering training was recorded almost entirely among the smallest companies (companies with 1–9 employees), where the number of companies providing training fell by 4.3 %. In contrast, the number of companies offering training among medium-sized (+0.8 %) and large companies (+0.6 %) increased in 2014. The decline in the number of companies providing training among the smallest companies may be due to the increasing competition

<sup>3</sup> It should be noted that these first year student figures include people who have acquired a higher education access qualification outside Germany. If only German first year students are counted the first year student figure is 47.9 %.

<sup>4</sup> First year student figures corrected to account for the "G8 effect" (i. e. two-year final school classes) are not yet available for 2014.

for fewer applicants for training places, greater matching problems and the possibly greater attractiveness of larger companies as training providers.

- From 2005 until 2014 the number of young people entering the transition system was reduced by more than 160,000. This decline did not continue in 2014, when the number of new entries rose to 256,110, a marginal increase compared with 2013 (+709 or 0.3 %), so there is still a need for action to better support this and other target groups (see [Chapter 2.6](#)).

Fundamental to the success of the German dual training model are the coordinated efforts made by the Federal Government, Länder and Social Partners and the responsibility assumed by companies for training young people. It is in the shared interest of everyone in the system to ensure and increase the value, attractiveness and quality of dual training, now and in the future. Germany's good mix of qualifications and balance between workers with high quality vocational qualifications and those with high quality academic qualifications are indispensable to Germany as a country to do business in. Projections on qualifications and occupations issued by the Federal Institute for Vocational Education and Training (Bundesinstitut für Berufsbildung – BIBB) and the Institute for Employment research (Institut für Arbeitsmarkt- und Berufsforschung – IAB)<sup>5</sup> show that there may be shortages of skilled staff in Germany in the medium term, especially among workers with middle-level qualifications, those who have completed dual training. Any such shortages will only be met by continuous training.

In the Coalition Agreement the Federal Government has therefore made strengthening the dual training system's ability to integrate a diverse range of young people, increasing its attractiveness, modernising it, improving its quality, ensuring its equivalence with academic education and training and expanding opportunities for transfer between education and training sectors its central vocational training policy priorities.

In early 2014 the Federal Ministry of Education and Research (Bundesministerium für Bildung und Forschung – BMBF) bundled these goals in its new

**“Chance Beruf – Zukunft der beruflichen Bildung gestalten”** occupational opportunities initiative (see the 2014 Report on Vocational Education and Training). Starting in the summer of 2014, various concrete “Chance Beruf” political and programme initiatives were started or strengthened, including the following measures.

- **Expansion of the “Abschluss und Anschluss – Bildungsketten bis zum Ausbildungsabschluss” (“Qualify and connect – Educational chains up to qualification”) initiative**

To better integrate young people into training and counteract shortages of skilled staff, the BMBF, the Federal Ministry of Labour and Social Affairs (Bundesministerium für Arbeit und Soziales – BMAS) and Federal Employment Agency (Bundesagentur für Arbeit – BA) consolidated and expanded certain funding measures in 2014. The “Educational Chains” (“Abschluss und Anschluss – Bildungsketten bis zum Ausbildungsabschluss”) initiative, funded by the Federal Government, BA and ESF, aims to provide up to 500,000 potential analyses for students at schools and career start coaching for up to 115,000 students at around 2,550 schools between 2015 and 2018. These activities will be supplemented by careers orientation measures (see below). At the same time, the Federal and Länder governments are negotiating the sustainable anchoring of the “Educational Chains” approach in the regular Länder education and training systems in Federal-Länder agreements. Six such Federal-Länder negotiations are currently ongoing. As part of a reform of the German Civil Code (SGB), the instrument of career start coaches was also given a permanent statutory basis in 2012.

- **Expanding careers orientation**

As part of its Educational Chains (“Abschluss und Anschluss – Bildungsketten bis zum Berufsabschluss”) initiative, the BMBF has also introduced careers orientation measures through its careers guidance programme (Berufsorientierungsprogramm – BOP). Since April 2008, the BMBF has provided € 345 million for funding and supporting careers orientation measures for around 755,000 school students. On 1 January 2015 the programme was opened up to all general education schools so grammar schools can now also participate in the programme. The BOP workshop days should ideally be supplemented and continued in BA measures as defined in S. 48 of the German Social Code (SGB).

5 See also <http://www.bibb.de/de/11727.php>

### **Improving targeted training placement**

Companies are finding it increasingly difficult to fill the training places they offer, particularly in certain industries (such as the hospitality and food industries) and certain regions. The Federal Government has therefore greatly strengthened its measures to support small and medium-sized enterprises in recruiting suitable trainees and securing the supply of skilled staff they need in 2014. As well as continuing the funding for support staff from the Chambers, the Federal Ministry for Economic Affairs and Energy (Bundesministerium für Wirtschaft und Energie – BMWi) “Passgenaue Vermittlung Auszubildender an ausbildungswillige Unternehmen” programme funded and supported additional company-based structural projects to pre-select suitable job applicants, carry out job interviews and secure external training management nationally through the new “Jobstarter plus” innovation in vocational training programme. Supporting small and medium-sized enterprises (SMEs) through the increasing competition for applicants and in vocational training will be another focus of the “Jobstarter plus” innovation programme in coming years.

### **• Attracting university dropouts to vocational training**

In May 2014 the BMBF launched an initiative to attract university dropouts into vocational training. The dropout rate of 28 % in Bachelors courses<sup>6</sup> in Germany is still fairly high, so efforts are being made to offer dropouts new chances through vocational training, enabling them to gain a vocational qualification through initial and continuing training in a relatively short time by accrediting time spent studying in the qualifying process. The quality of this vocational training must also be ensured, by offering adequate company based practical experience for this target group, for example. Central areas of action and measures of the initiative, which will continue until 2017, range from improving information and advisory services through to funding and supporting projects to attract university dropouts, especially to SMEs (see [Chapter 3.7.1.](#))

### **• Improving opportunities for transfer between vocational and academic education and training**

A BMBF pilot project to develop joint curricula in vocational and academic education and training for occupations classified at Level 5 of the German Qualification Framework (DQR) and to develop joint education and training courses including a consultancy concept appropriate to the relevant target groups, will submit its results in 2015. The national training regulations for two occupations were also amended in 2014 so that those with at least two years of occupational practice in the field and at least 90 ECTS points from a course of business management studies can now also be admitted to examinations held under these training regulations.

### **• Expanding funding and support for young people from migrant backgrounds in vocational training**

The “Coordinating Office for Vocational Training and Migration” (“Koordinationsstelle Ausbildung und Migration – KAUSA”), part of the BMBF’s “Jobstarter plus” innovation programme, helps entrepreneurs to create and fill training places and encourages participation in vocational training among young people from migrant backgrounds and their parents. In 2014 local services offices offering consultancy and information services specifically designed for migrants were set up in six urban regions (Augsburg, Berlin, Dortmund, Cologne, Nuremberg and Stuttgart) and a commitment was made to fund another seven services offices.

### **• Validation of non-formal and informally acquired skills in vocational training**

In the context of the Coalition Agreement and the EU recommendation of the Council of December 2012, the BMBF started an initiative to raise the profile of, accredit and certify skills acquired through work by mainly unqualified young people in 2014. In the same year the BMBF also prepared a pilot project for developing and trialing an instrument for validating non-formal and informally acquired occupationally relevant skills that would be oriented towards regulatory instruments in coordination with the DIHK, ZDH and WHKT. It will be launched in 2015. A process for establishing the equivalency of such skills for German nationals with no vocational qualifications will be developed and trialed with selected Chambers from mid-2015, incorporating the processes, instruments and evaluation criteria from the Chambers’ practice in recognising vocational qualifications acquired outside Germany.

<sup>6</sup> Definition provided by the German Centre for Research on Higher Education and Science Studies (Deutsches Zentrum für Hochschul- und Wissenschaftsforschung – DZHW). University dropouts are former students who have enrolled in and started a first course of studies at a German university but then permanently left the university system without completing any qualifying examinations.



- **Campaign to increase the attractiveness of vocational training**

The BMBF/BMWi “Vocational training – practically unbeatable” (“Berufliche Bildung – praktisch unschlagbar”) national information campaign appeals to young people and young adults, communicating the diversity, advantages and prospects of vocational training in a way that is appropriate to their age and situation. This targeted motivational appeal (online, on social media, on a national infotour, in print and at events) is designed to position initial and continuing training as an attractive option for success in training and a career. The campaign will continue until the end of 2015.

- **Continuing training**

In 2014 the continuing training participation rate among 18 to 64 year-olds in Germany was 51 %, exceeding the 50 %-goal of the qualification initiative for the first time. Despite this progress in increasing participation in continuing training, the central priorities of the BMBF’s continuing vocational training policy include the following goals, measures and programmes.

- promoting transparency, through a national information phone line and a continuing training consultancy service portal,
- funding and supporting systematic structures and standards, through the German Qualification Framework for lifelong learning (GQF) and the BMBF’s “Local Learning” funding programme,
- increasing the equality of opportunity and participation in continuing training in groups that have been underrepresented in training to date, through the National Strategy for Literacy and the Basic Education of Adults,
- strengthening the financial assistance available for individual participation in continuing training through the Upgrading Training Assistance Act *Aufstiegsfortbildungsförderungsgesetz – AFBG* or “Master Craftsman’s *BAföG*”), the Continuing Education Bonus, Continuing Training Grant and Upgrading Scholarship, and
- modernising and increasing the attractiveness of continuing vocational training, through new and modernised training regulations.

### **Intensifying international cooperation in the area of dual vocational training**

The BMBF’s cooperative ventures in the area of dual training with the six EU partner countries of Spain, Greece, Portugal, Italy, Slovakia and Latvia under the “Berlin Memorandum” continued with a range of consultancy and pilot projects in 2014. Ten new cooperative projects with other EU countries anchored at the policy level and with active German involvement and EU funding were initiated in 2014, including an initiative by several countries with dual systems to create a toolbox of instruments designed to transfer dual principles<sup>7</sup>. The BMAS also continued providing funding and support for **vocational mobility** for young people interested in training **from all over Europe** (MobiPro-EU). In 2014 the BMBF, working in close cooperation with the EU and OECD to fund and support dual vocational training, strengthening it by participating in the drafting of guidelines and in international comparative studies on increasing the attractiveness of training and financing and recognition of work based learning.

### **Amendment of the Upgrading Training Assistance Act (*Aufstiegsfortbildungsförderungsgesetz – AFBG* / “*Meister-BAföG*”) and evaluation of need to reform the Vocational Training Act (*Berufsbildungsgesetz – BBiG*)**

The amendment of the Upgrading Training Assistance Act (AFBG) and evaluation of the Vocational Training Act (BBiG) agreed on in the Coalition Agreement are taking place in a transparent process. The Coalition Agreement has already set concrete goals for the further development of the AFBG. In evaluating the BBiG, the BMBF is currently identifying the concrete range of the evaluation with the main vocational training stakeholders, based on proposals made in the Coalition Agreement, and will implement any changes proposed as a result of the subsequent evaluation by the end of this legislative period.

<sup>7</sup> See also [www.bibb.de/de/govet\\_2910.php](http://www.bibb.de/de/govet_2910.php)

### Alliance for Initial and Further Training 2015–2018

At the end of 2014 the Federal Government concluded the “Alliance for Initial and Further Training 2015 – 2018” with the Länder, business and industry, the unions and the BA. It underscores the central importance of the dual vocational training system as a factor in Germany’s success as a country for doing business in and seeks to further increasing the attractiveness of vocational training, improve transitions between sectors, enhance dual vocational training’s ability to integrate a diverse range of young people and attract new target groups to train as future skilled staff. Additional priorities include strengthening continuing vocational training and improving opportunities for transfer between vocational and academic education and training. The Alliance partners have also agreed to put every person interested in training on a path that can result in them gaining a vocational qualification as quickly as possible. Company-based training has priority here.

The core points in the new Alliance for Initial and Further Training are:

**Business and industry** will make an additional 20,000 training places available in 2015 compared with the number of places they registered with the BA in 2014 and will make every young person who is ready and willing to undergo training and on 30 September of a given year still has no training place three offers of a company-based training place and offer 500,000 internships for school students as part of careers orientation annually.

Acting on the initiative of the BMAS, the German Parliament resolved on 26 February 2015 to introduce assisted training for a limited period and expand the group of people that employment promotion law defines as eligible for funding through “assistance during training”. The **Federal Government** will thereby meet the commitments it made in the Alliance for Initial and Further Training on 12 December 2014. Alliance partners have agreed to offer up to 10,000 assisted training places for the 2015/2016 training year. The instrument of assisted training will be provided for a limited period until the 2018/2019 first year of training, so offered to four new cohorts.

For the five school years until 2018/2019, the BMAS, in keeping with the commitments it made in the Alliance

for Initial and Further Training, has also secured financing for career start coaching at 2,550 schools with around 115,000 participants in the new ESF funding period through the financially strongest ESF and Federal Government programme and Federal Employment Agency (BA) funding. Coaching will be provided in cooperation with the Federal Ministry of Education and Research (Bundesministerium für Bildung und Forschung – BMBF) as part of the “Educational Chains” (Bildungsketten) initiative.

In the Alliance for Initial and Further Training the Federal Government has also undertaken to modify the so-called “Meister BAföG”.

Building on individual programmes and structures and in cooperation with the Federal Government, the **Länder** will develop coherent concepts for vocational orientation and the transition from school into work. They will work together with the Federal Employment Agency (BA) to ensure that dual training is more strongly communicated as a potential option in future, also at grammar schools, as part of careers orientation and will anchor careers orientation as a permanent element in teacher training and advanced and continuing teacher training, and, with support from the BA, as a function of schools. They will also campaign for the greater opening of institutions of higher education for holders of vocational qualifications.

**Unions** will work together with business and industry to develop a complaints management system for trainees and trial it in pilot projects in selected regions. With business and industry and the Länder they will develop quality standards for internships in companies for school students as part of careers orientation. Working together with business and industry and with support from the Federal Government they will promote the implementation of practical continuing training measures as part of the ESF “Fachkräfte sichern: Weiterbilden und Gleichstellung fördern” (“Securing a supply of skilled staff: promoting continuing training and equality”) Social Partner Directive.

**All the Alliance partners** will carry out joint measures to significantly increase the participation of young migrants in vocational training, advising them and developing shared criteria for the success of the various “Jugend und Beruf” (Youth and work) working groups (such as “Jugendberufsagenturen” – “Youth employment

agencies”) and campaign to strengthen vocational training through a shared campaign and a “Training Week”.

In 2014 the governing board of the BA also adopted the new **“Vorfahrt für betriebliche Ausbildung”** (“Company based training priority”) initiative, which supports the Alliance goals, expands the support available to those undergoing non-company training and assistance during training, and includes a campaign to open up company-based training places to disadvantaged young people.

As part of its **‘skilled worker concept’ and ‘demography strategy’** the Federal Government has also developed proposals with the Social Partners to counteract the effects of demographic changes on economic development and maintain the German

economy’s productive capacity. The goal is to strengthen and activate a potential domestic supply of skilled workers and make Germany more attractive to international skilled workers. To give further impetus to the process of securing a supply of skilled staff, the Federal Government has together with the Social Partners and business and industry representatives initiated a **“Partnerschaft für Fachkräfte in Deutschland”** (Partnership for skilled workers in Germany), which is especially designed to support women, older people and migrants.

The Federal Government is continuing to respond to demographic change by putting a high policy priority on vocational training as a central pillar of its efforts to secure both a supply of skilled staff and Germany’s economic success in coming years.

## 2 The training market situation in 2014

This chapter describes the training market situation in 2014 based on the results of the BIBB survey of newly concluded training contracts on 30 September and the BA's training market statistics.<sup>8</sup> Developments will be described and compared with those of previous years using various indicators.

Central challenges and areas for action will be identified on which efforts will concentrate in coming years to secure a supply of young skilled workers in Germany in future and offer young people opportunities for training, employment and inclusion in society (see [Chapters 2.1 to 2.7](#)).

A separate sub-chapter deals with developments in training for the healthcare professions (see [Chapter 2.8](#)). In view of ongoing demographic changes and the population's growing need for healthcare services, training in these fields is becoming increasingly important.

### 2.1 Newly concluded training contracts, unfilled training places and unplaced applicants

#### 2.1.1 Newly concluded training contracts

According to the results of a BIBB survey of the relevant authorities, from 1 October 2013 to 30 September 2014 522,232 new training contracts were concluded nationally, 7,310 (1.4 %) fewer than in 2013.<sup>9</sup>

Fewer contracts were concluded in both western and eastern Länder in 2014. In western Länder the number of newly concluded training contracts fell by 6,390 (1.4 %) to 448,908. In eastern Länder the number of newly concluded training contracts decreased by 920 (1.2 %) to 73,324.

The number of newly concluded company-based training contracts fell nationwide by 5,770 (1.1 %) to 502,091. The number of newly concluded non-company training contracts decreased by 1,540 (7.1 %) to 20,141.<sup>10</sup>

The long term trend in numbers of newly concluded training contracts is depicted in [Table 1](#).

#### 2.1.2 Unfilled vocational training places

The number of unfilled vocational training places reached a new record high since 2009. At the end of the 2013/2014 training year the BA still had 37,101 unfilled vocational training places registered. Compared with the previous year this is an increase of 3,363 (10 %). Since 2009 the number of registered unfilled vocational training places has grown considerably (2009: 17,255, 2010: 19,605, 2011: 29,689, 2012: 33,274, 2013: 33,738, 2014: 37,101).

<sup>8</sup> The Report fulfils its statutory remit of reporting on the development of supply and demand in dual vocational training (see S. 86 of the BBiG). The Data Report on the Report on Vocational Education and Training, which is published by the BIBB and contains more detailed analyses (e. g. by region or gender), supplements the Report on Vocational Education and Training.

<sup>9</sup> There may be discrepancies between the information in the 2014 Report on Vocational Education and Training and the information provided for 2013 due to revised reports subsequently submitted by two relevant authorities.

<sup>10</sup> For further details see [Chapter 2.3](#)

Both western and eastern Länder recorded increases in unfilled vocational training places (see [Table 1](#)). In western Länder the number of unfilled vocational training places rose to 30,361 (+2,922 or 10.6 % compared with 2013, +15,880 or 109.7 % compared with 2009). Eastern Länder registered an increase to 6,657 (+430 or 6.9 % compared with 2013, +4,013 or 151.8 % compared with 2009).

These results show that for many companies it is increasingly difficult to fill the training places they offer.<sup>11</sup> There are however significant differences between different industries and occupations.

### 2.1.3 Unplaced applicants and applicants with an alternative on 30 September who were still seeking training

Too many young people are still not succeeding in quickly finding training places.

On 30 September 2014, 20,872 unplaced applicants who were not in training or in an alternative were registered with employment offices (Agenturen für Arbeit) and Jobcenters, 162 (0.8 %) fewer than in the previous year (2009: 15,486, 2010: 12,016, 2011: 11,344, 2012: 15,637, 2013: 21,034, 2014: 20,872). This decline occurred especially in eastern Länder, where the number of unplaced applicants fell by 433 (9.6 %) to 4,088. Western Länder recorded a slight increase in numbers at 16,574 (+237 or 1.7 %).

The number of applicants who had begun an alternative to training (e. g. school, tertiary studies, a pre-vocational training measure or internship, EQ), but were still looking for a training place and a wanted to be placed in training by the employment office (Agentur für Arbeit) or Jobcenter, fell by 2,214 (3.5 %) to 60,316.<sup>12</sup> In western Länder the number of applicants with an alternative decreased by 2,350 (-4.1 %) to 54,986. In eastern Länder there were more applicants with an alternative on 30.09. who were still seeking training than in the previous year (an increase of +145 or +2.8 % to 5,257). In recent years the national number of applicants with an alternative on 30.09. has been greatly reduced (2009: 73,054, 2010: 68,355, 2011: 60,975, 2012: 60,347, 2013: 62,530, 2014: 60,316).

11 See also [Chapter 2.6.7](#)

12 For further details see [Chapter 2.6.1](#)

## 2.2 The training market situation

Statements on the training market situation are made based on a range of different indicators.<sup>13</sup>

### 2.2.1 Supply and demand ratio (ANR)

As specified in Section 86 Paragraph 2 of the Vocational Training Act (Berufsbildungsgesetz – BBiG), the number of available training places is shown as the number of newly concluded training contracts from the BIBB survey plus the unfilled training places still registered with employment offices. Demand is calculated based on the number of newly concluded training contracts and the unplaced applicants still registered with employment offices and Jobcenters<sup>14</sup>. According to this calculation 559,333 training places were offered in 2014 while demand for training places was at 543,104. Demand (-7,472 or 1.4 %) therefore fell more sharply than supply (-3,947 or 0.7 %), so ANR improved slightly compared with the previous year (2013: 102.3, 2014: 103) in both western Länder (2013: 102.4, 2014: 103) and eastern Länder (2013: 102.2, 2014 103.3) equally (see [Table 1](#)).

13 In 2011 the BIBB systematically classified the main vocational education and training indicators, see also [www.bibb.de/veroeffentlichungen/de/publication/show/id/6830](http://www.bibb.de/veroeffentlichungen/de/publication/show/id/6830)

14 Use of the services of employment offices and Jobcenters is voluntary for young people and companies, so as well as the training places registered with them, there are more training places that are not recorded and not all young people take advantage of the employment offices' consultancy and placement services.

Table 1: Newly concluded training contracts, supply and demand, 1992 to 2014 (Part 1)

	New training contracts	Unfilled places	Unplaced applicants	"Supply"	"Demand"	"Supply and demand ratio"	Trend compared with the previous year					
							Contracts		"Supply"		"Demand"	
							absolute	percent	absolute	percent	absolute	percent
<b>National</b>												
1992	595,215	126,610	12,975	721,825	608,190	118.7						
1993	570,120	85,737	17,759	655,857	587,879	111.6	-25,095	-4.2	-65,968	-9.1	-20,311	-3.3
1994	568,082	54,152	18,970	622,234	587,052	106.0	-2,038	-0.4	-33,623	-5.1	-827	-0.1
1995	572,774	44,214	24,962	616,988	597,736	103.2	4,692	0.8	-5,246	-0.8	10,684	1.8
1996	574,327	34,947	38,458	609,274	612,785	99.4	1,553	0.3	-7,714	-1.3	15,049	2.5
1997	587,517	25,864	47,421	613,381	634,938	96.6	13,190	2.3	4,107	0.7	22,153	3.6
1998	612,529	23,404	35,675	635,933	648,204	98.1	25,012	4.3	22,552	3.7	13,266	2.1
1999	631,015	23,439	29,365	654,454	660,380	99.1	18,486	3.0	18,521	2.9	12,176	1.9
2000	621,693	25,690	23,642	647,383	645,335	100.3	-9,322	-1.5	-7,071	-1.1	-15,045	-2.3
2001	614,236	24,535	20,462	638,771	634,698	100.6	-7,457	-1.2	-8,612	-1.3	-10,637	-1.6
2002	572,323	18,005	23,383	590,328	595,706	99.1	-41,913	-6.8	-48,443	-7.6	-38,992	-6.1
2003	557,634	14,840	35,015	572,474	592,649	96.6	-14,689	-2.6	-17,854	-3.0	-3,057	-0.5
2004	572,980	13,378	44,084	586,358	617,064	95.0	15,346	2.8	13,884	2.4	24,415	4.1
2005	550,180	12,636	40,504	562,816	590,684	95.3	-22,800	-4.0	-23,542	-4.0	-26,380	-4.3
2006	576,153	15,401	49,487	591,554	625,640	94.6	25,973	4.7	28,738	5.1	34,956	5.9
2007	625,885	18,359	32,660	644,244	658,545	97.8	49,732	8.6	52,690	8.9	32,905	5.3
2008	616,342	19,507	14,515	635,849	630,857	100.8	-9,543	-1.5	-8,395	-1.3	-27,688	-4.2
2009	564,307	17,255	9,603	581,562	573,910	101.3	-52,035	-8.4	-54,287	-8.5	-56,947	-9.0
New period series including zKT <sup>1)</sup>												
2009	564,307	17,255	15,486	581,562	579,793	100.3						
2010	559,960	19,605	12,016	579,565	571,976	101.3	-4,347	-0.8	-1,997	-0.3	-7,817	-1.3
2011	569,380	29,689	11,344	599,069	580,724	103.2	9,420	1.7	19,504	3.4	8,748	1.5
2012	551,258	33,274	15,637	584,532	566,895	103.1	-18,122	-3.2	-14,537	-2.4	-13,829	-2.4
2013	529,542	33,738	21,034	563,280	550,576	102.3	-21,716	-3.9	-21,252	-3.6	-16,319	-2.9
2014	522,232	37,101	20,872	559,333	543,104	103.0	-7,310	-1.4	-3,947	-0.7	-7,472	-1.4
<b>Western Länder</b>												
1992	484,954	122,953	10,948	607,907	495,902	122.6						
1993	456,959	83,307	13,905	540,266	470,864	114.7	-27,995	-5.8	-67,641	-11.1	-25,038	-5.0
1994	435,388	52,462	16,902	487,850	452,290	107.9	-21,571	-4.7	-52,416	-9.7	-18,574	-3.9
1995	436,082	42,889	18,821	478,971	454,903	105.3	694	0.2	-8,879	-1.8	2,613	0.6
1996	434,648	33,642	23,896	468,290	458,544	102.1	-1,434	-0.3	-10,681	-2.2	3,641	0.8
1997	448,323	25,112	30,793	473,435	479,116	98.8	13,675	3.1	5,145	1.1	20,572	4.5
1998	468,732	22,775	22,297	491,507	491,029	100.1	20,409	4.6	18,072	3.8	11,913	2.5
1999	482,213	22,657	18,517	504,870	500,730	100.8	13,481	2.9	13,363	2.7	9,701	2.0
2000	483,082	24,760	14,214	507,842	497,296	102.1	869	0.2	2,972	0.6	-3,434	-0.7
2001	480,183	23,618	11,962	503,801	492,145	102.4	-2,899	-0.6	-4,041	-0.8	-5,151	-1.0
2002	447,426	17,123	13,180	464,549	460,606	100.9	-32,757	-6.8	-39,252	-7.8	-31,539	-6.4
2003	434,747	13,994	22,267	448,741	457,014	98.2	-12,679	-2.8	-15,808	-3.4	-3,592	-0.8
2004	448,876	12,533	29,319	461,409	478,195	96.5	14,129	3.2	12,668	2.8	21,181	4.6
2005	434,162	11,786	29,334	445,948	463,496	96.2	-14,714	-3.3	-15,461	-3.4	-14,699	-3.1
2006	452,215	13,556	33,237	465,771	485,452	95.9	18,053	4.2	19,823	4.4	21,956	4.7
2007	500,787	15,953	23,077	516,740	523,864	98.6	48,572	10.7	50,969	10.9	38,412	7.9

Table 1: Newly concluded training contracts, supply and demand, 1992 to 2014 (Part 2)

	New training contracts	Unfilled places	Unplaced applicants	"Supply"	"Demand"	"Supply and demand ratio"	Trend compared with the previous year					
							Contracts		"Supply"		"Demand"	
							absolute	percent	absolute	percent	absolute	percent
2008	502,604	16,664	10,154	519,268	512,758	101.3	1,817	0.4	2,528	0.5	-11,106	-2.1
2009	465,309	14,500	6,903	479,809	472,212	101.6	-37,295	-7.4	-39,459	-7.6	-40,546	-7.9
New period series including zKT												
2009	465,309	14,481	11,140	479,790	476,449	100.7						
2010	468,297	15,828	8,345	484,125	476,642	101.6	2,988	0.6	4,335	0.9	193	0.0
2011	484,885	24,381	8,300	509,266	493,185	103.3	16,588	3.5	25,141	5.2	16,543	3.5
2012	472,354	26,989	10,584	499,343	482,938	103.4	-12,531	-2.6	-9,923	-1.9	-10,247	-2.1
2013	455,298	27,439	16,301	482,737	471,599	102.4	-17,056	-3.6	-16,606	-3.3	-11,339	-2.3
2014	448,908	30,361	16,574	479,269	465,482	103.0	-6,390	-1.4	-3,468	-0.7	-6,117	-1.3
Eastern Länder												
1992	110,261	3,657	2,027	113,918	112,288	101.5						
1993	113,161	2,430	3,854	115,591	117,015	98.8	2,900	2.6	1,673	1.5	4,727	4.2
1994	132,694	1,690	2,068	134,384	134,762	99.7	19,533	17.3	18,793	16.3	17,747	15.2
1995	136,692	1,325	6,141	138,017	142,833	96.6	3,998	3.0	3,633	2.7	8,071	6.0
1996	139,679	1,305	14,562	140,984	154,241	91.4	2,987	2.2	2,967	2.1	11,408	8.0
1997	139,194	752	16,628	139,946	155,822	89.8	-485	-0.3	-1,038	-0.7	1,581	1.0
1998	143,797	629	13,378	144,426	157,175	91.9	4,603	3.3	4,480	3.2	1,353	0.9
1999	148,802	782	10,848	149,584	159,650	93.7	5,005	3.5	5,158	3.6	2,475	1.6
2000	138,611	930	9,428	139,541	148,039	94.3	-10,191	-6.8	-10,043	-6.7	-11,611	-7.3
2001	134,053	917	8,500	134,970	142,553	94.7	-4,558	-3.3	-4,571	-3.3	-5,486	-3.7
2002	124,897	882	10,203	125,779	135,100	93.1	-9,156	-6.8	-9,191	-6.8	-7,453	-5.2
2003	122,887	846	12,748	123,733	135,635	91.2	-2,010	-1.6	-2,046	-1.6	535	0.4
2004	124,104	845	14,742	124,949	138,846	90.0	1,217	1.0	1,216	1.0	3,211	2.4
2005	116,018	850	11,154	116,868	127,172	91.9	-8,086	-6.5	-8,081	-6.5	-11,674	-8.4
2006	123,938	1,835	16,240	125,773	140,178	89.7	7,920	6.8	8,905	7.6	13,006	10.2
2007	125,098	2,338	9,576	127,436	134,674	94.6	1,160	0.9	1,663	1.3	-5,504	-3.9
2008	113,738	2,769	4,358	116,507	118,096	98.7	-11,360	-9.1	-10,929	-8.6	-16,578	-12.3
2009	98,998	2,644	2,697	101,642	101,695	99.9	-14,740	-13.0	-14,865	-12.8	-16,401	-13.9
New period series including zKT												
2009	98,998	2,644	4,343	101,642	103,341	98.4						
2010	91,663	3,662	3,670	95,325	95,333	100.0	-7,335	-7.4	-6,317	-6.2	-8,008	-7.7
2011	84,495	5,175	3,040	89,670	87,535	102.4	-7,168	-7.8	-5,655	-5.9	-7,798	-8.2
2012	78,904	6,163	5,051	85,067	83,955	101.3	-5,591	-6.6	-4,603	-5.1	-3,580	-4.1
2013	74,244	6,227	4,521	80,471	78,765	102.2	-4,660	-5.9	-4,596	-5.4	-5,190	-6.2
2014	73,324	6,657	4,088	79,981	77,412	103.3	-920	-1.2	-490	-0.6	-1,353	-1.7

Discrepancies between total "Western Länder", "Eastern Länder" and national figures may be due to data that cannot be classified. Data may diverge from earlier representations due to subsequent revisions.

<sup>1)</sup> Since 2009 the BA statistics have included as standard details on applicants from licensed local authority agencies (zugelassene kommunale Träger – zKT). The total figure is therefore made up of figures from employment offices (Agenturen für Arbeit – AA) and Jobcenters jointly with employment offices (Agentur für Arbeit) and municipalities (JC gE), and Jobcenters and licensed local authority agencies (zugelassene kommunale Träger) (JC zKT).

### 2.2.2 Expanded supply and demand ratio (expanded ANR)

The traditional definition of demand does not completely reflect the number of young people seeking training. The Report on Vocation Education and Training and National Education report therefore also use an ‘expanded’ definition of demand, which as well as newly concluded training contracts and unplaced applicants also includes applicants who had an alternative on 30 September but still wanted to be placed in training.

According to this expanded definition, demand was lower in 2014, at 603,420, than in the previous year (-9,686 or 1.6 %). Expanded ANR improved slightly due to the smaller decline in supply (see above) compared with the previous year (see [Chart 1](#)). In 2014 it was at 92.7 nationally (2013: 91.9), at 92.1 in western Länder (2013: 91.3) and at 96.7 in eastern Länder (2013: 95.9).

### 2.2.3 Expanded supply and demand ratio based on company-based training places

Even when expanded ANR is calculated based solely on the supply of company based training places<sup>15</sup>, the national figure improved slightly compared with the previous year (2013: 88.3, 2014: 89.4). Expanded ANR based on company based training places improved in both western Länder (2013: 88.5, 2014: 89.4) and eastern Länder (2013: 87.8, 2014: 89) (see [Chart 2](#)).

### 2.2.4 The computed placement rate of young people interested in training (EQI)

The computed placement rate (EQI) measures the number of young people registered with institutions as interested in training who were placed in vocational training in a given reporting year. It is calculated by correlating the number of newly concluded training contracts on 30 September (2014: 522,232) with the number of all young people registered with institutions as interested in training (2014: 810,540).<sup>16</sup> This figure consists of the total number of newly concluded training contracts (522,232) and applicants registered with employment officers and Jobcenters (559,431) minus the registered applicants who were placed in training (271,123), otherwise some would be counted twice.

Compared with 2013, EQI worsened slightly nationally, at 64.4 (2013: 64.9). Western Länder recorded a lower figure than in the previous year at 64.8 (2013: 65.3), while in eastern Länder EQI was at the same level as the previous year, 63.3 (2013: 63.3, see [Chart 3](#)).

The fall in the EQI should be seen in the context of growing matching problems in the training market.<sup>17</sup> ANR and expanded ANR correlate the number of training places, including unfilled training places, with (expanded) demand. In contrast, EQI by definition takes only filled training places (=new contracts) into account, so difficulties in filling training places carry greater weight here.

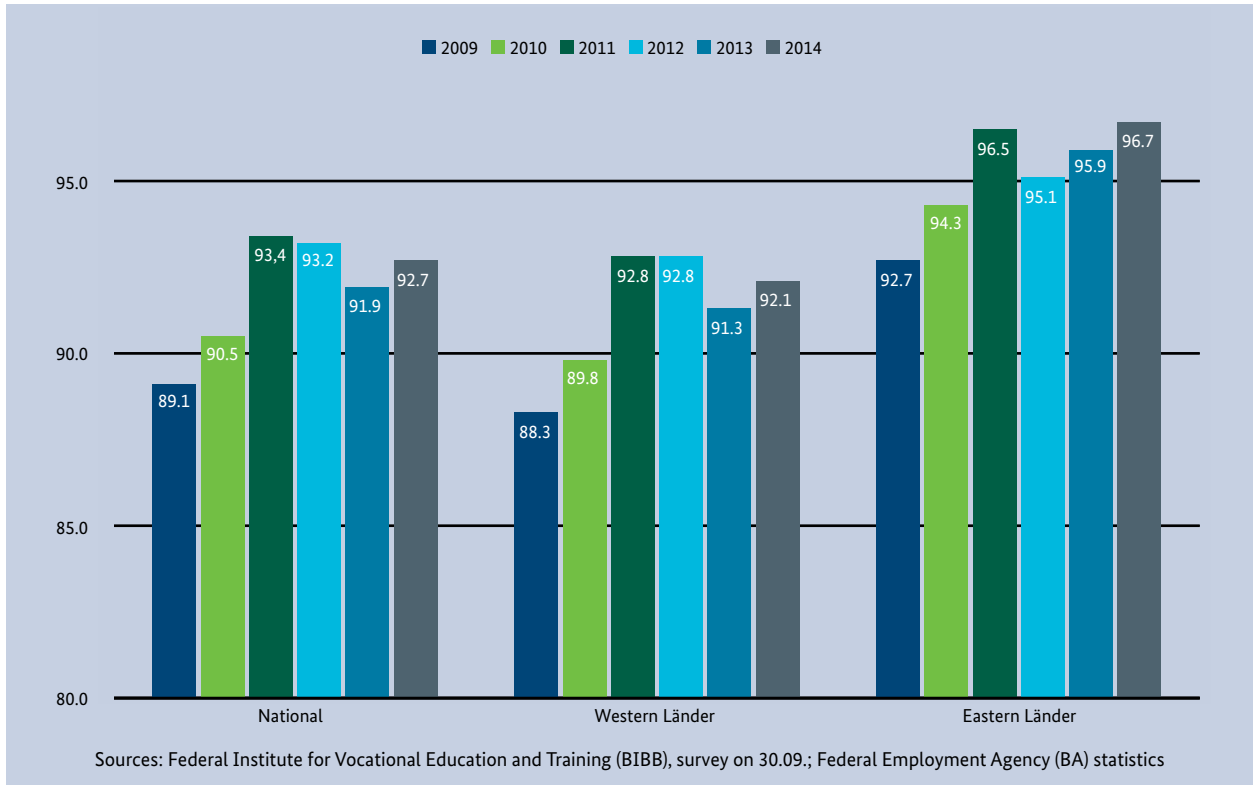
<sup>16</sup> This figure refers to all young people who reported an interest in training during the reporting year. On the reference date of 30 September however, some applicants who registered applications for training places during the year may no longer wish to be placed in training or their whereabouts may be unknown, so some applicants may be counted twice because some whose whereabouts is unknown may in fact have started training. Other applicants may also have applied for a training place even though they were already undergoing training (see [Chapter 2.6.1](#)).

<sup>17</sup> For more details see [Chapter 2.6.10](#)

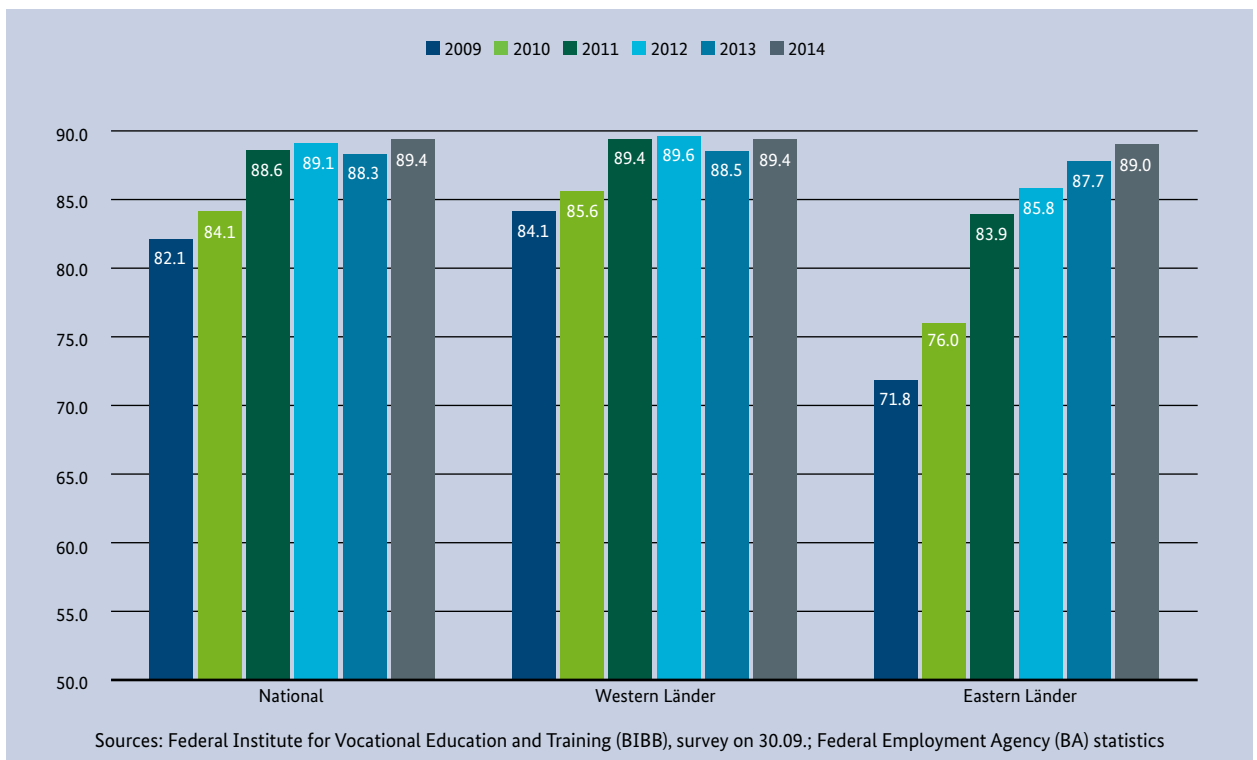
<sup>15</sup> For further details see [Chapter 2.3.3](#)



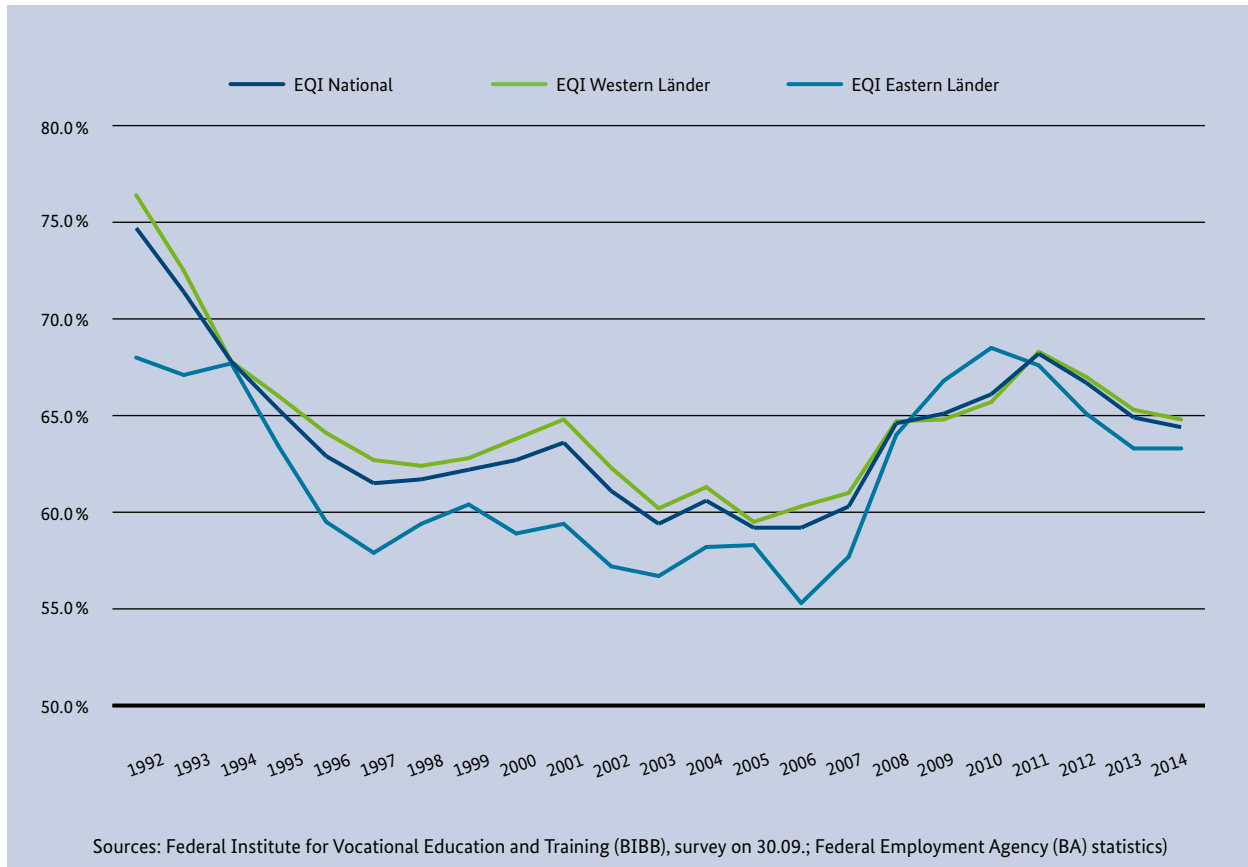
**Chart 1: The expanded supply and demand ratio, 2009 to 2014**



**Chart 2: Company based training places per 100 interested persons according to the expanded definition, 2009 to 2014**



**Chart 3: Computed placement (REQ) and placement rate of young people interested in training (EQI), 1992 to 2014**



To this is added the fact that EQI also counts among young people interested in training those applicants who have relinquished their wish to be placed in training before the reference date of 30.09. because they have re-oriented themselves during the reporting year and decided instead to pursue tertiary studies or training in a vocational school.<sup>18</sup> EQI therefore does not reflect the supply situation but in fact measures the participation rate.

Overall the training market situation, after deteriorating somewhat last year, improved slightly in 2014. Fewer training contracts were concluded but the drop in contract numbers must be seen in the context of declining numbers of school leavers<sup>19</sup>, a growing trend for starting university studies and companies' increasing difficulties filling training places. Compared with the previous year, the number of young people who were still looking for a training place after the reference date of the 30.09. was lower. This trend cannot however be seen as entirely positive because at the same time companies' difficulties in filling training places have continued to grow. Matching problems in the training market remain a central challenge.

<sup>18</sup> Between 2009 and 2014 the proportion of applicants with higher education entrance qualifications rose from 19 % to 24 %. The higher school leaving qualifications that increasing numbers of applicants have also gives them a wider range of options to choose from.

<sup>19</sup> See [Chapter 2.5](#)

## 2.3 Newly concluded training contracts according to structural characteristics

### 2.3.1 Developments in training sectors<sup>20</sup>

The **Trade and Industry** sector recorded a drop in the number of newly concluded training contracts in 2014. In comparison with the previous year, the number of training contracts newly concluded in Trade and Industry fell nationally by 6,506 (-2.1 %) to 310,760. Western Länder registered 266,035 newly concluded training contracts, 5,301 (2 %) fewer than last year. In eastern Länder the number of training contracts concluded in Trade and Industry fell by 1,205 (-2.6 %) to 44,725. Trade and Industry remains the largest sector, with 59.5 % of all training contracts (2013: 59.9 %).

In the **Skilled Trades** sector 141,234 new training contracts were concluded, which was a slight fall of 903 contracts (-0.6 %). 27 % of all new training contracts concluded nationally were concluded in the Skilled Trades sector. Their number increased slightly compared with the previous year (2013: 26.8 %). In western Länder the number of new training contracts concluded in the Skilled Trades sector fell by 1,150 (-0.9 %) to 122,971. In eastern Länder the number of new contracts in Skilled Trades grew slightly, with 18,263 new contracts (+247 or 1.4 % compared with 2013).

The number of newly concluded training contracts in the **Professional Services** sector, 42,050, was the exactly same as that of the previous year (+/-0 and +/-0 %). In western Länder 37,518 new training contracts were concluded, 50 more than in the previous year (+0.1 %). In eastern Länder the number of new training contracts fell by 50 (-1.1 %) to 4,532. The proportion of training contracts concluded in the Professional Services sector of all training contracts was 8.1 % (2013: 7.9 %).

The **Public Sector** also recorded growth in the number of newly concluded training contracts, with 12,416 new training contracts concluded nationally, 200 (+1.6 %) more than in 2013.<sup>21</sup> This increase was recorded in western Länder (+253 or 2.6 % to 9,969). In eastern Länder the number of newly concluded training contracts fell slightly (-53 or 2.1 % to 2,447).

In the **Agriculture** sector the number of newly concluded training contracts was similar to last year's level, with 13,156 fewer new training contracts, 2 (-0 %). In western Länder 10,392 new training contracts were concluded (-138 or 1.3 %), while eastern Länder recorded an increase of 136 (+5.2 %) to 2,764.

The **Housekeeping** sector reported fewer new training contracts in 2014. 2,432 new contracts were concluded, 126 (-4.9 %) less than in the previous year. In western Länder the number of new training contracts fell by 132 (-6.7 %) to 1,845. In eastern Länder the number of newly concluded training contracts grew by 6 (+1 %) to 587.

In the **Shipping** sector 184 new training contracts were concluded, 27 (+17.2 %) more than in 2013. The increase was recorded only in western Länder (+28 or 18.7 % to 178). In eastern Länder 6 new contracts were concluded, 1 fewer than in the previous year (-14.3 %).

**Table 2** shows the number of new training contracts concluded by training sector and Länder. **Table 3** shows absolute and percentage changes in training contract figures compared with last year.

<sup>20</sup> Actual training figures in individual sectors only correspond with the figures reported in each sector to a limited extent. Training contracts covering Public Sector or Professional Services training occupations in Industry, Trade or the Skilled Trades are recorded not in their own sectors, but in the sectors of Industry, Trade or Skilled Trades (The training contract of a vehicle mechatronic technician trainee training with the Administration Division of the German army, for example, is recorded in the Skilled Trades sector). In some Länder the Chambers of Trade and Industry are responsible for regulating training in Public Sector occupations and in the Housekeeping sector. (Public Sector: Hessen, Mecklenburg-Western Pomerania and Hamburg/ Housekeeping: Berlin, Schleswig-Holstein, Hessen).

<sup>21</sup> The rate at which the Federal Administration provided training was 6.9 % in 2014.

Table 2: Newly concluded training contracts in 2014 according to Länder and sector

Land	Newly concluded training contracts																
	Total	Trade and Industry				Skilled trades				Professional services				Of which in the sector			
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Baden-Württemberg	73,196	44,394	60.7	19,517	26.7	5,637	7.7	1,816	2.5	1,472	2.0	360	0.5	0	0	.	
Bavaria	91,814	53,323	58.1	26,571	28.9	7,906	8.6	1,617	1.8	2,122	2.3	275	0.3	0	0	.	
Berlin	15,839	9,255	58.4	3,770	23.8	1,818	11.5	693	4.4	230	1.5	73	0.5	0	0	.	
Brandenburg	10,239	6,078	59.4	2,569	25.1	593	5.8	416	4.1	511	5.0	72	0.7	0	0	.	
Bremen	5,733	3,886	67.8	1,175	20.5	441	7.7	136	2.4	38	0.7	43	0.8	14	0.2	0.2	
Hamburg	13,402	9,318	69.5	2,534	18.9	1,123	8.4	177	1.3	134	1.0	41	0.3	75	0.6	0.6	
Hessen	37,888	23,031	60.8	9,965	26.3	3,136	8.3	964	2.5	727	1.9	65	0.2	0	0	.	
Mecklenburg-Western Pomerania	7,814	4,782	61.2	1,872	24.0	420	5.4	246	3.1	406	5.2	82	1.0	6	0.1	0.1	
Lower Saxony	55,813	30,457	54.6	16,925	30.3	4,507	8.1	1,410	2.5	2,092	3.7	348	0.6	74	0.1	0.1	
North-Rhine Westphalia	117,397	71,765	61.1	30,085	25.6	10,244	8.7	2,724	2.3	2,168	1.8	411	0.4	0	0	.	
Rhineland-Palatinate	26,550	15,048	56.7	7,792	29.3	2,250	8.5	594	2.2	688	2.6	178	0.7	0	0	.	
Saarland	7,317	4,309	58.9	2,156	29.5	564	7.7	78	1.1	158	2.2	52	0.7	0	0	.	
Saxony	18,075	11,196	61.9	4,669	25.8	845	4.7	522	2.9	698	3.9	145	0.8	0	0	.	
Saxony-Anhalt	11,025	6,872	62.3	2,868	26.0	430	3.9	316	2.9	454	4.1	85	0.8	0	0	.	
Schleswig-Holstein	19,798	10,504	53.1	6,251	31.6	1,710	8.6	453	2.3	793	4.0	72	0.4	15	0.1	0.1	
Thuringia	10,332	6,542	63.3	2,515	24.3	426	4.1	254	2.5	465	4.5	130	1.3	0	0	.	
<b>Western Länder</b>	<b>448,908</b>	<b>266,035</b>	<b>59.3</b>	<b>122,971</b>	<b>27.4</b>	<b>37,518</b>	<b>8.4</b>	<b>9,969</b>	<b>2.2</b>	<b>10,392</b>	<b>2.3</b>	<b>1,845</b>	<b>0.4</b>	<b>178</b>	<b>0.0</b>	<b>0.0</b>	
<b>Eastern Länder</b>	<b>73,324</b>	<b>44,725</b>	<b>61.0</b>	<b>18,263</b>	<b>24.9</b>	<b>4,532</b>	<b>6.2</b>	<b>2,447</b>	<b>3.3</b>	<b>2,764</b>	<b>3.8</b>	<b>587</b>	<b>0.8</b>	<b>6</b>	<b>0.0</b>	<b>0.0</b>	
<b>National</b>	<b>522,232</b>	<b>310,760</b>	<b>59.5</b>	<b>141,234</b>	<b>27.0</b>	<b>42,050</b>	<b>8.1</b>	<b>12,416</b>	<b>2.4</b>	<b>13,156</b>	<b>2.5</b>	<b>2,432</b>	<b>0.5</b>	<b>184</b>	<b>0.0</b>	<b>0.0</b>	

Source: Federal Institute for Vocational Education and Training, survey on the 30<sup>th</sup> of September 2014

Table 3: Changes to newly concluded training contracts from 2014 to 2013 according to Länder and sector

Land	Newly concluded training contracts																	
	Total		Of which in the sector															
	Number	Percent	Trade and Industry		Skilled trades		Professional services		Public sector		Agriculture		Housekeeping		Shipping			
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Baden-Württemberg	-1,194	-1.6	-805	-1.8	-422	-2.1	192	3.5	-71	-3.8	-39	-2.6	-49	-12.0	0	0.0	0.0	
Bavaria	-317	-0.3	-807	-1.5	128	0.5	254	3.3	115	7.7	47	2.3	-54	-16.4	0	0.0	0.0	
Berlin	-945	-5.6	-734	-7.3	-179	-4.5	11	0.6	-38	-5.2	-10	-4.2	5	7.4	0	0.0	0.0	
Brandenburg	-312	-3.0	-403	-6.2	-1	0.0	56	10.4	25	6.4	18	3.7	-7	-8.9	0	0.0	0.0	
Bremen	-223	-3.7	-75	-1.9	-91	-7.2	-21	-4.5	20	17.2	-45	-54.2	-12	-21.8	1	7.7	7.7	
Hamburg	-128	-0.9	-177	-1.9	74	3.0	-17	-1.5	-20	-10.2	11	8.9	-4	-8.9	5	7.1	7.1	
Hessen	-499	-1.3	-350	-1.5	-206	-2.0	112	3.7	-68	-6.6	-15	-2.0	28	75.7	0	0.0	0.0	
Mecklenburg-Western Pomerania	-153	-1.9	-227	-4.5	71	3.9	-49	-10.4	8	3.4	57	16.3	-12	-12.8	-1	-14.3	-14.3	
Lower Saxony	-569	-1.0	-398	-1.3	-145	-0.8	-217	-4.6	123	9.6	70	3.5	-24	-6.5	22	42.3	42.3	
North-Rhine Westphalia	-2,686	-2.2	-2,443	-3.3	74	0.2	-350	-3.3	102	3.9	-90	-4.0	21	5.4	0	0.0	0.0	
Rhineland-Palatinate	-552	-2.0	-249	-1.6	-324	-4.0	37	1.7	45	8.2	-28	-3.9	-33	-15.6	0	0.0	0.0	
Saarland	-89	-1.2	-85	-1.9	-40	-1.8	56	11.0	-5	-6.0	-2	-1.3	-13	-20.0	0	0.0	0.0	
Saxony	185	1.0	184	1.7	120	2.6	-93	-9.9	-38	-6.8	-28	-3.9	40	38.1	0	0.0	0.0	
Saxony-Anhalt	194	1.8	86	1.3	82	2.9	26	6.4	1	0.3	16	3.7	-17	-16.7	0	0.0	0.0	
Schleswig-Holstein	-133	-0.7	88	0.8	-198	-3.1	4	0.2	12	2.7	-47	-5.6	8	12.5	0	0.0	0.0	
Thuringia	111	1.1	-111	-1.7	154	6.5	-1	-0.2	-11	-4.2	83	21.7	-3	-2.3	0	0.0	0.0	
<b>Western Länder</b>	<b>-6,390</b>	<b>-1.4</b>	<b>-5,301</b>	<b>-2.0</b>	<b>-1,150</b>	<b>-0.9</b>	<b>50</b>	<b>0.1</b>	<b>253</b>	<b>2.6</b>	<b>-138</b>	<b>-1.3</b>	<b>-132</b>	<b>-6.7</b>	<b>28</b>	<b>18.7</b>	<b>18.7</b>	
<b>Eastern Länder</b>	<b>-920</b>	<b>-1.2</b>	<b>-1,205</b>	<b>-2.6</b>	<b>247</b>	<b>1.4</b>	<b>-50</b>	<b>-1.1</b>	<b>-53</b>	<b>-2.1</b>	<b>136</b>	<b>5.2</b>	<b>6</b>	<b>1.0</b>	<b>-1</b>	<b>-14.3</b>	<b>-14.3</b>	
<b>National</b>	<b>-7,310</b>	<b>-1.4</b>	<b>-6,506</b>	<b>-2.1</b>	<b>-903</b>	<b>-0.6</b>	<b>0</b>	<b>0.0</b>	<b>200</b>	<b>1.6</b>	<b>-2</b>	<b>0.0</b>	<b>-126</b>	<b>-4.9</b>	<b>27</b>	<b>17.2</b>	<b>17.2</b>	

Source: Federal Institute for Vocational Education and Training, survey on the 30<sup>th</sup> of September 2014

**Table 4: Newly concluded training contracts according to financing form**

Year	Newly concluded training contracts	National	Western Länder	Eastern Länder
<b>absolute figures</b>				
2009	total	564,307	465,309	98,998
	in-company	518,506	442,439	76,067
	non-company	45,801	22,870	22,931
2010	total	559,960	468,297	91,663
	in-company	518,917	445,821	73,096
	non-company	41,043	22,476	18,567
2011	total	569,380	484,885	84,495
	in-company	538,920	466,191	72,729
	non-company	30,460	18,694	11,766
2012	total	551,258	472,354	78,904
	in-company	525,354	454,785	70,569
	non-company	25,904	17,569	8,335
2013	total	529,542	455,298	74,244
	in-company	507,861	440,456	67,405
	non-company	21,681	14,842	6,839
2014	total	522,232	448,908	73,324
	in-company	502,091	435,166	66,925
	non-company	20,141	13,742	6,399
<b>relative figures</b>				
2009	total	100.0 %	100.0 %	100.0 %
	in-company	91.9 %	95.1 %	76.8 %
	non-company	8.1 %	4.9 %	23.2 %
2010	total	100.0 %	100.0 %	100.0 %
	in-company	92.7 %	95.2 %	79.7 %
	non-company	7.3 %	4.8 %	20.3 %
2011	total	100.0 %	100.0 %	100.0 %
	in-company	94.7 %	96.1 %	86.1 %
	non-company	5.3 %	3.9 %	13.9 %
2012	total	100.0 %	100.0 %	100.0 %
	in-company	95.3 %	96.3 %	89.4 %
	non-company	4.7 %	3.7 %	10.6 %
2013	total	100.0 %	100.0 %	100.0 %
	in-company	95.9 %	96.7 %	90.8 %
	non-company	4.1 %	3.3 %	9.2 %
2014	total	100.0 %	100.0 %	100.0 %
	in-company	96.1 %	96.9 %	91.3 %
	non-company	3.9 %	3.1 %	8.7 %

Source: Federal Institute for Vocational Education and Training (BIBB), survey on 30<sup>th</sup> of September

### 2.3.2 Contracts for training in and outside companies

Of the 522,232 new training contracts concluded nationally in 2014, 502,091 were for company based (96.1 %) and 20,141 were for non-company training places (3.9 %).<sup>22</sup> Although the number of new company

based contracts declined again in 2014 (-5,770 or 1.1 % compared with 2013), the relative proportion of company based training contracts of all training contracts has continued to grow (see **Table 4**) due to ongoing cutbacks in the provision of non-company training. Compared with 2013, the number of contracts for non-company training places fell nationally by 1,540 (-7.1 %) to 20,141.

<sup>22</sup> What is important in this classification is the financing form and not the place of learning. "Non-company training places" are accordingly mainly publicly financed training places.

**Table 5: Newly concluded training contracts according to financing form and Länder (Part 1)**

Land	Year	absolute figures			relative figures		
		in-company	non-company	total	in-company	non-company	total
Baden-Württemberg	2010	71,852	2,697	74,549	96.4	3.6	100.0
	2011	76,429	2,384	78,813	97.0	3.0	100.0
	2012	74,194	2,123	76,317	97.2	2.8	100.0
	2013	72,212	2,178	74,390	97.1	2.9	100.0
	2014	71,234	1,962	73,196	97.3	2.7	100.0
Bavaria	2010	91,203	3,123	94,326	96.7	3.3	100.0
	2011	95,181	2,565	97,746	97.4	2.6	100.0
	2012	92,956	2,355	95,311	97.5	2.5	100.0
	2013	89,864	2,267	92,131	97.5	2.5	100.0
	2014	89,820	1,994	91,814	97.8	2.2	100.0
Berlin	2010	15,714	3,459	19,173	82.0	18.0	100.0
	2011	15,672	2,724	18,396	85.2	14.8	100.0
	2012	15,913	2,061	17,974	88.5	11.5	100.0
	2013	15,351	1,433	16,784	91.5	8.5	100.0
	2014	14,676	1,163	15,839	92.7	7.3	100.0
Brandenburg	2010	10,912	2,710	13,622	80.1	19.9	100.0
	2011	10,480	1,641	12,121	86.5	13.5	100.0
	2012	10,178	1,192	11,370	89.5	10.5	100.0
	2013	9,547	1,004	10,551	90.5	9.5	100.0
	2014	9,381	858	10,239	91.6	8.4	100.0
Bremen	2010	5,469	511	5,980	91.5	8.5	100.0
	2011	5,763	456	6,219	92.7	7.3	100.0
	2012	5,682	461	6,143	92.5	7.5	100.0
	2013	5,622	334	5,956	94.4	5.6	100.0
	2014	5,435	298	5,733	94.8	5.2	100.0
Hamburg	2010	13,182	1,200	14,382	91.7	8.3	100.0
	2011	13,566	846	14,412	94.1	5.9	100.0
	2012	13,323	824	14,147	94.2	5.8	100.0
	2013	12,882	648	13,530	95.2	4.8	100.0
	2014	12,847	555	13,402	95.9	4.1	100.0
Hessen	2010	36,646	3,588	40,234	91.1	8.9	100.0
	2011	38,637	2,529	41,166	93.9	6.1	100.0
	2012	38,140	2,104	40,244	94.8	5.2	100.0
	2013	36,557	1,830	38,387	95.2	4.8	100.0
	2014	36,086	1,802	37,888	95.2	4.8	100.0

Table 5: Newly concluded training contracts according to financing form and Länder (Part 2)

Land	Year	absolute figures			relative figures		
		in-company	non-company	total	in-company	non-company	total
Mecklenburg-Western Pomerania	2010	8,165	1,714	9,879	82.7	17.3	100.0
	2011	7,798	1,111	8,909	87.5	12.5	100.0
	2012	7,354	970	8,324	88.3	11.7	100.0
	2013	7,166	801	7,967	89.9	10.1	100.0
	2014	6,992	822	7,814	89.5	10.5	100.0
Lower Saxony	2010	56,451	1,867	58,318	96.8	3.2	100.0
	2011	59,381	1,466	60,847	97.6	2.4	100.0
	2012	56,624	1,612	58,236	97.2	2.8	100.0
	2013	54,407	1,975	56,382	96.5	3.5	100.0
	2014	54,011	1,802	55,813	96.8	3.2	100.0
North-Rhine Westphalia	2010	115,564	6,746	122,310	94.5	5.5	100.0
	2011	120,962	5,591	126,553	95.6	4.4	100.0
	2012	118,693	5,324	124,017	95.7	4.3	100.0
	2013	116,831	3,252	120,083	97.3	2.7	100.0
	2014	114,067	3,330	117,397	97.2	2.8	100.0
Rhineland-Palatinate	2010	27,144	1,349	28,493	95.3	4.7	100.0
	2011	27,485	1,485	28,970	94.9	5.1	100.0
	2012	27,025	1,381	28,406	95.1	4.9	100.0
	2013	25,854	1,248	27,102	95.4	4.6	100.0
	2014	25,495	1,055	26,550	96.0	4.0	100.0
Saarland	2010	7,886	587	8,473	93.1	6.9	100.0
	2011	8,098	515	8,613	94.0	6.0	100.0
	2012	7,867	511	8,378	93.9	6.1	100.0
	2013	6,946	460	7,406	93.8	6.2	100.0
	2014	6,978	339	7,317	95.4	4.6	100.0
Saxony	2010	16,653	5,595	22,248	74.9	25.1	100.0
	2011	17,323	3,187	20,510	84.5	15.5	100.0
	2012	16,584	1,724	18,308	90.6	9.4	100.0
	2013	16,323	1,567	17,890	91.2	8.8	100.0
	2014	16,644	1,431	18,075	92.1	7.9	100.0
Saxony-Anhalt	2010	11,025	3,295	14,320	77.0	23.0	100.0
	2011	10,956	1,928	12,884	85.0	15.0	100.0
	2012	10,447	1,377	11,824	88.4	11.6	100.0
	2013	9,638	1,193	10,831	89.0	11.0	100.0
	2014	9,748	1,277	11,025	88.4	11.6	100.0
Schleswig-Holstein	2010	20,424	808	21,232	96.2	3.8	100.0
	2011	20,689	857	21,546	96.0	4.0	100.0
	2012	20,281	874	21,155	95.9	4.1	100.0
	2013	19,281	650	19,931	96.7	3.3	100.0
	2014	19,193	605	19,798	96.9	3.1	100.0
Thuringia	2010	10,627	1,794	12,421	85.6	14.4	100.0
	2011	10,500	1,175	11,675	89.9	10.1	100.0
	2012	10,093	1,011	11,104	90.9	9.1	100.0
	2013	9,380	841	10,221	91.8	8.2	100.0
	2014	9,484	848	10,332	91.8	8.2	100.0

Source: Federal Institute for Vocational Education and Training (BIBB), survey on the 30<sup>th</sup> of September



Western Länder recorded a fall in the number of newly concluded company-based training contracts of 5,290 (-1.2 %) to 435,166. The number of non-company training contracts declined by 1,100 (-7.4 %). The proportion of company-based training contracts of all contracts there was 96.9 % (2013: 96.7 %).

In eastern Länder 66,925 new company-based training contracts were concluded, 480 fewer (-0.7 %) than in 2013. The number of non-company training contracts fell by 440 (-6.4 %). The proportion of company-based training contracts of all newly concluded contracts there was 91.3 % (2013: 90.8 %).

The proportion of non-company training contracts in eastern Länder is still much higher than it is in western Länder (see [Table 5](#)). The higher proportion of non-company training contracts in eastern Länder does not mean that the training market situation there is still less favourable than it is in western Länder, as analyses on the training market situation (see [Chapter 2.2](#)) have shown. In fact it is the result of a different way of dealing with unsuccessful training place applicants and a different funding policy. While qualifying vocational course modules in the transition system are provided for young people who have not found a training place in western Länder, in eastern Länder, partly as a reaction to a market situation that was very bad for many years, many fully-qualifying and non-company and school-based vocational training places were offered. In response to demographic developments and the resulting decline in demand for training places the number of and non-company vocational training places has been deliberately reduced in recent years.

### 2.3.3 The trend in the number of company-based training places

Given many companies' increasing difficulties in filling the training places they offer,<sup>23</sup> the trend in the number of company-based training places as a proportion of all newly concluded training contracts is also of interest. Both newly concluded company-based training contracts and vocational training places registered with the BA as unfilled are taken into account in identifying this trend.

Of the 559,333 training places offered nationally in 2014, 539,192 were offered in companies. Compared with the previous year the number of company-based training places fell slightly (-2,407 or 0.4 %). [Table 6](#) shows the trend in company-based training places by sector, making it clear that company-based training places fell most steeply in the Trade and Industry sector (-4,238 or 1.3 %). Skilled Trades recorded a rise in company-based training places of 1,678 (+1.2 %) and more company-based training places were also registered in the Public Sector and in Agriculture than in the previous year.

It should be noted that only unfilled vocational training places registered with the BA can be taken into account here. The Federal Government recommends that companies register their vacant training places with local employment offices and Jobcenters. Young people should also make use of employment office services in their search for training places.

23 See also [Chapter 2.2](#) and [Chapter 2.6.7](#)

**Table 6: Developments in the number of company based training places by sector**

	2009	2010	2011	2012	2013	2014	Development from 2014 to 2013	
<b>Germany</b>	<b>535,761</b>	<b>538,522</b>	<b>568,609</b>	<b>558,628</b>	<b>541,599</b>	<b>539,192</b>	<b>-2,407</b>	<b>-0.4 %</b>
Trade and Industry	318,985	320,342	344,533	338,841	324,705	320,467	-4,238	-1.3 %
Skilled trades	143,719	145,948	151,265	147,036	145,071	146,749	1,678	1.2 %
Public sector	13,732	13,689	12,460	12,196	12,426	12,523	97	0.8 %
Agriculture	12,797	12,523	12,628	12,474	12,522	12,654	132	1.1 %
Other <sup>1)</sup>	46,528	46,020	47,723	48,081	46,875	46,799	-76	-0.2 %
<b>Western Länder</b>	<b>456,920</b>	<b>461,649</b>	<b>490,572</b>	<b>481,774</b>	<b>467,895</b>	<b>465,527</b>	<b>-2,368</b>	<b>-0.5 %</b>
Trade and Industry	269,752	273,034	295,528	290,724	279,366	275,575	-3,791	-1.4 %
Skilled trades	125,091	127,008	132,315	128,547	126,944	128,234	1,290	1.0 %
Public sector	10,587	10,824	9,962	9,677	9,834	10,029	195	2.0 %
Agriculture	10,362	10,034	10,353	10,078	10,087	9,978	-109	-1.1 %
Other <sup>1)</sup>	41,128	40,749	42,413	42,748	41,664	41,711	47	0.1 %
<b>Eastern Länder</b>	<b>78,711</b>	<b>76,758</b>	<b>77,904</b>	<b>76,732</b>	<b>73,632</b>	<b>73,582</b>	<b>-50</b>	<b>-0.1 %</b>
Trade and Industry	49,151	47,218	48,912	48,037	45,272	44,859	-413	-0.9 %
Skilled trades	18,627	18,936	18,950	18,488	18,126	18,514	388	2.1 %
Public sector	3,145	2,865	2,498	2,519	2,592	2,494	-98	-3.8 %
Agriculture	2,435	2,489	2,275	2,396	2,435	2,676	241	9.9 %
Other <sup>1)</sup>	5,353	5,250	5,267	5,292	5,207	5,039	-168	-3.2 %

<sup>1)</sup> Further differentiation is not possible at this point.

Sources: Federal Employment Agency (BA) statistics, Federal Institute for Vocational Education and Training, survey on the 30<sup>th</sup> of September; BIBB calculations

### 2.3.4 Gender-specific differentiation

Of the 522,232 new training contracts concluded in 2014, 209,538 (40.1 %) were concluded with young women and 312,694 (59.9 %) with young men (ratio in 2013: 40.5 % to 59.5 %).

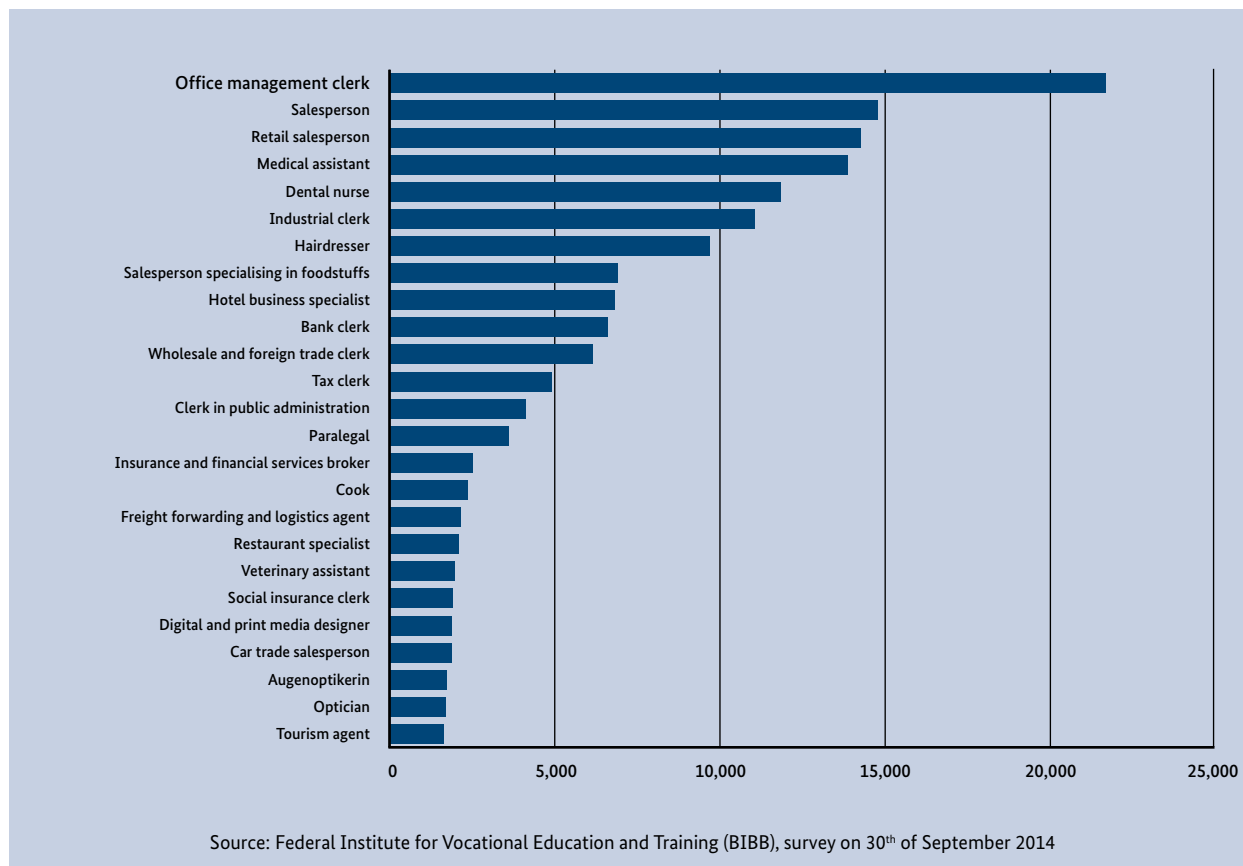
In previous years too, the number of new vocational training contracts concluded with young women in the dual vocational training system has always been below the number of new contracts concluded with young men. This is due among other things to the fact that many occupations requiring school-based training are more attractive to young women than to young men and thus represent an alternative to vocational training in the dual system. One example is school-based

training in healthcare and educational professions.<sup>24</sup> Young women also more often complete secondary school.<sup>25</sup> But even young women who want to undergo vocational training in the dual system find it harder to make the transition into training. The placement rate for young women interested in training is 62.4 %, lower than that of young men at 65.8 % (2012: 62.7 % to 66.6 %).<sup>26</sup>

24 The proportion of women here is around 77 % (see [Chapter 2.8](#)).

25 According to data provided by Integrated Reporting on Training there were more young women in the "acquisition of a higher education entrance qualification" sector, at 53 %, than young men, with a rate of 47 %.

26 See also [www.bibb.de/dokumente/pdf/a21\\_beitrag\\_naa-2014.pdf](http://www.bibb.de/dokumente/pdf/a21_beitrag_naa-2014.pdf)

**Chart 4: The 25 occupations most frequently chosen by young women in 2014**

Women are not only underrepresented in dual vocational training, they are also concentrated in fewer training occupations. In 2014 75.5 % of all young women beginning training were doing so in just 25 occupations, while 61.7 % of young men began training in the 25 occupations most frequently chosen by young males.

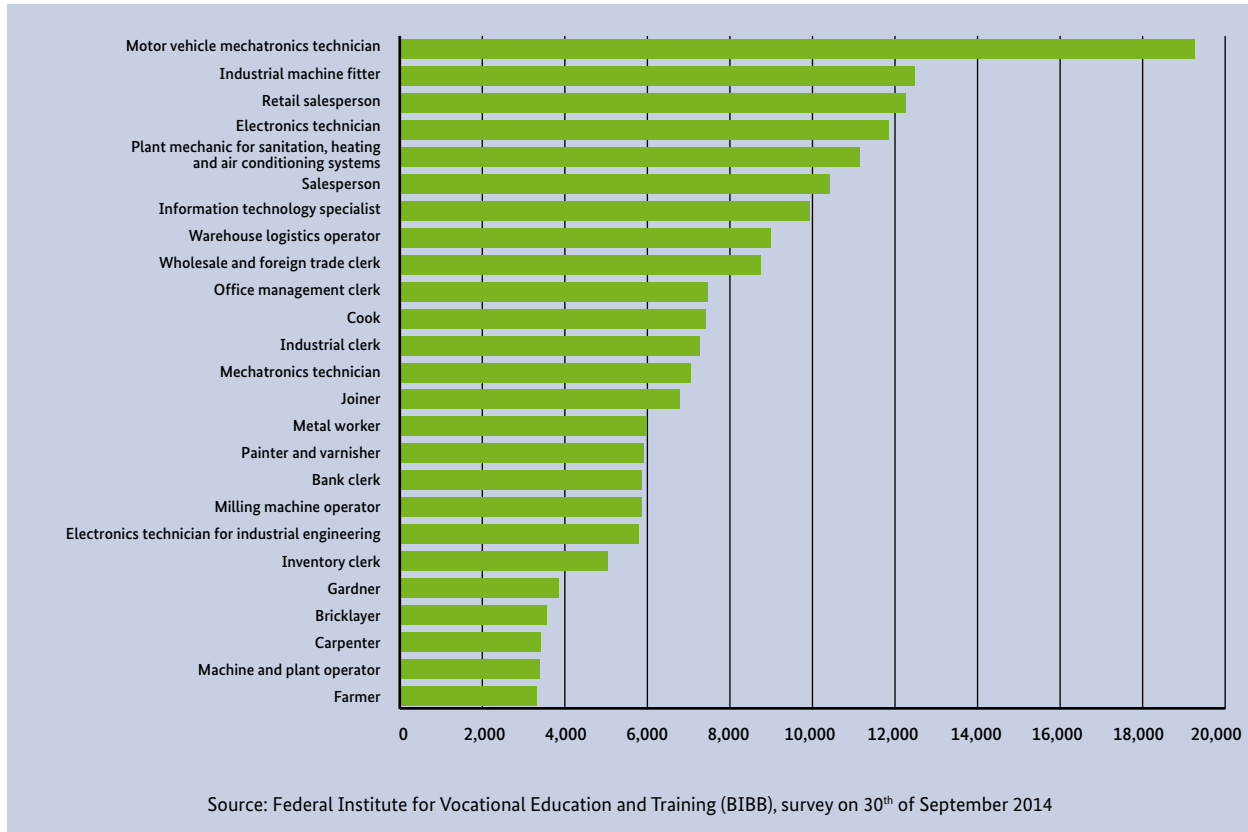
**Chart 4** and **Chart 5** show details on the 25 occupations most frequently chosen by young women and the 25 occupations most frequently chosen by young men.

Among the seven training sectors, the Professional Services Sector had the highest relative proportion of contracts concluded young women, at 93.2 %, followed by Housekeeping (90.7 %) and the Public Sector (65 %). In Trade and Industry 39.5 % of contracts were concluded with young women. Fairly low numbers of young women were training in the Skilled Trades (24.3 %), Agriculture (23.3 %) and Shipping (8.7 %).

According to the results of current analyses by the BIBB based on the data of the BA/BIBB applicants' survey held in 2012, the different range of career choices of young women and men is a major reason for the lower likelihood of young women being placed in company-based training.<sup>27</sup> While young women tend to seek careers mainly in services and commercial occupations, young men often seek training in industrial and technical occupations. Young men are however also interested in commercial and services occupations, so competition among applicants for training places in these occupations is very tough. In contrast, there is little competition from women for young men applying for places in industrial and technical occupations, so young women's lower chances of being placed in training are due to the more competitive situation in the occupations they want to train for.

<sup>27</sup> See also <http://www.bibb.de/bibbreport-4-2014>

**Chart 5: The 25 occupations most frequently chosen by young men in 2014**



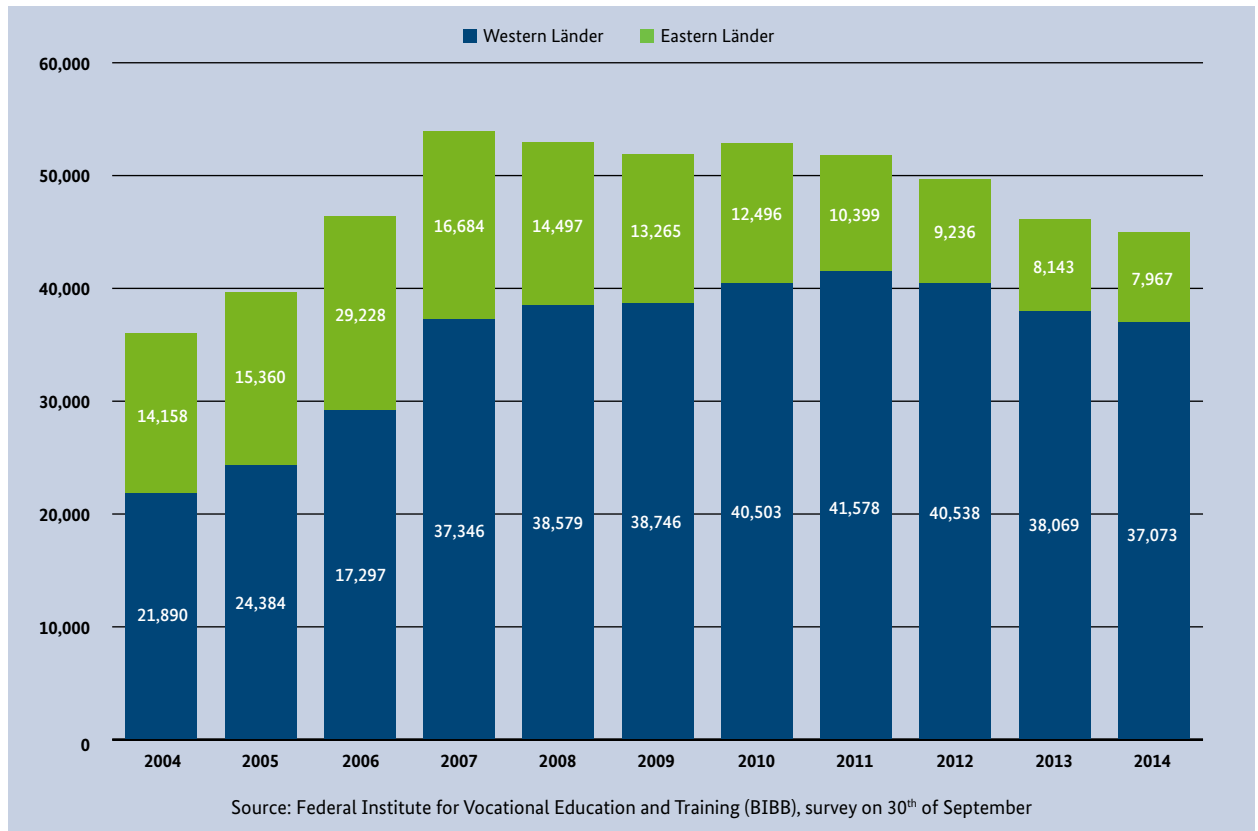
**2.3.5 Occupations requiring two year’s training**

45,040 new training contracts were concluded nationally in occupations requiring two year’s regular training<sup>28</sup> in 2014, 1,172 (-2.5 %) fewer than in 2013 (see **Chart 6**) and the percentage of occupations requiring two year’s training as a proportion of the total volume

of training places fell again slightly (2005: 7.2 %, 2006: 8.1 %, 2007: 8.6 %, 2008: 8.6 %, 2009: 9.2 %, 2010: 9.5 %, 2011: 9.1 %, 2012: 9 %, 2013: 8.7 %, 2014: 8.6 %).

In western Länder 37,073 contracts were concluded in occupations requiring two year’s training, a decline of 996 (-2.6 %). Eastern Länder recorded a fall in the numbers of new contracts concluded in occupations requiring two year’s training of 176 (-2.2 %) to 7.967.

<sup>28</sup> Occupations requiring two years’ training include sales assistant, hospitality industry services specialist, service specialist in dialogue marketing, skilled courier, express and postal services employee, building construction worker, machine and plant operator, inventory clerk and metal technology specialist. The question of the extent to which young people continued vocational training after completing a two-year vocational training course cannot be answered based on data from the BIBB survey on 30 September, the results of which have been reported on here. The vocational training statistics of the Statistics Offices of the Federal and Länder governments on the 31<sup>st</sup> of December also cannot answer this question due to a lack of firm numbers of people, so only approximate calculations can be made. According to these, in the 2013 reporting year up to a quarter of those completing training for a two-year dual training occupation continued training in a dual dual training occupation in accordance with training regulations.

**Chart 6: Newly concluded training contracts in occupations requiring two years training**

At 10.9 % the percentage of new training contracts concluded in occupations requiring two year's training in eastern Länder was again higher than it was in western Länder, where it was 8.3 %. The fact that relatively more new contracts for training places in occupations requiring two year's are concluded in eastern than in western Länder is a result of the higher rate of non-company training in eastern Länder. Non-company training is provided comparatively often in occupations requiring two year's training, so in eastern Länder 25.7 % of new training contracts concluded in 2014 in occupations requiring two year's training were concluded in mainly publicly financed (non-company) forms of training. In previous years this proportion was much higher (2011: 37.1 %, 2012: 30.6 %, 2013: 27.3 %).<sup>29</sup> This also reflects the reduction in the number of non-company training places.

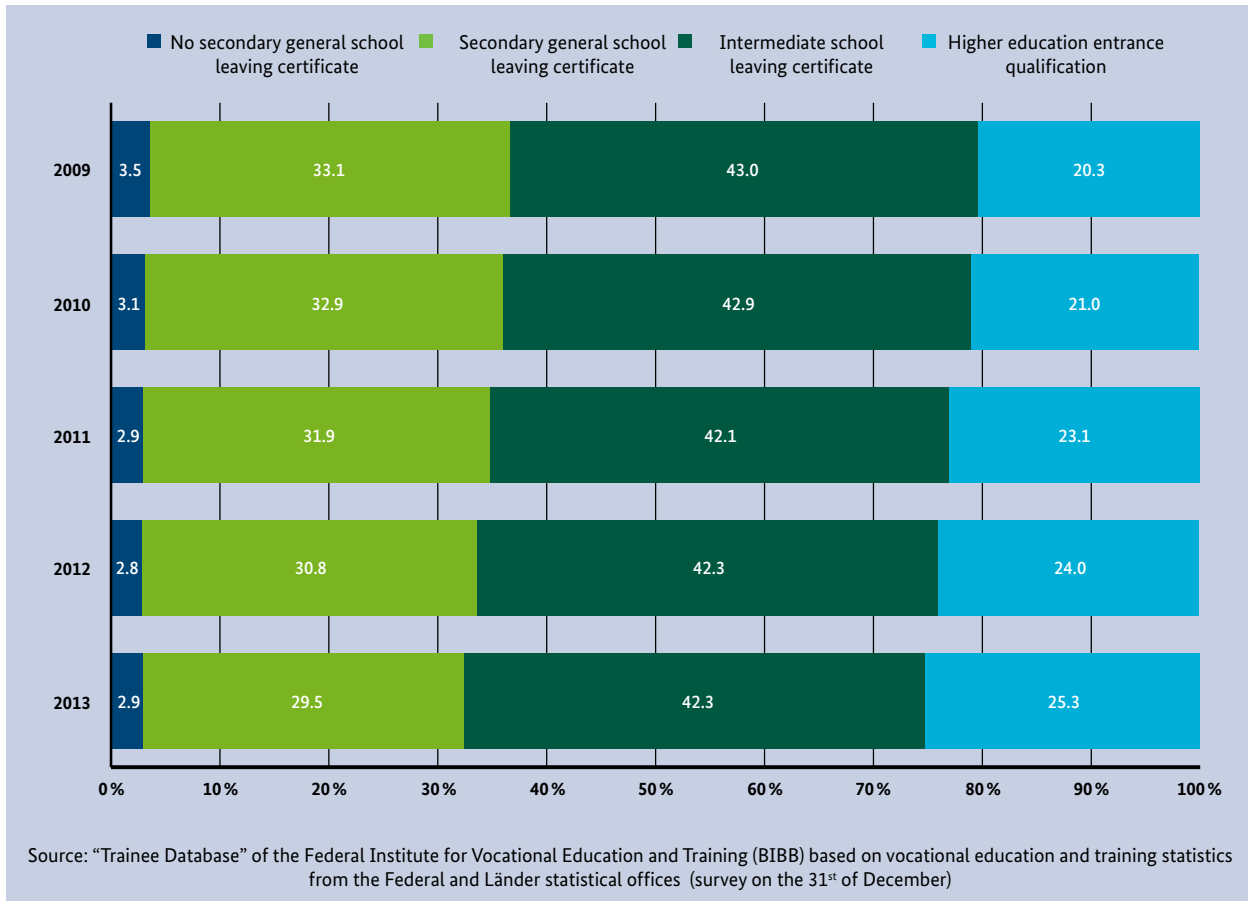
<sup>29</sup> By comparison: Western Länder; 2011: 10.9 %, 2012: 9.5 %, 2013: 8.9 %, 2014: 8.5 %.

## 2.4 Schooling background of trainees with newly concluded training contracts

It is not possible to make definitive statements on the schooling background of trainees with newly concluded training contracts based on data from the BIBB survey on newly concluded training contracts on 30 September because the survey does not record schooling background. Vocational training statistics provided by the Statistics Offices of the Federal and Länder governments (vocational training statistics on 31 December) are therefore used as the source for the following statements.

In 2013 42.3 % of trainees with newly concluded training contracts had an intermediate school leaving certificate, 29.5 % had a secondary general school certificate, 2.9 % had no secondary general school certificate and 25.3 % of trainees with new training

**Chart 7: Schooling background of trainees with newly concluded training contracts**



contracts in 2013 had a higher education entrance qualification. Compared with 2009 (20.3 %) the percentage of new trainees holding a higher education entrance qualification increased (see **Chart 7**), which was due to the introduction of two-year final school classes. In contrast, the number of trainees with a new training contract whose highest school leaving qualification was a secondary general school certificate fell slightly. This development must however be seen in the context of total fewer numbers of school leavers leaving general-education schools in this group<sup>30</sup> and

structural changes in the school system<sup>31</sup>. Percentages of different school leaving qualifications of trainees with newly concluded training contracts vary greatly from sector to sector.

In the **Trade and Industry** sector young people with an intermediate school leaving certificate (43.4 %) were most strongly represented among trainees with newly concluded training contracts in 2013, followed by

30 According to data from the schools statistics issued by the Federal Statistics Office numbers of school leavers leaving general education schools classified according to the type of qualification they left school with were as follows: without secondary general school leaving certificate 2009: 58,354, 2010: 53,058, 2011: 49,560, 2012: 47,648 2013: 46,295; with secondary general school leaving certificate: 2009: 191,957, 2010: 179,753, 2011: 168,660, 2012: 157,498, 2013: 151,314; with intermediate school leaving certificate: 2009: 361,380, 2010: 350,856, 2011: 339,758, 2012: 344,527, 2013: 377,364,

with entrance qualification for universities of applied science: 2009: 13.312, 2010: 13.455, 2011: 13.769, 2012: 13.945, 2013: 1.068 (Certificate of the school based part of the entrance qualification for universities of applied science acquired after year 10); with general higher education entrance qualification: 2009: 268,558, 2010: 268,194, 2011: 311,166, 2012: 305,172, 2013: 319,293. It must be noted however, that young people starting vocational training are recruited from among various cohorts of school leavers, not only from among those leaving general education schools, but also from among those leaving vocational schools.

31 i. e. the consolidation of secondary general and intermediate schools.

young people with a higher education entrance qualification (31.2 %) and those with a secondary general school certificate (23 %), while 2.4 % had no secondary general school certificate.

In the **Skilled Trades** sector about half of trainees with a newly concluded training contract had a secondary general school certificate (49.2 %), more than a third (37 %) had an intermediate school leaving certificate, 10 % had a higher education entrance qualification and 3.8 % had no secondary general school certificate.

In the **Professional Services** sector trainees with a newly concluded training contract and with an intermediate school leaving certificate were the largest group (54.8 %). 27.7 % had a higher education entrance qualification, 16.6 % had a secondary general school certificate and 0.9 % had left school without a secondary general school certificate.

In the **Public Sector** half the trainees with newly concluded training contracts had a higher education entrance qualification (50.6 %), 45.7 % had an intermediate school leaving certificate, 3.4 % a secondary general school certificate and 0.4 % had no secondary general school certificate.

In **Agriculture** trainees with a newly concluded training contract who held a intermediate school leaving certificate were most strongly represented (37.7 %). 35.5 % had a secondary general school certificate, 18.1 % a higher education entrance qualification. Quite a few young people with no secondary general school certificate (8.7 %) also concluded training contracts in the Agriculture sector.

In **Housekeeping** the percentage of young people with a secondary general school certificate (54.1 %) was highest among new trainees. The number of trainees with no secondary general school certificate was much higher here than in the other sectors (30.3 %). 13.8 % of new trainees had an intermediate school leaving certificate and 1.8 % a higher education entrance qualification.

**Shipping** trainees have not been recorded in vocational training statistics since 2008 so no statements can be made about them.

### 2.4.1 Young people with a secondary general school certificate were not supplanted by school leavers completing two-year final classes

As reported in the Report on Vocational Education and Training in 2014, two-year final school classes did not result in the supplanting of young people with a secondary general school certificate. According to the results of analyses made by the BIBB based on data from the BA/BIBB survey of applicants in 2010 and 2012<sup>32</sup> the chances of young people with a secondary general school certificate being placed in company-based training did not decrease but increased. The placement rate<sup>33</sup> in training of applicants whose highest school leaving qualification was a secondary general school certificate rose from 27 % in 2010 to 31.4 % in 2012 (+4.4 %). The placement rate in company-based training for applicants with an intermediate school leaving certificate remained unchanged (at 43.7 %).

In contrast, the placement rate of applicants with a higher education entrance qualification fell markedly from 52.1 % to 45.7 % (-6.4 %). This was particularly the case in Länder with two-year final school classes, in which applicants with a higher education entrance qualification were competing with each other for training places in popular occupations. The results also show that people with a secondary general school certificate still have more difficulty in finding a training place.

32 See also [http://www.bibb.de/de/pressemitteilung\\_323.php](http://www.bibb.de/de/pressemitteilung_323.php)

33 The placement rate records the proportion of each group of applicants placed in vocational training of all applicants, i. e. of all the applicants whose highest school leaving qualification was a secondary general school leaving certificate (=100 %) 31.4 % were placed in company-based training in 2012, the remaining 68.6 % of applicants whose highest school leaving qualification was a secondary general school leaving certificate were not placed.

## 2.5 Prognoses

### 2.5.1 A look back at the prognosis for 2014

The 2014 Report on Vocational Education and Training, based on the results of PROSIMA, the econometric prognosis and simulation model that the BIBB uses to assess numbers of training places offered, based its prognosis of the number of training places offered in 2014 on two different scenarios. The first scenario forecast what would happen if the number of training places were maintained at the 2013 level.<sup>34</sup> The second scenario calculated the negative effects that experience has shown that falling demand has on companies' willingness to offer training and assumed a fall in the potential number of training places and consequently in the number of training places offered.<sup>35</sup> This is in fact what occurred. With a total of 559,333 training places, the number of training places offered was lower than in the previous year (2013: 563,300) and within the range of the confidence interval<sup>36</sup> of the second scenario.

### 2.5.2 Prognosis for 2015

Two scenarios were also used to forecast the number of training places offered in 2015.

The BIBB's PROSIMA prognosis for 2015 (Scenario 1), assuming another slight fall in the potential number of training places offered, is that the number of training places will fall to 542,300 (point estimate).<sup>37</sup> Allowing for the usual margin of error, the number of training places is forecast to be in a range between 524,700 and 560,000. According to these calculations the number

of newly concluded training contracts will be in a range between 492,000 and 518,700 (point estimate: 505,400). It must be noted however, that the number of training places offered depends on numerous determining factors that partly influence each other and can be subject to unpredictable change.

PROSIMA makes its forecasts based on past empirical data so the influence of more recent education and training policy measures and programmes such as the new Alliance for Initial and Further Training cannot be estimated on the basis of this model.

The BIBB therefore also models an alternative scenario (Scenario 2), which forecasts the effects of the number of training places remaining the same as in 2014. In this case the number of training places offered would be 12,100 places higher than in the original prognosis at 554,400 (point estimate).<sup>38</sup> The number of newly concluded training contracts, at 512,400 (point estimate) would then exceed original prognosis by 7,000 contracts.<sup>39</sup> These positive effects show that the prognosis for 2015 forecasting another fall in the potential number of training places should not be regarded as a self-fulfilling prophecy, but as a stimulus to further intensify current efforts to make use of all available potential for dual vocational training. Here the Federal Government expects a vital impetus from the agreements reached as part of the new Alliance for Initial and Further Training.

34 Point forecast: 567,100 training places, lower limit of the confidence interval: 564,700 training places, upper limit of the confidence interval: 569,500 training places, see also the Report on Vocational Education and Training 2014, Chapter 2.4 and Data Report on the Report on Vocational Education and Training 2014, Chapter A2.2.

35 Point forecast: 555,100 training places, lower limit of the confidence interval: 536,500 training places, upper limit of the confidence interval: 573,700 training places, see the Report on Vocational Education and Training 2014, Chapter 2.4 and the Data Report on the Report on Vocational Education and Training 2014, Chapter A2.2

36 5 % probable margin of error.

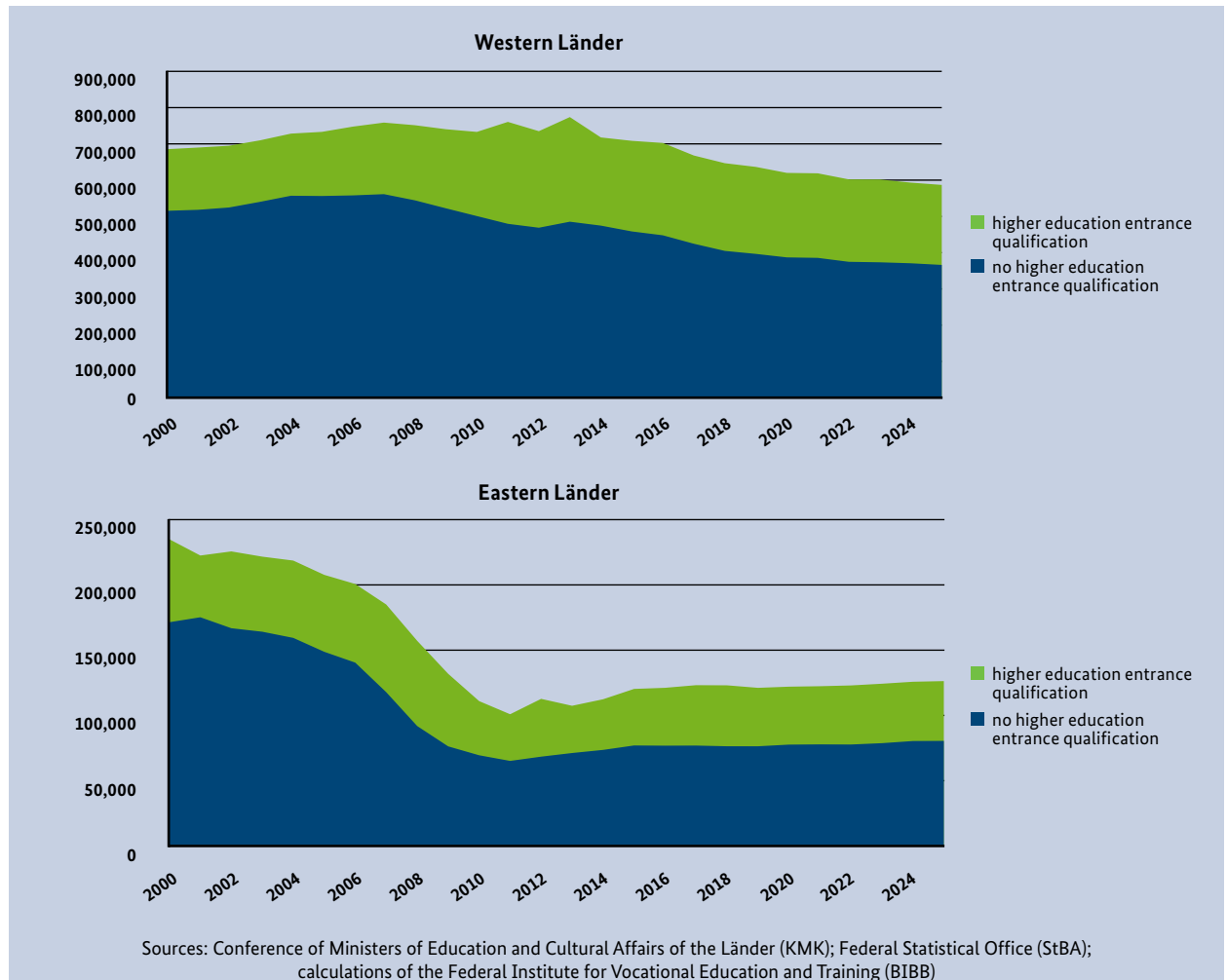
37 For more details see the Data Report on the Report on Vocational Education and Training 2015, Chapter A2.

38 Lower limit of the confidence interval: 536,800 training places, upper limit of the confidence interval: 572,000 training places. See also the Data Report on the Report on Vocational Education and Training 2015, Chapter A2.

39 Lower limit of the confidence interval: 499,000 contracts, upper limit of the confidence interval: 525,700 contracts. See also the Data Report on the Report on Vocational Education and Training 2015, Chapter A2.



Chart 8: Developments in the number of school leavers leaving general education schools from 2000 to 2025



On the demand side, school leaver numbers are expected to fall slightly (–2,100 or 0.3 %). A decrease in western Länder (–10,100 or 1.4 %) will be offset by an increase in eastern Länder (+8,000 or 7 %) (see **Chart 8**). The number of school leavers without a higher education entrance qualification will fall nationally by 12,800 (–2.3 %) to 538,600 (western Länder: –16,200 or 3.4 %, eastern Länder +3,400 or 4.6 %). The number of school leavers with a higher education entrance qualification nationally will grow by 10,700 (+3.9 %) to 283,800 (western Länder +6,100 or 2.6 %, eastern Länder +4,600 or 11.6 %).

As a result of these developments in school leaver numbers and taking other factors into account (e.g. numbers of previously unsuccessful training applicants) PROSIMA expects a slight fall in potential demand. The point estimate of actual demand in accordance with the classic definition would then be 524,900, while the point estimate according to the expanded definition would be 583,500.<sup>40</sup>

40 Confidence interval for demand according to the classic definition: 511,400 to 538,300. Confidence interval for demand according to the expanded definition: 568,900 to 598,100. See also the Data Report on the Report on Vocational Education and Training 2015, Chapter A2.

### 2.5.3 A look forward to further developments by 2025

Due to demographic developments, numbers of school leavers will continue to fall nationally in years to come.<sup>41</sup>

The number of school leavers without a higher education entrance qualification is forecast to fall from 2014 to 2025 by around 101,700 (18.4 %), mainly in western Länder. In eastern Länder the number of school leavers with a higher education entrance qualification declined steeply from 2001 to 2011, although the number of school leavers without higher education entrance qualifications there has now stabilised at a low level. By 2025 eastern Länder should be experiencing a slight increase in this figure.

Numbers of school leavers with a higher education entrance qualification in Germany will continue to decline in the medium to long term, leaving companies facing major challenges in finding trainees (see [Chart 8](#)).

## 2.6 Current challenges

As in the previous year, the current training market situation is characterised by two apparently contradictory developments. On the one hand companies are finding it increasingly difficult to fill the training places they offer. On the other hand too many young people still do not succeed in finding a training place quickly. The Federal Government has identified a need for action for the following target groups<sup>42</sup> and developments.

### 2.6.1 Some applicants who have opted for an alternative still want training places

At the end of the training placement year, as well as the 20,872 unplaced applicants, the BA also recorded another 60,316 young people for whom placement efforts were continuing (“applicants who had opted for an alternative by 30 September”). These were young people who had begun an alternative to training in 2013/2014 but were still looking for a training place and wanted to be placed in training by the employment office or Jobcenter.

In recent years the number of applicants with an alternative on 30 September who still wanted to be placed in training has been reduced (see [Chart 9](#)) and it is very pleasing that the slight growth in their number in 2013 did not continue in 2014. Compared with 2013, the number of applicants who had opted for an alternative fell by 2,214 (–3.5 %),<sup>43</sup> which is reflected in the relative proportion of these applicants of all registered applicants (2009: 13 %, 2010: 12.2 %, 2011: 11.2 %, 2012: 10.7 %, 2013: 11.1 %, 2014: 10.8 %).

The expanded definition of demand includes applicants who had opted for an alternative by 30 September in the overall training market balance (see [Chapter 2.2.2](#)). As reported in earlier Reports on

<sup>41</sup> It should be noted that his forecast is uncertain because it is based on the status quo and does not take factors such as increases in the number of young refugees into account.

<sup>42</sup> It must be taken into account here that the target groups for whom the Federal Government has identified a need for action are not separate groups but may overlap in many cases. Applicants with an alternative by 30.09 may also be counted as new entries into the transition system, for example. Previously unsuccessful applications are shown according to their former status, not their current situation. They may be however meanwhile be in training, in a transition system measure or still be unplaced.

<sup>43</sup> See also [Chapter 2.3](#)

Vocational Education and Training, it must be noted that the basic criterion underlying the expanded definition of demand is the applicant's continuing desire for training, so it adopts the perspective of young people seeking training. In terms of placement however, not every applicant who has opted for an alternative but it still seeking training is without a fully-qualifying training place. Of the 60,316 applicants who had opted for an alternative by 30 September 2014 and still wanted to be placed in training, 7,409 were continuing training they had already begun (1,103 unfunded and 6,306 with funding), while another 1,417 were studying.<sup>44</sup>

The 81,188 applicants who were still looking for a training place on 30 September 2014 (20,872 unplaced applicants and 60,316 applicants who had opted for an alternative by 30.09.) were by no means young people with comparatively low-level school leaving qualifications. A quarter of them (25.5 %) had a university entrance qualification (14.9 % a qualification to enter a university of applied sciences, 10.6 % a general university entrance qualification).<sup>45</sup> Since 2010 (17.5 %) the proportion of applicants with a university entrance qualification among those still seeking training has risen continuously. This is due to factors such as two-year final school classes, the single-minded focus of those with university entrance qualifications on just a few occupations and the tougher competitive situation in those occupations.<sup>46</sup> It may also be that current efforts to attract university dropouts into dual vocational training mean that they are more frequently registered with the BA as applicants for training places.

The comparatively high number of applicants in the BA statistics who were no longer seeking active help in their search for training and about whom no further information was available and for whom no more placement efforts were being made ("other former applicants whose whereabouts is unknown") estimated at 98,102, is unsatisfactory. Their number increased slightly again in 2014 (2009: 18.3 %, 2010:

17.3 %, 2011: 15.9 %, 2012: 16.2 %, 2013: 17 %, 2014: 17.5 %). There is a risk that some of these young people will drop out of the education and training system "almost unnoticed" with the well-known negative consequences for their employability and opportunities to participate in society.

The BA/BIBB survey of applicants yields findings about the whereabouts of this target group. According to the interim results of the 2014 BA/BIBB survey of applicants, a high percentage of young people in this group, 34 %, is unemployed, although 15 % of former applicants whose whereabouts is unknown had begun fully-qualifying training or tertiary studies.

These findings show that the transition into training is still difficult for a large number of young people. The Federal Government sees a need for action here and will intensify its focus on this target group. Young people who were still looking for a training place after 30 September are an important target group for the new Alliance for Initial and Further Training.

## 2.6.2 Applicants for places in vocational training to begin by the end of 2014 – subsequent placement statistics

The placement efforts of employment offices and Jobcenters do not end on 30 September, but continue in a "fifth quarter" (the so-called subsequent placement phase).<sup>47</sup>

In mid-January 2015<sup>48</sup> a total of 70,815 applicants with a placement contract for training due to begin by the end of 2014 were registered, 50,317 applicants from the previous reporting year and 20,498 applicants who were not applicants in the last reporting year.

Of the 50,317 applicants registered in the 2013/2014 reporting year who were still seeking placement in training after 1 October, 20,752 were unplaced

44 The fact of the application alone shows however, that the young person was or perhaps still is dissatisfied with his or her situation during the year (and so at risk of prematurely terminating training), so it is entirely reasonable to include these young people here.

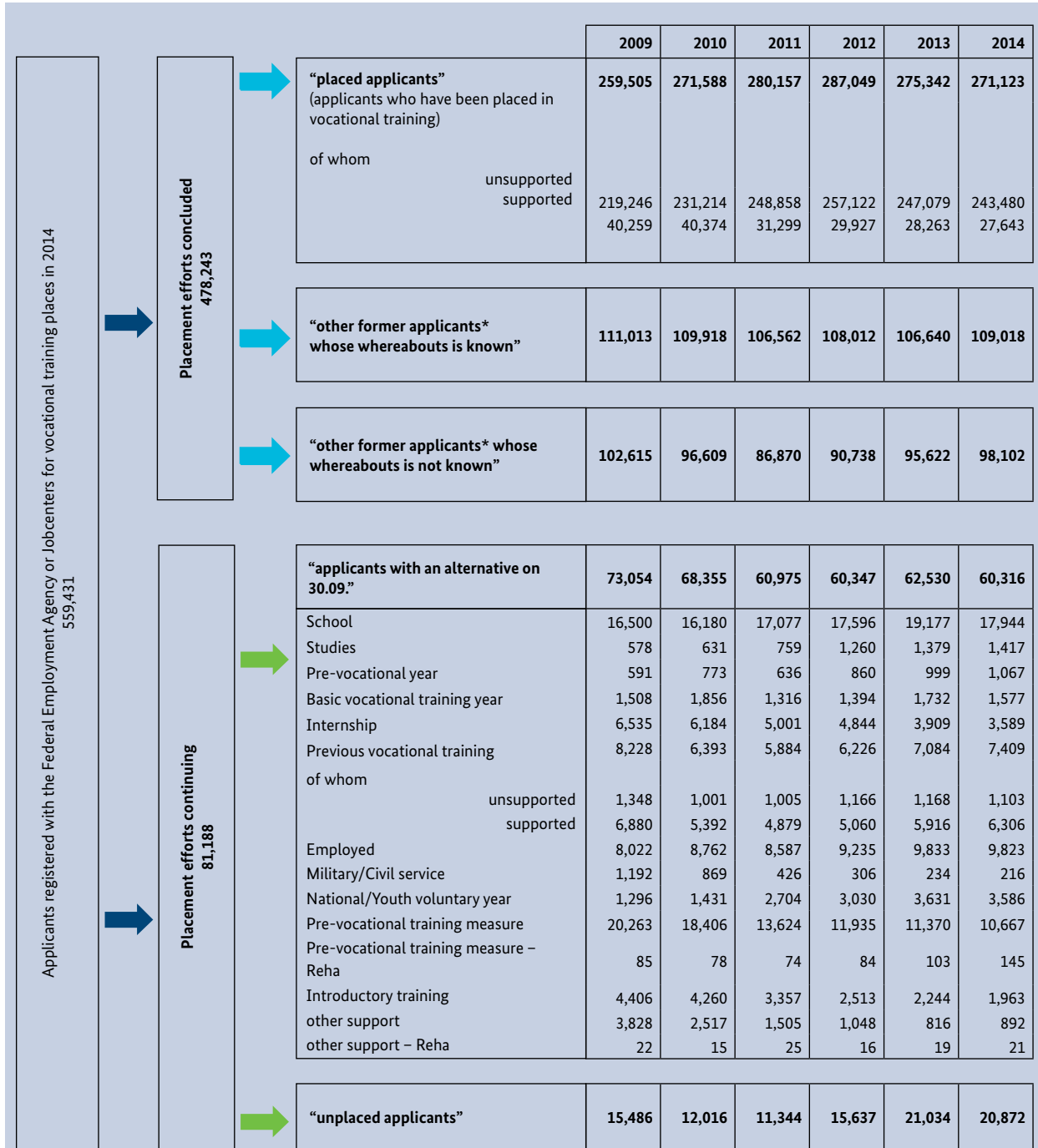
45 By comparison, the proportion of young people with university entrance qualifications among applicants placed in training in 2014 was 19.9 %.

46 See also [Chapter 2.4.1](#)

47 There may be many reasons for applicants to seek subsequent placement (such as not having found training or having broken off training).

48 Earlier Reports on Vocational Education and Training here showed the results of subsequent placement until the end of December.

**Chart 9: Whereabouts of applicants registered with the Federal Employment Agency or Jobcenters on the 30.09.**



\* For the sake of clarity, the alternatives of “other former applicants” for whom placement efforts have concluded are not listed here.

Applicants for vocational training places are persons registered with the Federal Employment Agency or Jobcenter who sought training in a recognised training occupation in the reporting year and who were assessed as able to undergo training (young people with the maturity required to undergo training).

Sources: Statistics from the Federal Employment Agency (Bundesagentur für Arbeit – BA); chart from the Federal Ministry of Education and Research (Bundesministerium für Bildung und Forschung – BMBF)

applicants<sup>49</sup>, 14,750 had opted for an alternative on 30 September and were still seeking a training place, 7,719 were other former applicants<sup>50</sup> and 7,096 were applicants from the previous reporting year who had been placed in training.

In the context of applicants who had opted for an alternative by the 30.09. it must be taken into account that according to the logic of the employment agencies' and Jobcenters' business processes only those applicants from the previous reporting year who actively reported a desire for placement in training for 2014 after 1 October are counted. This means that the number of applicants with alternative, at 14,750, is much lower than on the reference date of 30 September, when it was 60,316 (see [Chart 9](#)). Given the fact that the training year is almost over at that point, the group of people still looking for a training place for the current year in the months from October to December will of course be much smaller. It can be assumed however, that most of these young people will again register as applicants in the new reporting year.

Over the course of subsequent placement activities the number of unplaced applicants was considerably reduced. 20,752 applicants were still unplaced at the beginning of the year, but by mid- January 2015 their number had fallen to 11,701. Not all the young people invited however, responded to the invitation to attend the joint subsequent placement activities issued by the responsible authorities, employment offices and Jobcenters<sup>51</sup> so the number of applicants from the previous reporting year who had not training place on 30 September 2014 and no longer wanted any active help from employment offices and Jobcenters in their search for training and whose whereabouts remained unknown, was regrettably high, at 3,611 (17.4 %).<sup>52</sup>

1,658 (8 %) formerly unplaced applicants began vocational training, while another 2,581 (12.4 %) formerly unplaced applicants were in an alternative to training but still looking for a training place at the end of 2014.

[Table 7](#) shows information on applicants for vocational training places beginning by the end of 2014.

49 The difference in applicants registered as unplaced at the end of September (20,872) is due to the fact that some unplaced applicants have subsequently changed their preference for training and are no longer seeking training under the terms of the BBiG/HwO, but now want to attend a vocational school or pursue civil service training for example, so they are no longer recorded in the training market statistics.

50 Other unplaced applicants did not ask for any further active help in their search for training without explicitly making their reasons clear.

51 In the preceding year this was the case with around half the young people invited (see the Report on Vocational Education and Training 2014, Chapter 2.5).

52 The resulting possible negative effects have been described in the preceding section.

Table 7: Whereabouts of applicants for vocational training places in training to begin by the end of 2014 (subsequent placement)

	already applicants in the 2013/2014 reporting year													
	Total	of wich,												
	Col.1 (col.2 + col.7)	Col.2 (Total of col.3 to 6)	Column 3	Column 4	Column 5	Column 6	Column 7							
		Total	Applicants from the previous reporting year placed by 30.09.	Other former applicants from the previous reporting year	Applicants who had opted for an alternative by 30.09. of the previous reporting year	Applicants who were unplaced on 30.09. of the previous reporting year	Not an applicant in the previous reporting year of 2013/2014							
<b>National</b>														
Applicants still seeking training on 01.10.2014 or seeking training for the first time or again on 01.10.2014 of whom with the status in December 2014 of	66,950	100.0%	48,488	100.0%	6,360	100.0%	7,194	100.0%	14,161	100.0%	20,773	100.0%	18,462	100.0%
▶ placed applicants	4,994	7.5%	3,339	6.9%	752	11.8%	507	7.0%	714	5.0%	1,366	6.6%	1,655	9.0%
▶ other former applicants	8,438	12.6%	6,717	13.9%	500	7.9%	722	10.0%	1,409	9.9%	4,086	19.7%	1,721	9.3%
▶ of whom: no details on whereabouts	4,887	7.3%	3,987	8.2%	182	2.9%	407	5.7%	372	2.6%	3,026	14.6%	900	4.9%
▶ applicants still seeking training who have opted for an alternative	24,340	36.4%	18,200	37.5%	2,926	46.0%	1,956	27.2%	10,808	76.3%	2,510	12.1%	6,140	33.3%
▶ unplaced applicants with no alternative	29,178	43.6%	20,232	41.7%	2,182	34.3%	4,009	55.7%	1,230	8.7%	12,811	61.7%	8,946	48.5%
<b>Western Länder</b>														
Applicants still seeking training on 01.10.2014 or seeking training for the first time or again on 01.10.2014 of whom with the status in December 2014 of	56,037	100.0%	40,769	100.0%	5,322	100.0%	5,666	100.0%	13,272	100.0%	16,509	100.0%	15,268	100.0%
▶ placed applicants	3,911	7.0%	2,601	6.4%	589	11.1%	365	6.4%	660	5.0%	987	6.0%	1,310	8.6%
▶ other former applicants	6,871	12.3%	5,462	13.4%	415	7.8%	582	10.3%	1,327	10.0%	3,138	19.0%	1,409	9.2%
▶ of whom: no details on whereabouts	3,862	6.9%	3,140	7.7%	144	2.7%	318	5.6%	351	2.6%	2,327	14.1%	722	4.7%
▶ applicants still seeking training who have opted for an alternative	21,638	38.6%	16,420	40.3%	2,550	47.9%	1,691	29.8%	10,162	76.6%	2,017	12.2%	5,218	34.2%
▶ unplaced applicants with no alternative	23,617	42.1%	16,286	39.9%	1,768	33.2%	3,028	53.4%	1,123	8.5%	10,367	62.8%	7,331	48.0%
<b>Eastern Länder</b>														
Applicants still seeking training on 01.10.2014 or seeking training for the first time or again on 01.10.2014 of whom with the status in December 2014 of	10,584	100.0%	7,478	100.0%	1,025	100.0%	1,518	100.0%	875	100.0%	4,060	100.0%	3,106	100.0%
▶ placed applicants	1,050	9.9%	706	9.4%	155	15.1%	142	9.4%	54	6.2%	355	8.7%	344	11.1%
▶ other former applicants	1,462	13.8%	1,158	15.5%	83	8.1%	138	9.1%	77	8.8%	860	21.2%	304	9.8%
▶ of whom: no details on whereabouts	935	8.8%	765	10.2%	37	3.6%	87	5.7%	21	2.4%	620	15.3%	170	5.5%
▶ applicants still seeking training who have opted for an alternative	2,665	25.2%	1,759	23.5%	374	36.5%	265	17.5%	639	73.0%	481	11.8%	906	29.2%
▶ unplaced applicants with no alternative	5,407	51.1%	3,855	51.6%	413	40.3%	973	64.1%	105	12.0%	2,364	58.2%	1,552	50.0%

Sources: Federal Employment Agency (BA) statistics; calculations made by the Federal Institute for Vocational Education and Training (BIBB)

### 2.6.3 Young people in the transition system

According to the initial release of data from of integrated reporting on education and training 2015, the number of new entries into the transition system in 2014, at 256,110 was just above (+709 or 0.3 %) the previous year's figure of 255,401.<sup>53</sup> Numbers of new entries into the pre-vocational training year<sup>54</sup> and basic vocational training year<sup>55</sup> in particular grew in 2014 (see **Table 8**).

The slight increase in the number of new entries into the transition system in 2014 must be seen in the context of the temporary rise in the number of school leavers without higher education entrance qualifications<sup>56</sup> and trends in the number of training places on offer (see **Chapter 2.5.3** and **Chapter 2.6.5**). The extent to which the current growing number of refugees accepted by Germany may play a role in this increase cannot be explained due to the lack of currently available data.

Compared with 2005 the number of new entries into the transition system fell by 161,539 (38.7 %).

The transition system offers young people an opportunity to improve their individual chances of gaining training so most young people in the transition system have fairly low-level or no school leaving qualifications. According to data from integrated reporting on education and training for 2013,<sup>57</sup> young people with a secondary general school certificate (49.5 %) were the biggest group in the transition system, while 21.3 % had no secondary general school certificate, although 25.7 % of the young people had an intermediate school leaving certificate or equivalent qualification. The percentage of young people in the transition system who were qualified to enter higher education was very low, just 1.7 %. Young people with a higher education entrance qualification were represented at above-average levels in introductory training (6.6 %), a measure that ensures high rates of integration into training. Young people with no secondary general school certificate were especially often in a pre-vocational training year, including one-year careers entry classes (71.2 %), in training courses at vocational schools for students with no training contract who are studying for a general education lower secondary level qualification (57.3 %) and in training courses at vocational schools for students with no training contract who are employed or unemployed (34.8 %)

53 Data may diverge from earlier information due to subsequent revisions.

54 A pre-vocational training year offers students the possibility of returning to education to gain a secondary general school certificate and they can also fulfil their obligation to attend school and acquire basic vocational skills and knowledge.

55 Students gain basic occupational education and training during a basic vocational training year (in the occupational fields of metals technology, electrical engineers, business and management for example). If they successfully complete the year it can be accredited in vocational training in the dual system in the form of shorter training times.

56 The number of school leavers with no qualification to enter higher education was higher in 2013 (559,700) and 2014 (551,300) than in 2012 (535,600).

57 Detailed data on schooling background is not yet available for 2014.

**Table 8: New entries into the transition system, 2005 to 2014**

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
<b>Sector: Integration into training (transition system)</b>	<b>417,649</b>	<b>412,083</b>	<b>386,864</b>	<b>358,969</b>	<b>344,515</b>	<b>316,494</b>	<b>281,662</b>	<b>259,727</b>	<b>255,401</b>	<b>256,110</b>
Training programmes at full time vocational schools (completing mandatory schooling or gaining a lower secondary qualification)	68,095	67,949	63,976	59,940	59,812	54,180	49,182	52,086	49,394	47,750
Training courses at full time vocational schools that offer basic training that can be accredited	58,706	59,341	55,548	51,776	49,821	47,479	44,051	35,708	36,119	35,619
Basic vocational training year (full time/school-based)	48,581	46,446	44,337	42,688	32,473	30,620	28,144	26,938	27,325	28,592
Training courses at full time vocational schools that offer basic training that cannot be accredited	29,106	27,811	31,947	29,841	28,226	24,790	21,816	17,682	21,153	21,314
Pre-vocational training year incl one-year introductory (vocational) classes	58,432	55,339	46,841	42,571	41,973	40,661	38,479	41,061	41,340	45,232
Training courses at full time vocational schools for students with no training contract who are employed or unemployed	27,035	28,671	25,789	21,364	20,875	19,186	16,250	16,285	15,331	14,716
Training courses at full time vocational schools for students with no training contract who are studying for a general education lower secondary qualification	13,477	13,192	11,498	9,958	8,968	6,808	6,127	2,389	2,325	2,331
Obligatory internship before teacher training at vocational schools	3,525	3,561	3,391	3,531	3,724	3,854	3,821	3,835	3,890	3,835
Federal Employment Agency (BA) pre-vocational measures	91,811	86,171	80,193	78,080	77,934	69,933	58,389	51,274	47,264	46,354
Federal Employment Agency (BA) introductory training (EQ)	18,881	23,602	23,344	19,220	20,709	18,983	15,403	12,469	11,260	10,367

Integrated reporting on training uses Federal Employment Agency measures (funding statistics) figures, which report numbers at the end of the year. Because the training year begins in September and unplaced training place applicants should have been provided with an alternative by December, a reference date for BA measures at the end of the year has been chosen.

Sources: Federal Statistical Office, interim report of Integrated reporting on training

**Chart 10** shows information on the schooling background of new entries into the transition system.

Fewer young women 40.6 % than young men (59.4 %) entered a transition system measure in 2014. The proportion of women in the obligatory practical traineeship preceding teacher training at a vocational school was disproportionately high (85.7 %). The highest percentage of men were in a basic vocational training year (64.4 %), followed by training courses at vocational schools that provide a basic vocational training that can be accredited (63.8 %) and a pre-vocational training year (63.6 %).

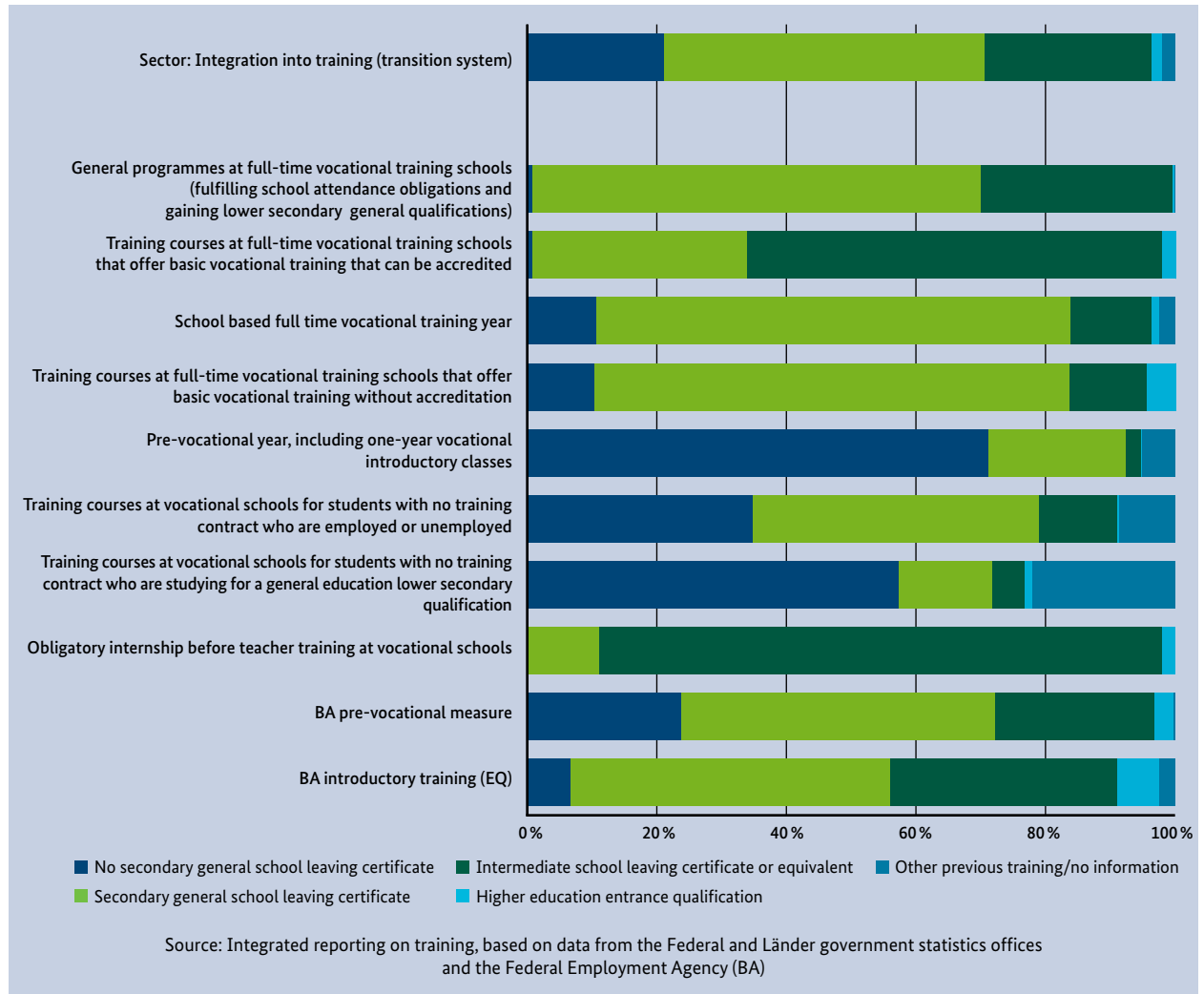
The proportion of foreign nationals in the transition system was 14.2 % in 2013<sup>58</sup>. Young foreigners were most strongly represented in pre-vocational training including one-year careers entry classes (28.6 %). Foreign youngsters were also disproportionately often in training courses at vocational schools that provide basic vocational training that cannot be accredited (18.8 %), and in a basic vocational training year (17.8 %). It should be noted that this is also due to the different qualification levels that German and foreign young people have when they leave general education schools.<sup>59</sup>

<sup>58</sup> Data for 2014 is not yet available.

<sup>59</sup> See [Chapter 2.6.1.4](#)



Chart 10: Schooling background of new entries into the transition system in 2013



Data from integrated reporting on education and training makes it possible to report on the number of new entries into transition system measures and to differentiate this group of young people in various ways (gender, nationality, schooling background) but it does not contain any information on individuals' educational progress. Additional supplementary surveys are required here.

#### 2.6.4 Results of the BIBB transition study 2011

The BIBB transition study 2011 provides supplementary information on and a better understanding of the heterogeneity of the transition system.<sup>60</sup>

<sup>60</sup> The BIBB Transition Study 2011 (= a retrospective longitudinal survey) financed by the BMBF, records the education, training and occupational biographies of people born from 1987 to 1992. The survey was carried out from July to September 2011 using computer-assisted telephone interviews as a mobile phone survey and it evaluated information on 5,333 people. The data collected was adapted by weighting it according to central features (e.g. school leaving qualification, gender, year of birth) based on the micro census of the structures of a basic framework (see also the Data Report on the Report on Vocational Education and Training 2013, Chapter A 3.3). It should be noted here that it is not the transition of the current cohort of school leavers

Its results show that the transition system, as well as having an inherent function of preparing for training young people who are not yet mature enough to start training and its bridging function for young people who are mature enough to start training but don't yet have a training place, it is also used by many young people to improve their school leaving qualifications and expand their wider education and training options. 30 % of all young people who went through a (first) transition measure to its regular end gained a school leaving qualification that they did not have when they left school (19 % an intermediate school leaving certificate, 55 % an intermediate school leaving certificate and 26 % an entrance qualification for university (of applied sciences)).

42 % of participants began fully-qualifying training within 6 months after ending a measure. After 14 months more than half (54 %) the young people had started training and after 38 months 70 % had done so. A higher school leaving qualification positively affected their prospects of being placed in training.

There is no uniform need for action for all young people in the transition system from an education and training policy point of view. It is unnecessary for example, to intervene on behalf of young people who simply want to use a transition system measure to gain a higher school leaving qualification. Although numbers of new entries into the transition system have been reduced, efforts must continue to concentrate on two target groups. They must focus on young people who are not yet mature enough for training, the transition system's essential target group, who need support to manage the transition into training. Efforts must also focus on young people who are only in transition system measures because they have not found a training place, even though they are mature enough to begin training and would be able to start training immediately.

### 2.6.5 Prognosis on trends in the transition system

Integrated reporting on education and training records the transition system's past development although its future development is also of great interest from an education and training policy perspective. The BIBB submitted a prognosis of its development for the first time for the 2012 Report on Education and Training and it has been updated and adjusted to reflect current developments for the 2015 Report on Education and Training.

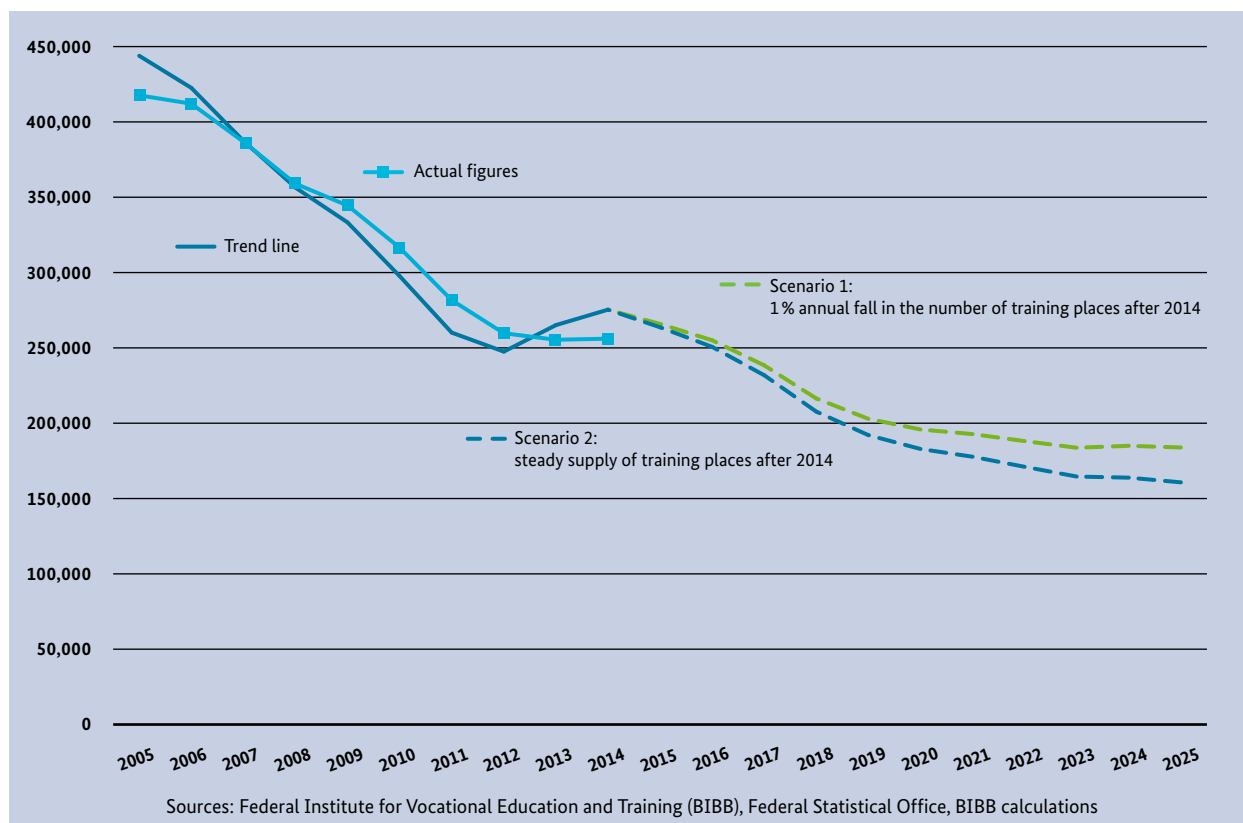
According to the prognosis, the number of entries into the transition system depends in particular on two determinants: the number of school leavers leaving general education schools without a qualification to enter higher education and the number of training places. While there are reliable prognoses for trends in school leaver numbers, forecasting trends in the number of training places is much harder.<sup>61</sup> The BIBB therefore works with various scenarios to predict trends in the number of training places.

- Scenario 1 assumes that the number of training places will fall annually by 1 % after 2014.
- Scenario 2 forecasts a stable number of training places, unchanged from 2014, of around 559,300.

that is represented, but that of those born between 1987 and 1992, who were surveyed on their education, training and occupational careers retrospectively in 2011.

61 See [Chapter 2.5](#)

**Chart 11: Trend in the number of new entries into training courses in the transition system**



**Chart 11** shows two things: the interim increase of new entries into the transition system in 2014 was much weaker than might have been expected, given school leaver numbers and trends in the number of training places. It can also be assumed that numbers of school leavers entering the transition system will fall steeply in future. The number of school leavers leaving general education schools without a qualification to enter higher education will fall by 2025 so sharply that even if the less optimistic Scenario 1 eventuates, a further decline in new entries into the transition system to less than 200,000 can be expected. Even if the number of training places remains stable at a similar level to 2014 at around 559,300 annually, as shown in Scenario 2, numbers of new entries into the transition system would fall to about 160,700.

It should be noted that these scenarios are based on certain assumptions but that reality will diverge from these assumptions. The main factors influencing the extent of these divergences include economic developments, the actual number of training places offered and

the effectiveness of measures and programmes already introduced to support young people's careers orientation and the maturity they need to enter training.<sup>62</sup>

### 2.6.6 Unplaced applicants from previous years

Statements on "unplaced applicants from previous years" can be made based on various sources and definitions. The conclusions that can be drawn on the number of unplaced applicants from previous years based on the BA statistics on applicants from earlier reporting years (see [Chapter 2.6.6.1](#)) and on applicants who left school in the year(s) before the reporting year (see [Chapter 2.6.6.2](#)) are outlined below. This is supplemented by statements based on the 2014 BA/BIBB survey of applicants (see [Chapter 2.6.6.3](#)).

<sup>62</sup> The usual errors must also be factored in, although errors for individual years do not qualify the general validity of trends forecast for the medium term.

### 2.6.6.1 Applicants from earlier reporting years

Since 2010 the BA has recorded numbers of applicants from earlier reporting years.<sup>63</sup> This information is also used by actors in the National Pact for Training and Young Skilled Staff when they describe trends in numbers of unplaced applicants from previous years.

In interpreting the data it should be taken into account that the BA allocates its annual categories according to when the person was last registered as an applicant, so it is impossible to state currently whether a person who was registered for the last time before the reporting year had already sought a training place with BA support in earlier years. The fact that a person was last recorded as an applicant some time ago does not necessarily mean that they have been looking for a training place for the entire intervening period.

In 2014 the BA's national statistics recorded 186,656 people who had applied for a training place in at least one of the past five reporting years, 6,057 (+3.4 %) more than in 2013. The BA believes that this is connected with the previous year's weaker figures, the larger number of students completing their Abitur (due to the introduction of two-year final school classes) in the past few years and increased numbers of university dropouts.<sup>64</sup>

While the number of applicants from earlier reporting years in eastern Länder fell slightly (-448 or 1.5 % to 30,296), western Länder recorded an increase of 6,261 (4.2 %) to 156,067 (see **Table 9**)<sup>65</sup>:

The national proportion of applicants from earlier reporting years of all registered applicants was 33.4 % in 2014 (2012: 31.9 %, 2013: 32.2 %). In western Länder this proportion was 33.5 % (2012: 31.6 %, 2013: 32 %) and in eastern Länder it was 33.6 % (2012: 33.4 %, 2013: 33.7 %).

63 For 2010 only data on "Applicants 1 year before the reporting year" is available. Data on "Applicants 1 or 2 years before the reporting year" can only be provided from 2011. Data on "Applicants in at least one of the last 5 reporting years" is available from 2012. No findings on applicants from previous reporting years can be obtained from Jobcenters that have been entirely devolved to local government management since 1.1.2012.

64 See also [www.arbeitsagentur.de/web/content/DE/Presse/Presseinformationen/index.htm](http://www.arbeitsagentur.de/web/content/DE/Presse/Presseinformationen/index.htm), press release of 30.10.2014.

65 The total number of applicants shown for western and eastern Länder is somewhat lower than the total number shown for the entire country, which is due to cases that were not possible to classify.

**Table 9: Applicants from earlier reporting years**

	Total	of whom applicants in at least one of the past 5 reporting years	of whom applicants 1 or 2 years before the reporting year	Applicants		Applicant in at least one of the past 5 years before the reporting year, compared with last year	
				of whom,		absolute	relative
				applicants 1 year before the reporting year	applicants 2 years before the reporting year		
National							
2012	561,783	179,365	163,596	142,587	21,009		
2013	561,168	180,599	165,779	145,721	20,058	+1,234	+0.7
2014	559,431	186,656	172,779	150,727	22,052	+6,057	+3.4
Western Länder							
2012	468,661	148,299	137,701	120,658	17,043		
2013	468,759	149,806	139,171	122,755	16,416	+1,507	+1.0
2014	466,202	156,067	145,618	127,638	17,980	+6,261	+4.2
Eastern Länder							
2012	92,914	31,020	25,855	21,894	3,961		
2013	91,098	30,744	26,565	22,925	3,640	-276	-0.9
2014	90,164	30,296	26,869	22,800	4,069	-448	-1.5

Source: Federal Employment Agency (BA) statistics

### 2.6.6.2 Applicants who left school in years preceding the reporting year

For a long time the BA's training market statistics did not include any information on whether registered applicants had sought a training place with support from the BA or licensed local authority agencies in previous years. They only recorded whether current applicants had left school some time ago. Applicants who had left school in years before the reporting year were defined in the BA statistics as unplaced applicants from previous years, even if it was known that they were not necessarily unplaced applicants from previous years who had in fact sought a training place before.<sup>66</sup>

The number of applicants who left school in years preceding the reporting year rose slightly compared with the previous year (2009: 259,064, 2010: 260,942, 2011: 240,913, 2012: 233,546, 2013: 231,400, 2014: 235,268), an increase from 2013 of 3,868 applicants (+1.7 %).

The increase was recorded in western Länder (2009: 200,940, 2010: 208,294, 2011: 191,909, 2012: 186,769, 2013: 184,948, 2014: 188,655), where 3,707 (+2 %) more applicants had left school in a year before the reporting year. In eastern Länder the number of applicants who left school in years preceding the reporting year fell compared with 2013 by 1,446 (-3.2 %) (2009: 58,061, 2010: 52,573, 2011: 48,916, 2012: 46,694, 2013: 45,753, 2014: 44,307).<sup>67</sup>

The relative proportion of applicants who left school in years before the reporting year has developed accordingly, with slight increases nationally (2009: 46.1 %, 2010: 46.7 %, 2011: 44.1 %, 2012: 41.6 %, 2013: 41.2 %, 2014: 42.1 %) and in western Länder (2009: 44.5 %, 2010: 45.1 %, 2011: 42.2 %, 2012: 39.9 %, 2013: 39.5 %, 2014: 40.5 %) contrasting with a decline in eastern Länder (2009: 52.7 %, 2010: 54.7 %, 2011: 53.6 %, 2012: 50.3 %, 2013: 50.2 %, 2014: 49.1 %).

### 2.6.6.3 Results of the 2014 BA/BIBB applicants' survey

In contrast to the BA statistics, the BA/BIBB applicants' survey records when an applicant first applied for a training place. Interim results of the survey show that 28 % of registered applicants were categorised as belonging to the group of unplaced applicants from previous years in 2014, a further fall compared with earlier BA/BIBB applicant surveys (2006 and 2008: 40 %, 2010: 38 %, 2012: 31 %).

The surveys show that the group of unplaced applicants from previous years is very heterogeneous, with partly good, but partly also very bad training prospects. Their chances of being placed in training depend on various factors. The longer ago they left school, the lower their marks were there and the older the applicant, the worse their prospects of gaining a company-based training place are.<sup>68</sup>

<sup>66</sup> One example of this would be young people who apply for a training place for a first time after completing Voluntary Service. Conversely, applicants from the current cohort of school leavers can be "unplaced applicants from previous years" for example, when they have decided after applying unsuccessfully for training to improve their qualifications by going back to school (see the Report on Vocational Education and Training 2011, page 32).

<sup>67</sup> Here too, there are discrepancies in the total number of applicants shown for western and eastern Länder compared with the total number shown for the entire country due to cases that could not be classified.

<sup>68</sup> See also the Data Report accompanying the Report on Vocational Education and Training 2013, Chapter A3.2.1

### 2.6.7 Companies cannot fill training places

Many companies are finding it increasingly difficult to fill the training places they offer. One indication of this is the clear and constant rise in the number of vocational training places registered with the BA as unfilled (2009: 17,255, 2010: 19,605, 2011: 29,689, 2012: 33,274, 2013: 33,738, 2014: 37,101).<sup>69</sup>

Surveys of companies also show that their search for trainees is becoming increasingly difficult. According to the results of the BIBB Qualification Panel in 2013<sup>70</sup> 40 % of the companies surveyed were partly or entirely unable to fill the training places they offered (2011: 35 %, 2012: 37 %).

Smaller and the very smallest companies found it much harder to fill the training places they offer. The proportion of vacant vocational training places in a company is inversely proportionate to the company's number of employees (1–19 employees: 45 %, 20–99 employees: 33 %, 100–199 employees: 29 %, 200 employees and more 22 %). One possible explanation for this is that large companies are more attractive to young people as training providers and they also have more funds available for recruiting measures.<sup>71</sup> The perceived attractiveness of individual occupations and a company's image may also play a role in trainees' choices.

From an education and training policy point of view, unfilled vocational training places are not just a temporary problem of the current training year. The possibility cannot be excluded that companies that are repeatedly unable to fill the training places they offer may simply stop participating in the dual vocational training system entirely.

<sup>69</sup> See also [Chapter 2.2](#)

<sup>70</sup> Results from the fourth round of surveys in 2014 should be made available in the summer of 2015.

<sup>71</sup> See also the Report on Vocational Education and Training 2012, page 33.

### 2.6.8 Fewer companies offering training – less participation in training among the smallest companies

Numbers of companies offering training continued to fall in 2013. This is the conclusion reached by the BIBB after evaluating the data from the BA's revised employment statistics.<sup>72</sup>

Of the 2.11 million companies in Germany with at least one employee for whom they pay social insurance contributions, 437,721 companies offered training in 2013, 9,076 (–2 %) fewer than in 2012 (see [Chart 12](#)).

In contrast, the total number of companies grew again and increased compared with the previous year by 4,028 (+0.2 %). The percentage of companies offering training<sup>73</sup> also declined, falling by 0.5 % to 20.7 % (2007: 24.1 %, 2012: 21.2 %, 2013: 20.7 %).

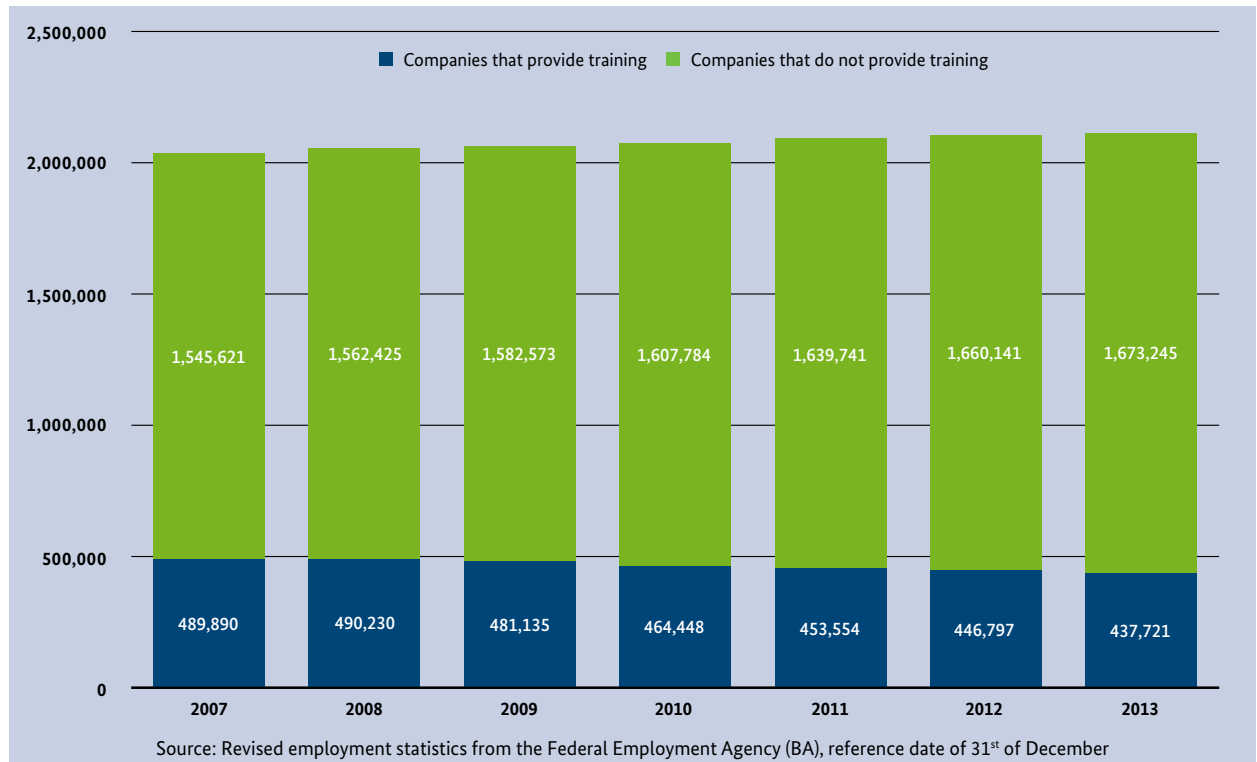
A fall in the number of the smallest companies (19 employees) was again almost entirely responsible for the drop in the overall number of companies providing training (–9,726 or 4.3 % to 215,345). This must however be seen in the context of the smallest companies' increasing difficulties in filling training places as described above.

The number of small companies (10–49 employees) providing training rose slightly compared with the previous year to 154,371 (+153 or 0.1 %). Growth in this group was mainly among companies with 20–49 employees (+396 or 0.6 % to 70,320). The number of companies offering training among firms with 10–19 employees fell (–243 or 0.3 % to 84,051), while the number of medium-sized companies (50–249 employees) providing training grew by 418 (+0.8 %) to 55,611. 12,394 large companies (250 employees and more) offered training, 79 more (+0.6 %) than in 2012. Increases in the number of companies in other

<sup>72</sup> In August 2014 the BA reviewed its employment statistics methods. See also <https://statistik.arbeitsagentur.de/Statischer-Content/Grundlagen/Methodenberichte/Beschaeftigungsstatistik/Generische-Publikationen/Methodenbericht-Beschaeftigungsstatistik-Revision-2014.pdf>. For this reason there may be discrepancies compared with earlier information.

<sup>73</sup> The rate of companies providing training calculates the number of companies with trainees as a proportion of all companies with employees for whom social insurance contributions are paid including companies providing training.

Chart 12: Companies that do and do not provide training in Germany



size categories providing training were however not enough not to compensate for falling numbers of smaller companies offering training.

The total number of small companies, medium-sized and large companies rose more steeply than the number of companies offering training, so the rate at which companies provided training fell not only among the smallest companies, but in all company size categories. Rates of companies offering training in 2013 classified by company size were as follows: smallest companies 12.9 % (2012: 13.5 %), small companies 44.7 % (2012: 45.3 %), medium-sized companies 67.6 % (2012: 67.8 %) and large companies 83.2 % (2012: 84 %).<sup>74</sup>

It should be noted that not every company is authorised to offer training. According to data from the IAB Establishment Panel more than half (56 %

of companies were authorised to offer training (western Länder: 57 %, eastern Länder: 52 %) in 2013.<sup>75</sup> The proportion of companies authorised to offer training increases with company size. While half of the smallest companies are authorised to offer training, over 90 % of large companies with more than 500 employees are.<sup>76</sup> If only those companies authorised to offer training are taken into account, the rate of companies actively involved in training is much higher. According to information from the IAB, 51 % of companies authorised to provide training participated in training in 2013. While the participation rate in training of companies in western Länder has been largely stable in recent years, eastern Länder have recorded a continuous decline in the participation rate. Only 42 % of companies actively were involved in training in those Länder in 2013, 11 % fewer than in western Länder (53 %).

<sup>74</sup> Detailed analyses on trends in the proportion of companies providing training and training participation rate according to company size and industry can be found in the Data Report accompanying the Report on Vocational Education and Training 2015, Chapter A 4.10.1.

<sup>75</sup> The characteristic of “eligibility to provide training” is surveyed based on companies’ own information.

<sup>76</sup> See also <http://doku.iab.de/forschungsbericht/2014/fb1414.pdf>

Not all companies offer training and not all companies that do offer training provide it continuously. This is especially the case among the smallest companies. Between 2007 and 2013, according to information from the IAB Establishment Panel, 44 % of all companies authorised to offer training did so continuously, 37 % did so periodically and 19 % did not offer any training. 25 % of the smallest companies provided training continuously and 48 % did so periodically. 27 % did not participate in training at all over this period.<sup>77</sup>

It is essential to the further development of the training market to record developments in the proportion of companies continuously offering training, continuously not offering training and those (temporarily) participating in training (or not). The 2014 Report on Vocational Education and Training made this necessity clear based on the results of the BIBB Qualification Panel funded by the BMBF.<sup>78</sup>

The Alliance for Initial and Further Training aims to increase the number of companies willing to offer training, especially small and medium-sized enterprises. The BMBF is taking the fall in the rate at which companies are participating in training and the particular difficulties that smaller companies are having in filling training places in 2014 as an opportunity to increasingly focus on supporting small and medium-sized enterprises with its new JOBSTARTERplus programme.<sup>79</sup> The BMWi is also promoting the targeted filling of training places in small and medium-sized enterprises.<sup>80</sup>

## 2.6.9 Shifts in weighting between institutions of higher education and dual vocational training

There were more first-year university students than new entries into dual vocational training in Germany<sup>81</sup> for the first time in 2013 (see **Chart 13**).<sup>82</sup> This was due to a general trend towards higher school leaving qualifications and an increased propensity among young people to go into academic studies as well as to two-year final school classes.<sup>83</sup>

Dual vocational training is indispensable to Germany as a country where business and industry can thrive. Projections made by the BIBB and IAB show that there will be future shortages in skilled workers with middle-level qualifications, so among skilled staff who have completed dual vocational training. Demand for these employees will decline slightly, but many skilled workers with middle-level qualifications are also retiring from work.<sup>84</sup> Any future shortages will only be met through continuous training.

77 See also <http://doku.iab.de/kurzber/2014/kb2014.pdf>

78 According to which, 73.9 % was the proportion of all companies (not only those entitled to provide training) that do not offer training to young people in 2013 (2012: 73.1 %). The proportion of companies that (temporarily) stop providing training has increased slightly (2012: 4.6 %, 2013: 5.1 %) although more companies got involved in training (2012: 3.1 %, 2013: 4 %). The percentage of companies whose participation in training is steady fell from 19.2 % to 17 %. See also the Data Report accompanying the Report on Vocational Education and Training 2014, Chapter A 4.11.4

79 See also **Chapter 3.5.1**

80 See also **Chapter 3.5.4**

81 It should be noted here that first year university students include non-German nationals who have acquired university entrance qualifications outside Germany. According to data from the tertiary education statistics they numbered 85,900 in 2013.

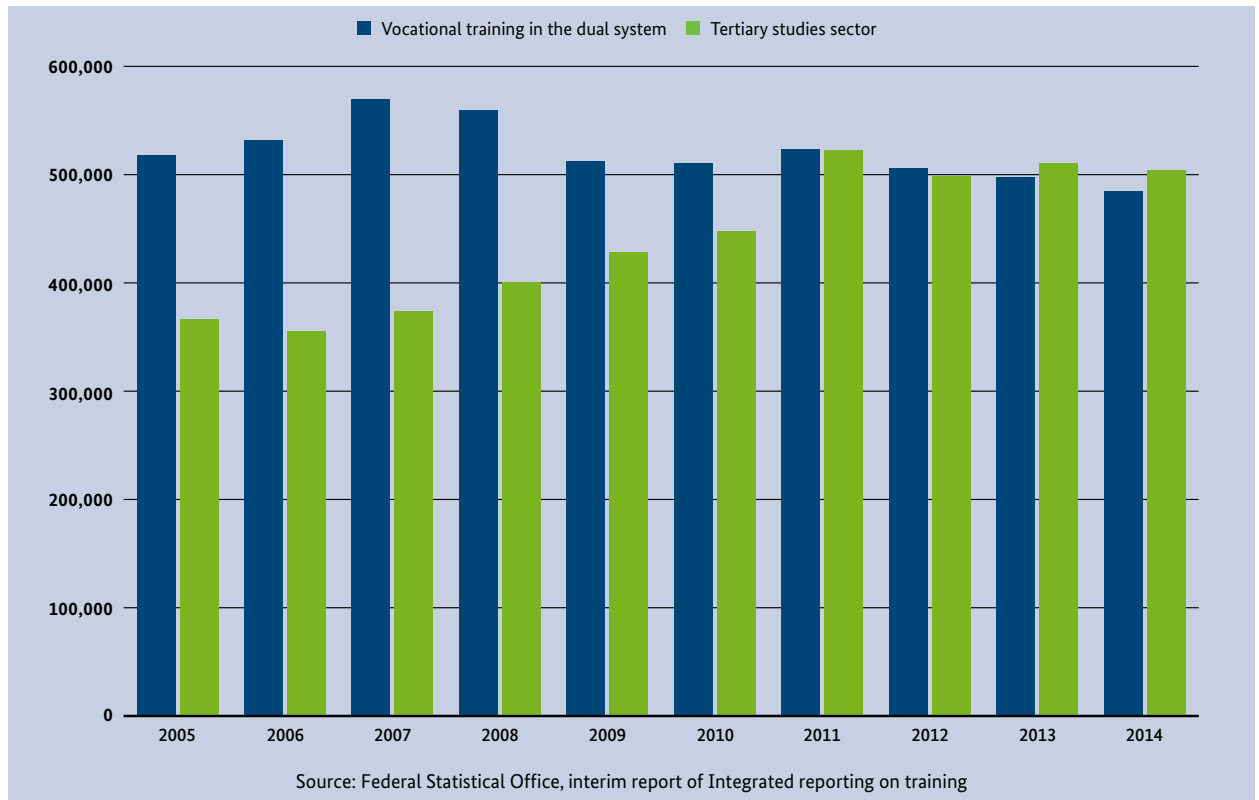
82 The information provided here on the dual system is not comparable with other details on newly concluded training contracts in the Report on Vocational Education and Training. The reason is that Integrated reporting on training bases its observations of the system on the school statistics (so it counts part-time vocational school students in the dual system and not newly concluded training contracts. See also **Chapter 2.7**).

83 The reason for the fall in the number of first year university students in 2014 is that the conversion to 8 years of upper secondary education (Gymnasium – G8) was largely completed in the Länder by that year. In 2013 only the country's most populous Land of North-Rhine Westphalia and Hessen (pro rata) had converted.

84 See also [www.bibb.de/dokumente/pdf/a14\\_BIBBreport\\_2014\\_23.pdf](http://www.bibb.de/dokumente/pdf/a14_BIBBreport_2014_23.pdf)



**Chart 13: New entries into the dual training system and into tertiary studies**



**2.6.10 Matching – a central challenge**

Given the developments described above, matching has become an important issue in current discussions on education and training policy.

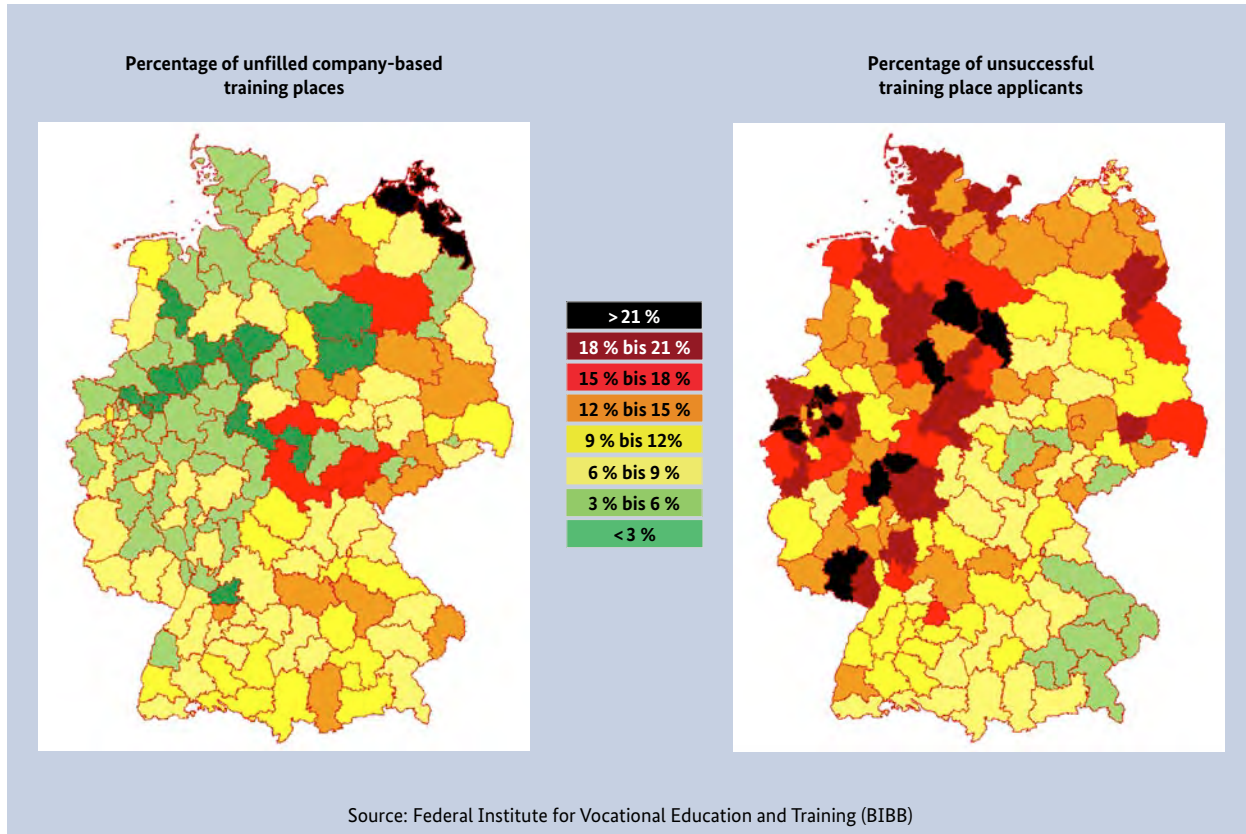
On the basis of the characteristics of the proportion of unfilled training places and applicants still seeking training, three types of training market problems have been identified.

There are regions and occupations in which it is hard for young people to find a training place, where supply problems predominate. In other regions and occupations it is the many unfilled vocational training places in companies that are the central challenge. Matching problems occur when companies' problems filling training places coincide with supply problems.

**Chart 14: Types of problems on the training market**

		<b>Unplaced/unsuccessful applicants</b>	
		low	high
<b>Unfilled training places</b>	low	no problem	supply problem
	high	problem filling places	matching problem

Source: Federal Institute for Vocational Education and Training

**Chart 15: Regional disparities 2014**

**Chart 15** shows these considerable regional disparities.

An analysis of figures from employment agency districts for 2013 and 2014 shows that the problem of filling training places increased for companies compared with the previous year.<sup>85</sup> According to their figures in 97 of the 154<sup>86</sup> employment agency districts, or 63 %, the proportion of unfilled training places of the company based training places offered in 2014 was higher than the figure for 2013. In 57 employment agency districts (37 %) the proportion of unfilled places was lower than in the

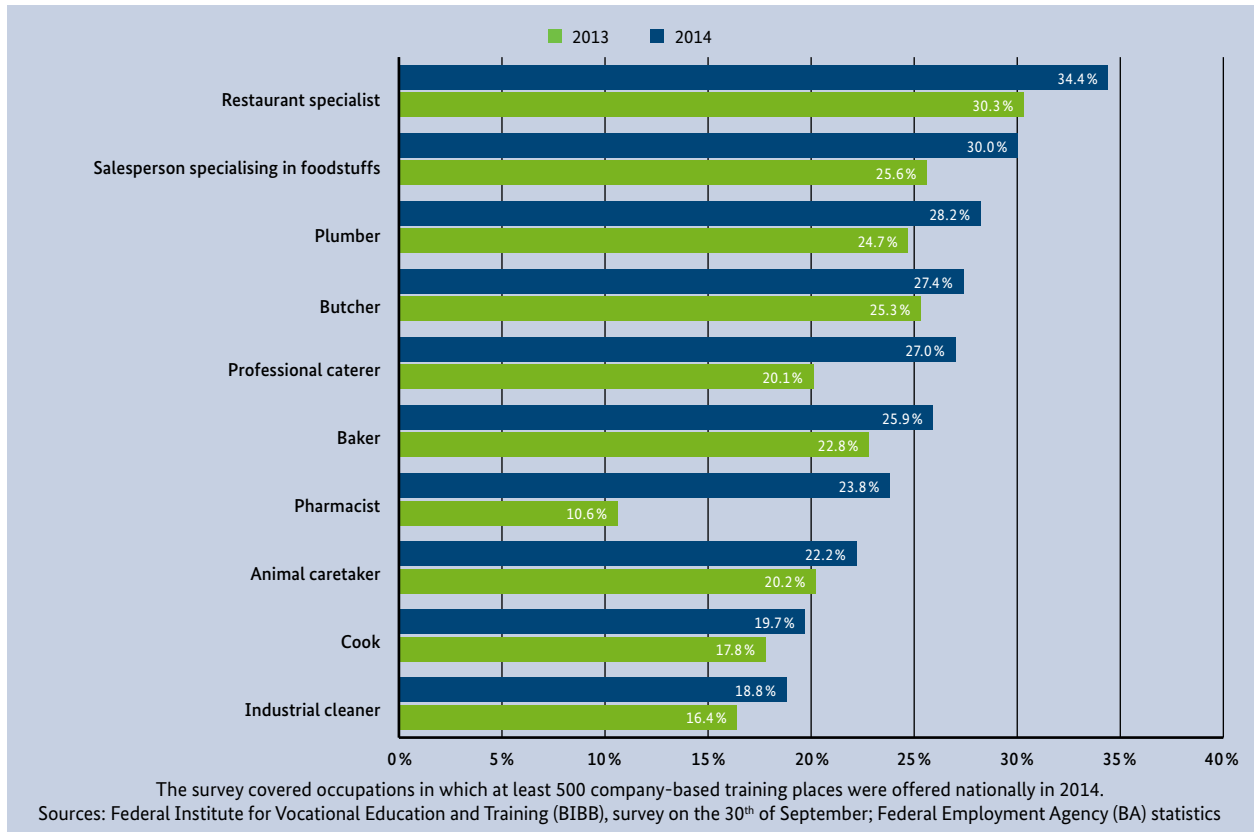
previous year. Developments were more favourable in the area of supply problems at the regional level. Half the employment agency districts (77 out of 154 or 50 %) recorded a fall in the number of unsuccessful applicants for training places compared with the previous year, although 54 of the 154 employment agency districts, just over a third (35 %) reported an increase in problems of supply and in filling training places, so matching problems. In 100 employment agency districts (65 %) matching problems did not increase compared with the previous year, but were reduced.

85 A note on the calculation: An employment agency district is said to have increasing problems filling places when the proportion of unfilled training places of all places offered by companies in 2014 exceeded the 2013 figure (was the same or greater). Increasing supply problems mean that the number of those seeking places in excess of demand (according to the expanded definition) was larger in 2014 than it was in 2013. Increasing matching problems are identified when both problems filling in places and supply problems increased from 2013 to 2014 in an employment agency district.

86 Employment agency districts in Berlin are consolidated here into a single district.

There are marked differences between regions and among occupations. The BIBB survey carried out on 30 September identifies occupations in which the proportion of unfilled company based training places of all company based training places is particularly high. Since here by definition only unfilled training places that were registered with the BA are included in their calculations, the proportions are somewhat lower than those identified in the survey of companies (see **Chart 16**).

**Chart 16: Occupations with a high proportion of unfilled training places of all in-company training places 2013 and 2014 (in %)**



**Chart 17** shows the converse phenomenon, occupations with a high number of unsuccessful applicants for training places.

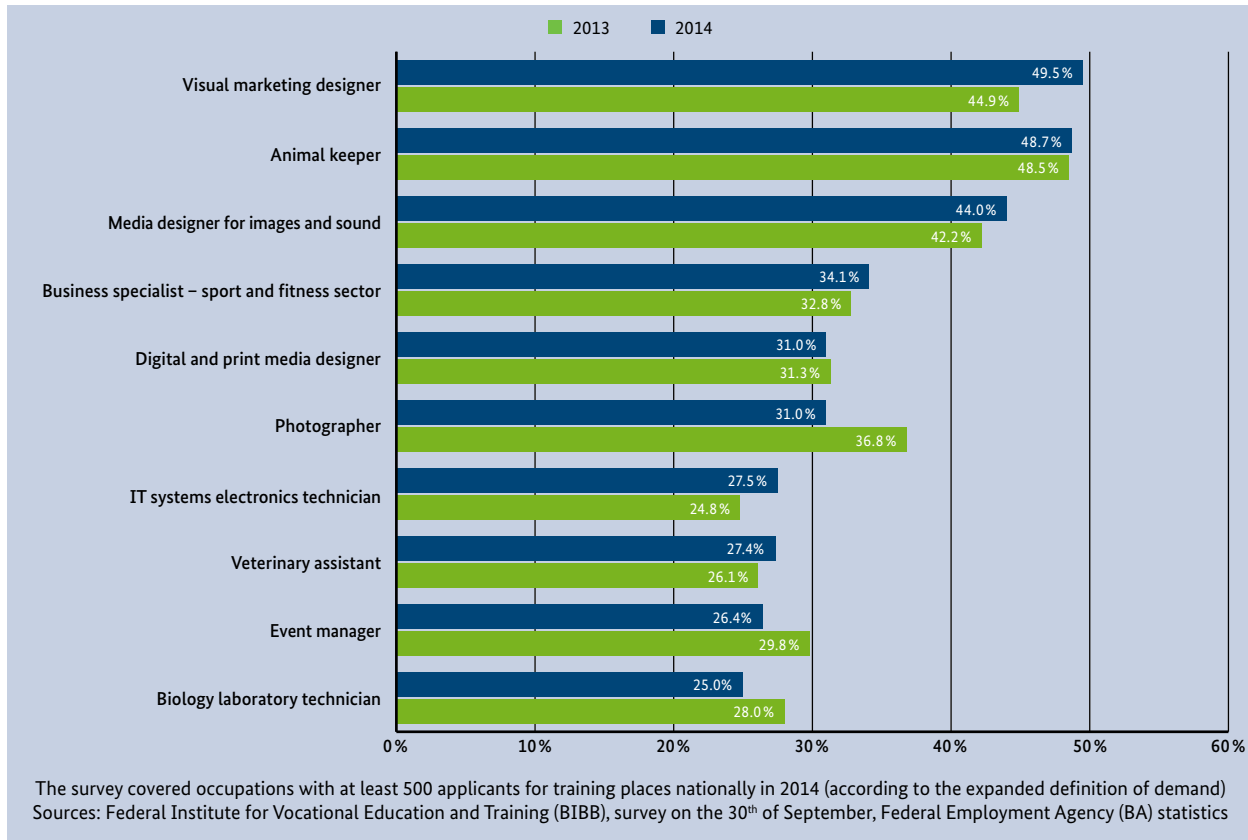
Compared with last year, it is mainly the same occupations with especially high numbers of unfilled training places and unsuccessful applicants.<sup>87</sup> While the proportion of unfilled places of all company based training places offered in the various occupations generally increased, no consistent trend can be identified among occupations with particularly high numbers of unsuccessful applicants. In some occupations fewer applicants than in the previous year were unsuccessful.

Although various measures have been to prevent matching problems have been carried out (see **Chapter 3**) this issue remains one of the major challenges for coming years.

The data report accompanying the 2015 Report on Vocational Education and Training deals with this subject as part of its current focus on “A training mismatch today – a shortage of skilled staff tomorrow” (“Ausbildungs-Mismatch heute – Fachkräftengpässe morgen und übermorgen”), in particular in the context of an impending shortage of skilled staff.

<sup>87</sup> See the Report on Vocational Education and Training 2014, Chapter 2.5

**Chart 17: Occupations with a high proportion of unsuccessful training place applicants 2013 and 2014 (in %)**



**2.6.11 Attracting more university dropouts to dual vocational training**

According to calculations made by the German Centre for Research on Higher Education and Science Studies (Deutsches Zentrum für Hochschul- und Wissenschaftsforschung – DZHW) more than a quarter of Bachelors students (28 %) never complete their studies. The dropout rate is higher in Bachelors courses at universities (33 %) than at universities of applied sciences (23 %).<sup>88</sup> Given this trend, it is important to view opportunities for transfer between vocational and academic education and training not only unilaterally as the option of transferring from vocational into academic education and training, but also in the opposite direction.

The Federal Government wants to attract university dropouts into dual vocational training, instituting appropriate measures to achieve a win-win-situation. Dropouts would be given a chance to gain a vocational qualification through training and companies would profit not only from a larger pool of applicants from which they could recruit trainees (easing difficulties in filling training places), but would also be able to employ high-achieving and often suitably educated and motivated trainees.

In its Expert Monitor survey in 2014 the BIBB sought an opinion from vocational training experts on integrating university dropouts into vocational training. The experts viewed the recruiting of dropouts for vocational training positively. Most of the experts (82 %) believed that recruiting university dropouts into vocational training would make a vital contribution to solving the problem of skilled staff shortages. They also assumed however, that not all companies and occupations would profit equally from it, and cited small and skilled trades companies, which currently

<sup>88</sup> See also [http://www.dzhw.eu/pdf/pub\\_fh/fh-201404.pdf](http://www.dzhw.eu/pdf/pub_fh/fh-201404.pdf)

have particular difficulties in filling training places, as one example of those that may not benefit. One major challenge according to the experts, would be matching companies and university dropouts.<sup>89</sup> Attracting university dropouts to dual vocational training in small and medium-sized enterprises is therefore also a current focus of the BMBF's JOBSTARTER plus training structure programme.

### 2.6.12 Young adults with no vocational qualifications

In 2012, according to micro-census data 13.1 % or 1.29 million young people aged 20 to 29 in Germany had no vocational qualifications<sup>90</sup> and so lacked the prerequisite for qualified participation in working life.<sup>91</sup> This is connected with significant negative consequences for individuals and their opportunities to earn a living as well as for society as a whole.<sup>92</sup> Given current demographic developments these young people will also be needed as skilled workers.

What is positive is that there have been notable improvements compared with previous years.<sup>93</sup> These are reflected in trends in absolute numbers (2008: 1.46 million, 2009: 1.44 million, 2010: 1.39 million, 2011: 1.33 million, 2012: 1.29 million), and in trends in the percentage of unskilled workers (2008: 14.9 %, 2009: 14.6 %, 2010: 14.1 %, 2011: 13.5 %, 2012: 13.1 %).

89 See also [http://www.bibb.de/dokumente/pdf/Bericht\\_Expertenmonitor\\_2014.pdf](http://www.bibb.de/dokumente/pdf/Bericht_Expertenmonitor_2014.pdf)

90 People who have not yet completed vocational training (school students, trainees and students) and those doing voluntary service are not counted as people with no vocational qualifications.

91 This group is very heterogeneous. It is made up mainly of less-qualified people who tend to have problems on the labour market as well as people who have not completed training/a course of studies. They are formally regarded as having low qualifications or as unqualified but have fewer problems integrating into the labour market because they have already acquired qualifications and often only break off training when they have found prospective employment.

92 A BIBB analysis of the situation of unqualified and less-qualified workers came to the conclusion that the employment situation of the unqualified has become increasingly difficult as a result of the continuing decline in the number of jobs in which they can find employment. This group's risk of unemployment is three times as high as that of people who have completed vocational training (see also the BIBB Report 17/12, [www.bibb.de/de/60446.htm](http://www.bibb.de/de/60446.htm)).

93 See also the Data Report accompanying the Report on Vocational Education and Training 2015, Chapter A8.3

Among younger adults (20 to 24 year-olds) the percentage of unskilled workers decreased even more steeply (2008: 15.3 %, 2009: 14.1 %, 2010: 13.9 %, 2011: 13.1 %, 2012: 12.6 %).

Young people with no school leaving qualifications run a particular risk of not gaining vocational qualifications. 52.1 % of 20 to 29 year-olds are unskilled workers but the proportion of unskilled workers falls as their school leaving qualifications increase (secondary general school certificate: 31.4 %, intermediate school leaving certificate: 8.6 %, higher education entrance qualification: 4.6 %).

The percentage of unskilled workers is lower among young women aged between 20 and 29 (12.9 %) than it is among young men (13.4 %).

Foreign young adults aged between 20 and 29 more often have no vocational qualifications (29.7 %) than young adults with a German passport (10.4 %).

The number of young people aged from 20 to 34 with no vocational qualifications has been falling since 2009 (2009: 2.21 million, 2010: 2.15 million, 2011: 2.08 million, 2012: 2.04 million). The proportion of unskilled workers in this age group is also declining (2009: 15.2 %, 2010: 14.7 %, 2011: 14.1 %, 2012: 13.8 %).

There is however a continuing need for action here. The BMAS and BA support young adults aged 25 and over who have no vocational qualifications through their initial training initiative for young adults – "AusBILDUNG wird was – Spätstarter gesucht".<sup>94</sup>

94 See [Chapter 3.7.3.3](#)

### 2.6.13 Premature termination of training contracts and courses

According to the vocational training statistics provided by the Federal and Länder government statistics offices, 148,914 training contracts were prematurely terminated nationally in 2013, which was a premature termination rate of 25 %. The premature termination rate again increased in 2013 compared with the previous year (2009: 22.1 %, 2010: 23 %, 2011: 24.4 %, 2012: 24.4 %)⁹⁵ but it was still within the range of fluctuations usual since the early 1990s.⁹⁶

Vocational training statistics provide data on the extent of prematurely terminated training contracts but no information on the reasons for them and the subsequent whereabouts of the young people. Various studies surveying of trainees and companies providing training on the causes of premature training contract termination have found that trainees who terminate their contract early tended to give reasons such as conflict with trainers and teachers, a lack of quality in training, adverse working conditions, personal and health reasons and a wrong choice of occupation. Companies tended to state mainly the inadequate performance of trainees and a lack of motivation and integration into the company as the reasons for premature contract termination.

95 The termination rate is the proportion of prematurely terminated contracts of all newly concluded contracts. Since it cannot yet be known how many trainees with newly concluded training contracts will prematurely terminate their contracts in the current reporting year, a so-called “layer model” is used to calculate the training contract termination rate, approximately determining the training contract termination rate of the current group of trainees. With the conversion of the vocational education and training statistics provided by the statistical offices of the Federal and Länder governments to individual data collection (see the Report on Vocational Education and Training 2010, page 31) the training contract termination rate can now be more precisely calculated because the month and year of central training-relevant events are now also recorded. Contract terminations can also be differentiated by the year in which the contract began and expressed as a percentage of all newly concluded contracts with a similar start date (see [www.bibb.de/dokumente/pdf/a21\\_dazubi\\_daten.pdf](http://www.bibb.de/dokumente/pdf/a21_dazubi_daten.pdf)). Another new feature is that sets of data can be compiled for each cohort, making it possible to analyse the course of training until the training contract ends. Based on these data sets for each cohort the proportion of prematurely terminated contracts can be calculated ex post without the need to resort to the relatively complex “layer model” calculation formula. The results show that the BIBB’s formula for calculating the premature termination rate based on the layer model provides a very good approximate figure.

96 See also the Data Report accompanying the Report on Vocational Education and Training 2014, Chapter A 4.7.

Training contracts may be terminated for a wide variety of reasons, such as a change in the trainee’s occupation, a move from non-company into company-based training or the insolvency and closure of the company. These cannot all be equated with a simple termination of training.

Analyses by the BIBB also indicate a link between trends in the rate of premature contract termination and developments in the training market situation since the early 1990s. In years with a higher supply and demand ratio in the training place market the termination rate tends to be close to 25 % while in years with a supply and demand ratio that is less favourable from the trainees’ point of view it is closer to 20 %. One reason for this may be that when more training places are available young people may be more prepared to risk terminating one training contract and changing to another.⁹⁷

Rates of premature contract termination vary greatly among individual training occupations. In 2013 the occupation of industrial cleaner (50.7 %) had the highest rate of premature contract termination, followed by the safety and security specialists (50.6 %). Other occupations with very high rates of premature contract termination included hairdressers (49%), specialist in furniture, kitchen and removals services (48.4 %) and certified senior safety and security specialists (48.3 %). Many occupations in the hotel and hospitality sector such as cook (48 %), restaurant specialist (47.6 %) and specialist in the hospitality services industry (45.3 %) also had very high rates of premature contract termination, as did the occupations of scaffolder (47.5 %), building and object coater (45.7 %) and heavy vehicle driver (45.5 %).

The occupation of clerk in public administration the lowest premature contract termination rate (3.9 %) and the occupations of electronics technician for automation technology (5.5 %), bank clerk (5.8 %), aircraft mechanic (6.2 %) and specialist in media and information services (6.5 %) also had very low rates of premature contract termination.

97 Earlier Reports on Vocational Education and Training also reported on this connection.

The lower a trainee's general school leaving qualification is the higher their training contract termination rate will be (no secondary general school certificate: 38.3 %, with secondary general school certificate: 35.9 %, with intermediate school leaving certificate: 21.8 %, with higher education entrance qualification: 13.9 %).

There are also differences between contract termination rates among German trainees and those of foreign nationals. 31.9 % of the training contracts of foreign trainees were prematurely terminated on average, while only 24.5 % of the contracts of German trainees were terminated early. These differences in the premature termination rate can be partly explained by differences in the highest general school leaving qualification between the two groups.<sup>98</sup>

The termination rate of contracts concluded with young women (25.4 %) is slightly higher than that of training contracts concluded with young men (24.7 %).<sup>99</sup>

By way of comparison, the university dropout rate, the proportion of first year students who never complete university studies<sup>100</sup>, was 28 % in Bachelors degree courses for the 2012 graduating cohort, according to calculations made by the German centre for Research on Higher Education and Science Studies (Deutsches Zentrum für Hochschul- und Wissenschaftsforschung).

Data generated by the BIBB Qualification Panel provides information on companies with prematurely terminated training contracts. According to the data, almost one in five companies (18.7 %) on average reported experiencing prematurely terminated training contracts in the past three years.<sup>101</sup>

98 See also the next section on **"People from migrant backgrounds"**. This data should be interpreted with caution, because the context is complex. Rates of training contract termination may for example be higher for a particular group of people because they find themselves in training occupations, industries or regions with high rates of training contract termination. Rates of contract termination may also be higher in certain occupations because more people who are more likely to terminate their contracts work in these occupations.

99 For further analyses see the Data Report accompanying the Report on Vocational Education and Training 2015, Chapter A4.7

100 A change of higher education institution that still results in a qualification is not seen as the same as dropping out.

101 See also the Report on Vocational Education and Training 2014, Chapter 2.5.

The premature termination of training contracts cannot be entirely avoided and may be necessary and reasonable. At the same time, termination of a training contract results in uncertainty, a loss of time, energy and other resources for both parties (companies and young people). In the worst case they could lead young people and companies to end their involvement in training altogether. The Federal Government has recognised a need for action here and launched measures as part of its "Educational Chains" ("Abschluss und Anschluss – Bildungsketten bis zum Ausbildungsabschluss") initiative that aim to promote careers orientation and the maturity required for training at an early stage of education at school (such as the careers orientation programme) and provide individual support for trainees during training (such as VerA). Support for apprentices during training (Ausbildungsbegleitende Hilfen), part of the standard support provided by the Federal Employment Agency der BA also make an essential contribution to these efforts. The measures are described in detail in **Chapter 3**.<sup>102</sup>

#### 2.6.14 People from migrant backgrounds

There is still a considerable need for action to improve the training opportunities of young people from migrant backgrounds. It must be noted that the school and vocational training statistics do not record respondents' migrant background, but their nationality, so only some groups of young people from migrant backgrounds are represented here.<sup>103</sup>

According to data provided by the statistics offices of the Federal and Länder governments, foreign young people leave school without a qualification twice as often as young Germans (2013: 10.7 % compared with 4.6 %). There has been some success in further reducing the number of young people with no school leaving qualifications as a proportion of all school leavers compared with the previous year (2012: 11.4 % compared with 4.9 %) but the school leaving qualifica-

102 Practical approaches to preventing premature termination of training contracts and background information on the data collection was presented at a practice workshop in 2013 (see also <http://www.good-practice.de/5440.php>).

103 It is not yet possible to make any statements on refugees because there is no sufficient data available.

tions of foreign young people are still generally lower than those of German youngsters.<sup>104</sup>

Despite the many support measures on offer, young people from migrant backgrounds are also still greatly underrepresented in dual vocational training.

In 2013 32.1 % of young foreign nationals entered training, which was well below the rate for young Germans (2013: 57 %). The percentage of young men of foreign nationality entering training was 35.5 % (young men of German nationality: 66.6 %) and 28.4 % young women of foreign nationality started training (young women of German nationality: 46.9 %), so the rate at which young foreigners entered training fell slightly compared with the previous year.<sup>105</sup>

Empirical surveys (e. g. the BIBB Transition Studies and BA/BIBB surveys of applicants<sup>106</sup>) enable certain statements to be made on migrant background. They show that young people from migrant backgrounds are just as interested in vocational training as young Germans are<sup>107</sup> yet young people from migrant backgrounds remain disproportionately often without vocational qualifications and find it much harder to obtain training places. The generally lower school leaving qualifications of young people from migrant backgrounds are a major cause of their lower rates of training placement but even if they have the same

school leaving qualifications young people from migrant backgrounds are far less likely to be placed in training. Findings also show that there are major differences within the group of young migrants depending on their country of origin. It is much harder for young Turks or Arabs in particular to find a training place. As well as lower school leaving qualifications, different career choices and other circumstances such as the regional training market situation and companies' selection processes in awarding training places have been mentioned as possible explanations for this situation.<sup>108</sup>

A BIBB analysis based on data from the 2011 BIBB Transition Study<sup>109</sup> evaluated young migrants' chances of success when they do manage to enter dual vocational training. It found that young people from migrant backgrounds do not succeed as often in completing training due to their less favourable starting conditions. Given identical preconditions however, (same social origins, schooling background, addictive behaviours and training market situation) young migrants' prospects of successfully completing dual vocational training and achieving good results are just as high as those of young Germans. Young people from migrant backgrounds who succeed in completing dual vocational training are in fact more often subsequently employed by the company they trained in.

In view of demographic developments and to avoid possible shortages of skilled staff, the German economy needs all its young people. Companies are already having difficulties in filling the training places they offer so it is all the more important that they include more young people from migrant backgrounds in their allocation of training places.

School education and vocational training are central instruments in the social integration of migrants. Effective strategies must be developed to make the transition into training easier for young people from migrant backgrounds. It is also essential to support young people from migrant backgrounds through training so that they can complete it successfully, despite their more difficult initial conditions. Young

104 2013: Secondary general school leaving certificate: 31 % foreign vs. 15.5 % German young people; Intermediate school leaving certificate: 41.9 % foreign vs. 42.2 % German young people; Higher education entrance qualification for universities of applied sciences: 0.2 % foreign vs. 0.1 % German young people; general higher education entrance qualification: 16.2 % foreign vs. 37.6 % German young people. The well known connection between a young person's school qualification levels and their parents' socio-economic status must be taken into account in this context.

105 Figures for new entries into training in 2012: young foreign nationals in total: 34.1 %, young German nationals in total: 59.2 %, young foreign men: 36.7 %, young German men: 69.1 %, young foreign women: 31.2 %, young German women 48.8 %. There may be discrepancies compared with earlier information (e. g. Report on Vocational Education and Training 2014) due to the use of a new set of population figures as the basis for calculations (Census 2011, interim data).

106 In reviewing the results of the BA/BIBB survey of applicants it should be noted that it does not differentiate between people from migrant backgrounds and migrants, i. e. people who have themselves migrated to Germany.

107 See also the Data Report accompanying the Report on Vocational Education and Training 2015, Chapter A 3.2

108 See also the Data Report accompanying the Report on Vocational Education and Training 2013, Chapter A 3.1

109 See also [www.bibb.de/de/20883.php](http://www.bibb.de/de/20883.php)



people from migrant backgrounds are therefore an important target group for the new Alliance for Initial and Further Training (see [Chapter 3.1.2](#)).

### 2.6.15 Recognition of foreign vocational qualifications

The Assessment and Recognition of Foreign Qualifications Act (*Anerkennungsgesetz*) came into force on 1 April 2012.

According to the official statistics for 12.12.2014 around 16,700 national processes for the recognition of vocational qualifications regulated by the Federal Government were reported from January to December 2013 (2012: 11,000), 80 % of which (around 13,300) had been adjudicated by the reference date of 31 December 2013. 22 % of the processes involved non-regulated occupations covered by the dual training system. In contrast to recognition of equivalent qualifications in regulated occupations, this recognition is not a prerequisite for vocational training but primarily a “transparency instrument” for facilitating the evaluation of foreign qualifications. Partial recognition of equivalence also makes it easier for employers to evaluate foreign qualifications and can be a starting point for companies to offer internal and other further training.

As was the case last year, most of the 13,300 cases adjudicated (75 %) resulted in complete recognition of the vocational qualifications acquired abroad. Only 4 % were completely declined. The recognised vocational qualifications are regarded as completely equivalent to those for German occupations and the legal consequences are the same as for holders of German qualifications (e. g. access to higher education for holders of vocational qualifications).

Implementation and application of the Assessment and Recognition of Foreign Qualifications Act and of Federal government regulations on the recognition of vocational qualifications is subject to a continuous monitoring process carried out by the BIBB as the specialist central monitoring and support agency.

### 2.6.16 Part time vocational training for young mothers and fathers

In 2013 almost 46 % of all young mothers (102,000) and 33 % of all young fathers (20,000) aged 16 to 24 had no vocational qualifications and were not attending school or participating in dual vocational training<sup>110</sup>. They represent high levels of unused potential, especially in terms of a possible imminent shortage of skilled workers. According to data from the vocational training statistics provided by the statistics offices of the Federal and Länder governments (vocational training statistics on 31.12.) there were just 1,638 new part-time vocational training contracts in 2013, 0.3 % of all the new training contracts in that training year. Young adults with family responsibilities are therefore another target group of the BMBF’s JOBSTARTER training structure programme.<sup>111</sup>

Experience has shown that part-time trainees are also highly motivated. Many companies, probably in view of falling applicant numbers, are interested in offering part-time vocational training. The 2012 IHK Unternehmensbarometer (“Vereinbarkeit von Familie und Beruf: Vom ‘Gedöns’ zum Schlüssel gegen den Fachkräftemangel” – “Combining family and work: from rigmarole to a key to solving the shortage of skilled workers”) found that 30 % of companies were already offering part-time vocational training or wanted to do so in future. Closing the considerable gap between the number of part-time vocational training contracts concluded and the potential of young mothers and fathers will require ongoing efforts by employers, chambers, vocational schools and employment offices and Jobcenters, so they have pledged to promote wider implementation of part-time vocational training.

110 Source: special evaluation of the micro census

111 See also [www.jobstarter.de/de/Junge-Erwachsene-mit-Familienverantwortung-48.php](http://www.jobstarter.de/de/Junge-Erwachsene-mit-Familienverantwortung-48.php)

### 2.6.17 Vocational training for people with disabilities

The Vocational Training Act (Berufsbildungsgesetz – S. 64 BBiG) and Crafts Code (Handwerksordnung – S. 42k HwO) stipulate that disabled people should be trained in recognised training occupations, taking the special needs of people with disabilities into account. For people whose degree and kind of disability makes vocational training in a recognised training occupation impossible, the relevant authorities should develop special training regulations at the request of people with disabilities or their legal representatives that is based on recognised training occupation. To ensure the necessary transparency and consistency of such regulations the legislation stipulates that they should be based on recommendations made by the BIBB Board (S. 66 of the BBiG, S. 42m of the HwO).

9,454 new training contracts based on these regulations were concluded nationally in 2013 and 9,024 were concluded in 2014, although these figures do not record all the training contracts of people with disabilities who have opted for training in the dual system as defined in the BBiG/HwO. People with disabilities also conclude contracts in state-recognised training occupations and the BBiG treats this as standard. The relevant surveys and statistics (BIBB survey on the 30<sup>th</sup> September, vocational training statistics of the Federal and Länder government statistics offices on the 31<sup>st</sup> December) do not record personal features such as disability so no statements can be made on the actual participation rate of people with disabilities in training in the dual system.<sup>112</sup>

The Federal Government intensively promotes the integration of people with disabilities into the world of work. Under the provisions of the German Social Code (Sozialgesetzbücher (SGB) II, III and IX) young people with disabilities are supported by the BA even before they leave school with a comprehensive range of vocational orientation and counselling services to help them manage the transition from school into work. Careers orientation measures held in cooperation with third-part providers in special schools are also offered in this phase.

If a company is not a suitable place for a young disabled person to train in because of the degree and kind of their disability (as defined in S. 19 of the SGB III), they can, depending on their individual need for support, gain a vocational qualification in non-company residential-based training or a basic and further training organisation as defined in Section 35 of the German Social Code (SGB IX) (e.g. a vocational education and training organisation or “Berufsbildungswerk”). An annual average of 441,005<sup>113</sup> people with disabilities participated in an employment promotion measure with the goal of a vocational qualification as part of initial integration into an occupation in 2014 (2013: 43,435). An annual average of 12,991 young people in rehabilitation (2013: 13,458) were in pre-vocational courses and an annual average of 18,319 people (2013: 18,915) were funded to take part in admissions procedures and vocational training in a workshop for people with disabilities. These were people who, due to their disability, were not or not yet able to work in accordance with the demands of the ordinary labour market.<sup>114</sup>

112 See [www.bibb.de/dokumente/pdf/ab21\\_dazubi\\_Kurzpapier\\_Menschen\\_mit\\_Behinderung\\_in\\_der\\_Berufsbildungsstatistik\\_201306.pdf](http://www.bibb.de/dokumente/pdf/ab21_dazubi_Kurzpapier_Menschen_mit_Behinderung_in_der_Berufsbildungsstatistik_201306.pdf) and the Data Report accompanying the Report on Vocational Education and Training 2014, Chapter A 4.4

113 Gliding 12 monthly average as of December 2014 of non-company vocational training as defined in S. 76 of the German Social Code (SGB III) incl. subsidies for remuneration for the training of disabled and severely disabled people as defined in S. 73 I II of the German Social Code (SGB III) and special promotion training measures as defined in S. 117 of the German Social Code (SGB III).

114 See [www.bibb.de/dokumente/pdf/ab21\\_dazubi\\_Kurzpapier\\_Menschen\\_mit\\_Behinderung\\_in\\_der\\_Berufsbildungsstatistik\\_201306.pdf](http://www.bibb.de/dokumente/pdf/ab21_dazubi_Kurzpapier_Menschen_mit_Behinderung_in_der_Berufsbildungsstatistik_201306.pdf) and the Data Report accompanying the Report on Vocational Education and Training 2014, Chapter A 4.4

In June 2011 the Federal Cabinet adopted a national action plan to implement the UN Convention on the Rights of People with Disabilities and further include people with disabilities in society and these efforts are currently continuing.<sup>115</sup> In the 18<sup>th</sup> legislative period too, the Federal Government will particularly emphasise inclusion and integration as a social policy goal, one prescribed in the Coalition agreement.

The Federal Government's new report on the life situations of people with disabilities and their participation in society, first published in 2013, has completely restructured reporting on people with disabilities. It investigates the opportunities of people with disabilities for participating in employment and the wider society and offers an empirically substantiated informational basis for policy and practice.<sup>116</sup>

## 2.7 Integrated reporting on training

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Integrated reporting on training aims to completely and systematically map young people's training paths after they complete stage I secondary education.<sup>117</sup>

Integrated reporting on training divides training into four sectors based on their main goals: vocational training, integration into training (transition system), acquisition of a higher education entrance qualification and university studies.<sup>118</sup> Its initial findings are published in an initial report.

**Table 10** and **Chart 18** show information on developments in the sectors over time.

<sup>115</sup> See also [www.bmas.de/DE/Service/Publikationen/a740-aktionsplan-bundesregierung.html](http://www.bmas.de/DE/Service/Publikationen/a740-aktionsplan-bundesregierung.html)

<sup>116</sup> See also [www.bmas.de/DE/Themen/Teilhabe-behinderter-Menschen/Meldungen/teilhabebericht-2013.html](http://www.bmas.de/DE/Themen/Teilhabe-behinderter-Menschen/Meldungen/teilhabebericht-2013.html)

<sup>117</sup> Integrated reporting on training was established 2009 to 2011. The inclusion of Integrated reporting on training in the standard delivery programme of the statistical offices from 2012 has secured a supply of substantiated data for the Report on Vocational Education and Training and Data Report accompanying the Report on Vocational Education and Training for the long term.

<sup>118</sup> The Integrated training on reporting system is different from that used in the "Bildung in Deutschland" report, whose group of authors differentiates training activities in three sectors ("dual system", "vocational school system" and "transition system") so their results are only partly comparable.

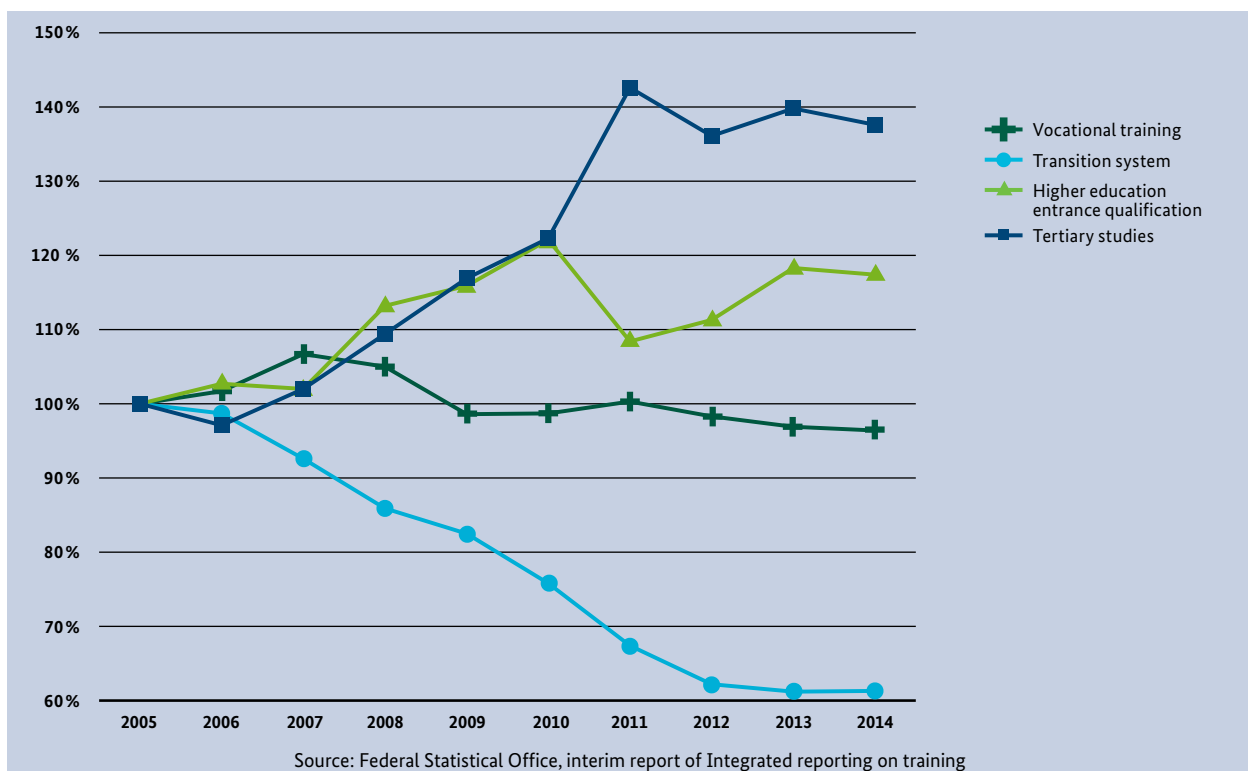
**Table 10: New entries into Integrated reporting on training sectors**

	Vocational training sector	Transition sector	Higher education entrance qualification sector	Tertiary education sector
2005	739,168	417,649	454,423	366,242
2006	751,562	412,083	466,700	355,472
2007	788,956	386,864	463,464	373,510
2008	776,047	358,969	514,603	400,600
2009	728,484	344,515	526,684	428,000
2010	729,577	316,494	554,704	447,890
2011	741,023	281,662	492,696	522,306
2012	726,560	259,727	505,935	498,636
2013	716,042	255,401	537,740	511,843
2014	712,853	256,110	533,445	503,888

**Note:** The details provided here are not comparable with other information on this area in the Report on Vocational Education and Training 2014. The vocational training sector here includes the vocational training “accounts” in the dual system as defined in the BBiG (recognised training occupations) including comparable vocational training (S. 3 Para. 2 No. 3 of the BBiG), fully-qualifying vocational training at full time vocational schools as defined in the BBiG/HwO, fully-qualifying vocational training at full time vocational schools not in the ambit of the BBiG/HwO, training courses at full time vocational schools and specialist grammar schools that provide a vocational qualification and a higher education entry qualification, training in healthcare, education or social services occupations that are regulated by Länder or national law and vocational training in the public sector (training for the intermediate level of the public service). For further details on the sectors and information on the individual “accounts” please see the Data Report accompanying the Report on Vocational Education and Training 2015, Ch. A 6. There may be discrepancies with earlier representations due to revisions of the data.

Source: Federal Statistical Office, interim report on Integrated reporting

**Chart 18: Shifts between sectors 2005–2014**



**Table 11: New entries into the vocational training sector**

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
<b>Vocational training sector</b>	739,168	751,562	788,956	776,047	728,484	729,577	741,023	726,560	716,042	712,853
of which										
Vocational training in the dual system	517,342	531,471	569,460	559,324	512,518	509,900	523,577	505,523	491,380	484,195
Fully qualifying vocational training at full-time vocational schools under the BBiG/HwO	11,472	11,903	9,813	8,780	6,709	6,118	5,874	5,506	4,792	4,883
Fully qualifying vocational training at full-time vocational schools outside the BBiG/HWO	32,514	31,341	29,683	25,693	23,352	20,677	19,223	17,564	15,437	14,614
Training courses at full-time vocational schools and specialist grammar schools providing both vocational and higher education entrance qualifications	29,177	31,495	32,189	34,209	25,623	25,718	24,379	24,234	24,292	24,121
Training in healthcare, education and social services occupations governed by Länder or national law	142,710	140,484	143,144	142,407	153,840	159,850	160,141	164,776	171,081	175,976
Vocational training in the public sector (intermediate/middle? level civil service training)	5,953	4,868	4,667	5,634	6,442	7,314	7,829	8,957	9,061	9,064

Source: Federal Statistical Office, interim report of integrated reporting on training 2015.

According to integrated reporting vocational training, with 712,853 new entries, was again the largest sector in 2014. Compared with 2013 the number of new trainees entering the vocational training sector fell slightly (-3.189 or 0.4 %). While the number of new trainees entering the dual system declined slightly (-7,185 or 1.5 %) <sup>119</sup>, new entries into training for the healthcare, education and social services occupations increased (+4,895 or 2.9 %, see [Table 11](#)). <sup>120</sup> Comparing

new entries over a longer period from 2005, numbers of new entries into dual vocational training fell by 6.4 %, while the healthcare, education and social services occupations recorded an increase of 23.3 %. This development must be seen in the context of demographic change and an increasing need for skilled staff in the healthcare system, including in geriatric care.

<sup>119</sup> As explained in [Chapter 2.6.9](#), the details provided on the dual system here are not comparable with other information on newly concluded training contracts because the Integrated training on reporting system uses the school statistics as the basis for its survey of the system (here part time vocational school students in the dual system are also counted and not newly concluded training contracts).

<sup>120</sup> For further analyses see the Data Report accompanying the Report on Vocational Education and Training 2015, Chapter A 6.

The number of new entries into the transition system in 2014 grew minimally, with 256,110 young people starting a transition measure in 2014, 709 (0.3 %) more than in the previous year. Compared with 2005 the number of new entries into the transition system was reduced by 38.7 % (for more details see [Chapter 2.6.3](#)).

Numbers of young people starting stage II secondary education, which is designed to result in the gaining of a higher education entrance qualification, fell by 4,295 (0.8 %) to 533,445, an increase of 17.4 % compared with 2005.

The number of first-year university students also increased slightly compared with 2013, by 7,955 (1.6 %) to 503,888. Compared with 2005, number of first-year University students have grown significantly (+37.8 %).

These results are further evidence of a continuing general trend towards higher school leaving qualifications and university studies, although it was vitiated by demographic developments and the switch to 8-year Gymnasium (G8) courses in the Länder, which was largely complete by 2013.

## 2.8 Training for the healthcare professions

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According to the school statistics for the 2013/2014 school year, 211,592 students were training to enter the healthcare professions, including geriatric care, in that year. The training is provided at healthcare vocational training schools and, due to the differently structured federal school systems, at vocational schools and trade and technical schools.

Compared with the previous year there were 3,811 (1.8 %) more students training for the healthcare professions compared with the previous year, although the growth in student numbers was lower (–3.87 %) than in the last reporting period (+ 5.67 %). Another positive aspect of the past year was that the proportion of male to female students rose again slightly, but women still make up the majority of staff in the healthcare professions (77.7 % or 164,422) (men: 22.3 % or 47,170).

The number of students in nursing training (64,009) rose again (+1.05 %) compared with the previous year and nursing and paediatric nursing recorded an increase in student numbers of 0.59 %. This shows that training in nursing and paediatric nursing is still attractive, even in the context of an increasing number of academic training options.

School statistics show that the total number of students training to be geriatric nurses grew again significantly by 2,990 or 5.04 % to 62,355 compared with last year and the number of students starting geriatric nursing training also increased considerably compared with the 2012/2013 school year by 2,459 (with 24,060 new students or 11.85 % more). The increase in the number of students training in geriatric nursing was higher than increases in student numbers in the other healthcare professions.

One reason for the considerable rise in the number of geriatric nursing students is the “Aged Care Training and Qualification” campaign launched by the Federal and Länder governments and industry associations on 13 December 2012, which is designed to promote initial and continuing training in this occupational field and increase its attractiveness. One of the main goals of this joint initiative, which has a three-year period and will

continue until the end of 2015, is to successively increase the number of new geriatric nursing trainees by 10 % annually.

To assess the campaign's success in increasing the number of new geriatric nursing trainees, a detailed data survey of the Länder was carried out for its interim report, which was published on 8 January 2015. According to reports from the Länder, 26,740 new trainees started (shortened) geriatric nursing training nationally in the 2013/2014 school year, an increase of 14.2 % compared with 2012/2013. The figures differ from those of the school statistics because the school statistics do not take into account the growing number of trainees with accreditable pre-existing qualifications in shortened geriatric nursing training. Employment offices and Jobcenters are evidently contributing significantly to efforts to qualify more geriatric nurses. In the 2013/2014 school year well over a quarter of new trainees (28.2 %) began training as part of funded retraining. Numbers of trainees in funded training as a proportion of all trainees have grown considerably in the past three school years.

The number of students in geriatric nursing assistant and general nursing assistant training courses subject to individual Länder regulation grew by 634 or 4.16 % to a total of 15,880 students compared with last year. The number of students training to be geriatric nursing assistants rose by 325 or +4.03 % to 8,393 and of those training to be general nursing assistants by 426 or 11.33 % to 4,187. 3,300 students, 117 fewer than last year, were training to be care assistants (3.42 %).

In the other healthcare occupations, there were increases in numbers of students in training to be medical-technical radiology assistants (+10.7 % or 293) and occupational therapists (+3.28 or 322).

There were again fewer students training for the occupations of pharmaceutical-technical assistant (8.74 % or 724), dietary assistant (-1.34 % or 22) and podiatrist (-4.35 % or 63), but the only fall in student numbers as steep as any last year was recorded in the field of massage and medical hydrotherapy (-14.47 % or 305).

## 3 Vocational training policy measures and programmes

Germany's vocational training system has an outstanding reputation worldwide and serves as orientation for other countries' reform processes. Yet the success of the country's vocational training system cannot be taken for granted. There is a need for further action in some areas. This is where the BMBF's "Chance Beruf" initiative will engage with current issues and provide direction during this legislative period. Its goals include securing a supply of skilled workers, modernising and increasing the attractiveness of vocational training, expanding opportunities for transfer between sectors, improving rates of participation in further and continuing training, and strengthening international education and training cooperation.

Further goals include strengthening the vocational training system's ability to integrate all young people into work and society and optimising the openness of and opportunities for transfer in the vocational training system, especially in the transition from school into work and from vocational training into institutions of higher education. Germans are now living and working for longer and the country's skilled workforce is ageing, so further and continuing training and education and training counselling must be expanded and all of the country's potential be made use of to secure a supply of skilled staff. Efforts towards achieving these goals will be supported by improvements in the structure of vocational training and innovative measures and underpinned by targeted research into vocational training. In the current legislative period the Federal Government has therefore made modernising and improving the quality of and opportunities for transfer in vocational training a priority. The following chapter describes some of the German government's new and continuing measures designed to achieve these goals.

### 3.1 National Pact for Training and Young Skilled Staff 2010–2014 and Alliance for Initial and Further Training

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#### 3.1.1 National Pact for Training and Young Skilled Staff 2010–2014

**Key data:**

Period: 2010–2014

Internet: [www.bmbf.de/de/2295.php](http://www.bmbf.de/de/2295.php)

**Training policy goals:**

Providing an adequate range of vocational training and qualification options for all young people willing and able to take part in training is a declared goal of the Federal Government, which seeks to involve both high-achieving and lower-achieving young people equally because only by integrating all its young people in education, training and employment will Germany be able to secure the skilled workers it needs. To achieve these ends, the Federal Government together with the top business and industry associations in June 2004 concluded the first "National Pact for Training and Young Skilled Staff in Germany", which makes provision for more involvement in training on the part of companies and additional efforts from state bodies.

In October 2010 the Training Pact was extended for another four years with new priorities and new partners including the Conference of Ministers of Education and Cultural Affairs (Kultusministerkonferenz – KMK) and the Federal Commissioner for Migration, Refugees and Integration. One significant issue in the ongoing development of the Training Pact's content was that its starting situation had fundamentally changed since 2004. Instead of a shortage of training places, and due to demographic, technological and economic developments, disparities in the training situation in different regions and industries are now resulting in a shortage of trainees, difficulties in filling training places and matching problems. At the same time a substantial number of applicants still do not



immediately succeed in making the transition from school into training, especially unplaced applicants from previous years, young people from migrant backgrounds, those with learning difficulties, and socially disadvantaged and disabled young people.

The Pact partners' main goal remains to offer all young people who are seeking training and mature enough to start training an offer of a training place that will offer them a recognised vocational qualification. Working under the motto of "making use of all potential", the current Training Pact, which will continue until the end of 2014, offers increased vocational training opportunities especially to young people who experience problems in making the transition from school into training. This involves improving the maturity that school leavers completing secondary general and intermediate school need for training at an early stage, providing more intensive support for low achieving young people, offering young people in the transition system effective qualification courses with real prospects, and integrating young people from migrant backgrounds into training. In the interest of securing a supply of skilled staff dual training should also be made more attractive to high-achieving young people.

#### **Results:**

The Pact partners have improved the training situation with a series of measures and provided impetus for modernising vocational training and these continued in 2014. Strengthening the dual system's capacity for integrating young people into training and employment, offering coherent support measures for applicants who do not immediately succeed in making the transition from school into training, resolving regional and industry-specific training market matching problems and establishing the equivalence of vocational and academic education and training are just some of the topics from the comprehensive catalogue of measures that the Pact Partners dealt with. 2014 was also marked by intensive discussions between the Federal and Länder governments, business and industry and unions as new Pact partners (the KMK, Conference of Ministers of Economics and Labour and Social Affairs – Wirtschaftsministerkonferenz and Arbeits- und Sozialministerkonferenz) on the new "Alliance for Initial and Further Training". On 12 December 2014 leading Alliance partners signed a joint undertaking and agreed on concrete contributions from all partners

designed to further sustainably improve the training market situation for companies and young people until 2018. The Alliance for Initial and Further Training will replace the Training Pact 2010 – 2014 after 2014.

### **3.1.2 Alliance for Initial and Further Training**

#### **Key data:**

Period: 2015–2018

Internet: [www.bmwi.de/DE/Themen/Ausbildung-und-Beruf/allianz-fuer-aus-und-weiterbildung.html](http://www.bmwi.de/DE/Themen/Ausbildung-und-Beruf/allianz-fuer-aus-und-weiterbildung.html)

#### **Training policy goals:**

On 12 December 2014 the "Alliance" partners signed a new "Alliance for Initial and Further Training". The Federal and Länder governments, BA, business and industry and unions want to work together to strengthen dual vocational training in Germany and campaign to establish the equivalence of vocational and academic education and training. They aim to put every person interested in training on a path to training that can provide them with a vocational qualification as soon as possible, with a clear priority on company-based training.

#### **Goals of the Alliance for Initial and Further Training:**

- considerably increase the significance and attractiveness of vocational training,
- further reduce the number of young people leaving school without qualifications,
- in keeping with the training guarantee promised in the Coalition Agreement, put every person interested in training on a path that can provide them with a vocational qualification as soon as possible,
- minimise problems matching applicants and companies in certain regions and occupations,
- on the basis of improved data reporting to increase both the number of training places offered and the number of companies willing to offer training,
- further reduce the number of young people in the transition system and orient the transition system as far as possible towards state-recognised company-based training occupations,

- further improve the quality of training, and
- expand continuing vocational training and in particular advanced vocational training.

#### Contributions from the partners:

##### Business and industry will seek to

- make an additional 20,000 training places available in 2015 compared with the number of training places registered with the BA in 2014. A further goal is to keep these numbers stable in coming years;
- make every young person who is ready to start training but has no training place on the 30.09. an offer of three company-based training places;
- offer 500,000 internship positions to school students as part of careers orientation annually and enable every interested school to cooperate with companies in this area;
- provide 20,000 introductory training places annually;
- has declared a willingness to increase the rate at which young people in cooperative non-company training are integrated into company-based training after their first year of training.

##### The Federal Government

- acting on the initiative of the BMAS, has decided to introduce assisted training for a specific period and expand the group of persons eligible for support for apprentices during training under employment promotion law, fulfilling commitments the Federal Government made in the Alliance for Initial and Further Training. In a first step up to 10,000 assisted training places will be offered for the 2015/2016 training year. The instrument of assisted training will be implemented until the end of the 2018/2019 training year, so for four new entry cohorts and the Alliance partners will seek to continue it further;
- and the BA will secure the financing and implementation of career start coaching as part of the “Educational Chains” (Bildungsketten) initiative until end of the 2018/2019 training year;

- will continue and expand successful projects such as “KAUSA” (Coordinating Office for Vocational Training and Migration) and “VerA” (Verhinderung von Abbrüchen und Stärkung von Jugendlichen in der Berufsausbildung);

- will launch its own initiative to specifically recruit university dropouts into company-based initial and continuing vocational education and

- modify the Master BAföG.

##### The Länder will

- building on their individual programmes and structures and in cooperation with the Federal Government, develop a coherent concept for careers orientation and the transition from school into work;
- with the BA ensure that the of value dual training as a potential prospect is more strongly communicated in careers orientation in future, including at grammar schools;
- work to anchor careers orientation as a permanent part of teacher training and continuing and advanced teacher training and as a task of schools, with support from the BA;
- ensure high quality in vocational schools through regular evaluations;
- promote greater opening of higher education institutions for holders of vocational qualifications and for the transfer of credits between higher education institutions for selected occupations and degree courses with similar content;
- campaign to maintain vocational school services within reasonable distances;
- review the feasibility of offering free, inter-regional public transport tickets to young trainees to support the mobility of young people.

#### The unions will

- develop in cooperation with business and industry a complaints management process for trainees and trial it as a pilot in selected regions;
- work with business and industry and Länder governments to formulate quality standards for company placements for school students as part of careers orientation;
- together with business and industry and with support from the Federal government promote the implementation of continuing education measures in practice as part of the ESF Social Partner Directive “Securing a supply of skilled staff: promoting further training and equality”;
- cooperate with business and industry to highlight examples of good training.

#### All Partners will

- carry out joint measures to significantly increase the rate of participation of young migrants in training;
- develop and consult on shared criteria for success for the various “Jugend und Beruf” (Youth and Employment) working groups;
- promote vocational training through a joint campaign and a “Training Week”;
- regularly review the agreed goals and contributions and adapt them as required.

High-achieving young people (especially university dropouts), young people with poor starting chances (e. g. young migrants), people with disabilities, those with no vocational qualifications and young people with family responsibilities are among the “Alliance” target groups. The Alliance for Initial and Further Training will replace the National Pact for Training and Young Skilled Staff when its term expires at the end of 2014.

#### Looking ahead:

The Federal and Länder governments, business and industry and unions will begin implementing “Alliance” measures in 2015. The Federal Government will initiate the necessary statutory changes.

## 3.2 The “Educational chains leading to vocational qualifications” (“Abschluss und Anschluss – Bildungsketten bis zum Ausbildungsabschluss”) initiative

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#### Key data:

Period: Since 2010

Funding volume: € 460 million for the period from 2010 to 2014 (including the career start coaching special programme, potential analyses, careers orientation programme and VerA)

Internet: [www.bildungsketten.de](http://www.bildungsketten.de)

#### Training policy goals:

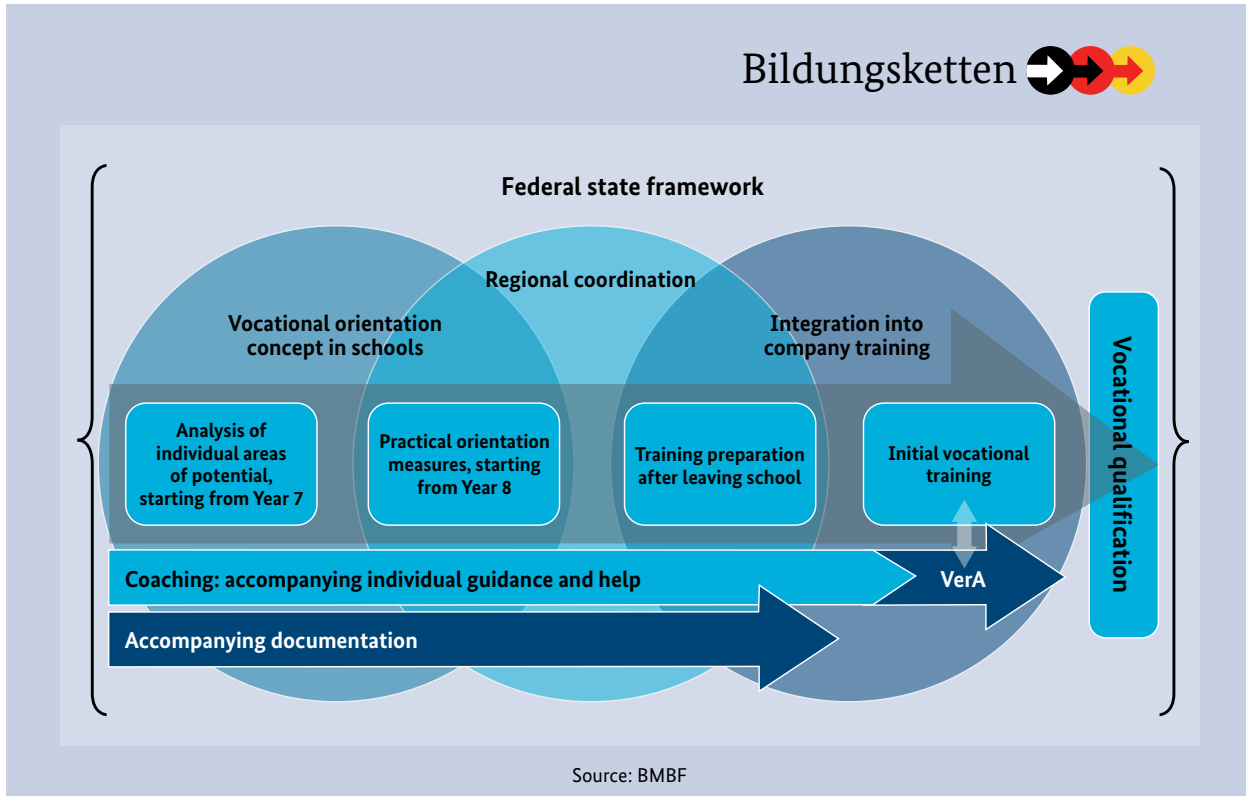
The goals of the BMBF’s Educational chains leading to vocational qualifications (“Abschluss und Anschluss – Bildungsketten bis zum Ausbildungsabschluss”) initiative, an integral part of the National Pact for Training and Young Skilled Staff 2010 to 2014, are to comprehensively ensure young people’s success in education and training and successively develop a structured and coherent funding and support policy von Federal and Länder governments in careers orientation and in the transition system. It is centred on potential analyses, workshop days and individual full-time and coaching for students at schools and trainees provided by both full-time professionals and volunteer experts.

#### Results of the Federal funding and support:

To achieve these goals, the BMBF has integrated various programmes and activities involving the transition from school into dual vocational training into the initiative, in particular the “Vocational orientation in inter-company vocational training centres and comparable institutions” programme (Berufsorientierungsprogramm in überbetriebliche und vergleichbare Berufsbildungsstätten – BOP), the JOBSTARTER training structure programme, the expert volunteers’ projects “Verhinderung von Ausbildungsabbrüchen” (VerA) and coach@school provided by the Senior Experts Service Bonn.

The Federal and Länder governments formulate joint agreements on implementation and quality standards in the relevant areas (careers orientation, career start coaching, potential analyses and voluntary coaching). The successful concepts of individual Länder

Chart 19: Overall concept of the “Educational Chains” (Bildungsketten) initiative



are supported and further developed. The Federal Government and BA aim to conclude agreements with all the Länder to comprehensively anchor “Educational Chains” initiative instruments in the long term. Successful individual Länder schemes are transferred for implementation outside Länder borders.

The BMBF has already concluded bilateral Federal and Länder government agreements to comprehensively anchor “Educational Chains” instruments in the regular training systems of the Länder of Hessen, Thuringia, Baden-Wurttemberg and North Rhine-Westphalia and the agreements will be continued and expanded. The Initiative is implemented in close cooperation between the BMBF, BMAS, BA and Länder. Further agreements will also be concluded to implement the different funding and support schemes as part of an overall national concept and Federal Government and BA funding and support instruments will be specifically embedded in individual Länder concepts.

The “Educational chains” initiative will work together with the Länder on their shared goal of making the

transition system more systematic and informing young people mature enough to start training about training options within the context of Länder structures that will lead to vocational qualifications. Federal and Länder transition system measures will also be oriented more towards fully qualifying company-based vocational training. The Conference of Ministers of Education and Cultural Affairs (KMK) has already made forward-looking recommendations on optimising and standardising school-based courses in the transition system for the Länder (KMK resolution of 11 October 2013).

The Federal and Länder governments jointly formulate agreements on implementation and quality standards in areas such as careers orientation, career start coaching, potential analyses and coaching by volunteer experts. The successful concepts of individual Länder are supported and further developed.

The “Educational chains” service office (“Servicestelle Bildungsketten”) was set up within the BIBB to provide accompanying research and public relations for the initiative.

### 3.3 Measures and programmes supporting careers orientation and vocational training place applications

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#### 3.3.1 The BMBF's 'Vocational orientation in inter-company vocational training centres and comparable institutions programme' (Berufsorientierungsprogramm des BMBF in überbetrieblichen und vergleichbaren Berufsbildungsstätten – BOP)

##### Key data:

Period: from April 2008 until June 2010 a pilot project; since then unlimited

Funding since 2008: approx. € 338 million

Funding volume 2014: € 75 million

Internet: [www.berufsorientierungsprogramm.de](http://www.berufsorientierungsprogramm.de)

##### Training policy goals:

The "Vocational orientation in inter-company vocational training centres and comparable institutions" program (Berufsorientierungsprogramm in überbetriebliche und vergleichbare Berufsbildungsstätte – BOP) is part of the "Educational chains" initiative and offers Grade 7 students a potential analysis followed by two weeks of practical work experience in a vocational training institution workshop in Grade 8. The programme aims to support students and motivate them to improve their school leaving qualifications in the medium term and choose an occupation that is right for them, as well as making the transition from school into training easier. It aims to improve the maturity students need to enter training and prevent them from dropping out of training in future.

##### Results of the Federal funding and support:

This vocational orientation programme started on 1 April 2008. By the end of November 2014 the BIBB, which manages the programme for the BMBF, had approved measures for around 755,000 young people. Federal-Länder government agreements have already been concluded with the Länder of Thuringia and North Rhine –Westphalia to ensure that they comprehensively implement and establish the programme. Following up on these successful examples, the BMBF is currently conducting negotiations with the Länder on systemically embedding the programme in the

"Educational chains" initiative. Funding regulations were updated on 18 November 2014 to accommodate experience with the programme so far, take changes to the school system into account and support embedding the programme in Federal-Länder government agreements.

The BMBF has had a very positive response to this programme from participating young people and their parents and from industry and schools. Monitors evaluate the programme to assess its effectiveness and make adjustments where necessary. Interim reports on the programme are published regularly on its website.

#### 3.3.2 Career-choice passport

##### Key data:

Period: Since July 2014 an official partner in the BMBF's "Educational chains leading to vocational qualifications" ("Abschluss und Anschluss- Bildungsketten bis zum Ausbildungsabschluss") initiative

Internet: [www.berufswahlpass.de](http://www.berufswahlpass.de)

##### Training policy goals:

The Career-choice passport is a workbook and documentation folder that helps young people to find their way into an occupation that suits them. School students are given a medium that supports them through the careers orientation process at school and offers them an opportunity to document and reflect on that process. The passport can also be used to coordinate and correlate various vocational orientation activities.

The Career-choice passport is issued by the Bundesarbeitsgemeinschaft Berufswahlpass (Federal Career-choice passport Working Group), of which 13 Länder, the BMBF and BA are members.

##### Results of the Federal funding and support:

Integration of the Career-choice passport into the "Educational chains" Initiative and coordination of the Bundesarbeitsgemeinschaft Berufswahlpass (Federal Career-choice passport Working Group) by the "Educational chains" service office (Servicestelle Bildungsketten) since July 2014 has ensured that the Career-choice passport is being developed jointly with the Länder and can become an instrument for binding use in the career choice process. Young people can

actively use the passport to systematically plan and link various stages in their careers choice process and it also makes it easier for them to present their results.

### 3.3.3 BA careers counselling and orientation measures

#### Key data:

Statutory benefit defined in the German Social Code (S. 48 of the SGB III)

Funding in 2014 (SGB II and III): € 49.1 million

Internet: [www.arbeitsagentur.de](http://www.arbeitsagentur.de)

#### Training policy goals:

The stronger preventative approach taken towards formulating and implementing employment market policy by the BA in recent years is being resolutely continued. Funding is available for intensive careers orientation and career choice preparation measures for students at general education schools if third parties co-finance at least 50 % of the funding amount. In designing and planning measures the particular requirements of school students with special education needs and severely disabled students should be explicitly taken into account. These youngsters need extra support in the area of careers orientation and preparing to make careers choices while they are still at school so they should receive intensive and comprehensive assistance in developing their future occupational prospects.

#### Results of the Federal funding and support:

The greater flexibility incorporated into careers orientation measures some time ago has proven its value. In establishing and consolidation the funding instrument in this context the BA has strengthened the preventative impact of careers orientation and supported the goals of the preceding Training Pact.

### 3.3.4 coach@school pilot project

#### Key data:

Period: 01.12.2010 to 31.08.2015

Funding volume: € 0.735 million

Internet: [www.ses-bonn.de/was-tun-wir/ses-und-schulen/coachschooll.html](http://www.ses-bonn.de/was-tun-wir/ses-und-schulen/coachschooll.html)

#### Training policy goals:

At the end of 2010, the Senior Experts Service (SES) launched the coach@school pilot project, which was commissioned by the BMBF and accompanies the career start coaches special programme. Volunteers help by providing independent careers orientation coaching and offering school students continuous support in their everyday lives. A two-day seminar prepares Senior Experts for their role.

The service is offered in Bremen, Hessen, Lower Saxony, North-Rhine Westphalia, Saxony and Saxony-Anhalt in schools at which no full time career start coaches are deployed. Schools determine the type and range of Senior Expert services they need and up to four volunteers can work at each school. The Experts aid students in final-year classes and cooperate closely with the school authorities, providing students with individual assistance as well as offering support services to groups. They support students mainly in looking for internships and training places, drafting job application documents, preparing for job interviews, they share their expertise on particular occupational fields and arrange visits to companies and education and training trade fairs.

#### Results of the Federal funding and support:

In the 2013/2014 school year the coach@school project worked with around 1,400 students at 56 schools. Senior Experts helped more than 200 students find a training place and 300 students find an internship.

### 3.3.5 The “Berufliche Bildung – praktisch unschlagbar” (Vocational training – practically unbeatable) information campaign

#### Key data:

Period: 2014–2015

Funding volume: around € 2 million annually (half each from the BMBF and BMWi)

Internet: [www.praktisch-unschlagbar.de](http://www.praktisch-unschlagbar.de)

**Training policy goals:**

Dual training and continuing vocational training play a major role in securing a supply of young skilled workers, so the Federal Government and business and industry groups agreed in the National Pact for Training and Young Skilled Staff (2010–2014) to raise awareness of dual training. To this end, the BMBF and BMWI started the “Berufliche Bildung – praktisch unschlagbar” (Vocational training – practically unbeatable) joint information campaign in November 2011. Business and industry groups involved in the Training Pact supported the campaign and it reached its scheduled end in 2013. In 2014 the decision was taken to extend the campaign.

The information campaign addresses young people and young adults all over Germany, communicating the diversity, benefits and prospects of vocational training in a way that fits in with their age group and situations. A motivational message is broadcast over a range of appropriate formats (posters, a press and media campaign, an “info tour”, campaign website, social media, publications and events) that positions dual vocational training as a realistic and attractive option for successful educational, training and employment and highlight the diverse opportunities provided by initial and continuing vocational training in a broader public space.

**Results of the Federal funding and support:**

The “Berufliche Bildung – praktisch unschlagbar” information campaign is now well known all over Germany and has achieved success in a range of different areas:

- its website provides comprehensive information on initial and continuing vocational training,
- the national “infotour” is established and in demand at schools, companies and education and training institutions,
- the campaign’s Facebook page has over 5,000 friends.

In 2014 the campaign again helped to enhance the attractiveness of vocational training.

**3.3.6 Target group-specific careers orientation measures****3.3.6.1 Girls’ Day****Key data:**

Period: 2014–2017

Funding volume: € 1.2 million

Internet: [www.girls-day.de](http://www.girls-day.de)

**Training policy goals:**

“Girls’ Day” aims to motivate young girls and women to embark on vocational training or a course of study and subsequent careers in occupations that they may have hitherto rarely considered. National Girls’ Day is usually held on the fourth Thursday in April. Every year on this day, technical companies, companies with technical departments and training programmes, and universities and research centres open their doors to girls in the 5<sup>th</sup> to 10<sup>th</sup> grades at school, giving them insights into the world of work and opportunities to make contacts with those responsible for traineeships and personnel at an early stage.

**Results of the Federal funding and support:**

Girls’ Day, with its national orientation and regular date, bundles individual regional initiatives and has achieved a uniquely broad impact. Since the action started in 2001, more than 1.5 million girls have participated nationally in around 100,000 events.

Every Girls’ Day is accompanied by scientific research. Over 95 % of the participants surveyed in 2013 found the Day “good” or “very good”, as did over 88 % of the companies involved. More than 40 % of the companies involved were asked about internships and training and study course places on Girls’ Day. 28 % of the companies that had participated several times subsequently received applications for internships and training places from young women who had visited them as school students during Girls’ Day and the companies subsequently employed 60 % of these applicants. After 14 years of Girls’ Day, the Federal funding is showing first successful results. The proportion of women in many STEM occupations, although still relatively low, has increased and the image of technical occupations for young women has been improved. Enterprises and institutions that have repeatedly taken part in Girls’ Day have also shown a greater commitment to other measures to recruit

young women into STEM occupations than those participating for the first time.

The successful Girls' Day concept has increasingly attracted international attention and 19 other countries have now held similar "Days" based on the German model.

### 3.3.6.2 Boys' Day

#### Key data:

Period: 2014–2017

Funding volume: € 2.15 million

Internet: [www.boys-day.de](http://www.boys-day.de)

#### Training policy goals:

Boys' Day gives boys chances to plan their lives and careers with new options. Central goals of Boys' Day include expanding the range of occupations boys choose from, providing more flexible concepts of male roles, and improving boys' social skills.

Events are held without girls both in and outside school for boys in Grades 5–10.

Boys' Day activities concentrate particularly on early childhood education and nursing caring and social services occupations because there is a growing need for male skilled staff in these areas. The "Boys' Day Radar" helps boys find a Boys' Day activity that interests them and introduces them to people they can contact later with job applications.

#### Results of the Federal funding and support:

Since the introduction of Boys' Day across Germany in 2011, its exceptionally broad impact has resulted in the number of vocational activities offered specifically for boys being expanded. Existing and new activities for boys are supported and relevant networks extended. In the first four years after its start in 2011, more than 130,000 boys participated in over 19,000 Boys' Day activities.

The results of an evaluation carried out in 2013 show that boys are open to and interested in alternative occupational and life planning. Over 90 % of the boys found Boys' Day 'good' or 'very good'. Half of them said they had found out about an occupational area they were interested in on Boys' Day and more than

a quarter of them (27 %) said they would like to pursue a career in a field they had learned about on Boys' Day. 60 % of the boys had organised their participation in Boys' Day themselves and over a third of Boys' Day activities in 2013 took place because of the boys' own initiative, with boys proactively asking for one-day traineeships with companies.

Participating companies and institutions were as enthusiastic about Boys' Day as the boys. Well over 80 % of the organisations, companies and institutions that took part in Boys' Day in 2013 regarded it as 'good' or 'very good'.

### 3.3.6.3 Careers orientation as part of the 'Initiative Inklusion' funding programme

#### Key data:

Period: 2011–2017

Funding volume: € 80 million from the national rehabilitation fund (Ausgleichsfonds)

Internet: [www.bmas.de](http://www.bmas.de)

#### Training policy goals:

Young people with disabilities need special support and funding to enable them to participate fully in working life. Their needs and potential must be identified as early as possible because only then can they be successfully and sustainably integrated into the labour market. One important component of their integration is careers orientation, which must begin in good time before students leave school (during the penultimate year of school).

The BMAS "Initiative Inklusion" promotes the integration of severely disabled people into working life through a measure within the Federal Government's National Action Plan to implement the United Nations Convention on People with Disabilities (NAP). Action Area 1 of the Initiative, "careers orientation", supports the establishing and ongoing development of structures and measures to improve the careers orientation of severely disabled school students, especially those with special educational needs. The Action Area aims to provide intensive preparation for the transition into working life for 20,000 severely disabled young people, using € 40 million of funding from the national rehabilitation fund (Ausgleichsfonds). This funding and support scheme was extended in 2013



so measures beginning in 2014/2015 and 2015/2016 school years will also be funded. € 80 million has been made available for careers orientation measures for 40,000 young people.

This funding and support programme was set up for the Länder, which design and carry out these careers orientation measures in cooperation with the relevant BA regional directorates. The current goal is to incorporate this measure into the standard support provided by the Federal (BA) and Länder governments under the provisions of S. 48 of the German Social Code (SGB III) after the programme expires at the end of the 2016/2017 school year. By that time the Länder will have been able to establish a sustainable financial basis for the measures.

**Results of the Federal funding and support:**

The programme started in the autumn of 2011. Some Länder were able to make use of existing structures but in most cases appropriate structures had to first be created, so many measures started later than planned. Nonetheless, by the reference date of 30 September 2014 (end of the funding period and reaching the target number of cases set at the outset of the programme) around 18,000 vocational orientation measures for severely disabled school students had been initiated.

## 3.4 Measures and programmes for optimising transition management

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### 3.4.1 The career start coaches special programme

**Key data:**

Period: 2010–2014

Funding until the end of 2014: € 165.7 million

Internet: [www.bildungsketten.de](http://www.bildungsketten.de)

**Training policy goals:**

In 2010 the BMBF launched the career start coaches special programme as part of the “Educational chains” (“Abschluss und Anschluss – Bildungsketten bis zum Ausbildungsabschluss”) initiative with the goal of enabling young people who need extra support to make a successful transition into training. Around 1,000 full-time career start coaches at over 1,000 schools support the young people in their personal development and careers choice process and through the transition into company-based training and their first year of training. After the special programme ends, career start coaching will be continued as part of the ESF and Federal Government co-financed career start coaching (“Kofinanzierte Berufseinstiegsbegleitung”) programme.

**Results of the Federal funding and support:**

By the end of 2014 19,110 career start coaching places had been offered to young people and 947 career start coaches (full time equivalent) were deployed at over 1,000 schools and over 36,000 young people have taken part since the special programme began. The career start coaches special programme replaces the existing SGB III current career start coaches instrument defined in the German Social Code (S. 421s of SGB III (old version) and S. 49 SGB III as amended)

The “Educational chains” service office (“Servicestelle Bildungsketten”) was set up within the BIBB to provide accompanying research for relevant actors and public relations for the initiative.

### 3.4.2 Career start coaching provided by the Federal Employment Agency (BA) as defined in S. 49 of the German Social Code (SGB III)

#### Key data:

Standard support as defined in the German Social Code (SGB III, S. 49)

Funding volume in 2014 (SGB III): € 77.7 million

Internet: [www.arbeitsagentur.de](http://www.arbeitsagentur.de)

#### Training policy goals:

Career start coaching provides individual and continuous support to students in general education schools who need it to manage the transition from school into vocational training, usually from their penultimate year of school until the first half year of vocational training, or, if they do not immediately make the transition, for up to 24 months after they leave school. With the passing of the Act to improve chances of integration into the labour market (Gesetz zur Verbesserung der Eingliederungschancen am Arbeitsmarkt) on 1 April 2012 a requirement for third party co-financing of 50 % of total costs was also introduced.

In the new ESF funding period starting in 2014 career start coaching is being co-financed through ESF funding made available to the BMAS. From 2015, as well as the original 1,000 model schools specified in S. 421s of the German Social Code (SGB III old version), another 1,000 model schools in the Career start coaches special programme, part of the BMBF's "Educational Chains" ("Bildungsketten") initiative, will receive ESF and Federal Government funding and the programme will be expanded to include another 500 schools. A total of € 1.06 billion has been allocated for these programmes; € 530 million from ESF funding and from BA funding. Measures started in mid-March in 2015 and will be offered for five cohorts of school leavers.

#### Results of the funding and support:

An average of 47,560 school students were supported through career start coaching in 2014.<sup>121</sup> Six months after completing the measure around 33 % of the participants were in employment subject to social security contributions (integration rate).<sup>122</sup> This funding

instrument has been continuously evaluated since 2010 and interim annual reports can be downloaded from the BMAS website.<sup>123</sup>

### 3.4.3 Pre-vocational education and training measures

#### Key data:

Standard funding support under the German Social Code (SGB III, S.s 51 to 54 and S. 112 of the SGB III ff.), integration into employment

Funding volume in 2014 (SGB III) € 232.6 million

Internet: [www.arbeitsagentur.de](http://www.arbeitsagentur.de)

#### Training policy goals:

Pre-vocational education and training measures as defined in the German Social Code (SGB III) prepare young people who need extra support for vocational training or, if they can't start vocational training due to individual personal reasons, for integration into the mainstream labour market. Pre-vocational education and training measures also,

- give participants an opportunity to assess and evaluate their skills and abilities in the run-up to choosing an occupation, orient themselves within a range of potentially suitable occupations and decide on one;
- equip participants with the abilities and skills they need to start initial vocational training or if they cannot, or not yet start, to enter employment. The education and training program covers the acquisition of a secondary general school certificate or equivalent school leaving qualification or training.
- pre-vocational education and training measures also support young people with insufficient language skills in gaining and improving a command of German.

Pre-vocational education and training measures specifically provided for disabled young people with the goal of subsequent placing them in training are usually funded for up to 11 months. Measures that aim to integrate the young people into employment can

<sup>121</sup> Contains interim, projected figures for December 2013

<sup>122</sup> Cumulative exits March 2012 to February 2013; Participants in school-based vocational training or who are continuing to attend a general education school to obtain a higher

school leaving qualification are not included in the integration rate.

<sup>123</sup> See also [www.bmas.de/DE/Service/Publikationen/Forschungsberichte/fb414-berufseinstiegsbegleitung.html](http://www.bmas.de/DE/Service/Publikationen/Forschungsberichte/fb414-berufseinstiegsbegleitung.html)

be funded for up to 18 months. The place in which a pre-vocational education and training measure is carried out is determined according to the disabled individual's specific requirements. Once a need for extra support has been identified, individuals may be entitled to the basic vocational training allowance, training allowance or a transition allowance in individual cases.

Pre-vocational education and training measures with a production-oriented approach have been offered from 1 January 2013 as a further pre-vocational alternative based on the provisions of the German Social Code (SGB III). To do this, the Federal Employment agency (BA) drafted an expert concept that included approaches used in manufacturing colleges and youth workshops and taking the legislative orientation of S. 51 of the German Social Code (SGB III) into account. This is a low entry-level, wide ranging concept that complements general pre-vocational training measures, remedies training deficits and trains participants' social skills. BA funding is provided only if there is at least 50 % third-party financing. The Länder are designated co-financers.

72,400 young people in need of extra support participated in BA pre-vocational education and training measures in 2014.<sup>124</sup> Six months after completing the measure, 37.3 % of the participants were employed in jobs subject to social insurance contributions (integration rate).<sup>125</sup>

In introducing pre-vocational training measures with a production-oriented approach, the BA has intensified its efforts to make use of all additional potential to secure a supply of skilled staff.

### 3.4.4 Introductory training

#### Key data:

Standard funding and support under the German Social Code (SGB III, S.54a)  
Funding volume in 2014 (SGB III and II): € 37.8 million  
Internet: [www.arbeitsagentur.de](http://www.arbeitsagentur.de)

<sup>124</sup> Contains interim, projected figures for December 2014

<sup>125</sup> Cumulative exits, March 2013 to February 2014

#### Training policy goals:

The principal intention behind introductory training is to give young people whose prospects of being placed in training are limited for individual reasons an opportunity to acquire or enhance their vocational skills. Introductory training offers also companies providing training an opportunity to get to know young people, not just in a brief job application interview, but to observe their skills and abilities over a period of six to twelve months in daily work processes. Industry has made a commitment to provide 20,000 company-based introductory training places annually that will build bridges into training for young people as part of the "Alliance for Initial and Further Training". Specific forms of introductory training are also offered for disadvantaged youngsters (EQ-Plus) and young people from migrant backgrounds and companies are specifically recruited to get involved in these. Employers receive a subsidy of up to € 216 monthly for remuneration of the young person in introductory training plus a flat-rate contribution towards the average total social security insurance amount payable.

#### Results of the funding and support:

18,499 young people began introductory training in 2014.<sup>126</sup>

Company-based introductory training has been continuously evaluated since 2009. Findings from the accompanying research show that introductory training has opened doors into company-based vocational training for unplaced applicants. 69 % of participants had started training within six months after completing introductory training. A concluding evaluation report issued in March 2012 can be downloaded from the BMAS website.<sup>127</sup>

### 3.4.5 QualiboXX

#### Key data:

Period: 01.01.2013 to 31.12.2014  
Funding volume:  
Internet: [www.qualiboxx.de](http://www.qualiboxx.de)

<sup>126</sup> Contains interim, projected figures for December 2014

<sup>127</sup> See also [www.bmas.de/DE/Service/Publikationen/Forschungsberichte/fb-eq-abschlussbericht-maerz-2012.html](http://www.bmas.de/DE/Service/Publikationen/Forschungsberichte/fb-eq-abschlussbericht-maerz-2012.html)

**Training policy goals:**

The qualiboXX Internet portal is run by the BIBB for the BMBF and designed for professionals and other actors working in the area of the transition from school into work. The instrument flanks activities carried out as part of the “Educational Chains” (“Bildungsketten”) initiative. qualiboXX offers specialist information as well as a work and communication platform that can be used for networking, organising work and supporting educational activities. The platform functions as a structure accompanying various programmes, initiatives and regional networks and in the Community area actors can network and use digital tools to intensify cooperation. It supports multi-professional cooperation between teachers and instructors, education and training personnel, local government staff and other actors. Fields of action for the platform’s target group range from careers orientation and preparation for vocational training and employment through to funding and support for training and forms of assisted training.

qualiboXX will be merged in future with the BIBB Good Practice Center, which is the central office and transfer agency in this area, works in the same fields of activity and addresses the same target group. They will then work together to offer a modern education and training Internet portal.

**Results of the Federal funding and support:**

qualiboXX presents publications on topics involving developments in the fields of activity mentioned above, with dossiers on subjects such as “Assisted training” and “Functional illiteracy in the transition from school into work”. Interviews with experts in the field and reports from their practice complement the format. In the Community section, members of almost 100 working groups network in the context of Federal programmes (e.g. the “Educational Chains” (“Bildungsketten”) initiative), Länder initiatives (e.g. the “Kein Abschluss ohne Anschluss” scheme in North-Rhine Westphalia) and regional networks (e.g. Jobstarter Regionalbüro Ost). The portal has succeeded in addressing actors from all over Germany who are working in the area of the transition from school into work. More than 20,000 education and training specialists are registered in the site’s members’ area. They now also use the qualiboXX app for mobile communications and to organise their work. 600 institutions were also registered with individual specialist areas in which they can offer additional educational

support in 100 courses in the areas of language tuition, mathematics skills, life and work, and careers orientation.

### 3.4.6 The “New ways into dual training – heterogeneity as chance to secure a supply of skilled staff” funding priority

**Key data:**

Period: 2011–2014

Funding volume: € 7.35 million

Internet: [www2.bibb.de/bibbtools/de/ssl/4928.php](http://www2.bibb.de/bibbtools/de/ssl/4928.php)

**Training policy goals:**

This funding and support scheme developed and trialed innovative concepts to support small and medium-sized enterprises in providing training so as to effectively prevent an impending shortage of skilled workers. It focussed on support concepts for training young people with very heterogeneous prerequisites, especially those who have hitherto not been considered for training.<sup>128</sup> Funded by the BMBF, the Federal Institute for Vocational education and Training (Bundesinstitut für Berufsbildung – BIBB) provided funding and support for 17 model projects as part of its statutory remit as defined in S. 90 Para. 3 No. 1d of the Vocational Training Act (Berufsbildungsgesetz).

**Results of the Federal funding and support:**

The project was launched in the spring of 2011 and with the exception of a few projects ended with a transfer event on 7 May 2014. Results have been positive. The spectrum of services offered was as diverse as that of dual training occupations and ranged from prevocational measures through vocational preparation in companies at the outset of careers orientation, part time vocational training, training in temporary employment, direct training assistance and network building up to increasing the attractiveness of dual training. By helping small and medium-sized enterprises provide dual training, especially for disadvantaged young people, the services, now mainly established as standard schemes, contribute to forging successful “Educational Chains” (Bildungsketten) and help prevent premature termination of training. The close involvement of around 1,600 partners in business and industry ensured that the projects developed were

<sup>128</sup> See also the BBB 2013 p. 54

specifically grounded in practice. The models trialed were closely oriented towards the companies' heterogeneous regional, industry and occupation-specific need for support. Over 330 project partners cooperated with each other through formal cooperation agreements, establishing a broad basis for the projects developed. The instruments, which were developed and trialed in practice in companies, are explained and presented for discussion on the [www.foraus.de](http://www.foraus.de) Internet forum for training professionals.

### 3.4.7 JUGEND STÄRKEN Initiative

#### Key data:

Period: since 2008

Funding volume: ESF and Federal Government funding  
Internet [www.jugend-staerken.de](http://www.jugend-staerken.de)

#### Training policy goals:

This initiative focuses on disadvantaged young people with and without migrant backgrounds who need special social and educational support to manage the transition from school into work (S. 13 of the German Social Code (SGB VIII), youth social work), in particular young people who are not or no longer reached by regular services in school, vocational training or as part of basic income and employment support services under the German Social Code (SGB II and SGB III). The support offered under this initiative aims to activate and strengthen young people making the transition from school into work. Individual mentoring and targeted services support their educational, occupational and social integration with the goal of helping them to continue their education or training or to pursue another form of education or training.

#### Newest developments:

The 2007–2013 ESF funding period concluded in 2013, also ending the three ESF JUGEND STÄRKEN initiative programmes: “JUGEND STÄRKEN: Aktiv in der Region” (Active in the region) (until December 2013), “Schulverweigerung – Die 2. Chance” (Second chance for truants) and “Kompetenzagenturen” (funded until December 2013 and June 2014). The more than 430 nationally funded youth migrant services will continue their work.

In the new 2014–2020 ESF funding period, the Federal Ministry for Family Affairs, Senior Citizens and Youth (Bundesministerium für Familie, Senioren,

Frauen und Jugend – BMFSFJ), working in cooperation with the Federal Ministry for the Environment, Nature Conservation, Building and Nuclear Safety (Bundesministerium für Umwelt, Naturschutz, Bau und Reaktorsicherheit – BMUB) launched the new “JUGEND STÄRKEN im Quartier” model programme, which has been implemented by around 185 local authorities (local providers of public youth welfare services) in 15 Länder since early 2015. The model programme incorporates proven elements from previous ESF programmes in the JUGEND STÄRKEN Initiative and national ESF “Education, economy and employment in the local neighbourhood” (“Bildung, Wirtschaft, Arbeit im Quartier” – BIWAQ) programme (which focuses on activities in the area of the transition from school into work) and further develops them into a holistic concept. Local authorities can design projects to meet local needs based on four methodological modules and they can then be implemented by local government and/or private youth social welfare service providers:

1. Case Management (intensive individual social and educational assistance)
2. Youth social work outreach
3. Low-level entry counselling and clearing
4. Micro-projects in specific urban areas

Local authorities coordinate and manage implementation of the measures, working in close cooperation with private youth social welfare service providers, Jobcenters, employment offices, local area management, companies and other local partners.

The BMFSFJ and BMUB bundle ESF funding specifically in those districts facing greater social and labour market policy integration challenges (“social trouble spots”). The micro projects aim to not only strengthen young people's personalities but also to add value to the district, by helping young people establish a community park or launch an intercultural festival, for example. In this way “JUGEND STÄRKEN im Quartier” contributes to integrated and socially just urban development. From 2015 until 2018 the Federal Government will assist local authorities that are particularly affected by an influx of young people from Eastern and Central Europe with around € 5 million of federal funding to provide the co-financing required as part of ESF funding.

The “JUGEND STÄRKEN: Junge Wirtschaft macht mit!” (Young entrepreneurs get involved) project, which started in early 2012 and had reached around 1,500 disadvantaged young people by the end of 2013, will be continued in 2014 and 2015 as a complementary module of the JUGEND STÄRKEN initiative. In the “JUGEND STÄRKEN: 1.000 Chancen” (1,000 chances) project, young entrepreneurs work with social and education experts to offer local low entry-level services to disadvantaged young people, providing them with practice-based insights into the world of work. One of the project activities was the first national “Ein Tag Azubi” (Trainee for a day) campaign. Held on 30 September 2014, it involved 150 companies from all over Germany offering around 180 young people a chance to personally experience a trainee’s working day and get to know a specific training occupation better over the space of a single day.

### 3.4.8 The ESF and Federal Government “Education economy and employment in the local neighbourhood” (“Bildung, Wirtschaft, Arbeit im Quartier” – BIWAQ) programme

#### Key data:

Period: ESF funding period 2014–2020  
(2 rounds of funding: 2015–2018 and 2019–2022)  
ESF funding period 2007–2013 (2 rounds of funding 2009–2012 and 2011–2014)

Funding volume:

ESF funding period 2014–2020: up to € 90 million of ESF funding, up to € 64.5 million of Federal funding  
ESF funding period 2007–2013: up to € 124 million of ESF funding and up to € 60 million of Federal funding  
Internet: [www.biwaq.de](http://www.biwaq.de)

#### Training policy goals:

The Federal Ministry for the Environment, Nature Conservation, Building and Nuclear Safety (BMUB) social environment-oriented labour market programme aims to improve the social and employment prospects of the long-term unemployed in disadvantaged local and urban areas covered by the “Soziale Stadt” (Social City) urban development programme and also focuses on strengthening local economies. The targeted integration of urban development investment into labour market policy instruments is designed to help stabilise and improve living conditions for people living in disadvantaged local and urban areas.

BIWAQ has succeeded in reaching and motivating target groups in disadvantaged local and urban areas through innovative interventions. In the new 2014–2020 funding period, labour market policy projects will be funded to

- promote the sustainable integration of unemployed and long-term unemployed women and men aged 26 and over into employment,
- help strengthen local economies,
- link with other integrative urban development areas of action to add value in local neighbourhoods and improve social cohesion in inner-city areas.

The project aims to improve the qualifications and social and employment prospects of local residents, thereby enhancing the value and amenity of local areas generally. “BIWAQ” projects are concretely matched with local needs for action, tie in with local authorities’ integrative development concepts in the area of the ‘Social City’, and are incorporated into urban development investment projects. They focus on action in the areas of education, employment, integration and the participation of local residents and on value creation in local neighbourhoods. Cooperative ventures and networking with local social and business partners and associations secure project outcomes for the long term.

In the new 2014–2020 funding period an inter-organisational cooperative venture will begin with the Federal Ministry for Family Affairs, Senior Citizens and Youth (Bundesministerium für Familie, Senioren, Frauen und Jugend) covering the “Transition from school into work” area of action, which was part of BIWAQ in the last funding period. The ESF’s “JUGEND STÄRKEN im Quartier” model programme will trial various services for young people aged under 27 to help them overcome social disadvantage and individual adversity and integrate into employment.

### 3.4.9 The ESF and Federal programme to provide labour market support for those with a right to stay in Germany and refugees with access to the labour market

#### Key data:

Period: June 2008–June 2015 in two rounds of funding  
 Funding volume: € 37.5 million from BMAS funding, € 57 million from ESF funding  
 Internet: [www.esf.de/portal/DE/Ueber-den-ESF/Geschichte-des-ESF/Foerderperiode-2007-2013/ESF-Programme/Programme/programm\\_bleiberecht.html](http://www.esf.de/portal/DE/Ueber-den-ESF/Geschichte-des-ESF/Foerderperiode-2007-2013/ESF-Programme/Programme/programm_bleiberecht.html)

#### Training policy goals:

This programme is designed to sustainably integrate people with a right to stay in Germany, refugees, young people and unaccompanied minor refugees into the labour and training market. The projects also work at the structural level with multipliers from politics and government administrations to ensure the inclusion and integration of these target groups.

#### Results of the Federal funding and support:

In a first funding round (2008–2010) 43 consultancy networks were active in all Länder in 220 individual projects. 25 % of the 10,800 participants were youngsters and young adults aged under 25 (2,818 people). 30 % of the project services offered involved pre-vocational measures and activities for young people.

Around 54 % of participants were successfully placed in work or training, in jobs subject to social insurance contributions (3,800 people), a mini-job (880 people) and in dual training (460 people). Around 35 % (3,600 people) were placed in schools, qualification and further training and prevocational measures. The employability of 64 % of participants was improved and 70 % of them were motivated to actively look for work.

In the first round of funding around 10,000 multipliers were also involved in conferences, training and other Project measures.

The second funding round, with 28 networks (230 individual projects), began at the end of 2010 and will continue until 30.06.2015.

By the end of 2012 around 20,000 people (64.4 % men, 35.6 % women) had been reached in the second round of funding. 25 % of participants were aged under 25.

Most of them attended school, just on a quarter of them began vocational training, and around 13 % began and/or completed university studies. Half the participants can now demonstrate professional experience. Successful elements from this programme will be further developed, funded and supported as priorities for action in the ESF's new 2014–2020 funding period as part of the ESF Integration Guidelines of the Federal government.

### 3.4.10 The ESF's "IdA – Integration through exchange" ("IdA – Integration durch Austausch") programme

#### Key data:

Period: October 2008–December 2014  
 Funding volume: € 20.7 million of BMAS funding, € 81.3 million of ESF funding  
 Internet: [www.ida.de](http://www.ida.de)

#### Training policy goals:

This programme's goal is to improve the training and labour market opportunities of young people who may be hard to reach through the labour market by sending them to work for a while in another EU country. Spending time abroad is designed to "free" them from a difficult situation, include them in existing vocational integration services or integrate them directly into work or training. The project's target groups are teenagers and young adults in particular need of support during the transition from school into training and training into work.

69 joint projects undertaken by Jobcenters, employment offices (Agenturen für Arbeit), education and training providers, companies, schools and associations, working in cooperation with transnational partners from over 22 EU member states were funded.

#### Results of the Federal funding and support:

The results are positive, with around 12,600 participants reached so far (as of April 2014). 75 % of the participants surveyed were unemployed and had been for an average of 12 months, and their average age was 23.5. Initial project-level results show that within six months after participating in IdA just on two thirds of participants<sup>129</sup> were successfully integrated into training, school, a job subject to social insurance contributions

<sup>129</sup> Participants about whom information is available from a BMAS survey.

or a further qualification measure. Given the particular obstacles to placement standing in the way of these young participants, these are very positive results. Practical training abroad also increases trainees' social and labour market-relevant skills, which are especially important when it comes to choosing an occupation and ensuring that trainees have the maturity they need to complete training.

The results of current evaluations show that the benefits and practical orientation of a period of training abroad are generally very highly regarded. Groups of young people with low-level school leaving qualifications (those with a secondary general school certificate or no school leaving qualifications) profit in particular from this opportunity to enhance their vocational skills.

IdA helps low-achieving young people to find their way into training during a decisive phase of their development. Cooperation among actors in the regional project network and the involvement of Jobcenters and employment offices working together with local companies all help to greatly improve the participants' training market prospects.

The accompanying exchanges among experts support a transfer of knowledge on different training systems and the integration of disadvantaged young people at the European level.

Successful approaches from this programme will be further developed and funded as priorities for action in the ESF's new 2014–2020 funding period as part of the ESF Integration Guidelines of the Federal government

## 3.5 Further measures and programmes for strengthening dual training

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### 3.5.1 Jobstarter Plus

#### JOBSTARTER

##### Key data:

Period: 2006–2016 (6 rounds of funding)  
 Funding volume: € 104,017,981.90, € 59,170 million from ESF funding  
 JOBSTARTER plus  
 Period: 2015–2020  
 Funding volume: € 108.8 million, € 61 million from ESF funding  
 Internet: [www.jobstarter.de](http://www.jobstarter.de); [www.kausa-medienpreis.de](http://www.kausa-medienpreis.de)

##### Training policy goals:

Through its "JOBSTARTER" training structural programme the BMBF is supporting national projects to improve regional training structures and trial innovative training policy approaches. The programme is planned so that it can flexibly and actively respond to current training market developments by means of variable funding priorities. JOBSTARTER began in 2006 and will continue in the ESF's new 2014–2020 funding period with the name of "JOBSTARTER plus".

##### Results of the Federal funding and support:

In the first phase of JOBSTARTER, which started in 2006, 310 regional projects were funded in six rounds of funding and as well as structural activities, around 63,000 new training places were created nationally, mainly in small and medium-sized enterprises (SMEs), among them many companies offering training for the first time. The External Training Management (EXAM) service supports SMEs through preparing and providing training. In wider structural terms, by transferring innovative training concepts (e.g. part time vocational training, KAUSA service centres, company-based training preparation, training modules, additional qualifications in initial training, European cooperation on training, vocational training foundations) into companies' daily practice, the programme has ensured that many companies are willing and able to provide training. Regional networking on a range of issues has made a major contribution to reinforcing regional



engagement in vocational training. By adapting to regional conditions the projects have with local partners created structures that will sustainably improve the regional training market situation after the end of the funding period.

In 2012 the 6<sup>th</sup> JOBSTARTER funding round was announced for projects to start in 2013 – without ESF co-financing as an interim announcement of ESF funding for projects in the funding periods.

A new phase of project funding with an expanded programme was launched in May 2014 with the announcement of funding for JOBSTARTER plus. In early 2015 51 projects were launched in the first round of funding that aim to enhance the willingness and ability of small and medium-sized enterprises to provide training and find and develop further potential skilled workers. Projects with four main priorities will be funded and supported in the new funding rounds:

- Funding and supporting comprehensive monitoring for companies in initiating and carrying out company-based training for young people who need extra support through the External Training Management instrument and advance company-based preparation for vocational training.
- To improve the participation rate of self-employed workers from migrant backgrounds in training and opportunities for young people from migrant backgrounds to enter dual vocational training. A second funding priority involving the Coordinating Office for Vocational Training and Migration (Koordinierungsstelle Ausbildung und Migration – KAUSA), part of JOBSTARTER, will see the establishing of seven more regional “KAUSA service offices” in Bonn, Delmenhorst, Essen, Giessen, Hamburg, Kassel and Osnabruck.
- A further remit of JOBSTARTER plus projects will be to increase the mobility of young people seeking training and motivate them to enter training place outside their home region. The plan is to have relevant actors from vocational training networks establish projects among the various German regions.
- The fourth priority in this round of funding aims to help companies to recruit university dropouts into dual vocational training.

### 3.5.1.1 Jobstarter Connect – trialing nationally consistent, skills-oriented training modules

#### Key data:

Period: 2009–2015

Funding volume: € 21.5 million, with ESF co-financing

Internet: [www.jobstarter-connect.de](http://www.jobstarter-connect.de)

#### Training policy goals:

This scheme offers qualification options for young people able to undergo training in pre-vocational measures and unskilled and semi-skilled young adults through nationally consistent and skills-oriented training modules using existing training and funding structures. Documentation of the vocational skills they acquire makes it easier for the young people to manage the transition into company-based training easier and succeed in gaining vocational qualifications.

#### Results of the Federal funding and support:

By the 31.10.2014 around 4,400 youngsters and young adults had taken part in a qualification measure using training modules in 40 regional CONNECT projects. The project funding has produced positive results. As well as the beneficial structural effects of integrating transition system measures into initial vocational training curricula and the provision of easier access to external examinations, qualification and training processes have also been further developed. Training modules are suitable for young people regardless of whether they are mature enough to start training or not and can be used in vocational training preparation, in funded and supported training and training for adults with no vocational qualifications, as long as the methods and didactics used in the qualification process are adapted to trainees’ individual requirements.

#### Improving transitions from training courses into based training

Training modules can

- more consistently orient training courses towards dual training,
- make trainees more useful to companies,
- increase the transparency of the qualification process and so intensify harmonisation and coordination processes among participating places of learning,

- through their focus on skills and output give rise to a more intensive culture of feedback that has a positive effect on the training quality and motivation of young people,
- more closely integrate theoretical and practical learning in learning outcome-oriented curricula,
- provide meaningful and consistent documentation of the vocational skills acquired and
- as an element of External Training Management, contribute to increasing rates of transition into company based training and accreditation of the time spent in training.

#### **Facilitation access to external examinations under S. 45 Para. 2 of the BBiG:**

Consistent national training modules have proven their worth as a suitable instrument for transparently documenting vocational skills for external examinations admissions procedures to vocational training courses for adults with no vocational qualifications. Based on the training modules, standardised skills assessment processes (internal provider validation of qualification levels) can be carried out before the beginning and upon completion of training measures for adults without vocational qualifications. The concluding external evaluation report published at the end of 2014 describes positive effects of training modules as well as current challenges in implementing them. The report can be downloaded from [www.jobstarter-connect.de](http://www.jobstarter-connect.de).

#### **Newest developments:**

In 2014 the BMBF commissioned the BIBB to develop training modules for the following eight occupations as an addition to the 14 existing occupations. The new modules, launched in early 2015, were for the occupations of alteration tailor, truck driver, sewage engineering technician, safety and security specialist, safety and security services specialist, specialist in the hospitality services industry; construction mechanic and cutting machine mechanic.

### **3.5.2 The VerA initiative for preventing premature training termination**

#### **Key data:**

Period: 01.12.2008 to 31.12.2014

Funding volume: € 5.75 million

Period: 01.01.2015 to 31.12.2018

Funding volume: € 11,468 million

Internet: [www.vera.ses-bonn.de](http://www.vera.ses-bonn.de)

#### **Training policy goals:**

VerA is a joint initiative of the BMBF and major German business organisations (ZDH, DIHK und BfB) and was launched in 2009. The Senior Expert Service Bonn (SES) carries out the initiative, which was created by the BMBF to support young people in training and prevent them from terminating training prematurely. The initiative's services are designed for young people who still need support after participating in career start coaching. The VerA initiative is based on a volunteer mentoring approach. Seniors with many years of experience in life and work mentor young people who have problems in training, providing individual them with support. The Experts are partners the young people can turn to when they experience difficulties at work, people they can trust to help them with everyday problems and they offer orientation and a wide range of support, helping the young people to help themselves.

A volunteer coordinator is active in every region, providing volunteers with local support and ensuring cooperation with other actors in the field of vocational training, especially the chambers of trade and industry. As part of its "Alliance for Initial and Further Training" the Federal Government has agreed to extend the VerA initiative until 2018 and further development of its content is planned.

#### **Results of the Federal funding and support:**

In 2014 young people submitted 1,200 requests for mentoring in training by Senior Experts (as of 09/2014) so the SES has received more than 5,500 requests and over 3,000 young people have profited from the VerA initiative since it began. The project has been able to solve problems in training, prevent trainees from prematurely terminating training and improve young people's skills and cooperation with career start coaching has been intensified. Young people whose career start coaching ended in the first year of their training also have the option of obtaining continuing

support from individual VerA mentoring until they complete training.

More than 2,000 trained volunteer Senior Experts provide coaching in training as part of the VerA initiative. Their commitment not only supports young people in training, but also contributes to establishing an enduring culture of support between old and young. The VerA Initiative promotes a dialogue between different generations, enabling them to learn from each other.

### 3.5.3 Support during training (Ausbildungsbegleitende Hilfen)

#### Key data:

Standard funding support as defined in the German Social Code (SGB III), S.s 74 to 80  
Funding volume in 2013 (SGB III and II): € 98.7 million  
Internet: [www.arbeitsagentur.de](http://www.arbeitsagentur.de)

#### Training policy goals:

Support during training (Ausbildungsbegleitende Hilfen) aims to ensure success in training or introductory training and prevent dropouts. It can be provided at any time at the beginning of or during vocational training or introductory training as needed. Special classes and accompanying socio-educational mentoring help trainees overcome language and educational deficits and help them acquire specialist theoretical knowledge. Agreements incorporated into the Alliance for Initial and Further Training 2015–2018 and commitments in the Coalition Agreement have expressed an intention to expand the group of people eligible for funding and support during training. Starting with the 2015/2016 training year, all young people who need support to start and successfully complete vocational training should be able to obtain it. The German Bundestag passed a law to this effect on 26 February 2015 and it came into force on 1 May 2015.

#### Results of the funding and support:

Employment offices and Jobcenters provided 42,378 young people with support during training for vocational training or introductory training in 2014.<sup>130</sup> It helped trainees avoid premature termination of training, stabilise training relationships and success-

fully complete vocational training. Six months after completing a measure 81.2 % of participants were in jobs subject to social insurance contributions (integration rate).<sup>131</sup>

### 3.5.4 Supporting small and medium-sized enterprises with the targeted filling of training places and integration of foreign skilled workers (previously ‘Targeted placement of trainees with companies willing to provide training’)

#### Key data:

Period: since 2007; currently until 31 December 2020.  
New guidelines come into force on 30 January 2015  
Funding volume allocated for 2015: € 10.14 million; € 3 million Federal funding and € 4.16 million ESF funding. Funding recipients pay 30 % of total project costs (€ 3.04 million).  
Internet: [www.foerderdatenbank.de/Foerder-DB/Navigation/Foerderrecherche/suche.html?get=25f90ac32a57b3de54914814e0911518;vi\\_ews;-document&doc=9547](http://www.foerderdatenbank.de/Foerder-DB/Navigation/Foerderrecherche/suche.html?get=25f90ac32a57b3de54914814e0911518;vi_ews;-document&doc=9547)

#### Training policy goals:

Assisted by the European Social Fund (ESF), the Federal Ministry for Economic Affairs and Energy (Bundesministerium für Wirtschaft und Energie – BMWI) funds and supports the competitiveness of small and medium sized enterprises (SMEs) by helping them recruit suitable trainees and ensuring that their need for skilled staff is met.

The project supports the companies by offering them consulting on the filling of training places, a pre-selection of suitable applicants, and the holding of selection interviews with potentially suitable trainees by staff from chambers of trade, industry and the skilled trades, chambers of the professional services and other business organisations.

The consultants provide consulting and support to SMEs in integrating young trainees from outside Germany (e. g. in cooperation with the BMAS “Förderung der beruflichen Mobilität von ausbildungsinteressierten Jugendlichen aus Europa – MobiPro-EU”

<sup>130</sup> Contains interim, projected figures for December 2014.

<sup>131</sup> Cumulative exits March 2013 to February 2014.

special programme) skilled workers from abroad and migrants already living in Germany into employment.

The goal is to secure these consultancy and support services especially for SMEs in the skilled trades and service industries and so contribute to meeting these companies' future need for skilled workers.

Results of the Federal funding and support:

Between 2007 and 2014 more than 240,000 consultancies were held with companies and over 560,000 consultancies with young people. More than 65,000 young people were placed in training and around 6,700 young people were placed in introductory training.

### 3.5.5 Training placement pursuant to the German Social Code (SGB III and SGB II)

Training placement as defined in the German Social Code (SGB III and SGB II) is a standard benefit for promoting employment and basic social security benefits for job seekers. It is a comprehensive service offered by employment offices and Jobcenters. All young people can access the services, regardless of whether they are entitled to subsistence benefits under the terms of the Social Code (SGB III and SGB II) or not. Employers are free to register any training places they are offering.

The BA's (joint) Employer Service (Arbeitgeber Service – AG-S) is expanding consulting and advisory services for SMEs. Providing companies with consultancy on training and qualification helps them to develop and implement solutions and strategies that enable them to meet their own need for skilled staff.

The Federal Employment Agency (BA) supports the consultation and placement process for the purposes of targeted placement with a 4-phase model (4PM) of integration work. It prescribes the steps in the integration process and is a national reference process for employment offices working with client groups defined in the German Social Code (SGB III and SGB II). An analysis of a client's strengths and weaknesses is first made together with the client, then individual integration strategies and solutions are identified and a shared strategy on how to reach these goals and the services and funding required to support placement is agreed on. Implementation begins with a binding integration agreement on the necessary steps and

activities that is made by jobseekers together with employment offices or Jobcenters. This "integration roadmap" is subsequently reviewed at every interview and adapted as necessary.

### 3.5.6 Non-company vocational training

#### Key data:

Standard funding support as defined in the German Social Code (SGB III, S.s 74, 76 to 80)

Funding volumes in 2014 (SGB III and II): € 404.2 million

Internet: [www.arbeitsagentur.de](http://www.arbeitsagentur.de)

Non-company vocational training is training provided not by a company but by a training provider. Support and funding during vocational training is available from employment offices and Jobcenters for disadvantaged young people who have not been successfully placed in company-based vocational training – not even with support during training. During measures efforts are made to transfer the young people into company based vocational training or a cooperative form of integrative training provision.

#### Results of the funding and support:

In 2014 an average of 36,304 young people took part in non company vocational training funded by employment offices and Jobcenters.<sup>132</sup> Chapter 2.2 on "Newly concluded training contracts according to structural features" contains details on the number of new training contracts concluded in 2013. Around 40 % of participants were employed in jobs subject to social insurance payments six months after completing the measure (integration rate).<sup>133</sup>

132 Contains interim, projected figures for December 2014

133 Cumulative exits, March 2013 to February 2014

### 3.5.7 BAföG and basic vocational training allowances

#### Key data:

Standard funding support as defined in the Federal Training Assistance Act (Bundesausbildungsförderungsgesetz) and German Social Code (SGB III)  
Internet: [www.bafoeg.bmbf.de](http://www.bafoeg.bmbf.de) und [www.arbeitsagentur.de](http://www.arbeitsagentur.de)

#### Training policy goals:

Financial support is offered during training and Federal Employment Agency pre-vocational training measures to help overcome the economic difficulties that can stand in the way of appropriate vocational qualification, to ensure a more balanced training market and to secure and improve occupational mobility.

#### Results:

In 2014<sup>134</sup> an average of 177,936 people undergoing vocational training and 27,992 participating in pre-vocational training measures received funding and support through a basic vocational allowance.

### 3.5.8 Funding for residential homes for young people

#### Key data:

Standard funding support as defined in the German Social Code (SGB III, S.s 80a and 80b)  
Funding volume in 2014 (SGB III): € 960,000  
Internet: [www.arbeitsagentur.de](http://www.arbeitsagentur.de)

Sections 80a and 80b of the Act to improve chances of integration into the labour market (Gesetz zur Verbesserung der Eingliederungschancen am Arbeitsmarkt), which was passed on 1 April 2012, (again) anchor institutional funding of residential homes for young people in the German Social Code (SGB III). This funding meets some of the costs of structural repairs and renovations to residential homes for young people and in exceptional cases also the rebuilding and extension of such homes. Operators of residential homes for young people can receive loans or subsidies if these are necessary to balance the training market or promote vocational training. Up to 35 % of

costs can be provided or up to 40 % of appropriate total costs in exceptional cases, with a maximum of € 25,000 available for each home. Those running the facility or a third party must also partly meet costs to an appropriate extent. On 13 July 2012 the Federal Employment Agency (BA) passed a youth residential home regulation (Anordnung Jugendwohnheime) to more closely regulate implementation of this funding scheme. This regulation was updated in a first amendment on 18 July 2014 and investments in construction to renovate and modernise residential homes for young people can now be supported with one-off subsidies until 31 December 2015.

In 2014 the BA advised numerous operators of residential homes for young people on the funding subsidies available for renovating and modernising the homes and 20 applications were lodged for funding for building work on residential homes for young people.

### 3.5.9 The ESF's "Vocational Training without Borders" programme

#### Key data:

Period: 2009–2014  
Funding volume: € 3.1 million from the BMAS, € 8.2 million from the ESF  
Internet: [www.mobilitaetscoach.de](http://www.mobilitaetscoach.de)

#### Training policy goals:

"Vocational training without borders" is a national programme that deploys 40 mobility consultants from Chambers of Skilled Trades, Industry and Commerce (Handwerkskammern und Industrie- und Handelskammern) to inform small and medium sized enterprises (SMEs) about opportunities for their trainees to spend time working abroad within the EU and to help them organise such trips. Its goal is to support SMEs in offering training places that will meet the challenges of global markets and make companies more attractive to young people as employers. The mobility consultants also arrange internships in companies in Germany for trainees and young skilled workers from outside the country.

<sup>134</sup> As of February 2015, period of January 2014 to November 2014

Results of the Federal funding and support:

The programme's results have been positive. By 2014 around 104,600 consultancies had been provided with mainly small and medium-sized enterprises and young adults in training and employment (including multiple consultancies). Practical training abroad was initiated and organised for around 8,800 trainees and young employees and just on 4,500 trainees and young skilled workers from all over Europe were taken on by German companies and mentored by the mobility consultants.

The "Vocational training without borders" programme has succeeded in creating a national enterprise-related consultancy structure for companies around the vital topic of learning abroad. Companies rated the quality of consultancy very highly. A programme evaluation carried out until 2012 found that 92 % of the companies surveyed said they were satisfied or very satisfied with the consultancy and 80 % were willing to send their trainees abroad.

The results of a survey carried out in 2014 show a continuing positive trend, with a very positive increase in companies' willingness to send trainees abroad as a result of mobility consultancy. 61 % of the companies surveyed stated that they had sent trainees after participating in mobility consultancy.

**Note:**

The BMWi will continue the previous ESF "Vocational training without borders" programme as an "Alliance for Initial and Further Training" measure with financing from the national budget. Modified guidelines were published in the Federal Gazette on 15 January 2015 and will remain in force until 30 June 2015. The passing of new and revised guidelines is planned for 1 July 2015.

### 3.5.10 2. Call for proposals/September 2010: Erhöhung der Beschäftigungschancen von Menschen mit Behinderung durch transnationalen Austausch (Increasing the employment prospects of people with disabilities through transnational exchanges) (IdA II)

**Key data:**

Period: September 2010 – December 2014

Funding volume: € 6.3 million BMAS funding, € 46.2 million ESF funding, € 3 million funding from the Rehabilitation Fund (Ausgleichsfond)

Internet: [www.ida.de](http://www.ida.de)

**Training policy goals:**

This programme's 2<sup>nd</sup> round enables people with disabilities to gain practical occupational experience in another EU country and expand their vocational skills and thus increase their chances of finding employment and facilitating their entry into the training and labour market. Its target groups are young people making the transition from school into training and training into work and unemployed adults. Project activities focus on a trip abroad for one to six months (for an internship, training, or Jobcamp) with intensive support and mentoring for participants in the host country.

45 local and regional joint projects comprising a range of bodies including associations, rehabilitation providers, self help organisations for people with disabilities, expert integration services, vocational retraining centres, employers and local governments as well as regional Jobcenters and employment offices (Agenturen für Arbeit) have been funded. The joint projects also cooperate with international partners in 26 EU member states.

**Results of the Federal funding and support:**

Around 3,800 participants (as of April 2014) have experience a stay abroad so far and six months after their stay 46 % of the participants surveyed were in a job subject to social insurance contributions, in training or continuing education at school. Another 14 % were improving their prospects by working towards an advanced qualification or starting start-ups. All the participants' flexibility and willingness to be mobile for training and employment purposes had increased.

This programme, as an employment policy measure to improve participants' access to labour and training markets, is contributing to implementing the goals of the UN Convention on the Rights of Persons with Disabilities at the Federal level.

### 3.5.11 Inter-company training centre funding (Förderung überbetrieblicher Berufsbildungsstätten – ÜBS)

#### Key data:

Period: BMBF since 1973

(BMW i from the end of the 1950s)

Funding volume in 2014: € 40 million from the BMBF, € 29 million from the BMW i, as well as Länder financing

Internet: BMBF/BIBB [www.bibb.de/de/751.php](http://www.bibb.de/de/751.php);

BMW i/BAFA [www.bafa.de/bafa/de/wirtschaftsfoerderung/foerderung\\_ueberbetrieblicher\\_berufsbildungsstaetten/index.html](http://www.bafa.de/bafa/de/wirtschaftsfoerderung/foerderung_ueberbetrieblicher_berufsbildungsstaetten/index.html)

#### Training policy goals:

Inter-company training centres (ÜBS) ensure high quality initial and further training in the dual system, supplementing training in companies and vocational schools with practice-based inter-company education and training courses. They improve the quality of training, ensuring that it meets modern requirements, and offer complementary services that create the preconditions for small and medium sized enterprises (SMEs) to also be able to offer training in all fields. SMEs, which provide training for more than two thirds of all young people in the dual system, do not always have the capacity to teach all the content prescribed in their training courses.

To sustainably improve the performance and competitiveness of SMEs, especially in the skilled trades sector, suitable inter-company training centres are developed into Competence Centres (Kompetenzzentren – Komzet), which function as education and training providers offering advice, information and technology transfers. Since they are equipped with the most modern technology and closely connected to companies, KomZet Competence Centres can develop new application-oriented technologies and innovative products and integrate them quickly into company practice through initial and continuing vocational qualification measures. They mediate between applied

research and practice and function as “lighthouse projects”, helping to secure and strengthen the supply of skilled workers in SMEs in their specialist areas.

ÜBS funding is provided for the long term and anchored in the Vocational Training Act (Berufsbildungsgesetz). It pays for the modernisation of buildings and equipment that meets the latest technological and vocational educational standards.

Since June 2009 the BMBF and BMW i have jointly funded ÜBS/Competence Centres on the basis of shared guidelines. The BMBF and BIBB are responsible for projects involving vocational training and the BMW i and Federal Office for Economic Affairs and Export Control (Bundesamt für Wirtschaft und Ausfuhrkontrolle) are responsible for projects involving continuing education and training. Funding for projects involving both areas is allocated depending on the project's main priority.

#### Results of the Federal funding and support:

In 2014 the BMBF participated in 80 projects and the BMW i in 42 projects, which further strengthened Germany's national ÜBS network and its unique education and training infrastructure.

ÜBS/Komzet Competence Centres help to sustainably improve the performance and competitiveness of SMEs, especially in the skilled trades sector. They offer small and medium sized companies tailor-made continuing training and education courses at affordable prices and help secure and strengthen the supply of skilled workers in SMEs in their specialist areas.

Its comprehensive network of ÜBS Competence Centres gives Germany an education and training infrastructure that is unique by international standards. Since they are equipped with the most modern technology and closely connected to companies, KomZet Competence Centres can develop new application-oriented technologies and innovative products and integrate them quickly into company practice through initial and continuing vocational qualification measures, so they mediate between applied research and practice and function as “lighthouse projects” in their specialist areas.

### 3.5.12 Inter-company vocational training in the skilled trades (Überbetriebliche berufliche Bildung im Handwerk – ÜLU)

#### Key data:

Period: since 1952

Funding volume: € 45.1 million p. a.

Internet: [www.foerderdatenbank.de/Foerder-DB/Navigation/Foerderrecherche/suche.html?get=views;document&doc=362](http://www.foerderdatenbank.de/Foerder-DB/Navigation/Foerderrecherche/suche.html?get=views;document&doc=362)

#### Training policy goals:

The provision of funding for sector-wide apprentice training aims to both increase the willingness of skilled trades firms to offer training, which such firms often provide in excess of their own needs, and ensure a consistently high level of company-based vocational training.

#### Results of the Federal funding and support:

Dual vocational training in the skilled trades is traditionally provided in inter-company courses, which helps usually very small skilled trades firms teach difficult and time consuming training content. The BMWI and the Länder each pay a third of the costs of this sector-wide apprentice training.

The content and duration of sector-wide apprentice training is decided on in a cooperative process involving specialist national associations and the Heinz Piest Institut für Handwerkstechnik at the Leibniz University in Hanover. Recognition is provided by the BMWI and Länder ministries. The courses help to adapt vocational training to current technical and economic developments, even out regional differences in vocational training, ensure consistently high standards in company-based training and relieve companies of the necessity of teaching difficult and time consuming training content.

In 2014 around €42.5 million of funding was provided for approximately 47,000 courses for 416,000 participants.

## 3.6 Vocational training measures in the care and nursing sector

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### 3.6.1 The Geriatric care training and qualification campaign (Ausbildungs- und Qualifizierungsoffensive Altenpflege)

#### Key data:

Period: 2012–2015

Internet: [www.altenpflegeausbildung.net/ausbildungsoffensive.html](http://www.altenpflegeausbildung.net/ausbildungsoffensive.html)

#### Training policy goals:

At the end of 2012 the Federal Government, with lead-management from the BMFSFJ and the involvement of the BMAS, Federal Ministry of Health (Bundesministerium für Gesundheit – BMG), the BMBF, the Länder governments and industry associations, launched a geriatric care qualification and training campaign. This first geriatric care and nursing ‘Training Pact’ aims to bundle the forces of all geriatric care stakeholders into a joint initiative and reach agreement on concrete measures to strengthen initial and continuing vocational training in the field and increase the attractiveness of geriatric nursing and care as a vocational and professional sector.

Campaign partners include the participating Federal Ministries, the corresponding four conferences of the relevant Länder ministries (the conference of youth and family affairs ministers, the conference of employment and social welfare ministers, the conference of health ministers and the conference of education and cultural affairs ministers), social welfare organisations, private facility operators’ associations, geriatric nursing and care vocational and occupational associations, third party financiers, the Federal association of central municipal organisations, (Bundesvereinigung der kommunalen Spitzenverbände), the Institution for statutory occupational accident insurance and prevention in the health and welfare services (Berufsgenossenschaft für Gesundheitsdienst und Wohlfahrtspflege), the ver.di union and the Federal Employment Agency (BA).



They reached around 40 target agreements, among them

- a phased increase of 10 % in trainee numbers in every year of the training campaign
- a reintroduction of Federal Employment Agency (BA) support and funding for three-year retraining and extending options for shortening training for those with pre-existing skills,
- upgrading the qualifications of up to 4,000 care and nursing aides to enable them to become geriatric nurses, and
- increasing the attractiveness of this occupational field by increasingly promoting health, ensuring a more balanced mix of personnel and offering performance-based pay.

Measures agreed on will be implemented over the campaign's three-year period until end of 2015.

#### Results:

The signing of the agreement text was also the starting signal for implementation of the "Beratungsteam Altenpflegeausbildung" (Geriatric care and nursing advisory team) set up by the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSFJ) at the Federal Office for the Family and Civil Society Functions (BAFzA) and the launch of a new geriatric care and nursing training information website ([www.altenpflegeausbildung.net](http://www.altenpflegeausbildung.net)). The "Beratungsteam Altenpflegeausbildung" advises care and nursing facilities, geriatric care and nursing vocational schools and anyone interested in geriatric care and nursing training in all regions of Germany on relevant Federal and Länder statutory issues and organises training alliances and networks.

In the first year of the campaign's implementation, the 2012/2013 school year, the goal of increasing trainee numbers by 10 % was not achieved and the number of new trainees stagnated compared with the reference school year of 2010/2011. The -5.5 % drop in the previous year (2011/2012) was however levelled out in the 2012/2013 school year. In the 2013/2014 school year, the second year of the campaign's implementation, there was an increase of 14.2 % in the number of new trainees training to be geriatric nurses

compared with the previous year<sup>135</sup> so the annual 10 % increase in their number agreed on by the partners was significantly surpassed. The "Act to strengthen initial and continuing vocational training in geriatric care and nursing" (Gesetz zur Stärkung der beruflichen Aus- und Weiterbildung in der Altenpflege) made a major contribution to this result, allowing employment offices and Jobcenters to again fund three-year retraining courses for trainees to become geriatric nurses begun from 1 April 2013 to 31 March 2016 and extending options for shortening further vocational training for trainees with relevant existing skills. From December 2013 to November 2014 a floating annual total of 7,333 new trainees started funded retraining courses in geriatric nursing (in the preceding year there were 7,292 new trainees). Around a third of the retraining courses funded over this period were shortened training measures, so the number of shortened funded retraining courses grew slightly compared with the previous year (+5 %).

Numerous individual measures were implemented during the first half of the campaign in areas involving increasing family-friendly and part-time training options and personnel organisation. The Federal Government provided significant impetus for improvement in this area with measures to reduce care and nursing documentation and additional care staff provided for in the Long term care reorientation Act (Pflege-Neuausrichtungsgesetz). Another important development in the area of recognising the professional expertise of geriatric nurses was the admission of geriatric nurses to practice as heads of outpatient care in early 2014.

An interim report has been drafted on the first half of the campaign to highlight its success and enable all partners to review, supplement and continue their contributions.

Further details on the campaign's implementation status after its first half can be found in the interim report on it published on 08.01.2015. The overall results

<sup>135</sup> A detailed data survey was carried out among the Länder to record the increase in entries into training achieved by the campaign. Only supplementary use was made of the "Schüler/innen in Sozial- und Gesundheitsdienstberufen (insgesamt und 1. Schuljahrgang)" ("Students in Social Welfare and Healthcare Services Occupations (in total and in the 1<sup>st</sup> school cohort)" statistics provided by the Federal Statistical Office (Statistisches Bundesamt).

of the Geriatric care training and qualification campaign will be presented at a joint closing event in 2016.

### 3.6.2 Occupational and training policy developments in the care and nursing area

The occupational and training field of care and nursing is facing major challenges in securing enough young people to work in these jobs. Demographic developments in Germany are affecting the care and nursing sector and training in that sector in a range of many different ways.

- The number of people needing care and complexity of that care are increasing.
- At the same time there are fewer school leavers than ever available for training in this field.
- Competition for trainees among training occupations is also increasing.
- More and more family members are taking on a carer role as well as working.
- Support from social networks and socially-involved people is increasingly important.
- There is a growing need for professional care and nursing.

These developments can also represent opportunities for change and continuing evolution in the care and nursing sector.

Geriatric care is one of the strongest growing service industries and so offers secure employment prospects. The number of qualified geriatric care staff working in outpatient healthcare services and nursing homes grew between 1999 and 2013 by 108 % to around 228,000, while the number of all employees working in the geriatric care sector increased by 60 % to around 1,005,000 (care and nursing statistics for 2013) over the same period. Developments in general nursing have been similar, if not as dynamic. Around 136,000 registered and general nurses and 12,000 paediatric and general nurses were working in outpatient healthcare services and nursing homes in 2013. The 376,000 in the three nursing and care sectors (geriatric care, general nursing and general and

paediatric nursing) therefore made up around 37 % of all persons employed in geriatric nursing. In the 2013/2014 school year around 53,000 people began training in the three nursing and care sectors; a peak value among all the other training occupations.

Given current demographic developments, demand for qualified care and nursing staff will continue to grow. The number of benefits recipients in the social care insurance system will have increased by 40 % to 3.2 million by 2030, proportionate to the benchmark year of 2011. At the same time, the number of young people entering the training market will decline sharply in future. There is already a national shortage of qualified (geriatric) nursing staff and it will grow in future unless prompt, decisive countermeasures are taken.

A new direction is required to increase the attractiveness of care and nursing training and its competitiveness with other training occupations for young and for older people, to improve occupational conditions for care and nursing staff, and to keep current staff working in these fields in the long term.

Demands on care and nursing staff have changed in recent years due to changing care and treatment structures. While more medical procedures need to be provided in nursing homes, the number of old and very old people in medical health care institutions is increasing steeply. New potential and prospects could be opened up if qualified nursing staff could be more universally and flexibly deployed, if they could gain the broadest possible qualification profile in their training and so focus on certain areas. In hospitals there is already increasing demand for the specific skills required for caring for and nursing older people, especially those with dementia. Registered general nurses have been employed in inpatient care facilities for a long time and both occupational groups work in outpatient services. Current occupational legislation and practice shows that the qualifications of skilled nursing staff overlap in some areas and different groups often carry out similar tasks.

The Federal Government has therefore set a fundamentally different agenda for the 18<sup>th</sup> legislative period. Training for geriatric, general and paediatric nursing will be reformed in new care and nursing legislation and be combined in a consistent occupational profile involving common basic training with subsequent specialisation. Training should be free, fair and consistently and jointly financed for every trainee. Qualified care and nursing staff trained for three years at a full time vocational school will remain the most important and strongest pillar of this professional field, although the introduction of academic training for care and nursing to complement vocational care and nursing training under the provisions of the Nursing Act (Pflegerberufegesetz) is currently under review. The consolidation of care and nursing training and resulting improvement in quality will increase the attractiveness of these occupations. Their ability to work more flexibly will give people completing the new nursing and care training access to greater occupational development opportunities. In future these professions will be increasingly characterised by subsequent specialisation, ongoing training and lifelong learning.

## 3.7 Qualifying and connecting – building bridges between initial and further training and vocational and academic education and training

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### 3.7.1 Introduction

Germany's future as a country in which business and industry can thrive depends largely on the country's workers having access to good education and training qualifications. Providing these is the task of a good school and vocational training system but also now requires ongoing lifelong vocational learning. Increasingly short innovation cycles, new technical developments and greater market globalisation mean that adults of all ages must continue training and learning all their lives to keep pace with the demands of a swiftly developing world. Lifelong learning is a decisive factor in ensuring that companies can find the skilled staff they need and that individuals can achieve their personal development goals and participate in the employment system.

Demographic developments in Germany also mean that continuing vocational training is becoming more important than ever. The country needs to make use of all the potential at its disposal to secure a supply of qualified workers, especially motivating those with few or no qualifications to take part in vocational training and improving their access to it. In this context, education and training policy is increasingly focusing on vocational, company-based and general continuing training with the aim of increasing participation in training generally, boosting the involvement of underrepresented population groups, and improving the organisation and content of ongoing training. The Federal and Länder governments and municipalities must share the responsibility for these efforts, as must the Social Partners, who are central vocational and company-based training stakeholders.

The Coalition Agreement for the 18<sup>th</sup> legislative period therefore provides for the Federal Government together with the social partners and Länder to further develop the National Pact for Training and Young Skilled Staff in Germany into an "Alliance for Initial and Further Training" and expand continuing

education and training. In the Alliance agreements signed on 12 December 2014 by the Federal and Länder governments, BA, business and industry and unions the partners declare that they want to make the opportunities offered by advanced vocational qualifications and the options available for funding them more widely known, increase training and qualification rates, particularly among employees with no vocational qualifications, have more use made of those funding options and continue to develop them.

The Coalition Agreement also emphasises the equivalence of vocational and academic education and training, which is documented in the German Qualifications Framework (Deutsche Qualifikationsrahmen – DQR). From 2014 the relevant DQR qualification level will be shown on all new qualification documents. Transfer opportunities in the education and training system will be reinforced and there will be a stronger focus on transitions between vocational and academic training. The Alliance agreements also aim to implement these goals and state that, “Vocational and academic education and training are equals. They are both good paths into the world of work and both offer extra qualifications and open up career prospects. The Alliance partners support the equivalence of vocational and academic education and training and want to increase the opportunities for transfer between education and training systems in both directions and raise awareness of them.”

### **Upgrading qualifications – making continuing training a matter of course**

According to the results of the national Adult-Education Survey (AES) Trend Report for 2014, the participation rate in continuing training<sup>136</sup> of 18 to 64 year-olds was 51 % in 2014 so it was above the

Qualification Initiative for Germany’s 50 % goal for the first time and continues the increase in participation in continuing training in Germany that has been observed since 2010.

Company-based continuing training was the largest sector, with 70 % of all continuing training activities. 17 % of all continuing training was individual job-related continuing training while 13 % was non job-related continuing training. These proportions have changed little since 2012. Examining the time invested in continuing training yields a different picture. 50 % of the time spent in continuing training by 18 to 64 year-olds in past 12 months was spent in company-based continuing training, a quarter of it in individual job-related continuing training (26 %) and over one fifth (23 %) in non job-related continuing training.

A substantial number of employers pay continuing training costs, at least in part. 61 % of all continuing training activities were held at least partly during working hours, and employers paid 60 % of the direct costs of continuing training activities (e.g. fees, learning materials) in full or in part. These figures have increased slightly compared with those from 2012.

The higher an employee’s school leaving qualification the higher their participation rate in continuing training is, ranging from 36 % (low-level school leaving qualification) through 53 % (middle-level school leaving qualification) to 62 % (higher school leaving qualification). Compared with 2012 there were appreciable positive developments for unskilled and semi-skilled employees, who took part in continuing training activities (a 7 % increase) and job-related continuing training (a 7 % increase) much more frequently.

This progress notwithstanding, the following goals, measures and programmes are still among the central priorities of the BMBF’s continuing vocational training policy:

- promoting transparency, by extending consultancy on continuing training,

They do not include:

- Regular training and continuing training courses (formal training and education)
- Informal learning

<sup>136</sup> Definition of continuing training used in the AES: participation in non-formal training and education activities by the resident population aged from 18 to 64 in the past 12 months. These include,

- Training and education courses or sessions undertaken during working hours or in leisure time
- Short training and education or continuing training events, including lectures, seminars and workshops
- Training at work (e.g. scheduled instruction or training provided by superiors, colleagues, trainers or teletutors)
- Private education and training in leisure time (e.g. driving lessons to gain a drivers license, sports training, music lessons, tutoring)

- establishing systematic structures and standards, with the help of the German Qualification Framework for Lifelong Learning (Deutsche Qualifikationsrahmen für lebenslanges Lernen – DQR), the “Local Learning” (“Lernen vor Ort”) funding programme and the “Transferinitiative Kommunales Bildungsmanagement”,
- improving equality of opportunity and participation in continuing training for groups in society that have so far been underrepresented in training, with the help of the National Strategy for Literacy and Basic Education for Adults (Nationale Strategie für Alphabetisierung und Grundbildung), for example,
- strengthening the financial assistance available for individual participation in continuing training, through the “Meister-BAföG” (financial assistance for master craftsmen trainees), Continuing education grants (Bildungsprämie) and the Upskilling Grant (Weiterbildungsstipendium) and Upgrading Scholarship (Aufstiegsstipendium) and
- modernising and increasing the attractiveness of continuing vocational training with new and modernised further training regulations.

#### **Securing employability through vocational training – increasing opportunities for transfer within the education and training system**

As well as facilitating professional promotion, a further policy priority of the BMBF is to continuously improve opportunities for transfer between vocational and higher tertiary education, establishing structures that facilitate the transition from vocational training into higher education or vice-versa.

The goal is better accreditation of the vocational or academic skills gained by usually younger people with no vocational qualifications and to review the extent to which the quality of existing processes, methods und evaluation criteria could be securely optimised by establishing standards. Some examples of relevant BMBF programmes and initiatives are “ANKOM – Recognition of Vocational Competences in Higher Education” (“Übergänge von der beruflichen in die hochschulische Bildung”), the “Advancement through Education: Open Universities” (“Aufstieg durch Bildung: offene Hochschulen”) competition or the

initiative to attract university dropouts into vocational training. The feasibility of developing and implementing additional procedures for accrediting vocational skills gained through experience (“Validation of non-formal and informal learning” working group) is also being currently reviewed.

### **3.7.2 Measures and programmes to create transparency and systematic structures and standards**

#### **3.7.2.1 Development of a German Qualifications Framework (Deutsches Qualifikationsrahmen – DQR)**

The German Qualification Framework for Lifelong Learning (Deutsches Qualifikationsrahmen für lebenslanges Lernen - DQR) provides a comprehensive reference framework for lifelong learning for all areas of the country’s education and training system for the first time. As the national implementation of the European Qualification Framework (EQR) the DQR classifies the qualifications of the German education and training system into eight proficiency levels. Classifying qualifications in the DQR and EQR makes the German education and training system transparent and comparable in the national and European context. By making qualifications based on learning outcomes more transparent and comparable the DQR also makes it easier to transfer between sectors in the German education and training system.

The process of implementing the DQR began with its introduction on 1 May 2013. Indications of DQR/EQR levels have been successively introduced on vocational training certificates and explanatory Certificate Supplements and on the Diploma Supplement in university education since January 2014. The Federal Minister for Education and Research, Johanna Wanka, awarded the first master craftsmen’s diplomas (Meisterbriefe) showing DQR/EQR levels on 22 February 2014 at a ceremony at the Dortmund Chamber of Skilled Crafts (Handwerkskammer). The process of classifying skills levels for the DQR also provided impetus for the further structural development of the system of three qualification levels and the quality assurance system in the Federal government’ advanced vocational training regulations, following up on the “Recommendations for basic principles on the structure and quality assurance

of advanced vocational training under the Vocational Training Act (BBiG) and Crafts Code (HwO)” made by the BIBB Board of 12 March 2014. Following the “Recommendations on the structure and formation of training regulations – training occupation profile and general training plan” issued by the BIBB Board on 26 June 2014, the orientation towards and definition of skills in the DQR will be incorporated into the training regulations from 2015.

As well as classifying qualifications in the formal education and training system attempts are also being made to classify informally acquired qualifications in the DQR. The DQR Working Group commissioned a working group of experts to develop criteria for classifying informally acquired qualifications and propose a possible classification process. The working group’s recommendations were submitted to the DQR Working Group in the spring of 2014 and are currently under discussion.

### 3.7.2.2 Local learning (Lernen vor Ort)/ Transfer agencies (Transferagenturen)

#### Local learning (Lernen vor Ort)

##### Key data:

Period: 1<sup>st</sup> phase of funding: 01.09.2009 to 31.08.2012  
(40 municipalities)

2<sup>nd</sup> phase of funding: 01.09.2012 to 31.08.2014  
(35 municipalities)

Funding volume: approx. € 60 million in the 1<sup>st</sup> phase of funding, approx. € 36 million in the 2<sup>nd</sup> phase of funding, half of it from the European Social Fund (ESF)

Internet: [www.lernen-vor-ort.info](http://www.lernen-vor-ort.info)

##### Training policy goals:

The “Local learning” programme was set up to strengthen local education and training structures, build data-based, local education and training management and systematically bundle and coordinate local education and training services to ensure that citizens receive good, appropriate education and training and to enable them to establish successful education and training biographies. The following areas form the programme’s core:

- Local government education and training management, establishing overarching cooperation and management

structures, networking of actors in the education and training sectors, targeted and efficient creation of education and training services,

- Local government education and training monitoring, data-supported analysis of the local education and training situation including at the socio-spatial level, ensuring transparency through reporting on education and training, establishing bases substantiated for action for local administrators and policy-makers,
- Education and training consultancy, providing transparency and information for citizens and,
- education and training transitions, targeted management of transitions between various phases of life and education and training institutions, such as from school into work

##### Results of the Federal funding and support:

Working with more than 180 German foundations, the BMBF supported local governments in improving their local education and training management in two rounds of funding from 2009 to 2014. All the participating local governments worked successfully to provide their citizens with better education and training services through improved local management structures and a more efficient use of resources. Sustainable, overarching cooperation and management structures that make a major contribution to successful local education and training have been established in the participating cities and districts. Based on reliable, current data (from education and training monitoring) developments in local government education and training systems were analysed, need identified and tailor-made measures initiated. 60 local government education and training reports and a greater number of thematic analyses were drafted to focus on specific issues of certain education and training areas, also taking socio-spatial aspects into account. The local education and training reports deal with lifelong learning, cover all education and training sectors and will be continued and used as management instrument to ensure coherent, targeted and strategic education and training management in local politics and government. The fundamental data required was provided by the Federal and Länder government statistics offices for the district and independent town level and updated annually. This basic data and “Application guidelines for establishing local government education and training

monitoring” (“Anwendungsleitfaden zum Aufbau eines kommunalen Bildungsmonitorings”) have been made available to every citizen on the Internet at [www.bildungsmonitoring.de](http://www.bildungsmonitoring.de).

In the second funding round a transfer of results was initiated and continued. The structural solutions and models and proven instruments (“best practice”) developed in the “Local learning” programme were reviewed to see whether they could be transferred to other municipalities and made available to interested local authorities. The Länder, top industry and business associations and foundations have been working together since the autumn of 2013 to develop a transfer structure. Based on the “Transferagenturen Kommunales Bildungsmanagement” local authority education and training management funding guideline, which published in the spring of 2014, a national consulting network of nine transfer agencies was established in the summer of 2014 with the goal of advising and supporting districts and independent towns in establishing and further developing data-based, local government education and training management.

#### **Transferinitiative Kommunales Bildungsmanagement**

##### **Key data:**

Period: 01.09.2014 to 31.08.2017

Funding volume: approx. € 10 million per annum

Internet: [www.transferagenturen.de](http://www.transferagenturen.de)

The “Transferinitiative Kommunales Bildungsmanagement” supports the dissemination and implementation of proven concepts in establishing data-based, local government training management. Nine Transfer Agencies have been set up to form a comprehensive national advisory network. Building on the successful results of the BMBF’s “Local Learning” (“Lernen vor Ort” – LvO) funding programme they advise and support city and district authorities on transferring proven structural solutions, models and instruments. The fundamental idea is to bring local education and training stakeholders from all the relevant institutions together and establish sustainable structures to ensure good, fair education and training opportunities for everyone, regardless of their social origins, in all phases of life.

### **3.7.3 Measures and programmes to ensure equality of opportunity and participation in society**

#### **3.7.3.1 Literacy and basic education**

##### **Key data:**

The National Strategy for Literacy and Basic Education for Adults:

Period: 2012 to 2016

The “Reading and writing – my key to the world” (“Lesen und Schreiben – Mein-Schlüssel-zur-Welt”) information campaign:

Period: since 2012; funding volume: around € 10 million

The “Workplace-oriented Literacy and Basic Education for Adults” (“Arbeitsplatzorientierte Alphabetisierung und Grundbildung Erwachsener”) funding priority:

Period: 2012 to 2015; funding volume: € 20 million

Internet: [www.bmbf.de/de/426.php?hilite=alphabetisierung](http://www.bmbf.de/de/426.php?hilite=alphabetisierung)

##### **Training policy goals:**

The growing demands of the world of work, even in so-called “basic jobs”, mean that employees have to have increasingly high-level and comprehensive skills so all adults need adequate literacy and basic education.<sup>137</sup> To support people who lack these essential skills, the Federal and Länder governments joined forces with other partners to launch a “National Strategy for Literacy and Basic Education for Adults” in December 2011. It seeks to sustainably anchor awareness of the issue in society and network actors in the field at the Federal level. The joint agreement includes measures and actions for individual partners<sup>138</sup> on several levels, initially until 2016. Coordination offices have also been established in the Länder to serve education and training providers and companies as contacts and partners.

<sup>137</sup> The term ‘basic education’ describes the lowest level of general basic skills. As well as reading and writing skills (literacy) it includes competencies in the fundamental dimensions of cultural and social participation, such as numeracy, computer literacy, health literacy, financial literacy and social literacy. ‘Literacy’ signifies the practice of using written language in everyday work and social life.

<sup>138</sup> Bundesministerium für Bildung und Forschung; Ständige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland; Bundesverband Alphabetisierung und Grundbildung; Der Bevollmächtigte des Rates der Evangelischen Kirche in Deutschland; Deutsches Institut für Erwachsenenbildung; Deutscher Landkreistag; Deutscher Volkshochschul-Verband; Kommissariat der deutschen Bischöfe; Stiftung Lesen; Bundesagentur für Arbeit; Deutscher Gewerkschaftsbund; Deutscher Städtetag

To increase awareness of this wider social problem, the BMBF started the national “Reading and writing – my key to the world” information campaign in September 2012. It aims to abolish taboos around the issue of illiteracy in German society, address people in the private and occupational environment of those affected who could help them, and encourage them to seek assistance to change their situation. The message of the TV, cinema and radio advertising broadcast in the campaign was that learning to read and write is always worthwhile, even for adults. Seventeen regional events<sup>139</sup> were held until the end of 2014 to accompany the media campaign and raise the public profile of the issue of literacy and basic education at the regional level.

A further contribution made by the BMBF to solving this problem as part of its wider strategy is the “Workplace-oriented Literacy and Basic Education for Adults” funding priority. The areas for action in the projects funded aim to

- recruit companies to provide literacy and basic education courses for their employees at work,
- raise awareness of the issue among contacts in private and occupational environment of those affected, and
- further develop advanced and continuing training courses for education and training teachers in adult education organisations, in welfare and employment organisations and in companies.

The projects funded cooperate with companies, employment placement organisations, Chambers, business and industry associations and education and training providers. In the area of employment placement this will involve integrating labour market participation promotion measures with work to provide literacy and basic education. The funding priority’s results were presented at a concluding conference in May 2015.

<sup>139</sup> 2012: 22.10. Magdeburg, 26.10. Bochum, 14.11. Trier, 21.11. Oldenburg, 11.12. München  
2013: 29.01. Frankfurt-Höchst, 07.02. Göttingen, 11.04. Gießen, 22.04. Erfurt, 29.04. Düren, 09.07. Neubrandenburg, 29.11. Berlin-Schöneberg, 24.02.2014 Nürnberg, 20.03.2014 Chemnitz, 27.05.2014 Bocholt, 22.10.2014 Schwäbisch Gmünd, 20.11.2014 Spandau

### 3.7.3.2 Promoting continuing vocational training (Förderung der beruflichen Weiterbildung – FbW)

#### Key data:

Funding volume in 2014 (SGB II and SGB III):  
€ 2.6 billion

Internet: [www.arbeitsagentur.de](http://www.arbeitsagentur.de)

→ Bürgerinnen & Bürger → Weiterbildung

#### Training policy goals:

Funding and promoting initial and continuing vocational education and training are core elements of an active labour market policy. Continuing vocational education and training funding that promotes participation in employment and improves individuals’ employability is defined in the second and third volumes of the German Social Code (SGB II; SGB III), especially S. 81 ff. of SGB III. Funding for initial and continuing vocational education and training is available not only to the unemployed and those under threat of imminent unemployment, but also to employees with low skills levels and those working in small and medium sized enterprises. Training to update qualifications and upgrading continuing vocational training courses are eligible for funding.

#### Results of the Federal funding and support:

318,000 people began funded vocational training courses in 2014,<sup>140</sup> a figure on a par with that of the previous year (when the number of new entries into these training courses was around 318,400). By way of comparison, total numbers of new entries into labour market measures fell by 14.6 %. In 2014 labour market policy continued to focus on continuing vocational training as a priority in response to the growing need for skilled workers. There were however differences in the rates at which groups of people covered by the different Social Code provisions used this instrument, with new entries into continuing training by groups defined in volume three of the Social Code (SGB III) at around 171,400 (172,600 in the previous year), while among those covered by volume two of the Social Code (SGB II) there was an increase to approximately 146,600 new entries into continuing training (from around 145,800 in the previous year).

<sup>140</sup> Contains interim, projected figures for December 2014, not including general continuing training measures, Reha.



### 3.7.3.3 Initiative for the initial vocational training of young adults

**Key data:**

Period: 2013–2015

**Training policy goals:**

The BMAS and BA initiative for the initial vocational training of young adults (“AusBILDUNG wird was – Spätstarter gesucht”) started in February 2013 and was actively continued in this legislative period. In accordance with their remit under the Coalition Agreement, the ministries are currently reviewing the issue of whether and how financial incentives might increase young people’s willingness to embark on and persevere with returning to education and training to gain vocational qualifications. The initiative aims to attract 100,000 young adults aged between 25 and 34 in groups defined in volumes two and three of the German Social Code (SGB II and SGB III) into initial or continuing vocational training resulting in a qualification from 2013 to 2015. According to data obtained from the micro census, 1.4 million young people had no vocational qualifications in 2013. Around 48 % of unemployed 25–34 year-olds, so almost half or roughly 330,000 young adults, have no vocational qualifications (annual average for 2013).

The initiative focuses on the targeted funding of continuing training resulting in a vocational qualification (full and part time qualification in a recognised training occupation, external examinations and modular qualification courses). This training is especially provided to fill training places that companies have not been able to fill due to a lack of applicants. The initiative is designed not only for the unemployed, but also for employees who do not yet have any vocational qualifications. Disabled young adults can also profit from this initiative. Funding is provided on the basis of existing statutory regulations (SGB III, SGB II) and the budget made available for these.

**Results of the Federal funding and support:**

From the beginning of the initiative until November 2014 around 65,000 young people started in vocational training resulting in a qualification, either in unfunded training or continuing training resulting in a qualification, which was a significant increase in new entries into training compared with numbers in the year before the initiative.

### 3.7.3.4 The WeGebAU (Weiterbildung Geringqualifizierter und beschäftigter Älterer in Unternehmen) Programme

**Key data:**

Funding volume in 2014 € 150.3 million; funding allocation for 2015 – € 280 million

Internet: [www.arbeitsagentur.de](http://www.arbeitsagentur.de) → Bürgerinnen & Bürger → Weiterbildung → Fördermöglichkeiten → Beschäftigtenförderung

**Training policy goals:**

To improve employees’ qualifications, the Federal Employment Agency (Bundesagentur für Arbeit – BA) has been the “WeGebAU” programme since 2006. It is financed through integration funding. Employment offices can provide full or partial funding for qualification courses for employees aged 45 and over who are employed in small and medium sized enterprises with fewer than 250 employees (SMEs). Since 1 April 2012, younger employees in SMEs aged under 45 can also receive funding for continuing vocational training, regardless of their existing qualification level, as long as their employer pays at least 50 % of the costs of the training course. This regulation, initially in force until 31 December 2014, has been extended until the end of 2019. Employees who have no or no useful vocational qualifications can also receive funding to return to training to gain such qualifications. Employers who release employees with low-level qualifications to return to training to gain qualifications can receive a subsidy to cover the employee’s pay for the time they spend in training.

**Results of the Federal funding and support:**

An annual total of around 14,200 persons received funding under “WeGebAU” from December 2013 to November 2014, an increase of 16 % compared with the previous year.

The modified funding conditions have helped the number of participants aged under 45 grow to 72 %, as it was in the previous year. “WeGebAU” is also increasingly being used by those employed as geriatric care and nursing assistants to upgrade their vocational qualifications to become skilled workers through the Geriatric care training and qualification campaign (Ausbildungs- und Qualifizierungsoffensive Altenpflege).

### 3.7.3.5 The initiative for responding to structural change (Initiative zur Flankierung des Strukturwandels – IFlaS)

#### Key data:

Funding volume in 2014: € 334 million;  
funding allocation for 2015: € 400 million

#### Training policy goals:

Employment-related, up-to-date qualifications are not only the best insurance against unemployment, they are also key in solving the problem of a possible shortage of skilled staff. The BA developed the Initiative for responding to structural change (Initiative zur Flankierung des Strukturwandels – IFlaS) to be a major element of its prompt response to these issues. Launched in 2010, “IFlaS” continuing vocational training has given those with low-level qualifications the opportunity to acquire a recognised vocational qualification or complete modular qualifications in occupations that are in demand on the labour market. Since 2012 the initiative has also targeted those returning to work to help them get back into jobs subject to social insurance contributions.

#### Results of the Federal funding and support:

An annual total of around 31,000 persons received funding from December 2013 to November 2014, which was a decline of 10 % compared with the previous year. The initiative is being evaluated by the Institute for Employment Research (Institut für Arbeitsmarkt- und Berufsforschung).

### 3.7.3.6 The ESF “weiter bilden” programme (Social Partner Directive)

#### Key data:

a. Period: 2009–2014  
Funding volume: € 166 million, with ESF co-financing  
b. Period 2015–2020  
Funding volume: € 130 million, with ESF co-financing  
Internet: [www.esf.de](http://www.esf.de) and  
[www.regiestelle-weiterbildung.de](http://www.regiestelle-weiterbildung.de)

#### Training policy goals:

The ESF “weiter bilden” programme was established to support the efforts of Social Partners and improve the participation rate of employees and companies in continuing vocational training. It aims to implement

collective agreements on qualification and continuing training agreements reached with Social Partners. Measures to improve general company-based continuing training conditions and continuing training measures in companies are eligible for funding.

#### Results of the Federal funding and support:

The Social Partners are essential actors in the area of vocational qualification and have incorporated the issue of qualification into joint agreements, initiatives and projects in various areas. Guidelines support the efforts of Social Partners to increase the participation rate of employees and companies in vocational training. The projects improve general company-based continuing training conditions and carry out concrete continuing training measures for employees.

In the three years of the “weiter bilden” initiative, 391 applications were made and 207 project applications have been recommended for funding. 65 % of the projects aimed to improve general company-based continuing training conditions, while 35 % involved the carrying out of qualification measures. The projects covered a wide range of industries, involving 43 collective agreements. 69 new Social Partners agreements have been concluded to extend activities to cover industries without collective agreements on qualifications within the guidelines.

The Social Partners’ great interest in the initiative is reflected in their commitment to it: they are active in 59 % of projects, were themselves applicants or partners in 30 % of projects and were involved in the content of a further 29 %. Projects were funded until the end of 2014 and achieved positive results in the participating companies. In a survey of employees, 85 % of participants stated that they could make use of what they learned in their work and 70 % said that the qualification had improved their personal skills and abilities.

The ESF’s “Fachkräfte sichern: weiter bilden und Gleichstellung fördern” (“Securing a supply of skilled staff: promoting continuing training and equality”) directive, a joint initiative of the BMAS, Confederation of German Employers Associations (Bundesvereinigung der deutschen Arbeitgeberverbände – BDA) and German Confederation of Trade Unions (Deutscher Gewerkschaftsbund – DGB) is planned for the new ESF funding period (2014–2020) and will address the issues

of demographic change, securing a supply of skilled staff and improving the equality of opportunities offered to women and men in companies. Publication of the new directive is planned for the first quarter of 2015. Total expenditure of around € 130 million has been allocated for the ESF directive (€70 million of it from the ESF).

### 3.7.3.7 The ESF “rückenwind – personnel development in the social economy” (“rückenwind – für die Beschäftigten in der Sozialwirtschaft”) programme

#### Key data:

a. Period: 2009–2014

Funding volume: € 60 million, with co-financing from the ESF and Federal Government

b. Period 2015–2019

Funding volume: € 55 million, with co-financing from the ESF and Federal Government

Internet: [www.esf.de](http://www.esf.de) and [www.bagfw-esf.de](http://www.bagfw-esf.de)

#### Training policy goals:

The “rückenwind” programme funds personnel development in the social economy and was developed by the BMAS and the Federal Association of Non-Statutory Welfare Associations (Bundesarbeitsgemeinschaft der Freien Wohlfahrtspflege). Sustainable strategies and concepts to ensure the quality of social services and promote personnel development in the social economy are trialed in this programme, increasing the length of time that employees in these professions stay in them and attracting qualified skilled workers to social economy.

#### Results of the Federal funding and support:

The ESF “rückenwind – personnel development in the social economy” (“rückenwind – Für die Beschäftigten in der Sozialwirtschaft”) programme funds non-profit organisations to trial innovative personnel development projects and test promising personnel development methods and tools in practice. After six rounds of funding, 131 projects in various fields have been initiated. The projects deliver important findings on how the social economy can master current challenges and make its employees fit for the future. The “rückenwind” programme also works successfully to counteract falling employee numbers in the social services and takes into account the fact that the need

for care and nursing services is increasing due to the ageing of society. Particular attention has been paid to care-intensive occupational activities that require an adaptation of working conditions to manage the physical and psychological limitations of ageing employees in coping with them. Initial findings on how the social economy can master current challenges and make their employees fit for the future have now been discussed at several specialist conferences. Financing for the programme will continue until the end of 2014. A modified continuation of the project within the framework of ESF and co-financing funding is planned for the coming 2014–2020 funding period and will focus on personnel and organisational development in the social economy in the context of demographic change. Publication of a new funding directive is planned for the first quarter of 2015 and € 55 million of funding has been allocated for the ESF directive (€ 20 million from the ESF).

### 3.7.3.8 The ESF “Berufsbildung für nachhaltige Entwicklung befördern. Über grüne Schlüsselkompetenzen zu klima- und ressourcenschonendem Handeln im Beruf” (Promoting vocational education and training for sustainable development for the world of work. Key green skills for a climate-friendly and resources-saving world of work) programme

#### Key data:

Period: 2015–2021

Financing: Funding from the European Social Fund, with co-financing from the Federal Ministry for the Environment, Nature Conservation, Building and Nuclear Safety (Bundesministerium für Umwelt, Naturschutz, Bau und Reaktorsicherheit)

#### Initial position:

Plenty of well educated and trained workers with additional qualifications will be needed to successfully establish a sustainable, climate-friendly economy and achieve the goals of the EU 2020 Strategy in the long term. Planned ESF measures in the areas of environmental education and vocational qualification aim to enable workers to work in a climate friendly and resources-saving way by teaching the key competencies required. This funding programme, carried out as part of the remit of the Federal Ministry for

the Environment, Nature Conservation, Building and Nuclear Safety (Bundesministerium für Umwelt, Naturschutz, Bau und Reaktorsicherheit – BMUB) in harmony with the UN Decade and Global Action Programme for Education for Sustainable Development makes vocational training for sustainable development a vital priority.

#### Goals:

- Practically-oriented communication of the broader prospects and orientational knowledge around the renovation of buildings to make them more energy-efficient as an issue for trainees, even beyond their own occupations – in particular in the form of informal learning opportunities
- Development and trialing of further training courses for training personnel: teaching of methods for communicating the interface issues between different areas of trade and industry in a practical way specifically for the target group of trainees.
- Measures to provide practical insights into occupations and work processes that will make up a resources-saving and climate friendly economy and increase the attractiveness of these occupations for young people.

### 3.7.4 Measures and programmes to secure financing for individual continuing education and training

#### 3.7.4.1 Development of the Upgrading Training Assistance Act (Aufstiegsfortbildungsförderungsgesetz – AFBG)

##### Key data:

Period: unlimited (law)

Budget allocation in 2014: € 186.5 million

Funding recipients in 2013: 171,396

Internet: [www.meister-bafoeg.info](http://www.meister-bafoeg.info)

##### Training policy goals:

The AFBG, which is jointly financed by the Federal and Länder governments, ensures an individual's legal entitlement to funding for upgrading vocational training, i.e. master craftsmen's courses or other courses that prepare participants for a comparable vocational qualification. The AFBG supports the expansion of vocational training, strengthens the motivation of young

skilled workers to participate in further training and offers an incentive beyond a reduction in loan repayments for potential entrepreneurs to take the risk of starting their own businesses and creating jobs, after successfully completing further training.

The AFBG is 78 % financed by the Federal Government and 22 % financed by the Länder. In 2014 the Federal Government allocated just on € 182 million (2013: € 175 million) for the AFBG alone. The Länder contributed around € 51 million (2013: € 50 million) to the AFBG. 100 % of Federal funding for the AFBG is provided by the BMBF. The state-owned development bank, the 'Kreditanstalt für Wiederaufbau' provided € 332.5 million (2013: around € 327 million) for the AFBG in 2014.

##### Results of the funding:

Federal statistics on the AFBG published in July 2014 show that more than 171,000 people were funded in 2013, an increase of 1.8 % over the previous year. Around 72,000 (42 %) of funding recipients participated in a full-time measure and around 99,000 (58 %) took part in a part time measure.

82 % of the programme participants were aged between 20 and 35. Most of them, 34 % were aged from 20 to under 25, followed by 25 to under 30 year-olds (33 %) and 30 to under 35 year-olds (15 %). 32 % of funding recipients were women. More than half the continuing training courses were provided in the Trade and Industry sector. In the Skilled Trades sector, where the rate of those who go on to work as freelancers is particularly high, 28 % of participants took part in further training measures.

The AFBG has developed into an essential "pillar" of continuing vocational training and a driver of occupational promotion in vocational training equivalent to BAföG. Its success, with participant numbers growing continuously to the current figure of more than 171,000, shows that investing in initial and continuing vocational training is well worthwhile, for individuals and for the wider economy. Many skilled workers have gained higher qualifications and career promotions with the help of the "Masters BAföG", thereby also helping to secure Germany's competitiveness.

To secure this programme for the future, the AFBG will be amended in the current legislative period with the goal of improving the funding benefits it offers and

expanding the options available for funding. In the interests of establishing the equivalence of general and vocational education and training, access to funded upgrading training will be opened up to graduates with Bachelor's degrees who can demonstrate relevant occupational experience.

#### 3.7.4.2 The continuing education bonus

##### Key data:

Period: 01.12.2008–30.11.2011 (1<sup>st</sup> round of funding),  
01.12.2011–30.06.2013 (2<sup>nd</sup> round of funding),  
01.07.2014–31.12.2017 (3<sup>rd</sup> round of funding)  
Funding volume: € 85 million in the 3<sup>rd</sup> round of funding  
(half of it ESF co-financing for the bonus vouchers)  
Internet: [www.bildungspraemie.info](http://www.bildungspraemie.info)

##### Training policy goals:

The BMBF's "continuing education bonus" programme funds individual continuing vocational education and training through two components.

Users can obtain a bonus voucher worth a maximum of € 500 every two years if their taxable annual income is not more than € 20,000 (or € 40,000 for couples jointly assessed) and they pay half the costs of the measures. Funding recipients must also be working at least 15 hours a week on average.

New conditions added in the current round of funding are that voucher recipients must be aged over 25 and the funded continuing training measure can cost a maximum of € 1,000.<sup>141</sup> Applicants must also approach a continuing education bonus advisory office to obtain a bonus voucher.

The second component of the continuing education bonus is an education savings plan, which, after an amendment to the Fifth Capital Formation Act, allows funding for costs related to continuing education and training to be withdrawn from the savings funded by the employee savings incentive scheme, even if the retention period has not yet expired. Both components can be used cumulatively.

<sup>141</sup> To comply with the ESF's coherency requirement, which stipulates that Federal and Länder government measures must be clearly separated. Measures worth over € 1,000 can be funded at the Länder level.

##### Results of the Federal funding and support:

Around 270,000 continuing education and training bonus vouchers have been issued since the programme began in the autumn of 2008 and another 280,000 bonus vouchers will be offered in the current third funding period. Anyone interested in continuing education and training can get information from the 500 advisory offices all over Germany and, if they meet the prerequisites, receive a bonus voucher. An average of € 360 per voucher was paid out in the 2<sup>nd</sup> funding period.

The occupational profile of participants has changed little since the bonus voucher programme began. In the current 3<sup>rd</sup> round of funding the majority of bonus voucher recipients are working in the fields of "healthcare, veterinary medicine and social services" (42 %), followed by the "teaching and instruction" (11 %) and "corporate services" sectors (10.5 %).

Groups who are usually underrepresented in company-based continuing vocational education and training were again reached at above-average rates by the continuing education bonus, especially women (77 %), workers in SMEs with up to 250 employees (90 %) and part time workers (42 %). The self-employed, with a participation rate of 23 %, are also well represented in the programme.

#### 3.7.4.3 Continuing training grants

##### Key data:

Programme start 1991  
Funding volume: € 21.8 million  
Internet: [www.bmbf.de/weiterbildungsstipendium](http://www.bmbf.de/weiterbildungsstipendium)

##### Training policy goals:

The BMBF's Continuing Training Grant programme supports young people in obtaining further vocational qualifications after they successfully complete vocational training. The grants fund specialist further training for those wishing to become technicians, master tradesmen or certified senior clerks, as well as non-specialist training such as computer courses or intensive language and study courses for employees that build on their existing training or employment. Funding is provided to cover the costs of the measure, accommodation and travel and the expense of the necessary equipment. Participants can apply for subsidies of up to

€ 6,000 for as many training courses eligible for funding as they like within the three-year funding period, as long as they pay 10 % of the costs themselves.

**Results of the Federal funding and support:**

5,477 new grant recipients were accepted into the programme in 2014, bringing the total number of recipients since the programme began to 114,590. They will enter the labour market as qualified skilled workers who have become aware of the value of targeted continuing vocational training and lifelong learning at an early stage in their development and will know how to make the best use of it in their professional biographies.

#### 3.7.4.4 The Upgrading Scholarship (Aufstiegsstipendium)

**Key data:**

Programme start 2008

Funding volume: € 22.2 million

Internet: [www.bmbf.de/aufstiegsstipendium](http://www.bmbf.de/aufstiegsstipendium)

**Training policy goals:**

The BMBF's Upgrading Scholarship programme was established for experienced professionals who have especially successfully completed vocational training and have at least two years of professional experience, whether or not they are eligible to enter higher education. When qualified and talented skilled staff are already earning an income, financial issues often prevent them from starting a course of studies. These scholarships provide additional incentives for further study and improve the career prospects of talented skilled staff. The programme is only academic scheme to support talented students who are also working or studying full-time for the duration of their course of studies (standard prescribed study period). Funding for full-time study is € 750 a month (plus the one-off childcare payment) with € 2,000 offered annually to those combining work and study.

**Results of the Federal funding and support:**

6,845 Upgrading Scholarships had been awarded by the end of 2014. Most scholarship recipients were studying at a university of applied sciences, around 40 % were aged over 30 when they entered the funding programme and more than a third of the scholarship holders were combining work and study. The concept of gaining access to “study without secondary school

leaving qualifications (Abitur)” is already being put into practice here. Just on 51 % of those in the programme gained a higher education entrance qualification through their vocational or upgrading qualification or through a specific aptitude test at an institution of higher education, while another 7 % gained a school-based higher education entrance qualification during training. The programme is making a major contribution to education and training and to society by emphasising the significance of vocational qualifications as a potential means of access to higher education and enabling talented skilled staff to embark on a course of studies in parallel to employment.

#### 3.7.5 Measures and programmes to increase the attractiveness of and modernise advanced vocational training

##### 3.7.5.1 New and modernised training regulations

After consensus was reached by the Social Partners and business and industry the regulated upgrading training system defined in S. 53 of the Vocational Training Act (Berufsbildungsgesetz) and S. 42 of the Crafts Code (Handwerksordnung) was expanded and updated. Attractive opportunities for occupational development open up to those completing this vocational training and it also ensures that companies are able to find the qualified staff they need for high level managerial and leadership positions. An amendment to the regulations ensures that newly issued senior specialist, certified specialist and Masters' qualification certificates carry an indication of the classification of these qualifications at level 6 of the German and European Qualifications Framework. Another amendment of the examination regulations for the recognised qualifications of Certified Retail Sales and Distribution Specialist and Certified Senior Trade Specialist for the first time explicitly allows university dropouts with 90 ECTS points and 2 years of relevant occupational practice to be admitted to these examinations.

Examination regulations for the following recognised qualifications were amended in 2014:

- Certified industrial supervisor specialising in plastics and rubber;
- Certified Retail Sales and Distribution Specialist (BGBl. I S. 509) and Certified Senior Trade Specialist (BGBl. I S. 527);
- Certified Marketing Specialist;
- Certified Purchasing Specialist;
- Certified Managerial Specialist under the Crafts Code (Handwerksordnung).

#### **Master Craftsman (Meister) examination regulations in the Skilled Trades sector**

##### **Key data:**

Period: ongoing, based on S.s 45, 51 a of the Crafts Code (Handwerksordnung – HwO)

Funding volume: –

Internet: [www.bmwi.de/DE/Themen/Ausbildung-und-Beruf/weiterbildung,did=151378.html](http://www.bmwi.de/DE/Themen/Ausbildung-und-Beruf/weiterbildung,did=151378.html)

##### **Training policy goals:**

Master craftsman’s qualifications in the skilled trades aim to enable those with such qualifications to independently run skilled trades firms and take on managerial roles in the areas of technology, business and economic administration, personnel management and training. A master craftsman’s certificate is an important “seal of quality” and a marketing instrument for every skilled trades company. Germany’s master craftsman examination is well-known in many countries and German master craftsmen are in demand all over the world. Within the EU the master craftsman’s qualification has been given a high level of recognition in the EU Directive on the Recognition of Professional Qualifications and German master craftsmen can usually work anywhere in the EU.

Master craftsman’s training is modular and oriented towards the four parts of the master craftsman examination, which tests skills in the areas of practice (Part I), theory (Part II), business administration and law (Part III) and vocational and occupational education (Part IV).

Trainees who pass all four parts of the master craftsman examination are awarded a master craftsman’s qualification and can refer to themselves in business as master craftsmen. Trade-specific master craftsman examination regulations regulate the master craftsman examination curriculum and examination regulations for Parts I and II. The examination training regulations on the general business topics in Parts III and IV are prescribed in the general master craftsman examination regulations (Allgemeine Meisterprüfungsverordnung – AMVO). Master craftsman’s qualifications usually build on related vocational training in the dual system.

##### **Results:**

In 2014 master craftsman examination regulations were amended for the occupations of

- Shoemaker (SchuhmMstrV)
- Electroplater (GalvMstrV) and
- Glazier (GlaserMstrV).

#### **3.7.5.2 Continuing training consultancy**

A telephone service offering informative continuing training consultancy has been trialed since early 2015. It helps individuals to identify the continuing training they need and helps make plans for continuing training more concrete.

The service<sup>142</sup> provides anyone seeking advice with consistent, easy access to supplier-independent continuing training consultancy, offering information on all occupational and technical issues around continuing training. Complex consultancy processes are supported by referrals to local consultancy offices. In this way the BMBF is helping citizens to actively and independently plan their own educational and occupational biographies and making a contribution to ensuring equality of opportunity and participation in society.

The service works with qualified consultants to help citizens all over Germany to find the right continuing training for them.

From the outset of the trial period, people seeking advice in the Länder of Berlin, Lower Saxony, North

<sup>142</sup> Under the number 030/20 17 90 90

Rhine-Westphalia, Saxony and Schleswig-Holstein have been given an opportunity to be directly referred for individualised consultancy with consultants near their homes.

The other partners in the national telephone continuing training consultancy service are the BA and the “Arbeiten und Leben in Deutschland” (Working and living in Germany) hotline for initial consultancy on the recognition of foreign vocational qualifications in the Federal Office for Migration and Refugees (Bundesamt für Migration und Flüchtlinge – BAMF).

### 3.7.6 Increasing opportunities for transfer in the education and training system

#### 3.7.6.1 The “Validation of non-formal and informal learning” working group

According to the 2014 Report on Vocational Education and Training, around 17 % of people aged between 30 and 40 in Germany had no vocational qualifications in 2012. These people’s risk of becoming unemployed or only temporarily employed is particularly high. Yet some of them have acquired skills through occupational practice or in continuing training that validation would allow them to demonstrate and make use of. This would greatly improve their chances of being permanently employed.

Validation processes can also expand the opportunities of employees who no longer work in the occupation they trained for or who have been promoted to higher positions in their companies without additional formal qualifications.

The European Union Council recommendation on the “Validation of non-formal and informal learning” of 20 December 2012 resulted in a call for member states to establish processes for validating skills acquired in non-formal and informal ways by 2018. It is up to member states to define and establish the best concrete processes for their specific situation in harmony with national conditions.

In July 2013 the BMBF set up a “Validation of non-formal and informal learning” working group to bundle available expertise from politics, practice, science and research and the Social Partners. Pilot

areas in which the validation processes discussed could be developed and trialed were also identified.

#### 3.7.6.2 ANKOM – transitioning from vocational into university education and training

##### Key data:

Period; October 2011 until 2015

Funding volume; around € 6.5 million

Internet: <http://ankom.his.de>

##### Training policy goals:

During their three-year funding the ANKOM projects substantially contributed to the trialing and implementation of transition measures. They developed concepts for providing target group-specific consultancy, information, teaching and study course design and skills promotion and also further developed processes for accrediting skills gained outside higher education institutions.

#### 3.7.6.3 The “Advancement through education: open universities” competition

##### Key data:

Period: 2011 – 2020

Funding volume: € 250 million in the 1<sup>st</sup> phase of the first round of the competition, co-financed with European Social Fund and European Union funding

Internet: [www.wettbewerb-offene-hochschulen-bmbf.de](http://www.wettbewerb-offene-hochschulen-bmbf.de)

##### Training policy goals:

The Federal and Länder governments will work together in coming years to improve opportunities for transfer between vocational and academic education and training and help secure a supply of skilled staff with the “Advancement through education: open universities” competition, a second round of which started in 2014. The BMBF has allocated up to € 250 million for the competition from 2011 until 2020. The BMBF financing is designed to enable institutions of higher education to sustainably establish continuing academic training and education. The current range of practical training courses, courses for working adults and dual training courses will be expanded, increasing opportunities to develop, trial and sustainably implement lifelong learning measures for the target groups the competition focuses on.



**Results of the funding and support:**

The competition started with 26 projects in a first round in October 2011. Projects in the second round started work in August 2014. 96 German universities and four non-university research institutions received funding for the competition so one in four universities in Germany is on the way to becoming an open university. Universities in all Länder are represented.

Funding for the two competition rounds is provided in two phases. In the first phase, individual and joint projects to research, develop and trial courses of study for up to three and half years can receive funding. The second phase, which will run for two and half years, is designed to ensure that projects can continue in the long term.

For certain target groups that institutions of higher education and the courses they offer have not hitherto focused on (especially employees with and without formal higher education entrance qualifications, people with family responsibilities and those returning to work) courses of study in the form of (cumulative) modules, module combinations (certificates) and courses designed for those in employment (Bachelors and Masters degrees) will be developed. These should make it possible for participants to better combine employment and continuing education and training with their private obligations while taking part in lifelong learning. Courses will also be supported by the use of modern media (“blended-learning study courses”) and an appropriate organisation of schedules.

### 3.7.6.4 Attracting university dropouts into vocational training

**Key data:**

Period: 2014–2017

Funding volume: around € 15 million

Internet: [www.jobstarter.de](http://www.jobstarter.de)

**Training policy goals:**

In May 2014 the BMBF launched an initiative to attract university dropouts into vocational training. In the context of a forecast shortage of skilled workers with middle-level qualifications, young people’s increasing tendency to gain higher education qualifications and the relatively high dropout rate of students in Bachelors courses in Germany, at 28 %, the initiative

aims to open up new opportunities for university dropouts through vocational training. University dropouts often have substantial pre-existing qualifications that can be accredited in vocational training and be used in the pursuit of a non-academic career. Conversely, given the impending issue of corporate succession, vocational training can open up interesting expert and managerial roles to university dropouts.

As well as instituting measures to prevent students from dropping out (e. g. on the Quality Pact for Teaching or Higher Education Pact in future) and making the wrong decisions in choosing an occupation and course of study (e. g. through intensive careers orientation at schools that offer students higher education entrance qualifications) the BMBF is pursuing the following goals as part of its efforts to integrate university dropouts into vocational training:

- deploy the unused potential of university dropouts in vocational training,
- improve the situation of university dropouts by enabling them to gain a vocational qualification (not only certificates) through initial and continuing vocational training in relatively short time, and
- ensure the quality of vocational training, by offering adequate practical work experience in companies for this target group, for example.

The BMBF’s initiative includes the following central areas of action and measures:

- improving information services on alternative paths to qualifications through vocational training for university dropouts (by establishing and expanding a central and permanent online information portal from 2015),
- consolidating and optimising established consultancy services for university dropouts (from universities, the BA and Chambers) and transferring examples of best practice from existing regional projects for integrating university dropouts (funding and supporting ‘lighthouse projects’ as part of Federal and Länder government agreements in the context of the BMBF’s “Educational Chains” (Bildungsketten) initiative in 2015),
- bringing university dropouts together with companies offering training, especially small and medium sized

companies (with funding from the BMBF's Jobstarter plus programme and Förderlinie III),

- increasing the options for accrediting skills gained during university studies for the purposes of initial and continuing vocational training under the terms of the Vocational Training Act (Berufsbildungsgesetz – BBiG) and Crafts Code (Handwerksordnung – HwO), and
- intensifying research on the issue of university dropouts, on the attractiveness of vocational training to this target group, and on essential factors for their successful integration into vocational training (studies as part of the vocational training research initiative 2015).

#### **Results of the funding and support:**

Information services for university dropouts on alternative paths to qualifications through vocational training have been improved by the publication of details on the legal possibilities of having skills acquired during studies recognised and accredited in vocational training (under the BBiG and HwO) and existing regional integration and consultancy projects for university dropouts on the BMBF/BMWi “Vocational training – practically unbeatable” (“Berufliche Bildung – praktisch unschlagbar”) information campaign website at [www.praktisch-unschlagbar.de/content/3294.php](http://www.praktisch-unschlagbar.de/content/3294.php).

In the call for proposals for first round of funding of the BMBF-Jobstarter plus programme in May 2014, the third round of funding dealt with “Bringing university dropouts and companies offering training together, especially small and medium-sized enterprises” as an area for action. By the end of 2014 18 regional projects from the over 100 valid project applications in the third round of funding had been selected. From 2015 institutions of higher education, university dropouts and small and medium-sized enterprises will work in close cooperation to raise awareness of each others issues, work together and establish monitoring processes in almost all Länder.

To increase the options for having skills and knowledge acquired while studying accredited for the purposes of initial and continuing vocational training, amended national training regulations for the occupations of ‘Certified senior trade specialist’ (“Geprüfter Handelsfachwirt”) and ‘Certified senior retail trade sales and distribution specialist’ (“Geprüfter Fachwirt für Vertrieb im Einzelhandel”) were published

in the Federal Law Gazette in May 2014. For the first time in the decades-long history of training regulations, the new regulations stipulate that anyone who can demonstrate acquisition of at least 90 ECTS points in business administration studies and at least two years of occupational experience in the relevant sector can be admitted to these further training examinations.

#### **3.7.6.5 Pilot project on joint curriculum development at DQR Level 5**

To improve opportunities for transfer in the education and training system the BMBF has started two pilot projects with the BIBB and other partners to make it easier for people to move between vocational and academic education and training. Developing and disseminating integrated curricula across education and training sectors at Level 5 of the German Qualification Framework (GQR) should yield substantial potential for systematically expanding opportunities for transfer between academic and vocational education and training in both directions. Working with the vocational advanced training qualifications of IT Specialist and Automobile Service Engineer, the DQR Bridge5 project develops and trials links between exemplary measures across education and training sectors for integrating vocational and academic education and training curricula with consultation concepts specifically designed for certain target groups. Chambers and institutions of higher education are working together to achieve the project goals at the regional level.

## 3.8 Preparing the vocational education and training system for the future

### 3.8.1 Evaluation of the Vocational Training Act (Berufsbildungsgesetz)

The Coalition Agreement includes a remit to evaluate the Vocational Training Act (Berufsbildungsgesetz – BBiG) and review the need for change, especially in the areas of increasing transfer opportunities, improving the quality of training and multi-stage training, the formation of occupational ‘families’ and securing participation in voluntary work on examination boards.

The Vocational Training Act, which was thoroughly amended ten years ago, has proven its worth and does not need a fundamental overhaul. The BMBF is developing a concrete catalogue of issued for the upcoming evaluation involving vocational training system stakeholders, especially the Social Partners, Länder and relevant Federal Government departments. The evaluation results will be submitted in the second half of 2015.

### 3.8.2 Monitoring of the Professional Qualifications Assessment Act (Anerkennungsgesetz – BQFG)

The Federal Government’s Assessment and Recognition of Foreign Qualifications Act (Anerkennungsgesetz), which came into force on 1 April 2012, substantially improved conditions for people with foreign professional qualifications, whether they’re already living in Germany or have recently arrived, helping them integrate into the German labour market. The Professional Qualifications Assessment Act (Berufsqualifikationsfeststellungsgesetz – BQFG) guarantees for initial and advanced training qualifications in the dual system a legal entitlement to the assessment of the equivalence of vocational qualifications acquired outside Germany and comparison with a German reference occupation. In the assessment process the competent body compares the foreign qualification with a German one based on formal criteria such as the content and duration of the training. The central question is whether there are major differences and whether they can be offset by professional experience gained in Germany or abroad. Applications for assessment

can come from outside Germany so the process not only activates domestic potential, it also helps the country attract skilled workers from abroad.

By mid-2014 Qualifications Assessment Acts had successively come into force in all Länder, providing a comprehensive basis for regulated occupations in Länder legislation.

An amendment to the Employment Regulations (Beschäftigungsverordnung – BeschV) now also makes it possible for non-academic personnel to work in Germany without undergoing the ‘Vorrangprüfung’ (the requirement for approval from the BA in individual cases to ensure that no German or EU citizen is available as an applicant for a job), if their qualification is recognised as equivalent to a German one and is for an understaffed occupation on the BA’s “positive list” (S. 6 Para. 2 BeschV). If their qualification is only partly recognised as equivalent, the new Employment Regulations<sup>143</sup> enable applicants to complete an adjustment qualification allowing them to do practical work in Germany (S. 8).

An essential precondition for successful implementation of the BQFG regulations is the consistency and comparability of its administrative implementation by the competent bodies in the Länder, such as the chambers of industry and commerce in the area of non-regulated initial and continuing training qualifications in the dual system for example. The IHK Fosa was founded as the central authority for assessing and recognising foreign occupational qualifications in sectors regulated by the chambers and ensures a consistent and efficient assessment process. This ‘bundling’ of authority ensures that the process of assessing the equivalence of qualifications is consistent, transparent and efficient. In the skilled trades sector, authority in this area is ‘bundled’ in ‘lead chambers’ (“Leitkammern”) who are supported in their work by the BQ portal, an information portal for foreign vocational qualifications<sup>144</sup>. The portal, an online knowledge and work platform, provides comprehensive information on foreign qualifications and education and training systems as well as offering practical orientation for the competent bodies and

<sup>143</sup> Employment Regulations of 6 June 2013 (BGBl. I S. 1499), last amended by Article 2 Paragraph 2 of the Regulation of 6 November 2014 (BGBl. I S. 1683).

<sup>144</sup> See also [www.bq-portal.de](http://www.bq-portal.de).

makes a major contribution to ensuring a fast, cost effective and transparent decision-making practice in recognising qualifications in the skilled trades sector.

The Prototyping Project, funded by the BMBF, (period August 2011–January 2014) developed standards and materials for analysing vocational qualifications through “other suitable processes”, which can be carried out if there no documents available about training or institutions in the applicant’s home country are not cooperative. The number of these quality-assured qualifications analyses carried out will be increased with the transfer of results from the Prototyping II collaborative project in 2015.

As part of the legislative process the Federal Government assured the Federal Council (Bundesrat) that it would continuously monitor implementation of this quality assurance in an appropriate manner and take legislative action if any change were required.<sup>145</sup> To comply with this assurance the BIBB was commissioned to carry out the “Monitoring of implementation of the Assessment and Recognition of Foreign Qualifications Act” (“Monitoring des Anerkennungsgesetzes”) project, whose results are included in a technical report that is submitted annually and are part of the “Report on the Assessment and Recognition of Foreign Qualifications Act” (“Bericht zum Anerkennungsgesetz”). The Federal Cabinet adopted the first report on the Assessment and Recognition of Foreign Qualifications Act on 2 April 2014. The analysis carried out as part of the monitoring is based on official statistics (S. 17 of the BQFG) an analysis of other statistics, documentation of information and consultancy data, secondary sources and quantitative and qualitative surveys and investigations carried out by the BIBB.

The BMBF also commissioned the BIBB to tender out and award the external evaluation that accompanies the Assessment and Recognition of Foreign Qualifications Act, which the Act prescribes after four years (S. 18 BQFG).

In December 2014 the Federal Statistical Office (Statistische Bundesamt) published the foreign qualifications assessment and recognition statistics for 2013 for federally regulated occupations, which form the basis for the Report on the Assessment and Recognition

of Foreign Qualifications 2015. According to these statistics, around 26,500 assessment applications have been made since the Assessment and Recognition of Foreign Qualifications Act came into force in April 2012. In 2013 around 16,700 assessment and recognition processes took place, 80 % of which were adjudicated, 75 % of them with a complete recognition of the vocational qualification acquired abroad. Only 4 % of the processes resulted in rejections. In the other cases partial equivalence (for non-regulated occupations) was established or additional measures were required that could lead to complete equivalence with regulated occupations. As in the first year, most of the recognitions (78 %) were for regulated occupations. This may be because effective recognition of a regulated occupation is the prerequisite for working in that occupation in Germany. Demand for assessment and recognition continued to be high, especially in the medical health-care professions, as it was last year. Around 78 % of the assessment processes carried out in 2013 were for occupations in this area. As in the previous year, assessment and recognition for the reference occupation of ‘office management clerk’ was most in demand among the non-regulated occupations, followed by the occupations of electronics technician and machine fitter.

Most of the applications for assessment and recognition lodged in 2013 were for vocational qualifications acquired in Poland (1,700), Romania (1,500) and the Russian Federation (1,000). The nationality of the applicants was mainly German (2,600) followed by Polish (1,300) Romanian (1,300), Spanish (800) and Russian (700).

### 3.8.3 New and modernised training regulations

The modern world of work is in a constant state of change and the pace of technological, economic and social change is growing, especially in areas impacted by information and communications technologies. In many other areas such as manufacturing, trade, skilled trades, services and agriculture notable change is occurring.

This continuous change requires regular updating of existing vocational training regulations and the development of new training courses because this is the only way to ensure that skilled staff will continue to be able meet the challenges of a constantly changing world of work.

<sup>145</sup> BR-Drs. 606/11 and the plenary protocol of the 889<sup>th</sup> session of the BR (4 November 2011).

On 1 August 2014 nine modernised training regulations came into force under the Vocational Training Act and Crafts Code (BBiG/HwO). Over the past ten years 131 occupations have been modernised and 24 new occupations have been developed.

The modernised training regulations for 2014 were:

- **Motor vehicle body and vehicle construction mechanic**  
Three and a half-year vocational training in the areas of vehicle body, vehicle construction technology and vehicle body repair technology – in vehicle body and construction companies and vehicle manufacturers.
- **Certified office management clerk**  
Three-year vocational training in private enterprises and companies and in the public sector.
- **Insurance and financial services broker**  
Three-year vocational training in the fields of insurance and financial consultancy – in financial services companies, credit institutes, insurance companies and insurance brokers.
- **Agricultural and construction machinery mechatronics fitter**  
Three and a half-year vocational training in repair workshops, sales and distribution companies and manufacturers of agricultural, construction, forestry and structural engineering machines.
- **Upholsterer**  
Three-year vocational training in companies in the upholstered furniture industry, partly also in handcrafted upholstered furniture production, in interior decorating companies and in mattress manufacture.
- **Ice cream specialist**  
Three-year vocational training in companies making artisanal ice-cream, in ice cream cafés, ice cream parlours and patisseries.
- **Confectionary technologist**  
Three-year vocational training in confectionary manufacture, especially in the areas of chocolate and confectionary articles, bonbons and sweets, fine baked goods, snack products and ice cream in industrial food manufacturing companies.

- **Stringed instrument maker**

Three-year vocational training in of guitar and harp making – mainly in small and medium-sized music instrument makers making and repairing guitars, mandolins, harps and zithers, in specialist music instrument retailers with their own repair workshops and in museums with music instrument restoration departments.

- **Bike and motorbike mechatronics fitter**

Three and a half-year vocational training in the area of bicycle and motorbike mechatronics technology – with vehicle manufacturers and in trading and service companies.

In 2014 the modernising of training content was begun for 14 training regulations. 11 of these modernised regulations are scheduled to come into force in 2015. The other three regulations will come into force on 01.08.2016.

Three training occupations were rescinded in 2014, namely training for

- office management clerk,
- office communications clerk and
- office communications specialist.

These occupations were replaced by the vocational training for 'Certified office management clerk'.

### 3.8.4 Early identification of qualification requirements

#### 3.8.4.1 Jobs monitoring

To analyse both the current and future labour market, the Federal Ministry of Labour and Social Affairs (BMAS), working with researchers in this field, has developed a constant, regular und detailed monitoring system to identify indications of possible shortages of skilled staff and counteract them at the earliest possible stage.

Initial findings on the current need for workers were published in November 2011 in the BMAS labour market report and in the follow-up report

“Der Arbeitskräftebedarf in Deutschland 2006 bis 2011”, which was published in March 2013 by the Institute for Employment Research (Institut für Arbeitsmarkt- und Berufsforschung – IAB). In February 2015 the IAB published the “Betriebe im Wettbewerb um Arbeitskräfte” concluding report. Their analyses are based on two comprehensive surveys of companies carried out by the Institute for Employment Research (IAB), the IAB Establishment Panel and the IAB jobs survey, which comprehensively present developments since 2000. This is a sophisticated analysis of trend in shortages of skilled staff since 2006. The reports show that demand for employees is high, but there is not a comprehensive lack of skilled staff in Germany at the moment, although there are indications of shortages in certain regions, industries and occupations. The reports also show that it is essential to focus not only on academic professions, but also on occupations requiring vocational qualifications to secure a supply of skilled staff.

The BMAS has also commissioned an international consortium of researchers to draw up a prognosis of the labour market situation up to 2030. Their prognosis assumes that in future there will be further improvements in central areas of action required to secure a supply of skilled staff, such as the compatibility of family and work and employment rate of older workers. Based on these assumptions, the prognosis forecasts that by 2030, compared with 2010,

- the population aged between 20 and 64 will fall by around 5 million,
- the total labour force will fall by 2 million,
- the number of those in employment will fall by 1.04 million,
- the number of the unemployed will fall by 1.04 million.

There will be a decline in the number of workers required by the manufacturing sector, trade, transport and public administration, while employment in corporate services, financial services and in health and social services will grow. There will be more demand for employees in healthcare occupations, managerial jobs, in technical occupations and for scientists, the number of people occupied in production and office occupations will fall significantly as a result of globalisation and labour organisation trends.

### 3.8.4.2 The BIBB companies panel on qualification and skills development

#### Key data:

Period: December 2009–March 2015

Internet: [www.bibb.de/qp](http://www.bibb.de/qp)

#### Training policy goals:

The overall conditions for companies' qualification and recruiting activities have changed fundamentally in recent years. From an education and training policy point of view falling numbers of school leavers, young people's changing education and training choices, the increasing ageing of society and of the workforce in particular, and the growing demands on employees for higher qualifications are the main trends. They will pose new challenges for education and training policy in Germany. In this context the BIBB Qualification Panel, funded by the BMBF, investigates the ways in which companies are responding to these new conditions and which strategies they are pursuing to meet their future need for skilled, qualified workers. The research project aims to establish a qualification panel as an annual survey on qualification and training activities in companies in Germany, focussing on companies' activities in the area of initial and continuing vocational training. The panel also deals with various current issues in depth. Based on the representative surveys of companies that build on each other year on year, the aim is to provide a comprehensive new informational basis for vocational education and training policy and research.

#### Results of the Federal funding and support:

The high rate of company participation in the surveys conducted from 2011 to 2014 is proof of firms' strong interest in the issues covered in the BIBB Qualification Panel. And the companies were not just interested in one-off participation in a survey – 75 % of the companies surveyed were willing to take part in a follow-up survey. Work done in the previous survey periods has created a basis of data which, due to the study's sampling range and long-term character, makes it possible to carry out detailed analyses on companies' personnel management.<sup>146</sup> Given the high rate of

<sup>146</sup> Details on the results are published in the Data Report accompanying the Report on Vocational Education and Training 2015 in the section on this issue and in Chapters A4.11, B1.2.

participation among companies and their willingness to take part in additional surveys and demand from experts in science and research and politics for the survey results, a decision was taken at the end of 2013 to permanently anchor the BIBB Qualification Panel as an integral component of the scientific and research services section of the Federal institute for Vocational Education and Training.

The survey results are incorporated into the Report on Vocational Education and Training (Chapter 2.6). Details on the results can be found in the 2015 Data Report in Chapters A.4.10.3 and C.2.

#### 3.8.4.3 Identifying the costs and benefits of company based training in 2012

##### **Key data:**

Period: 01.01.2012–31.12.2015

Funding volume: € 0.64 million

Internet: [www2.bibb.de/bibbtools/tools/fodb/data/documents/pdf/eb\\_21203.pdf](http://www2.bibb.de/bibbtools/tools/fodb/data/documents/pdf/eb_21203.pdf)

##### **Training policy goals:**

The returns on training are an important criterion for companies in deciding on whether or not to engage in dual training. The BIBB has calculated the costs and benefits of dual vocational training for companies in five surveys (for 1980, 1991, 2000, 2007 and the 2012/13 training year). The most recent survey for the 2012/13 training year provides current representative figures on the costs-benefits ratio of training from the companies' point of view. The BMBF has commissioned the BIBB to carry out a representative survey of companies involving 3,000 trainees and just on 1,000 companies that do not offer training as a reference group.

##### **Results of the Federal funding and support:**

Based on the data gathered, gross costs, returns, net costs and personnel recruitment costs and representative averages for all trainees according to various features such as company size or area of training were calculated.<sup>147</sup> Policy makers will be able to use these results to identify developments and make changes to conditions where necessary. For companies they will serve as a benchmark

for their own training activities. This data will also be useful for investigating a wide range of science and research issues on the costs and benefits of company based training and companies' participation in training. An initial evaluation of the data can be found in the 2015 Data Report in Chapter A7.3.

#### 3.8.4.4 Research projects on changing qualification structures and qualification needs in the area of environmental protection

##### **Key data:**

Period: 1 January 2013–31 March 2015

Financing: Federal Ministry for the Environment, Nature Conservation and Nuclear Safety/Federal Environmental Agency (Bundesministerium für Umwelt, Naturschutz, Bau und Reaktorsicherheit/ Umweltbundesamt)

##### **Training policy goals:**

The transition to a “green economy” will change the kind of qualifications that business and industry need in future. Prognoses for individual environmental technology markets indicate a growing need for skilled staff that varies greatly from sector to sector. There are few well-founded findings available so far on which sectors will need which qualifications but these will be necessary to counteract any shortages of skilled staff as quickly as possible. This project investigates current qualifications structures for those working in the area of environmental protection and which qualifications will be increasingly in demand in future.

##### **Results of the Federal funding and support:**

The project's initial results were presented and discussed on 18.11.2014 at the BMBF/BMUB “Green Economy 2014” conference in a “Work and Qualification in the Green Economy” workshop. Analyses carried out to date show that the transformation to a green economy is not an abstract future project but is already having concrete effects on qualification requirements in all industries. An evaluation of job advertisements shows that jobs and the qualifications required for working in them are changing as a result of new content and occupational profiles. A fixation on “green jobs” will not produce the required results; far more important in this context are the processes of change occurring due to the wider “greening” of jobs.

<sup>147</sup> For initial results and an explanation of the procedure used see the BIBB Data Report accompanying the Report on Vocational Education and Training 2015, Chapter A7.3.

According to the experts surveyed, a general awareness of environmental protection issues and demand for qualifications in environmental protection-related occupations should be created by integrating these topics into all areas of education and training. Creating new occupations was not emphasised as a priority. Demand for skilled staff with academic qualifications predominates in industries in which the transformation to a green economy is already being strongly felt.

#### 3.8.4.5 Research projects on incorporating environmental issues into vocational education and training – analyses of the current situation and future requirements

##### Key data:

Period: 1 October 2014–30 September 2015

Financing: Federal Ministry for the Environment, Nature Conservation and Nuclear Safety/Federal Environmental Agency (Bundesministerium für Umwelt, Naturschutz, Bau und Reaktorsicherheit/ Umweltbundesamt)

##### Training policy goals:

The economic significance of environmental protection has grown strongly in recent years and the overall economy and all industries are increasingly undergoing a “green transformation”. As a result, worldwide demand for environmental and climate protection technologies and products that reduce our impact on the environment and natural resources is growing. Germany is currently well positioned in the market for environmental and energy efficient technologies. The country’s current good market position will only be maintained and extended if workers with the right qualifications are available to its labour market. Companies already complain of not being able to find enough or specifically enough qualified staff.

The transformation to a resources-saving economy will require technological and scientific (STEM) knowledge and expertise and more than just teaching specific “green abilities” or training for specific occupational profiles. Instead, additional qualifications can further develop workers’ existing abilities, overcoming a shortage not just of specific “green workers” but of STEM qualifications and related management abilities to provide a general occupational base.

##### Results of the Federal funding and support:

To appropriately and specifically make use of existing resources and manage policy demands knowledge gaps, success factors and experience should be recorded in a study and on this basis recommendations formulated for possible future BMUB activities. These recommendations should include suitable criteria that can be used to identify the most productive vocational training measures. Concrete proposals for implementation should also be submitted.

#### 3.8.4.6 The Vocational Training for Sustainable Development in the second half on the UN Decade on “Education for Sustainable Development 2005 – 2014” (“Berufliche Bildung für nachhaltige Entwicklung in der zweiten Hälfte der UN-Dekade – Bildung für eine nachhaltige Entwicklung 2005–2014”) funding priority

##### Key data:

Period: 2010–2013

Funding volume: € 3 million

Internet: [www2.bibb.de/bibbtools/de/ssl/4936.php](http://www2.bibb.de/bibbtools/de/ssl/4936.php)

##### Training policy goals:

With the goal of anchoring sustainability as a guiding principle in vocational education and training, the BIBB, with funding and support from the BMBF and as part of the vocational training for sustainable development funding priority focus in the second half of the UN Decade, is funding “Education for sustainable development” 2005–2014 pilot schemes under Section 90 Paragraph 3, Number 1 d of the Vocational Training Act (Berufsbildungsgesetz).

##### Results of the Federal funding and support:

The success of this funding priority focus, part of the UN Decade on “Education for sustainable development”, was recognised by UNESCO in the spring of 2014. Its results will contribute to implementing sustainability as a guiding principle in vocational education and training and in daily occupational practice in the long term. During this process the participating projects and the BIBB will continue to support and strengthen the establishment and transfer of findings and results.



BMBF<sup>148</sup> publications demonstrate the importance of sustainable development in everyday working life and provide information on the goals, progress and results of individual projects.

The published programme evaluation carried out by accompanying scientists and researchers and the BIBB (see above) highlight the links between sustainable development in vocational training and occupational and employment structures and qualification requirements and measures and other aspects relevant to education and training. The BIBB will make use of these findings to formulate recommendations for policy activities. Based on these findings and recommendations, the BMBF will continue its involvement in and commitment to vocational training for sustainable development, particularly in the context of the Global Action Programme on training for sustainable development, which begins in 2015.

### 3.8.5 Vocational training research

#### 3.8.5.1 The BMBF's vocational training research initiative (BBFI)

##### Key data:

Period: August 2006–December 2018

Funding volume: according to need, usually up to € 800,000 annually

Internet: [www.bmbf.de/de/13567.php](http://www.bmbf.de/de/13567.php)

##### Training policy goals:

The BMBF's Vocational Training Research Initiative (Berufsbildungsforschungsinitiative – BBFI) was started in 2006 to bundle the BMBF's vocational training research portfolio and meet the great need for scientific expertise to reinforce its vocational training policy activities. The project results can assist the BMBF in preparing for and substantiating strategic decisions and their findings also support vocational training policy making and research in Germany.

##### Results of the Federal funding and support:

The following new projects started in 2014:

- identifying the costs and benefits of examination activities for companies,
- ensuring qualified skilled work by offering older workers continuing training and qualification options, and
- evaluating the efficiency of consultancy on inclusion for companies and trainers.

The following projects were completed:

- investigation into re-positioning and amending upgrading training in the food industry,
- improving transfer opportunities by integrating training courses and career path concepts,
- examples of successful careers orientation for young people at whole-day and half-day general education schools and
- Comparing the costs of regulated further training and Bachelor's degrees.

Volume 15 in the BMBF's vocational training research series on "A review of training in the healthcare occupations and comparison of European systems" ("Bestandsaufnahme der Ausbildung in den Gesundheitsberufen im europäischen Vergleich") was published in 2014. The study aimed to provide a thorough review of training, occupational and skills profiles in three healthcare professions (registered general nursing, physiotherapy and MTA radiology) in Germany, Great Britain, the Netherlands, France and Austria and compare them taking specific national education and training and healthcare systems into account. This was done because vocational qualifications for healthcare occupations in Germany are usually acquired in full-time school-based training courses with large practical components. In contrast, training in other European countries is largely provided at the tertiary level. This study was the first to offer a systematic and comprehensive comparison of existing training courses in terms of the qualifications acquired, occupational profiles offered and labour market opportunities and reach sophisticated conclusion on the academization of the healthcare professions.

<sup>148</sup> See also [www.bmbf.de/pub/Nachhaltigkeit\\_im\\_Berufsalhtag\\_barrierefrei.pdf](http://www.bmbf.de/pub/Nachhaltigkeit_im_Berufsalhtag_barrierefrei.pdf) and ([www.bibb.de/de/709.php](http://www.bibb.de/de/709.php))

### 3.8.5.2 Skills assessment in vocational training – ASCOT

#### Key data:

Period: December 2011–May 2015  
 Funding volume: around € 7 million  
 Internet: [www.ascot-vet.net](http://www.ascot-vet.net)

#### Training policy goals:

The BMBF's vocational skills assessment research initiative "Technologie-orientierte Kompetenzmessung in der beruflichen Bildung" (Ascot – Technology-based Assessment of Skills and Competencies in VET) aims to further develop, trial and transfer into broader practice innovative procedures for measuring (advanced) vocational skills. The overall goal is to ensure valid assessment of vocational skills using technology-based processes in vocational training. A range of procedures for measuring school students' performance has already been developed for general education and training as part of PISA but the vocational training system's complexity means that it makes different demands on output-oriented measuring instruments.

Appropriate measuring instruments are required to measure the skills of trainees as realistically as possible. The basis for designing these as part of Ascot is a realistic depiction of vocational and business processes. This is usually provided in the form of simulations that reflect central aspects of practice and require trainees to think in terms of processes and contexts. Instruments are planned so that they can be easily subsequently transferred into existing examination practice, into comparable occupations and into further training measures and other European contexts. The results can then contribute to improving the productivity of training courses, the quality of facilities and to making individuals' learning success transparent and opening up measures to improvements.

#### Results of the Federal funding and support:

In 2014 skills models and testing instruments for mechatronics technicians, electronics technicians for automation technology, industrial and freight clerks, medical assistants and geriatric and general nurses were further developed, trialed and analysed at the national level. 21 projects, consolidate into six joint projects were funded. The test instruments developed were successfully deployed in all the projects in 2014. Once the main survey is carried out by May 2015, valid

test procedures should be available for assessing skills in industrial-technical, commercial and healthcare fields. Partners from practice in these fields all over Germany are currently testing them.

Thought has been given to the transfer of results throughout the entire project period. From an early stage in the project researchers worked to ensure that its procedures could easily be subsequently transferred to other occupations and to a range of examination and continuing training contexts.

### 3.8.6 Digital media in initial and continuing vocational training

#### Key data:

Funding programme: Digital media in vocational training  
 Period: until 2020  
 Funding volume in 2014: € 9.79 million + ESF funding  
 Internet: [www.qualifizierungdigital.de](http://www.qualifizierungdigital.de)

#### Training policy goals:

Digitalisation is changing the world of work. Most employees today have to work with increasingly complex technical systems and machines. Forms of IT-based process-oriented modern forms of work organisation are moving competencies and responsibilities directly to the production and service levels and reshaping qualification requirements<sup>115</sup>. The impact of these technological and vocational-ecological developments and international competition for qualified workers is constantly increasing pressure on companies to adapt and continuously adjust the quality of their initial and continuing vocational training to these developments with the help of digital media. Digital media, with its interactivity and networking, offers sufficient opportunities to do this, enabling users to individually acquire and build on knowledge in a cooperative way that meets their particular needs. To enable people to use digital media in this way an understanding of new technologies must be created, barriers to them abolished and a certain level of security in using digital media achieved by all age groups.

The aim is to use digital media in model projects at the regional and national level to contribute to sustainable structural change, increasing users' employability and ensuring quality throughout the entire vocational training system. Funding and support is focused on projects that will reach various national target groups with digital training and education services that cover a range of different industries and prioritise direct integration of learning processes into real occupational contexts.

The projects funded are designed to contribute to the trialing and dissemination of new learning scenarios supported by digital media for a broad group of trainees by developing modern initial and continuing

training courses and training vocational education and training sector actors. Learners are encouraged to reflect on, organise and manage their own education and training and occupational biographies.

**Results of the Federal funding and support:**

By the end of 2014 the funding programme had resulted in the initiation of around 95 joint projects involving various industries and phases of vocational training. The second funding programme, "Digital media in vocational training" ("Digitale Medien in der beruflichen Bildung – DIMEBB 2") was also launched in 2014. First projects in this funding programme are scheduled to begin in the second half of 2015.

## 4 International vocational training cooperation – current status and future prospects

Demand from abroad for cooperation with Germany in the area of initial and continuing training remained high in 2014. Across Europe and all over the world there is a growing awareness that high quality and practice-based vocational training is essential to competitiveness and social participation.

Elections for the European Parliament and the formation of the new EU Commission were important events for education and training policy developments at the European level. The new Commission has reorganised responsibilities in different areas, moving the vocational training policy portfolio from the Directorate General for Education to the Directorate General for Employment, Social Affairs and Equal Opportunities.

Ensuring the transparency and recognition of skills and qualifications was a strategic goal on the EU's agenda in 2014. The European Commission submitted its report on continuing the European Qualification Framework for lifelong learning (EQF) and the EQAVET “European quality assurance reference framework for vocational education and training” quality assurance framework at the beginning of the year to the European Union Council and European Parliament. The EU Commission report to the Council and Parliament on developing a “European credit system for vocational education and training” (ECVET), which was scheduled for June, has been deferred until the spring of 2015.

The Commission is seeking to better coordinate the EQR, Europass, ECVET and EQAVET instruments with each other and in relation to tertiary education and make use of the resulting synergies. The Commission also supports member states in implementing the European Alliance for Apprenticeships. The newly established Vocational training working group, which was formed as a result of the consolidation of previous EU working groups, plays a central role in these efforts.

The development of a general guidance framework with specific instruments is also designed to help member states implement and modernise their vocational training in line with dual training principles. This is also the goal of the ten European project consortia headed by national ministries and their service organisations (six of them with German participation), which the EU Commission approved at the end of 2014 after a specific call for proposals under Erasmus+. The launch of the new Erasmus+ programme has also given vocational training stakeholders an instrument with increased funding for achieving their education and training policy goals and intensifying cooperation beyond borders and education and training sectors.

The OECD is the Federal Government's most important partner in its endeavours to sustainably anchor in vocational training structures in Europe and beyond. OECD analyses and studies make an essential contribution to education and training policy development in the world's major industrialised nations. The OECD Directorate General for Education supported Vocational education and training in 2014 as part of the skills strategy with studies on vocational training (here esp. the concluding and synthesis report on “Skills beyond school”). Long term adoption of these activities was agreed on in “Education policy committee (EDPC)” consultations for the budget years 2015 and 2016. The BMBF will actively participate in the OECD programme over the next two budget years, especially in the area of “work-based learning”. The OECD is also continuing to support the preliminary work done by the BMBF on establishing international vocational training benchmarks.

## 4.1 Cooperative education and training ventures in Europe

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The European Commission launched the European Alliance for Apprenticeships with a declaration by European Social Partners and president of EU Council at the World Skills 2013 in Leipzig.<sup>149</sup> A follow-up declaration by the Employment Council stressed the importance of the initiative, which, as a core element of the EU's Youth Guarantee, seeks to help improve young people's employability and reduce youth unemployment in Europe. 22 member states have made binding undertakings to implement high quality, practice-based training, establishing work based learning and in particular dual training principles and modernising existing dual training systems.

The BMBF supports strategies and measures for implementing the Apprenticeships Alliance, seeking cooperation and consultation with the 5-nations group of countries with training systems oriented towards dual training (Austria, Switzerland, Luxembourg, Denmark and Germany). Developing excellent vocational training is also the guiding principle of bilateral cooperative ventures carried out under the Berlin Memorandum of December 2012 with Spain, Greece, Portugal, Italy, Slovakia and Latvia.

In the spring of 2014 the European Commission launched a call for proposals on the introduction of dual training in the Erasmus+ programme specifically addressed to national ministries and their service organisations.

The BMBF has agreed with the 5-nations group of countries to contribute joint instruments and consultancy services to support the transfer of dual training principles and project applications in the call for proposals. As a result of the call for proposals, Germany working through the BIBB, is involved as a partner in six of the ten European project consortia funded to establish dual training (with partner countries, Slovakia, Portugal, Belgium, Denmark, Italy and Greece).

### 4.1.1 ERASMUS+: the new EU programme for education, training, youth and sport

The EU's new Erasmus+ general and vocational training, youth and sport programme started successfully in 2014. It aims to improve young people's skills and employability and modernise general and vocational training systems and youth social work. It bundles previous non-formal and formal EU education and training programmes (Erasmus, Leonardo da Vinci, Comenius, Grundtvig and Jugend in Aktion). A central instrument of the new programme will continue to be project funding, as exemplified in the "Individuality Mobility" and "Strategic Partnerships" key action programmes. This scheme will provide more than 4 million people in Europe, especially students at school and in higher education, trainees, teachers and trainers and young volunteers, with grants and subsidies for a trip abroad for learning and study purposes by 2020.

A minimum budget of 17 % of the total budget will be allocated to support mobility for learning and study purposes and other vocational education and training projects.

An estimated 170,000 trainees and students in vocational schools and 20,000 trainers and vocational school teachers in Germany will have received funding and support from Erasmus+ by 2020 so the programme is making an essential contribution to achieving the goal the German parliament set in 2013 of offering 10 % of all trainees opportunities for vocational mobility by 2020. Around 4 % of all trainees and vocational school students currently have experience of international mobility.

The following are some of the central changes in the area of Erasmus+ mobility:

- The target group will include everyone in initial and continuing vocational training and they will be able to receive funding for up to one year after completing training;
- Vocational training teachers and trainers can still apply for funding and support for trips abroad for their own further training but they can now also apply for funding and support for trips abroad for training or teaching purposes;

<sup>149</sup> [http://ec.europa.eu/education/policy/vocational-policy/alliance\\_de.htm](http://ec.europa.eu/education/policy/vocational-policy/alliance_de.htm)

- Organisations with experience in this area can obtain an Erasmus+ vocational training Charta, which gives them access to institutional funding and support.

In Germany the number of stays abroad approved in the Mobility in Vocational Training key action programme in 2014 grew again to just on 18,000 and around 4,000 skilled vocational training staff received support and funding.

Providing funding and support for mobility will also help reach a further goal of sustainably internationalising vocational training. Accreditation through a Vocational Training Charta makes it easier for applicants to apply and offers more security and certainty in planning future mobility funding.

In the LEONARDO action partnerships in the concluding “Lifelong Learning” programme, 119 partnerships in which Germany was involved submitted their results.<sup>150</sup>

31 LEONARDO innovation transfer projects completed their work, including ECVET, EQR, EQAVET and “New skills for jobs”. They have developed tools for measuring and validating non-formal or informally acquired skills and training modules in the areas of chemicals, renewable energies, nanotechnology and care and nursing.

42 strategic partnerships have started under Erasmus+, working on issues such as consultancy, equality of opportunity/inclusion, entrepreneurship, education and training staff and digital training, and work based learning (WBL).

Complementing the European Alliance for Apprenticeships, the German national agency at the BIBB is head of the “Work based learning and apprenticeships” (NetWBL) network of 29 national agencies that are working to develop a work based learning platform with an online toolkit.

#### 4.1.2 The European Qualification Framework for lifelong learning (EQR)

In establishing the EQF, EU and European Parliament (EP) and education and training ministers have created a shared reference framework to mediate between different qualification systems and standards and make qualification certification in Europe more transparent, comparable and transferable. EU recommendations on the EQR made in 2008 require member states to link their qualification standards in a transparent way with the EQR levels and develop national qualification frameworks. Of the 36 countries voluntarily taking part in implementation of the EQR, 23 countries have developed national qualifications frameworks so far and linked them with the EQF as part of the referencing system. In Germany the EQR is implemented through the German Qualification Framework for lifelong learning (GQF).

In 2013 the European Commission commissioned an evaluation of the EQR, the results of which were submitted to the European Parliament and Council early in 2014. Based on these, results the European Commission recommended a series of measures for improving the relevance, effectiveness and impact of the EQR, including accelerating the development of national qualification frameworks and their referencing to the EQR, strengthening the role and effect of qualification frameworks, improving the transparency and coherence of EQR referencing, making better use of the EQR in strategies and instruments for mobility and lifelong learning, and defining the EQR’s role in assessing international qualifications and in countries and regions outside Europe. Given the increasing interest in the EQR from countries outside Europe it may be necessary to review the recommendations made on the EQR on 23 April 2008.

### 4.1.3 European credit system for vocational education and training (ECVET)

In accordance with the recommendations made by the European Parliament and Council, ECVET was to be tested until in 2014 and it has been tested in more than 300 pilot projects all over Europe.

In 2014 the EU Commission tabled an external evaluation<sup>151</sup> on implementation of ECVET which showed that ECVET is seen more as a “toolbox” than a “system”. The “points” (credit points) were an issue of controversial discussion. Member states with existing credit point systems and countries with a holistic, employment-related vocational training regard ECVET as less useful than countries that don’t have credit point systems and school-based vocational training systems do.

ECVET projects have contributed to increasing understanding of the learning outcomes approach but they often lack systemic integration. ECVET has however proven its worth in the area of geographic mobility. The template forms for partnership and learning agreements have increased mutual trust and improved the quality of trips abroad undertaken for the purpose of learning.

According to an online survey<sup>152</sup> carried out by the ECVET National Coordination Point, ECVET principles and instruments are becoming increasingly established in the area of mobility. The proportion of actors using elements of ECVET in promoting mobility grew from 2.5 % in 2013 to 13.5 % in 2014.

Since the end of 2010 actors have been supported by the ECVET National Coordination Point<sup>153</sup>, which was set up in the National Agency Education for Europe at the BIBB at the behest of the BMBF, and by the 13 experts on the national ECVET team. The offer consultancy, hold workshops and create and distribute practice-oriented materials.

The ECVET toolkit<sup>154</sup> is a practice-oriented online toolbox containing guidelines, checklists and templates designed for the European context. It was developed by 14 national agencies and experts and lead-managed by the national agency at the BIBB. The European ECVET network and ECVET team are also focusing their efforts on further developing ECVET.

In 2015 the EU Commission, working on the basis of the results of the evaluation, will submit its report on further developing ECVET to the European Parliament and Council in the context of other transparency instruments such as EQF and Europass.

### 4.1.4 (EQAVET); a quality framework for vocational training

In the context of the ongoing European discussion on vocational training issues, quality assurance systems aim to improve the performance and reputation of vocational training systems and facilitate transitions between general and vocational education and training, the mobility of individuals and lifelong learning. In 2009 the European Parliament adopted a recommendation on establishing a joint quality assurance reference framework, paving the way for the EQAVET process. Since then EQAVET has been working with 33 European countries to develop a shared understanding of quality assurance.

In Germany the DEQA-VET Reference Point (DEQA-VET) has functioned as a national reference point since 2008 and is charged with promoting a “culture of quality assurance”<sup>155</sup>.

On 1 October 2014 the 6<sup>th</sup> DEQA-VET conference was held. As well as discussing practical examples it also reviewed the extent to which the German Qualification Framework (GQF) is promoting quality assurance, because qualifications are assigned to the levels based on quality assurance standards. Another focus of talks at the conference was the results from the ten BMBF-financed model projects on quality. Around 50 of the 80 instruments, concepts and processes developed were made available on the DEQA-VET portal for use, free

151 [http://ec.europa.eu/dgs/education\\_culture/more\\_info/evaluations/docs/education/ecvet14\\_en.pdf](http://ec.europa.eu/dgs/education_culture/more_info/evaluations/docs/education/ecvet14_en.pdf)

152 ECVET from the point of view of its addressees – results of an online survey in 2014 [http://www.ecvet-info.de/\\_media/Ergebnisse\\_der\\_Online\\_Umfrage\\_2014\(3\).pdf](http://www.ecvet-info.de/_media/Ergebnisse_der_Online_Umfrage_2014(3).pdf)

153 [www.ecvet-info.de](http://www.ecvet-info.de)

154 [www.ecvet-toolkit.eu](http://www.ecvet-toolkit.eu)

155 [www.deqa-vet.de](http://www.deqa-vet.de)

of charge, in October. They were specifically designed to promote these issues in training practice in small and medium-sized enterprises (SMEs).

The Commission published its report to the EU Parliament and European Union Council, which was based on an external evaluation, in early 2014.<sup>156</sup> It found that EQAVET has contributed to promoting a culture of quality and its implementation in practice in member states. Among the challenges still facing efforts in this area are a better factoring in of non-formal and employment-related learning, more systematic cooperation with quality initiatives in other education and training sectors (e.g. Institutions of higher education) and improved interlinking of transparency tools developed as part of the Copenhagen Process (ECVET, EQR etc.). It also noted that the flexibility of the EQAVET concept, which can be adapted to national conditions, has the disadvantage of creating expectations on EQAVET to increase the comparability of education and training and quality assurance systems in member states that have not yet been met.

#### 4.1.5 European skills/competences, qualifications and occupations (ESCO)

ESCO (European Skills, Competences, Qualifications and Occupations) is an EU initiative to establish a multi-lingual<sup>157</sup> classification of occupations, skills, competencies and qualifications based on three interconnected 'pillars': occupations, skills/competencies and qualifications. ESCO's goal is to record all the specific occupations, skills, competencies and qualifications in Europe's labour market and education and training sector. The ESCO reference vocabulary is designed to provide a sufficiently precise, Europe-wide exchange of information, especially in the area of labour market services, and open up the jobs pool across EU member states to those looking for work all over Europe. The main goal of ESCO classification is to improve interopera-

bility in the international comparisons of CVs and job ads and thus help to better match jobs and applicants in a competence-based online process.

Important foundations were laid for the further development of ESCO in 2014. The German members in the ESCO committees and reference groups have formed a national working group. The process, coordinated by the BMBF, emphasises the importance of the equal integration of all three ESCO "qualifications pillars". The first national ESCO conference was held on 28.04.2014 at the German Confederation of Skilled Crafts (Zentralverband des Deutschen Handwerk – ZDH) premises in Berlin. Central issues discussed there with the Social Partners included the integration of existing transparency instruments ESCO planning and the question of how an occupational principle based on broad-based training can be incorporated into the new European employment placement framework.

Shortly before the end of the year the Council of Labour and Social Affairs Ministers adopted the general orientation of the European Commission's draft regulation on "European employment services" (EURES) in which ESCO as a "European classification" system is a central element in the closer coordination of national labour market services. Integrating the "qualifications pillars" in the wider ESCO framework has been recently discussed in the Council. Although the regulation focuses on matching occupations and skills/competences, linking the pillars with the area of initial and continuing training remains a major challenge.

#### 4.1.6 Europass

In January 2005 the decision of the EU Parliament and Council on establishing the Europass framework concept came into force. Its five documents are designed to help EU citizens present their skills and qualifications in a way that can be understood across Europe.

The overarching document is the Europass CV, over 47 million of which have been issued Europe-wide online, and there are four other Europass documents. Time spent in education and training abroad is documented by Europass Mobility. With more than 167,567 Europass Mobility documents applied for so far, Germans have made the most use of Europass Mobility, compared with their fellow Europeans. Europass

<sup>156</sup> Report of the Commission to the European Parliament and European Union Council on implementing the recommendation of the European Parliament and Council of 18 June 2009 on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training, European Commission, Brussels 28.1.2014; COM(2014) 30 final.

<sup>157</sup> ESCO is available in all 22 official languages except Irish. Translations into Croatian, Norwegian and Icelandic will soon be available.



Certificate Supplement help to clarify vocational qualifications across European borders; the Europass Diploma Supplement does the same for the academic sector, and the Europass Language Passport documents foreign language skills

The “National Europass Center” (NEC) was established as part of the National Agency at the BIBB as scheme’s central office in Germany. The NEC creates information materials, carries out Europass training for teachers and promotes the scheme at trade fairs. In 2014 it organised a Europass video competition, published outstanding examples of Europass usage in “PASS-geschichten – Leben und Arbeiten mit dem Europass” (PASS stories – living and working with the Europass) and created a video tutorial on how best to apply for and use Europass Mobility.

The NEC and other bodies such as the Chambers, DIHK, ZDH, Verdi, DGB, ZAV, PAD, DAAD, Franco-German Youth Office (Deutsch-Französisches Jugendwerk) and German-French Secretariat (Deutsch-Französischen Sekretariat) are responsible for issuing the Europass in Germany. The Europass Center works closely with the National Agency at the BIBB, the ECVET National Coordination Point and the International Mobility Service Point (Informations- und Beratungsstelle für Auslandsaufenthalte in der beruflichen Bildung – IBS) as well as closely cooperating with EUROGUIDANCE (ZAV/BA), EURES and EURODESK and with national partners such as DIHK, ZDH, DAAD, KMK and HRK on identifying synergies and optimum use and marketing of Europass documents.

#### **4.1.7 The special programme to “Promote the professional mobility of young people with an interest in a training place and unemployed young skilled workers from Europe” (MobiPro-EU)**

Since January 2013 the BMAS MobiPro-EU special programme has been helping young EU citizens start company based vocational training or a job in an occupation facing a shortage of workers in Germany. This is a pilot programme that the Federal Government is using to trial new ways of supporting the vocational mobility of young people from the European Union. Given the huge interest in the programme from young Europeans the funding volume for 2013 through to

2018 has been increased from the original € 139 million to € 550.1 million, so almost quadrupled.

Experience so far has show that it is well worth further developing this German contribution to European solidarity and the establishing of a European labour market. The Federal Government is also using it as an opportunity to raise the profile of Germany’s dual vocational training system in other European countries. The new funding principles, which will apply from the 2015 training year, will put this proven experience into action, moving from of individual to project funding and concentrating exclusively on training assistance. Young people from the EU aged between 18 and 27 will still be supported with essential measures (e. g. German language courses before and during internships and company based vocational training, funding to ensure a livelihood, language, technical and social and educational support during internships and vocational training and grants to cover travel costs) to help them succeed in achieving training qualifications in Germany. Further information is available on the programme website at [www.thejobofmylife.de](http://www.thejobofmylife.de).

#### **4.1.8 The International Mobility Service Point (IBS)**

Preparation and information are vital factors in ensuring the success of phases of mobility, so the International Mobility Service Point or IBS (previously the Information and Advising Centre for Professional Training Abroad – “Informations- und Beratungsstelle für Praxiserfahrung im Ausland”) has been Germany’s central service provider in all issues relating to vocational qualification outside Germany since 1987.<sup>158</sup> Since 2013 the International Mobility Service Point’s information and consultancy office has been at the National Agency Education for Europe at the Federal Institute for Vocational Education and Training (BIBB). The IBS is commissioned by the BMBF to offer an overview of the many grant and scholarship schemes and funding measures that support mobility for educational and training purposes. Consultancy is provided to individuals, companies and institutions and the number of inquiries from people interested in training, multipliers and consultants has increased steadily. By the end of 2014 the IBS had provided over 2,000 phone consultations and answered 1,000 written inquiries. Their work

<sup>158</sup> See also [www.na-bibb.de](http://www.na-bibb.de)

is currently focused on providing initial consulting by phone, building up a database of programmes and grants for vocational trips abroad for learning and training purposes, networking, taking part in events and exchanging ideas and opinions with experts.

Advisors from the Federal Employment Agency (Bundesagentur für Arbeit), working in the EURO-GUIDANCE network (European training and careers counselling), also keep end users and multipliers (such as careers counsellors and teachers) informed on the diverse opportunities for training in Europe.

Services provided in the EURES network can also be combined to cover the often closely succeeding phases of mobility in training and employment in the context of joint counselling services.

The more than 30 mobility consultants from the Chambers of Trade and Industry and Skilled Trades also advise companies, trainees and those starting out on their careers on options for spending time abroad during vocational training.<sup>159</sup>

#### 4.1.9 Continuing training with a European dimension

The European Centre for the Heritage Crafts and Professions in Thiene (Italy) is the only facility in Europe that offers advanced practical training courses for those working to preserve Europe's cultural heritage in four languages – German, English, French and Italian. Courses help participants make international contacts and exchange ideas and experiences on the different ways of managing monuments and cultural heritage in various European countries.

In 2014 the BMBF funded advanced training for ten talented German tradesmen with experience in the area of cultural heritage preservation, awarding them grants to participate in a three-month architectural heritage preservation course at the Centre. In classes, the workshop and on sites, the grant recipients were able to improve their skills and abilities in a wide range of different fields, working with European colleagues under the direction of an international team of trainers to maintain and preserve historic architecture.

## 4.2 Multilateral vocational training cooperation

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### 4.2.1 Studies on vocational training developments by the Organisation for Economic Co-operation and Development (OECD)

The German government has been campaigning continuously within the OECD for greater recognition for vocational training, and with success. The annual discussion on whether Germany has too few university graduates was again muted in 2014, while the international community's interest in the principles of a functioning vocational training system has continued to grow.

The “Learning for Jobs” study published in 2010 showed that vocational training makes a substantial contribution to securing a supply of skilled staff and economic competitiveness. A synthesis report on the “Skills beyond School” follow-up study was published at the end of 2014 and highlights the particular challenges facing continuing vocational training (“post-secondary, non-tertiary”).

With the Skills Strategy the OECD has provided a strategic framework for indicating ways to optimise vocational training systems. It focuses on skills and abilities, facilitating young people's transition into work and offering participating companies an effective, innovative resource. The studies on vocational training concluded form part of the broader context of the Skills Strategy. At Education Policy Committees (EDPC) meetings in 2014 the German government openly declared its strong commitment to research in the next two OECD budget years (2015/16). Following up on studies ended in 2014, the BMBF will continue to support the OECD's research activities in the area of VET, which will deal with the topic of “Work Based Learning”. The BMBF will concentrate its support in three main areas:

1. Costs/benefits analyses
2. Consultancy and monitoring services
3. Recognition and certification of vocational training qualifications

<sup>159</sup> See also <http://www.mobilitaetscoach.de/mobilitaetsberaterprojekt/ueber-uns.html>

Germany will also support the OECD in its development of an international assessment of competencies in initial vocational education and training. National preliminary work on this issue has been done as part of the BMBF's ASCOT skills assessment initiative and test models for evaluating vocational training skills have been developed. These could be used in a large scale assessment carried out by the OECD on vocational education and training, similar to PISA and PIAAC.

#### 4.2.2 UNEVOC

Working under the headings of “Greening TVET” and “Youth and Skills”, UNESCO-UNEVOC works to develop local expertise in partner countries with the main goal of establishing a global network of over 250 UNEVOC centres in more than 150 countries. The centres make up the only network of vocational training organisations with a global reach and serve as contact offices for vocational training issues and form a platform for international and regional cooperation. Germany has two UNEVOC centres; the BIBB and a cooperative centre involving the Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, the Otto-von-Guericke University Magdeburg and the Fraunhofer Institute for Factory Operation and Automation (IFF).

As well as analysing national vocational training systems and creating online-based communication tools such as “TVETipedia” (a collaboratively developed online glossary) and an eForum, the centres held regional conferences during the reporting period in almost all regions of the world under the title of “GTNET and youth employability”. From 14 to 16 October 2014 UNESCO-UNEVOC held the “Global forum on skills for work and life: Post-2015” in Bonn. The conference concentrated on the focal issues of “Greening technical and vocational education and training” and youth employment in the context of the post-2015 Education Agenda for the global Sustainable Development Goals (SDG). The profile of UNESCO-UNEVOC's work and importance of vocational training have both been greatly heightened in central debates at the United Nations. The BMBF and BMZ are supporting implementation of the “Promoting regional networks” recommendation made at the third UNESCO World Congress on vocational training in Shanghai in the summer of 2012. The BMZ is also working on the

sustainable promotion of regional networks to improve youth employment in cooperation with UNEVOC.

#### 4.2.3 International skills competitions

**EuroSkills:** The 4<sup>th</sup> EuroSkills, the European vocational championships, was held from 2 to 4 October 2014 in the French city of Lille. After Rotterdam (2008), Lisbon (2010) and Spa in Belgium (2012), this was the fourth European competitive vocational training exhibition. The German team from WorldSkills Germany and the German Confederation of Skilled Crafts (Zentralverband des Deutschen Handwerks) started with 21 talented youngsters in 15 individual and team competitions. The German EuroSkills entrants came from the Länder of Bavaria (6), Lower Saxony (4), Thuringia, North-Rhine Westphalia and Baden-Württemberg (3 each) and Rhineland-Palatinate and Saarland (1 each). Germany's team achieved very good results: 5 gold, 3 silver and 2 bronze medals and 2 “medallions for excellence”, winning first place among the participating countries.

**WorldSkills:** In 2015 the international vocational training competition will be held in Brazil. Every two years participants aged 22 and under compete for the title at the vocational world championships. From 11 to 16 August 2015 the world's best young trainees and professionals aged under 22 from 60 countries will be competing against each other in Sao Paulo in events covering 40 occupational disciplines from the fields of industry, the skilled trades and services to determine who will be world champions. The BMBF is funding and supporting the German team's participation in events in Brazil.

## 4.3 Bilateral Programmes

The German-French Vocational Exchange Programme is a bi-national scheme run by the Deutsch-Französischen Sekretariat (DFS)<sup>160</sup> to support the mobility of young people and young adults in initial and continuing vocational training in each of the partner countries with a German-French exchange programme. The programme began in 1980 and is jointly financed by the BMBF and the French ministry for education, training and labour. In 2014 the programme provided funding for just on 25,000 participants and since 1980 around 95,000 young people have taken part in an exchange. Thanks to the extensive involvement of industry, the exchange projects are closely linked with current industry practice, contributing significantly to increasing trainees' specialist skills. The principle of reciprocity underlying this bilateral exchange programme makes a major contribution to international networking and the exchange of information and ideas among participants.

The German-Israeli vocational training cooperation programme is run by the BMBF and the Israeli Ministry for Economy with two main goals – to provide impetus for further developing vocational training at a range of different levels and to contribute to the success of the many cooperative ventures between Israel and Germany. It opens up opportunities for vocational training experts and trainees from various occupational areas to learn from each other about their respective technical areas, to experience a hitherto unknown everyday reality and deepen people's understanding of each other. Since July 2013 the programme has been accommodated at the National Agency at the BIBB, which implements the programme in Germany on behalf of the BMBF.

### 4.3.1 International cooperation on vocational training

In 2014 the strategy for integrated international vocational education and training cooperation ("Strategie zur internationalen Berufsbildungskoooperation aus einer Hand"), which the Federal Government adopted in 2013, was implemented. At the round table established

to implement the strategy, which is lead-managed by the BMBF, Federal government departments and Länder and Social Partner representatives involved in cooperative projects discuss and coordinate project activities. The central office for international cooperation on vocational training at the BIBB manages the round table, provides information on current vocational training developments, carries out pilot projects and supports the BMBF's bilateral vocational training cooperation projects.

For many years the BMBF has maintained close cooperative relationships in the area of vocational training with its partner ministries in China, India, Israel, Russia, Turkey and South Africa and is constantly expanding these relationships. In December 2012 the BMBF signed a joint memorandum on increasing cooperation in the field of vocational training with six EU countries. In 2014 the provisions of the memorandum continued to be implemented through working groups cooperating with Italy, Greece, Latvia, Portugal, Spain and Slovakia. Germany offers its partner countries potential solutions based on Germany's globally recognised dual training system. The BIBB supports institutions in partner countries through these cooperative relationships by providing systems consultancy, cooperative research projects and exchange activities. The BMBF is also maintaining an education and training policy dialogue with a number of other countries.

### 4.3.2 Exporting vocational training

The BMBF supports German initial and continuing vocational training providers in opening up the dynamic and growing international market for initial and continuing training services in many regions of the world. An already acute shortage of skilled workers is now a serious risk to both current and future economic growth in some countries. Germany has outstanding strengths in the area of vocational initial and continuing vocational training so training services "made in Germany" are increasingly in demand worldwide.

These measures also provide a leverage effect for German industry because the export of mechanical engineering or car industry products often relies heavily on the existence of well-trained skilled staff abroad. Skilled workers with qualifications gained in dual training can make a major contribution

<sup>160</sup> See also [www.dfs-sfa.org](http://www.dfs-sfa.org)

to helping German companies penetrate vocational training services markets.

The iMOVE (International Marketing of Vocational Education) initiative launched by the BMBF in 2001 is a central partner for German vocational training services providers and those abroad seeking their services. iMOVE offers a comprehensive range of services to Germany's mainly small and medium-sized training providers to support them in planning and implementing their international commitments, including market studies, conferences, seminars and workshops, visits by delegations, participation in trade fairs and a comprehensive Internet presence in seven languages including a provider database. The initiative also campaigns in other countries to raise the profile of German skills in initial and continuing vocational training with the "Training – Made in Germany" brand.

#### 4.3.3 Prospects for vocational training in development cooperation

The German government has anchored vocational training as a core element in its development cooperation activities. The Federal Ministry for Economic Cooperation and Development (BMZ), the government department responsible for development policy cooperation, takes lifelong learning as its guiding principle. This kind of holistic education and training support focuses on people and covers not just individual education and training sectors, but takes the entire education and training system into account. Vocational training has become increasingly important in German development cooperation in recent years, a fact that is clearly reflected in the financial commitments the government has made to it. In 2013 it provided €92.3 million and in 2014 €154.3 million in funding for bilateral projects, making the Federal Government by far the biggest donor of funding for international vocational training cooperation.

Vocational training, which includes initial and continuing vocational training, helps people develop the technical and social skills they need to succeed in qualified employment. Labour market-oriented initial and continuing vocational training enables people to earn an income that will allow them to lead lives of dignity and escape the downward spiral of poverty and dependence through employment. The availability

of qualified skilled staff in many partner countries involved in German development cooperation is an essential prerequisite for a sustainable economic development that will be viable in the long term in those partner countries. Vocational education and training also contributes to social development and to establishing and stabilising democratic structures.

The BMZ's commitment in the area of vocational training focuses on qualification in the informal sector, vocational training in agricultural areas and in the context of fragile states, gender equality in education and training and financing education and training.

The range of German development cooperation instruments is oriented towards five successful key features of dual vocational training in Germany:

- close cooperation between the state and business and industry,
- learning in work processes,
- social acceptance of generally binding standards,
- qualification of vocational training personnel and
- institutionalised vocational training research.

In working with partner countries German development cooperation supports dialogue between the state and business and industry at various levels, the development of inter-company occupational, training and examination standards and of qualification programmes for teachers, trainers, heads of schools and training planners working in initial and continuing vocational training. These measures are accompanied by the extension and equipping of vocational schools and centres of technology competences, the development of sustainably effective financing models, institutional networking of the supply of and demand for employees and accompanying organisational development.

German development cooperation sees private business and industry as an important partner in its efforts. Most development partnerships with business and industry that focus on sustainable economic development have a direct relationship to vocational training. Since 2011 the BMZ has been supporting

vocational training partnerships with German business and industry and it is currently maintaining 15 vocational training partnerships worldwide. These vocational training partnerships bring the cumulated strength and skill of the German economy – the Chambers, associations and their agencies – specifically to bear on vocational training in development cooperation. The BMZ has also intensified cooperation with business and industry and civil society through the “Team Berufliche Bildung” (vocational training team), which was founded in early 2011. The “Team Berufliche Bildung” complements the “Thementeam Bildung” (education and training thematic team), provides information to representatives from implementing organisations, civil society, churches and business and industry and discusses central development policy processes in this sector. Within German civil society, churches are important providers and promoters of vocational training in less developed countries. They have been creating functioning initial and continuing training structures in many partner countries for decades. These structures have supported many people by offering them a basis for a more productive life.

Bilateral vocational training programmes are currently being carried out in the following partner countries: Afghanistan, Ethiopia, Honduras, Yemen, Mozambique, Pakistan, Togo, Namibia, Ghana, Rwanda, South Africa, Indonesia, Laos, Vietnam, Myanmar, Albania, Kosovo, Serbia, Bosnia-Herzegovina, Kirgizstan, Tajikistan, the Palestinian Territories, Congo, East Timor, Egypt, Bangladesh, Botswana, Brazil, Mongolia, Nigeria, Paraguay, Peru, Sri Lanka, South Caucasus, Tunisia, El Salvador, Guatemala, Costa Rica, Nicaragua, Turkmenistan, Kenya, Burkina Faso, Malawi, Benin and Cambodia. A strategy paper published in March 2013 on the BMZ’s new Africa policy also includes plans to establish vocational training centres as an integral element of ‘green’ innovation centres to promote and support activities to add value in the agricultural sector, especially in Africa.

## JOINT opinion on the Report on Vocational Education and Training 2015

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### Jointly strengthening dual training

The Board of the Federal Institute for Vocational Education and Training (Bundesinstitut für Berufsbildung – BIBB) thanks the Federal Government for creating this 2015 Report on Vocational Education and Training. The Report provides a good overview of the Federal Government’s education and training policy approaches.

Germany’s dual vocational training system offers young people broadly-based, high quality vocational qualifications and secures a supply of outstanding young skilled workers for companies. Its proximity to companies’ daily practice offers young people a good basis for managing the transition into work and vocational upgrading training presents a range of various opportunities for career and personal development. Well trained and education skilled workers are the backbone of our companies’ ability to innovate. Dual vocational training in Germany secures the country’s low rate of youth unemployment in comparison with other European countries. Thorough, comprehensive vocational training in modern occupations provides a good basis for enabling young people and companies to manage the constant changes in the world of work. Many other countries are interested in integrating elements of the German model into their education and training systems.

Germany’s dual vocational training system is not a purely state system, but relies on the commitment of business and industry, the unions and Federal and Länder governments. Their shared responsibility for vocational training is anchored in the Vocational Training Act (Berufsbildungsgesetz) and Works Constitution Act (Betriebsverfassungsgesetz). This lived partnership in vocational training creates a fair balance between the interests of individual companies, the needs of entire industries, and the wishes of young people.

Companies that offer training invest around € 24 billion a year in it to secure the supply of skilled staff they need. These costs include pay for trainees

and the costs of trainers and equipment and materials. Trainees' work does bring returns for the companies, but they also incur adjusted costs of € 5.6 billion.

Länder and local governments are also partners in the financing of vocational training, in particular through their responsibility for school based vocational training. In 2011 the Länder operated 8,833 vocational schools at a total cost of € 8.7 billion, paying for 117,278 full-time teaching units at vocational schools in the Länder in 2013. Länder and local governments also support vocational training through a wide range of funding measures and coordination of their measures with the wider Federal Government strategy has been improved in recent years.

Vocational training has proven strengths but it still faces the following challenges:

- Increasing numbers of companies cannot fill the training places they offer. 37,100 vacant training places were registered with the Federal Employment Agency (BA) in 2014 and there were 20,800 unplaced applicants, while another 60,316 young people still wanted to be placed in training by the BA. We want to better place these young people in company based vocational training and increase the placement rate of young people interested in training from its current level of 64.4 %.
- The decline in the number of young people entering the transition system, a result of demographic change, has flattened since 2011 and was stagnant in 2014 at 256,100. These young people often find it hard to gain vocational qualifications.
- Every year almost 50,000 young people leave school with no qualifications. More than 1.3 million young people aged from 20 to 29, 13.8 % of young people in this age cohort, have no vocational qualifications.
- The number of available applicants has fallen in the past ten years to around 100,000. The number of students leaving secondary general and intermediate schools in particular, who make up most of the trainees in the dual system, has fallen sharply. At the same time, the number of newly concluded training contracts has fallen to 522,232. We are working to increase the both attractiveness of participation in company based vocational training.
- The trend for more young people to embark on university studies is continuing unabated and will be a growing challenge for vocational training. According to prognoses made by the Federal Institute for Vocational Education and Training (Bundesinstitut für Berufsbildung – BIBB) and Institute for Employment Research (Institut für Arbeitsmarkt und Berufsforschung – IAB) there will be shortages in Germany in the medium term, especially at the level of skilled workers with vocational qualifications.
- Major differences exist in the training market in various regions and industries, so one major challenge is resolving the matching problems on the training market.

In the Alliance for Initial and Further Training Federal and Länder governments, business and industry and unions are declaring their support for a high-quality dual vocational training system that seeks to integrate all high achieving young people, disadvantaged young people, those from migrant backgrounds and people disabilities equally in company based training. We want to work together to strengthen vocational training and meet the challenges posed by demographic change. Germany needs to achieve a paradigm shift, away from countless measures in parallel systems and towards company based training that is professionally supported and monitored as needed. Company based training is our highest priority. The overall goal, agreed on in the Alliance for Initial and Further Training, is to put every person interested in training on a path that will enable them to gain a vocational qualification as quickly as possible.

The central points of the Alliance agreements are:

- Engagement for more company-based training: in 2015 industry will provide 20,000 more company-based training places than were registered with the Federal Employment Agency (BA) in 2014. Business and industry will make every young person who is ready and willing to train but still has no training place on 30 September of a given year three offers of a training place in a company. Business and industry will also offer 500,000 internships to school students all over Germany every year as part of careers orientation. In keeping with the goals agreed on in the Alliance for Initial and Further Training, business and industry, unions and Länder common will develop quality standards for training and internships.

- The Alliance partners have agreed that the instrument of Assisted Training (Assistierte Ausbildung – AsA) will be regulated in law and expanded to cover groups of people not originally provided for in legislation. In the 2015/2016 training year up to 10,000 Assisted Training places will be provided and the instrument will be reinforced and expanded in coming years. Assisted Training helps lower achieving and socially disadvantaged young people succeed in gaining vocational qualifications and also the supports the companies that train these young people so it makes a valuable contribution to solving current problems in matching qualifications on the training market. Alliance partners have also agreed to expand the group of people eligible for support for apprentices during training. In future all young people who need this support to begin and successfully complete training will be able to receive it, which will make it much easier for lower achieving young people to undergo training.
- Joint ongoing development of quality assurance in the area of company based training: to achieve this the Chambers and unions want to develop a low entry-level complaints management system and trial it as a pilot project in selected regions to better support young people having problems with the quality of their training.
- The Alliance partners want to work together to strengthen vocational training. To this end, business and industry and the unions, with support from the Federal Government and in keeping with the ESF's "Securing a supply of skilled staff: promoting continuing training and equality" ("Fachkräfte sichern: weiter bilden und Gleichstellung fördern") Social Partner Directive, will promote the implementation of further training measures in practice from 2015. They will make use of findings gained during the implementation of this programme and review the extent to which best practice examples can be widely disseminated.
- We also want to make vocational upgrading training possible for more people and ensure that the equivalence of vocational and academic education and training is made transparent in the German Qualification Framework, which will require high quality advanced training qualifications to be classified at Level 7.

Given the regional differences in the training market situation and strategies for solutions already developed, the BIBB Board advocates ensuring that new approaches can be adapted to specific regions in implementing Alliance measures. Involving all partners in the early stages of planning and creating concepts is essential to the effective interaction of different measures and is the only way to ensure that resources are used efficiently and that national measures can be precisely complemented by further measures.

Migrants and refugees should also be considered as a target group in the context of attracting of new potential trainees into the training market. The field of vocational training has yet to provide a comprehensive response to the question of how to make the best productive use of the potential of asylum seekers, those with leave to remain in Germany, contingent refugees and other groups of new migrants in the national economy.

Completing vocational training is just the first step. To meet companies' future need for skilled staff it will be necessary to further develop further training paths to keep pace with emerging needs, to enable employees to succeed in specialist and leadership careers and to increase the number of participants in further vocational training. Endeavours in these areas will make essential contributions to increasing the attractiveness of dual training, which is urgently required.

Business, industry and unions continue to support the initiatives of the European Commission and German Government to establish and expand company based training structures in many European Union countries – including through their own programmes. Many companies, associations, Chambers and unions are working in projects designed to transfer the principles of dual training to other countries. These efforts will actively contribute to strengthening the orientation of vocational training systems towards the current and future labour market, with positive effects for the employability and opportunities for all of Europe's young people.



# Index

Advanced vocational training .....	100	Gender-specific differentiation .....	24
AFBG .....	98	Geriatric care and nursing .....	86
Alliance .....	62	German Qualification Framework .....	91
ANKOM .....	102	Girls' Day .....	69
ANR .....	11	GQF .....	91
ASCOT .....	112	Healthcare professions .....	60
Assessment of Foreign Qualifications Act 105		Heterogeneity .....	74
BA/BIBB survey of applicants 2012 29		IBS .....	119
BAfoG .....	83	IdA .....	77
Basic education .....	93	IdA II .....	84
BBFI .....	111	IFlaS .....	96
BIBB transition study 2011 .....	39	Information campaign .....	68
Bilateral programmes .....	122	Initial vocational training .....	95
BIWAQ .....	76	Initiative Inklusion .....	70
BOP .....	67	Integrated reporting on training .....	57
Boys' Day .....	70	Integration durch Austausch .....	77
BQFG .....	105	International cooperation .....	122
		International cooperation on vocational training .....	122
		International skills competition .....	121
Care and nursing .....	86	Jobs monitoring .....	107
Career-choice passport .....	67	Jobstarter Plus .....	78
Careers orientation .....	67	Jobstarter-Connect .....	79
Careers orientation programme .....	65	JUGEND STARKEN .....	75
Climate-friendly and resources-saving work .....	97	KAUSA .....	78
coach@school .....	97	Key green skills .....	97
Company and non-company training contracts .....	23		
Company-based training places .....	23	Local learning .....	92
Current challenges .....	32	MobiPro-EU .....	119
		National Pact .....	62
Development policy cooperation .....	123	Newly concluded training contracts .....	10
Digital media .....	112	Non company vocational training .....	82
		OECD .....	120
ECVET .....	117	Open universities .....	102
Education, economy and employment		Part time vocational training .....	55
in the local neighbourhood .....	76	People from migrant backgrounds .....	53
Educational chains .....	65	People with disabilities .....	56
Environmental protection .....	109	Premature termination of training .....	52
EQAVET .....	117	Pre-vocational education and training measures .....	72
EQR .....	116	Prognoses .....	30
ERASMUS+ .....	115	Prognosis for 2015 .....	30
ESCO .....	118	QualiboXX .....	73
EURES .....	118	Qualification panel .....	108
Europass .....	118	Qualification requirements .....	107
European cooperation .....	78		
Expanded ANR .....	14		
Exporting FbW .....	94		
Federal Employment Agency .....	5		
Financing for individual continuing education and training .....	98		
Foreign vocational qualifications .....	55		

Responding to structural change.....	96	UN Decade .....	110
ruckwind.....	97	UNEVOC .....	121
S. 49 SGB III.....	71	Unfilled vocational training places .....	10
Sectors.....	17	Unplaced applicants from previous years .....	41
SGB III and SGB II .....	82	Upgrading Scholarship.....	100
Structural characteristics .....	17	Upgrading Training Assistance Act .....	98
Support during training.....	81	VerA.....	80
Targeted placement.....	81	Vocational education and training policy priorities.....	3
Training market situation.....	10	Vocational Training Act .....	105
Training regulations .....	100	Vocational training allowances.....	83
Transfer agencies .....	92	Vocational training research initiative.....	111
Transition management .....	71	Vocational training statistics .....	27
Transition system.....	37	Vocational training without borders .....	83
Transnational exchanges.....	84	vocational training.....	122
Two years' training.....	26	WeGebAU .....	95
Two-year final classes.....	29	weiter bilden.....	96
Überbetriebliche berufliche Bildung .....	86	Young adults with no vocational qualifications.....	51
UBS.....	85	Young mothers and fathers .....	55
ULU .....	86		

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