



Federal Ministry  
of Education  
and Research

# Report on Vocational Education and Training 2014







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# Resolution of the Federal Cabinet on the Report on Vocational Education and Training 2014

**The Federal Government has adopted the Report on Vocational Education and Training 2014  
submitted by the Federal Minister of Education and Research.**

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## Chapter 1: Vocational training policy priorities

**Dual vocational training forms an essential basis for Germany's innovation, entrepreneurial success and economic growth. More than half of every age cohort begins training in one of the 330 training occupations recognised in the Vocational Training Act (Berufsbildungsgesetz – BBiG) and the Crafts Code (Handwerksordnung – HwO). At the end of 2012 there were around 1.43 million trainees in Germany.**

Germany's economy invests heavily in dual vocational training and, in keeping with prevailing economic conditions, has succeeded in providing at least 500,000 company-based training contracts every year for decades. The Social Partners, associations of Chambers and the Federal and Länder governments are responsible for education and training policy and are extensively involved in organising and implementing dual vocational training in Germany. Hundreds of thousands of trainers, educators and examiners, many working voluntarily, help ensure that the quality of the country's dual training remains high.

One vital advantage of the dual vocational training system is its closeness to the employment system. It enables companies to train their young skilled staff in a way that gives the trainees practical skills and meets the needs of both parties. It also ensures trainees high rates of integration into employment, so it plays an essential role in enabling young people to lead independent lives and take part fully in society. According to EUROSTAT, Germany has Europe's lowest rate of youth unemployment, at under 8 % (end of 2013).<sup>1</sup>

The EU, OECD and G 20 countries regard vocational training and the dual system approach in particular as a model for success. Germany provides significant orientation here. The increased international interest in and appreciation of dual vocational training represents an accolade as well as an onus on Germany to make its own system sustainable now and in future, by permanently adapting it and supporting partner countries in introducing dual system principles. Many countries see the dual system as a core element of Germany's economic success and social cohesion, especially in the context of the most recent global economic and financial crisis and its impact on labour markets. Those involved in education and training in these countries are however aware that changes to their systems

towards establishing a dual system can only be made in the medium term and will contribute to economic recovery and strengthening their countries only as part of wider macro-economic reform.

Coordinated efforts made by Germany's Federal and Länder governments and the Social Partners and the responsibility assumed by companies for training young people are fundamental to Germany's successful dual system model. It is in the shared interest of everyone involved in the system to ensure and improve the value, attractiveness and quality of dual training, now and in future. Germany's good mix of qualifications and balance between workers with high quality vocational qualifications and those with academic qualifications are indispensable to Germany as country for doing business in. Projections issued by the Federal Institute for Vocational Education and Training (Bundesinstitut für Berufsbildung – BIBB) and Institute for Employment Research (Institut für Arbeitsmarkt- und Berufsforschung – IAB) show that there may be shortages of skilled staff in Germany in the medium term, especially among those with middle-level qualifications, so among skilled staff who have completed dual vocational training. There has been a slight decrease in overall demand for these employees, but many skilled employees with middle-level qualifications are also retiring from employment. Any shortage will only be met by continuous training.

Dual vocational training occupies an outstanding position and has shown excellent performance in any international comparison, although it still faces the constant challenge of ensuring its future competitiveness, particularly given current developments.

The training market situation deteriorated slightly in 2013 compared with the previous year, although it varies greatly in different regions and occupations. In some regions and occupations it is still hard for young people to find a training place, so there are supply problems there. There are however also regions and occupations in which there are many unfilled vocational training places and problems filling vacant training places are a central challenge for companies there. Matching problems occur when companies' problems filling training places and supply problems coincide. Current analyses show that it is becoming harder to match the training places companies are offering with young people's demand for training places in certain occupations and regions and for specific requirements.

Nationally, improvement is necessary, especially in view of the current developments described below, although in assessing these developments, declining demand for dual

<sup>1</sup> In November 2013 the youth unemployment rate in Germany was 7.5 % (compared with EU28: 23.6 %, Euro area: 24.2 %.) EUROSTAT data on youth unemployment in Germany differs from data from the Federal Employment Agency (Bundesagentur für Arbeit) due to the different survey methods used.

training in the medium term due to demographic changes must also be taken into account.

- **Decrease in the number of training contracts:** Despite positive general economic development, the training place market deteriorated slightly in 2013. The number of newly concluded training contracts declined in 2013 to around 530,700 (–20,500 or 3.7 %) and the number of company-based training contracts fell to around 509,000 (–16,300 or 3.1 %). The number of training places offered by companies, including newly concluded training contracts and training places registered with the Federal Employment Agency (BA) as unfilled, fell compared with the previous year (–16,100 or 2.9 % to 542,600).
- **A rise in the number of vacant training places:** Companies are finding it increasingly difficult to fill the training places they offer. One indication of this is the significant rise in the number of vocational training places registered with the Federal Employment Agency (BA) that were still unfilled at the end of the training year (33,534 in 2013). Surveys of companies also show that it is also becoming harder for them to find trainees. According to the findings of the 2013 BIBB Qualification Panel, 40 % of the companies surveyed could not fill either some or all of the training places they offered (2012: 37 %, 2011: 35 %). Smaller companies and the very smallest were particularly affected.
- **An increase in the number of unplaced applicants:** There are still many young applicants for training places who are unable to quickly find one (The BA statistics for 2013 registered around 21,000 unplaced applicants and 62,500 applicants who had an alternative by the 30<sup>th</sup> of September but were still looking for a training place). This increase in numbers compared with the previous year is a further indication of the matching problems in the training place market.
- **Levelling out of the fall in numbers in the transition system:** The pleasing marked fall in the number of young people entering the transition system between 2005 and 2012 from around 417,600 to just 259,700 (about –158,000) has levelled out since 2011. In 2013, 257,600 young people began a transition measure, 2,100 (0.8 %) fewer than in 2012. This result must however be viewed in the context of a temporary increase in the number of school leavers without a higher education entrance qualification (+19,400). Action is however not required for all young people in the transition system equally. About 30 % of young people in the transition system want to pursue a higher school leaving qualification (BIBB transition study 2011), which is a welcome development from an education and training policy point of view.
- **Fewer companies offering training:** For many years, growth in both the number of companies offering training and in the total number of companies was largely parallel. The number of companies offering training as a proportion of all

companies was relatively constant at around 24 %. After 2009 this changed. The total number of companies has continued to grow, while the number of companies offering training has declined. The proportion of companies offering training in 2012 was 21.3 % (21.7 % in 2011). The drop in the number of companies offering training is exclusively due to a decline in the number of small companies offering training, evidently because of their increasing problems in filling the training places they offer.

- **Changing educational aspirations/increasing competition with institutions of higher education:** The number of students starting university in Germany has historically been far smaller than the number of new entries into dual vocational training. The number of first-year students has risen successively and in 2013 exceeded the number of new entries into dual vocational training for the first time. This was however also due in part to the introduction of two-year final school classes and to a fall in the number of company-based training contracts in the preceding two years.

Given the current challenges, the Federal Government's focus in the new legislative period will be on policy activities to strengthening dual vocational training's ability to integrate a wide range of young people into training, to increase its attractiveness and to modernise and improve the quality and equivalence of vocational training, as well as on providing opportunities for transfer across various sectors. It will also strengthen and modernise its initiatives and programmes to secure the future of vocational training.

The Federal Government will also consult on these challenges with the Social Partners and Länder governments as part of negotiations on a new initial and continuing training alliance and the National Pact for Training and Skilled Staff will be further developed. This will also create further impetus for modernising initial and continuing vocational training.

With a range of measures bundled in the new "Chance Beruf" occupational initiative agreed on in the Coalition Agreement, the Federal Ministry for Education and Research (BMBF) is pursuing the following goals:

#### Securing a supply of young skilled staff

To meet Germany's need for skilled staff, the Federal Government will recruit the existing potential in Germany, take advantage of increasing international mobility on the European labour market, and improve Germany's culture of welcoming skilled employees and managerial staff from outside the country. In the area of vocational training, it will focus on improving the integration into training of young people in the transition system, applicants for training places who have found an alternative, and young people from

migrant backgrounds. It will also concentrate on offering subsequent qualification options to the large number of young adults with no vocational qualifications and expanding part time vocational training for single mothers and fathers, as well as specifically recruiting people discontinuing or switching their university courses to enter training.

The Federal Government follows a preventative strategy in securing a supply of skilled staff. Working in cooperation with the Länder, it will expand measures in the “Educational chains” (“Bildungsketten bis zum Ausbildungsabschluss”) initiative using existing financial resources. The common goal of the Länder is to improve young people’s potential while they are still at school, provide them with practically-oriented careers orientation, and improve and systematise their prospects in the transition from school into vocational training. Career start coaches – individual mentoring of lower-achieving young people over several years by full time educators – is available for those who need extra support. The Federal Government wants to establish this as a standard instrument and extend it as far as possible using existing financial resources. In this context, the Federal Government will also sustainably anchor the instruments of the potential analysis and workshop days in dialogue with the Länder. One important element in the transition from school into training will be training preparation in companies.

Working together with the Länder and the Federal Employment Agency (Bundesagentur für Arbeit), the BMBF wants to further cut back the transition system, make it more systematic and increase its orientation towards fully-qualifying company-based vocational training. The Conference of Ministers of Education and Cultural Affairs (Kultusministerkonferenz – KMK) has already made forward-looking recommendations for optimising and standardising the school-based elements of the transition system in the Länder (KMK resolution of the 11<sup>th</sup> of October 2013). These will be implemented in close cooperation with the Federal Employment Agency (Bundesagentur für Arbeit).

By re-orienting the JOBSTARTER innovation programme from 2014, the BMBF is aiming to accompany targeted measures for improving initial and continuing vocational training. There will be a particular focus on support for small and medium sized enterprises (SMEs) in the increasing competition for young skilled workers, on aid for disadvantaged training regions, on matching training places with those seeking training, and on the qualification of young people from migrant backgrounds.

The BMBF will also review “Assisted training” initiatives for supporting lower-achieving young people, which will in turn help companies offering training. Further goals include expanding the mentoring of trainees by volunteers in the training process (VerA) to prevent trainees from dropping

out, and developing and trialing new processes for validating non-formally and informally acquired skills that will result in greater transparency in the system and more accreditation of existing skills.

Despite these measures, the problems companies have in filling training places in certain training occupations will only be solved if the attractiveness and future prospects of such training are also enhanced. Companies must show a greater willingness to train even lower-achieving young people and offer more company-based preparation for training. Individual monitoring and support can help companies and young people to better match their needs and aspirations.

### **Modernising vocational training developing new training regulations**

The modern world of work is in a constant state of change that demands flexibility, individual responsibility, commitment and creativity from employees. The pace of technological, economic and social change is growing and the effects of these changes are no longer confined to individual nations.

A company’s economic success depends largely on its qualified employees, so the training regulations governing the initial and continuing training of skilled staff are continuously reviewed to ensure that they match the relevant occupations precisely and modernised where necessary. New occupations are also emerging. In the area of initial vocational training for example, 149 occupations have been modernised and 29 new occupations created in the past ten years. Since 2004, 37 occupations have been consolidated into 11 new or modernised occupations and 30 older occupations have been abolished. 18 initial and further training regulations will be modernised in 2014.

During this legislative period, the BMBF will evaluate the Vocational Training Act (Berufsbildungsgesetz) and critically review implementation of the training services provided resulting from the amendment of the Act in 2005 against the background of more recent developments. There will be a particular focus on increasing opportunities for transfer between sectors, improving the quality of training and multi-stage training, on the formation of “occupational families” and on recruiting volunteers for examinations committees. In doing all of this, the BMBF relies on the findings of research into vocational training, which forms the basis for evidence-based education and training policy action. If adjustments are required, the BMBF will tackle them together with the main vocational training stakeholders.

### **Increasing the attractiveness of vocational training**

In the face of current demographic developments and given young people’s aspirations towards gaining higher school

leaving qualifications, it is necessary in the competition for the best minds to also specifically attract high-achieving young people to initial and continuing vocational training – school leavers with higher education entrance qualifications, people discontinuing studies who have previous qualifications that could be accredited in vocational training, and Bachelors graduates, for whom follow-up further training options should be opened up. A high achieving clientele with attractive future prospects could be recruited from these groups to meet companies' needs for young people to take over their future management. The Federal Government will continue and start various initiatives aimed at achieving these goals in this legislative period, ranging from image campaigns highlighting the attractiveness of initial and continuing vocational training through to targeted recruiting and counselling on vocational training for people discontinuing studies.

One crucial aspect of the attractiveness of vocational training is the further training and occupational prospects it offers. The diverse upgrading training system, which offers qualifications as middle-level commercial clerk, certified business specialist, master craftsman and specialist master craftsman, and certified business management specialist, offers a path to development that may be an alternative to academic studies. Those completing such further training usually succeed in gaining promotions and earning higher incomes.

The Federal Government will continue to further develop this regulated further training system in cooperation with the Social Partners. Together they will make it clear that vocational training can set people on an attractive career path and offer access to higher specialist and managerial roles.

By classifying master craftsman's qualifications as equivalent with Bachelor's degrees and the advanced vocational qualification of Certified Strategic IT Professional as equivalent with university Masters degrees in the German Qualification Framework (GQF), the BMBF has established a significant structural basis for the wider equivalence of vocational and academic education and training. All the GQF levels will be documented on all vocational and academic qualifications in Germany in future.

### Improving transfer opportunities

In response to increasing demands of the world of work, the need to secure a supply of skilled staff, and its declared education and training policy goal of providing optimum support for the abilities of all people, the Federal Government will continue to improve opportunities for transfer between vocational and academic education and training sectors.

While there has been a focus on measures facilitating the transition of holders of vocational qualifications into institutions of higher education, closer integration between education and training sectors in both directions will be required in future. Access to courses in institutions of higher education should be improved for holders of vocational qualifications and individual and family circumstances be taken more into account. Those discontinuing studies should be prevented from dropping out where possible and options for transitioning into initial and continuing vocational training for those discontinuing studies should be further improved. Graduates of bachelor courses with relevant previously acquired skilled should be offered vocational training to upgrade their skills and access to support under the Upgrading Training Act (Aufstiegsfortbildungsförderungsgesetz – AFBG).

To achieve all these goals, broad acceptance of them among all those involved (institutions of higher education, Chambers, Social Partners etc.), closer cooperation among stakeholders, and awareness of a shared responsibility at the highest levels will be required. The BMBF will support actors from both education and training sectors in developing and providing “bridging measures” such as further training courses offered jointly by the Chambers and institutions of higher education. Through the Federal and Länder government “Advancement through education – open universities” campaign, the BMBF will help institutions of higher education to develop courses better suited to holders of vocational qualifications. The BMBF will also facilitate the transition of those discontinuing studies into vocational training in particular by offering better advisory services and accreditation of previous qualifications.

### Increasing participation in continuing training

The participation rate of 18 to 64 year-olds in continuing education and training in Germany has increased to about 50 %<sup>2</sup> and companies are extensively involved in financing most of the costs of company-based continuing training.

The OECD's most recent study (PIAAC) on basic adult competencies (reading, everyday mathematical and problem solving skills and the ability to use a computer) revealed various problems. It showed that the reading skills of 18 % of adults in Germany are at the lowest level of competence. Older adults had lower levels of skills compared with younger ones and the unemployed scored far worse than those in employment. People from migrant backgrounds<sup>3</sup> have lower skills levels and competence levels still depend heavily on the educational and vocational qualification levels of

<sup>2</sup> Source: Adult Education Survey 2012

<sup>3</sup> The findings refer only to basic skills in the national language, not in the respondent's native language.

people's parents. These findings make it clear that more attention must be paid to the continuing training of adults in Germany's education and training system. The Federal and Länder governments will keep working to combat illiteracy together with other partners in the joint BMBF and Conference of Ministers of Education and Cultural Affairs (KMK) national literacy strategy. All of society must support their efforts. All levels of the federal system, Federal and Länder governments and local authorities must share responsibility for this issue. The Social Partners are also major continuing vocational training actors in this area. Providing basic education is also vital in the context of qualifying unskilled and semi-skilled workers through continuing vocational training.

Given current demographic developments and our need to stay fit for the world of work for longer, it is essential to sustainably secure the high levels of participation in continuing training that have been achieved, so the Coalition Agreement regards the topic of "expanding continuing education and training" as particularly important. To provide individuals with good quality continuing training, the transparency, quality and broad applicability of continuing training services must be further improved.

Processes for validating and certifying informally acquired skills must be developed and implemented. Implementation of a law on recognising qualifications acquired outside Germany has demonstrated that people without a formal German vocational qualification also have high potential. Research into training must also be expanded and ways in which (innovative) forms of learning can be used to reach those out of touch with education and training and older people investigated. Services and structures must also be improved so that continuing training can be better combined with the needs of families.

### **Internationalising vocational training**

International cooperation in the area of vocational training will continue to be a fundamental focus in the new legislative period.

In modernising initial and continuing training, the BMBF will consistently include intercultural skills and international development in qualification, increase young people's mobility, especially during vocational training, and support the transparency, transferability of credits and acceptance of qualifications in a 'European education area' by making active use of the European EQR, ECVET and Europass initiatives. The BMBF will also be actively involved in international "peer learning" initiatives so as to learn from system reforms and best practice examples from other countries for the benefit of the development of its own systems. The BMBF will also offer other countries support in reforming their systems and orienting them towards Germany's dual training model. This will be a long term project. Introducing elements of dual vocational training into other countries' education and training systems usually involves making complicated structural changes to those systems and requires a change in attitudes from governments, Social Partners, companies and parents, who first have to be persuaded to accept such systemic reforms.

The BMBF will work intensively together with the EU, OECD and UNESCO to better highlight the advantages of practically-oriented vocational training. In the EU the focus will be on building the European Alliance for Apprenticeships among the 28 EU member countries, which will be actively supported, and on continuing bilateral cooperation with individual EU countries. To date, the OECD and UNESCO policy priorities have concentrated on institutions of higher education and basic education. The BMBF wants to expand vocational training to make it an equal political priority and a pillar of its cooperation. In this context, the BMBF supports the OECD's plan for establishing international benchmarks for holders of vocational qualifications and vocational training systems. The BMBF has already developed initial skills testing models for use in professional practice with its ASCOT skills assessment initiative.

## Chapter 2: The training market situation in 2013

**Chapter 2 describes developments in the training place market in 2013<sup>4</sup>. It identifies central challenges and areas for action on which efforts will be concentrated in coming years to secure a supply of young skilled workers in Germany, now and in future, and offer young people opportunities for training, employment and inclusion in society (see Chapters 2.1 to 2.6).**

A separate sub-chapter deals with the evolution of training in the healthcare professions and with occupational policy developments in the care sector (see **Chapter 2.7**). Given current demographic changes and the population's growing need for health care services, training in these fields is becoming increasingly important.

### 2.1 Newly concluded training contracts and the training situation on the 30<sup>th</sup> of September

#### Newly concluded training contracts

According to the results of a BIBB survey of the relevant authorities, 530,714 new training contracts were concluded nationally from 1<sup>st</sup> of October 2012 to the 30<sup>th</sup> of September 2013, 20,544 (3.7 %) fewer than in 2012.<sup>5</sup>

Fewer contracts were concluded in both western and eastern Länder in 2013. In western Länder the number of newly concluded training contracts fell by 15,884 (3.4 %) to 456,470. In eastern Länder the number of newly concluded training contracts decreased by 4,660 (5.9 %) to 74,244.

The number of newly concluded company-based training contracts fell nationally by 16,319 (3.1 %) to 509,035. The number of newly concluded non-company training contracts declined by 4,225 (16.3 %) to 21,679.<sup>6</sup>

Long term trends in numbers of newly concluded training contracts are shown in **Table 1**.

4 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.

5 There may be discrepancies compared with earlier information due to revised reports.

6 For more details see **Chapter 2.2** on "Company-based and non-company training contracts"

#### Unfilled vocational training places

At the same time, many training places remained unfilled. At the end of the 2012/2013 training year, the BA still registered 33,534 unfilled vocational training places, a slight increase of 260 (0.8 %) compared with the previous year. The number of vocational training places registered as unfilled has risen considerably since 2009 (2009: 17,255, 2010: 19,605, 2011: 29,689, 2012: 33,274, 2013: 33,534).<sup>7</sup>

Both western and eastern Länder recorded increases in the number of unfilled vocational training places (see **Table 1**). In western Länder the number of unfilled vocational training places increased to 27,269 (+280 or 1 % compared with 2012, +12,788 or 88.3 % compared with 2009). Eastern Länder recorded a rise in the unfilled vocational training places reported to 6,193 (+30 or 0.5 % compared with 2012 and +3,549 or 134.2 % compared with 2009).

#### Unplaced applicants and applicants with an alternative on the 30<sup>th</sup> of September who were still seeking training

On the other hand, too many young people do not succeed in quickly finding a training place.

In 2013 the number of unplaced applicants registered with employment offices and Jobcenters who were not in training or in an alternative increased appreciably by 5,397 (+34.5 %) to 21,034 (2009: 15,486, 2010: 12,016, 2011: 11,344, 2012: 15,637).

In western Länder the number of unplaced applicants rose to 16,301 (+5,717 or 54 % compared with 2012, +5,161 or 46.3 % compared with 2009). In eastern Länder the number of unplaced applicants fell compared with the previous year (-530 or 10.5 % to 4,521). Compared with 2009 a slight increase was recorded (+178 or 4.1 %).

The number of applicants who had begun an alternative to training (e. g. a pre-vocational measure, internship, EQ etc.), but were still looking for training and wanted to be placed in training by the employment office or Jobcenter (+2,183 or 3.6 % to 62,530) also rose.<sup>8</sup> Compared with 2009 however, the number of applicants with an alternative on the 30.9. was much lower (2009: 73,054, 2010: 68,355, 2011: 60,975, 2012: 60,347, 2013: 62,530).

7 See also **Chapter 2.5** on "Companies cannot fill training places"

8 For more details see **Chapter 2.5** on "Applicants with an alternative are still seeking training"

### The training market situation

A range of indicators are used to make assessments, based on which statements on developments in the training market situation can be made.<sup>9</sup>

#### Supply and demand ratio (ANR)

As Section 86 Paragraph 2 of the Vocational Training Act (Berufsbildungsgesetz – BBiG) specifies, 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 registered with employment offices. Demand is calculated from the number of newly concluded training contracts and the number of young people who are unplaced and registered with employment offices and Jobcenters<sup>10</sup>. According to this calculation, 564,248 training places were offered in 2013, a fall of 20,284 (3.5 %). Demand for training places was at 551,748, down by 15,147 (2.7 %). ANR was therefore at 102.3, slightly below the previous year's level (103.1). In western Länder ANR shifted to the disadvantage of applicants (2012: 103.4, 2013: 102.3). Eastern Länder recorded a slight increase in ANR (2012: 101.3, 2013: 102.1) because demand here declined more sharply than supply (see [Table 1](#)).

#### 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 Vocational Education and Training and the 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 with an alternative on the 30<sup>th</sup> of September who still want to be placed in training. According to this expanded definition, demand was lower than in the previous year at 614,278 (–12,964 or 2.1 %). Expanded ANR was slightly worse nationally compared with the previous year (see [Chart 1](#)) at 91.9 in 2013 (2012: 93.2). Applying expanded ANR, the training market situation was better in eastern Länder (2013: 95.9, 2012: 95.1).<sup>11</sup> Expanded ANR in western Länder was at 91.3 in 2013 (2012: 92.8 %).

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

If expanded ANR is calculated based exclusively on company-based training places<sup>12</sup>, the national situation was slightly worse than in the previous year (2012: 89.1, 2013: 88.3) due to the decline in western Länder (2012: 89.6, 2013: 88.5). In eastern Länder expanded ANR based on company-based training places improved (2012: 85.8, 2013: 87.7), although the figure there was still below that for western Länder (see [Chart 2](#)).

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

10 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.

11 This is due to a different way of dealing with unsuccessful applicants and a different funding policy, with more unplaced applicants who were then placed in non-company training in eastern Länder (Ausbildungsprogramm Ost), and more applicants with an alternative due to the more comprehensive transition system in western Länder.

12 For more details see [Chapter 2.2](#) on “Trends in numbers of company-based training places”

Table 1: Newly concluded training contracts, supply and demand, 1992 to 2013 (Part 1)

	New training contracts	Unfilled training 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>Nationally</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	530,714	33,534	21,034	564,248	551,748	102.3	-20,544	-3.7	-20,284	-3.5	-15,147	-2.7
<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
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

Table 1: Newly concluded training contracts, supply and demand, 1992 to 2013 (Part 2)

	New training contracts	Unfilled training places	Unplaced applicants	"Supply"	"Demand"	"Supply and demand ratio"	Trend compared with the previous year					
							Contracts		"Supply"		"Demand"	
							absolute	percent	absolute	percent	absolute	percent
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	456,470	27,269	16,301	483,739	472,771	102.3	-15,884	-3.4	-15,604	-3.1	-10,167	-2.1
<b>Eastern Länder</b>												
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	6,193	4,521	80,437	78,765	102.1	-4,660	-5.9	-4,630	-5.4	-5,190	-6.2

Discrepancies between total "Western Länder" and "Eastern Länder" figures 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), Jobcenters jointly with employment offices (Agentur für Arbeit) and municipalities (JCgE), and Jobcenters and licensed local authority agencies (zugelassene kommunale Träger) (JC~zKT).

Sources: Federal Institute for Vocational Education and Training (BIBB), Federal Employment Agency (BA) statistics

Chart 1: Expanded supply and demand ratio, 2009 to 2013

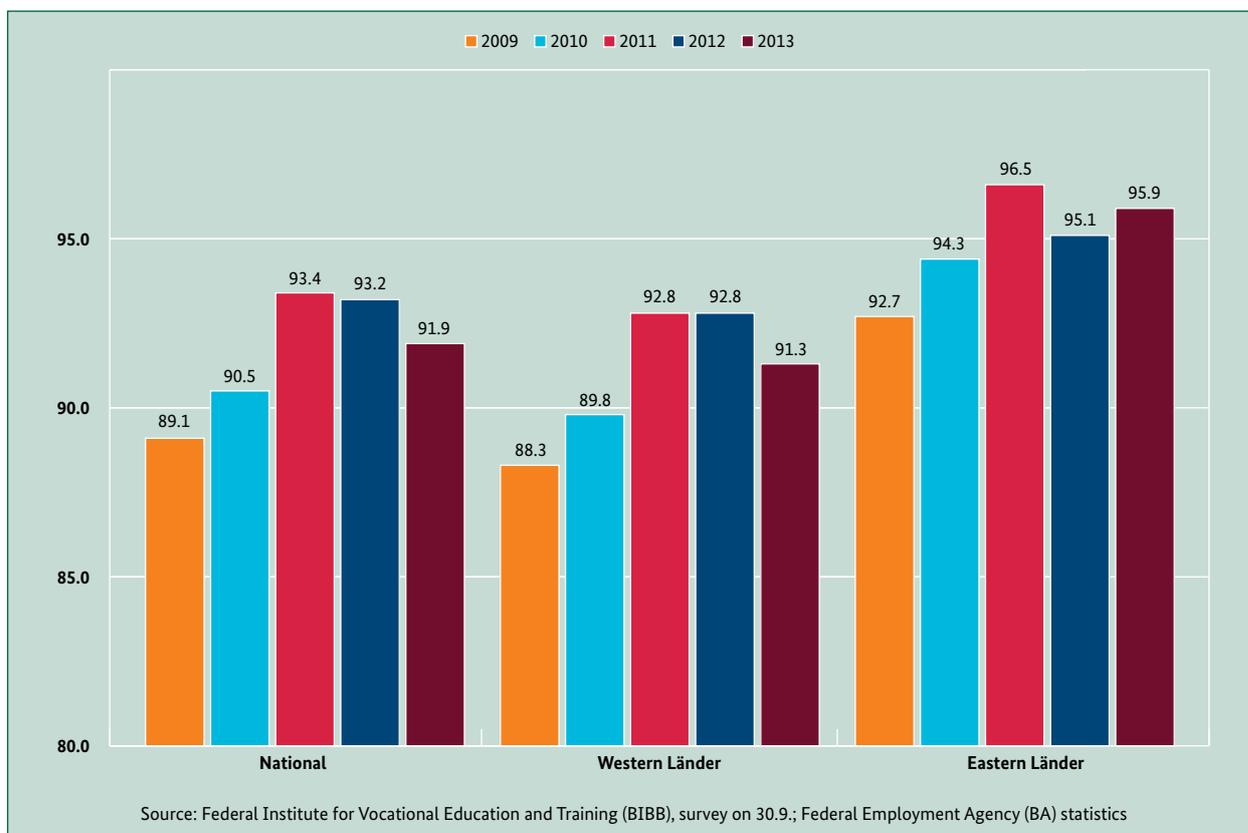


Chart 2: Company-based training places per 100 interested persons according to the expanded definition, 2009 to 2013

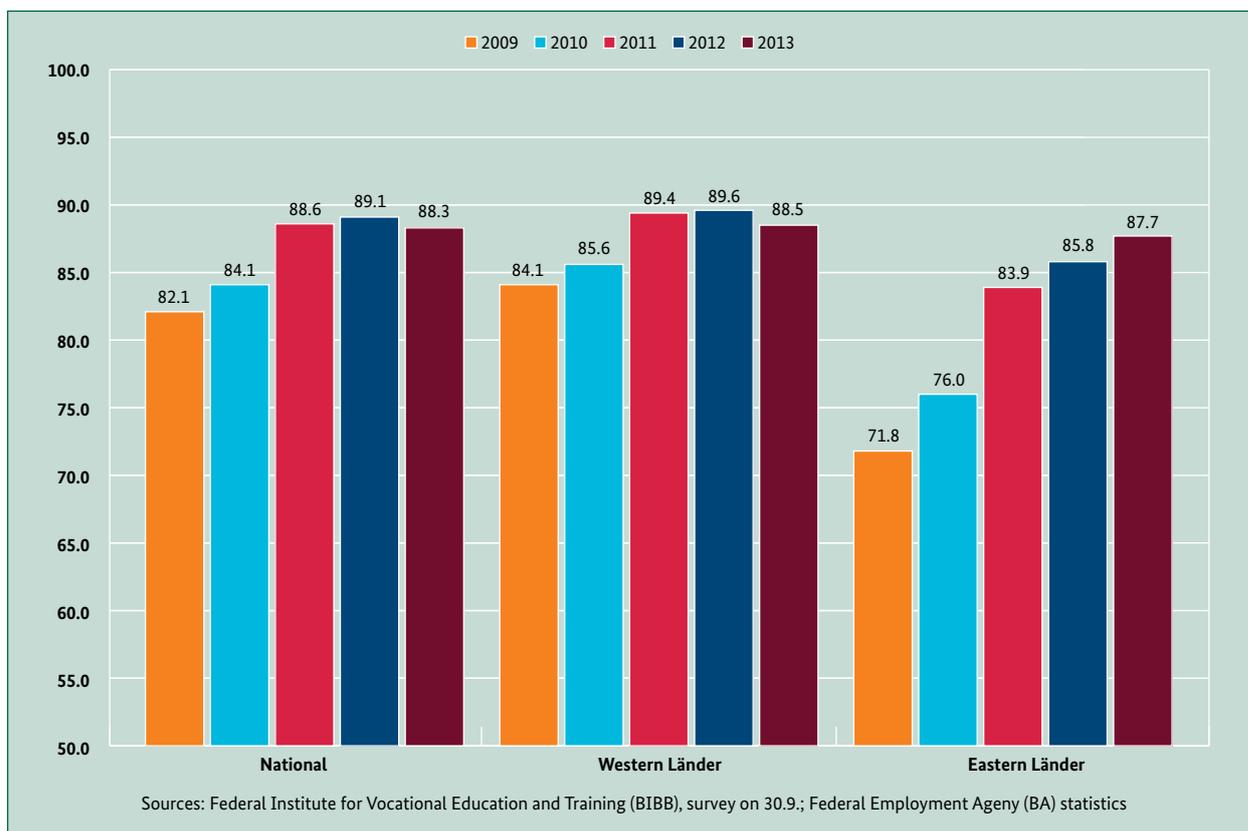
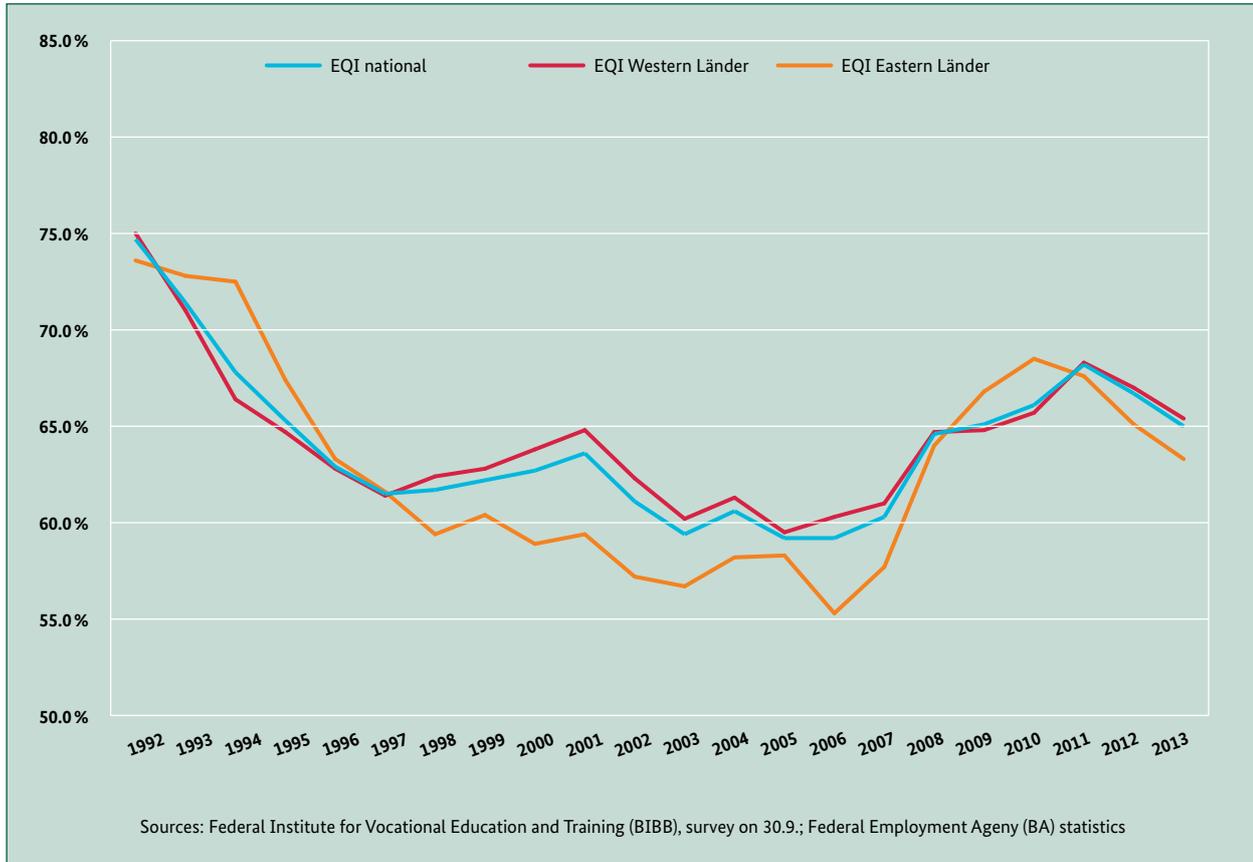


Chart 3: Computed placement (REQ) and placement rate of young people interested in training (EQI) 1992 to 2013



The computed placement rate (EQI) of young people interested in training, is calculated by correlating the number of newly concluded training contracts on the 30<sup>th</sup> of September (2013: 530,714) with the number of all persons who are interested in training and registered with institutions<sup>13</sup> (2013: 816,540). This consists of the total number of newly concluded training contracts (530,714) and applicants registered with employment offices and Jobcenters (561,168) minus the registered applicants who found a training place (275,342), otherwise some would be counted twice.

Compared with 2012, EQI worsened slightly (see **Chart 3**). Nationally it was at 65 (2012: 66.7), in western Länder at 65.4 (2012: 67) and in eastern Länder at 63.3 (2012: 65.1).

All the national indicators point to a slight deterioration in the training market situation. In contrast to earlier years, the fall in the number of contracts cannot be ascribed to cyclical economic trends. On the contrary, Germany’s economic position is good. Nor can demographic developments (falling numbers of school leavers) explain the drop in the number of contracts in 2013 because not only the number of school leavers with a higher education entrance qualification, but also the number of school leavers with no higher education entrance qualification (the main clientele of the dual system) increased (temporarily)<sup>14</sup>. On the demand side, there was also additional potential that could not be absorbed into dual vocational training in 2013.

13 This figure refers to all young people who reported an interest in training during the reporting year. On the reference date of the 30<sup>th</sup> of 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 although they were already undergoing training (see **Chapter 2.5** “Applicants with an alternative are still seeking training”).

14 See also **Chart 8** in **Chapter 2.4**.

## 2.2 Newly concluded training contracts according to structural characteristics

### Developments in training sectors<sup>15</sup>

The **Trade and Industry sector** recorded a marked decline in newly concluded training contracts in 2013. Compared with the previous year, the number of new training contracts concluded in Trade and Industry nationally fell by 14,082 (-4.2 %) to 318,540. In western Länder 272,610 new training contracts were concluded, 10,408 fewer (-3.7 %) than in the previous year. In eastern Länder the number of newly concluded training contracts in Trade and Industry fell by 3,674 (-7.4 %) to 45,930. Trade and Industry is still the largest sector, with 60 % of all training contracts (2012: 60.3 %).

In the **Skilled Trades** 142,137 new training contracts were concluded, a fall of 5,190 (-3.5 %). Nationally, 26.8 % of all the new training contracts were concluded in the Skilled Trades sector (previous year: 26.7 %). In western Länder the number of newly concluded training contracts declined by 4,296 (-3.3 %) to 124,121. In eastern Länder the number of new contracts also fell, with only 18,016 new training contracts (-894 or 4.7 % compared with 2012).

At 42,050, the number of new contracts concluded in the **Professional Services sector** was also below the previous year's level (-1,044 or 2.4 %). In western Länder a decrease of 973 (-2.5 %) to 37,468 was recorded. In eastern Länder the number of new contracts fell by 71 (-1.5 %) to 4,582. The proportion of training contracts concluded in the Professional Services sector of all training contracts was 7.9 % (2012: 7.8 %).

A slight increase in the number of newly concluded training contracts was recorded in the **Public Sector**. 12,114 new training contracts were concluded nationally in the sector, 105 contracts (+0.9 %) more than in 2012,<sup>16</sup> with increases in both western Länder (+51 or 0.5 % to 9,614), and eastern Länder (+54 or 2.2 % to 2,500).

There was a slight fall in the number of new training contracts in the **Agriculture** sector, which reported 13,158 newly concluded training contracts, 102 (-0.8 %) fewer than in the previous year. In western Länder 10,530 new training contracts were concluded (-64 or 0.6 %). In eastern Länder a decline of 38 (-1.4 %) to 2,628 was recorded, (-7.5 %) fewer than in the previous year. In western Länder the number of new contracts sank to 166 (-7.7 %) to 1,977. In eastern Länder the number of newly concluded training contracts fell by 40 (-6.4 %) to 581.

In **Shipping** 157 new training contracts were concluded, 25 (13.7 %) fewer than in 2012. In western Länder, 3 contracts more were concluded than in the previous year (+75 %). In eastern Länder the number of new contracts fell by 28 (15.7 %).

**Table 2** shows the number of newly concluded training contracts according to training sector and Länder. **Table 3** shows absolute and percentage changes in training contract figures compared with the previous year.

<sup>15</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 Hessen the Chambers of Trade and Industry are responsible for regulating training in some Public Sector occupations, while in Schleswig-Holstein and Hessen the Chambers of Trade and Industry and other relevant authorities are responsible for overseeing training in the Housekeeping sector.

<sup>16</sup> The rate at which the Federal Administration provided training, at 7.2 %, was above the commitment of 7 % it made in the Training Pact (see **Chapter 3.1.1**).

Table 2: Newly concluded training contracts in 2013 according to Länder and sector

Land	Newly concluded training contracts																		
	Total	Trade and Industry						Skilled Trades			Professional services			Of which in the sector					
		Number	Number	Percent	Number	Percent	Number	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Baden-Württemberg	74,390	45,199	60.8	19,939	26.8	5,445	7.3	1,887	2.5	1,511	2.0	409	0.5	0	0	0	0	0	0
Bavaria	92,029	54,130	58.8	26,443	28.7	7,652	8.3	1,400	1.5	2,075	2.3	329	0.4	0	0	0	0	0	0
Berlin	16,784	9,989	59.5	3,949	23.5	1,807	10.8	731	4.4	240	1.4	68	0.4	0	0	0	0	0	0
Brandenburg	10,551	6,481	61.4	2,570	24.4	537	5.1	391	3.7	493	4.7	79	0.7	0	0	0	0	0	0
Bremen	5,956	3,961	66.5	1,266	21.3	462	7.8	116	1.9	83	1.4	55	0.9	13	0.2	0	0	0	0
Hamburg	13,530	9,495	70.2	2,460	18.2	1,140	8.4	197	1.5	123	0.9	45	0.3	70	0.5	0	0	0	0
Hessen	39,661	24,655	62.2	10,171	25.6	3,024	7.6	1,032	2.6	742	1.9	37	0.1	0	0	0	0	0	0
Mecklenburg-Western Pomerania	7,967	5,009	62.9	1,801	22.6	469	5.9	238	3.0	349	4.4	94	1.2	7	0.1	0	0	0	0
Lower Saxony	56,382	30,855	54.7	17,070	30.3	4,724	8.4	1,287	2.3	2,022	3.6	372	0.7	52	0.1	0	0	0	0
North Rhine-Westphalia	120,083	74,208	61.8	30,011	25.0	10,594	8.8	2,622	2.2	2,258	1.9	390	0.3	0	0	0	0	0	0
Rhineland-Palatinate	27,102	15,297	56.4	8,116	29.9	2,213	8.2	549	2.0	716	2.6	211	0.8	0	0	0	0	0	0
Saarland	7,406	4,394	59.3	2,196	29.7	508	6.9	83	1.1	160	2.2	65	0.9	0	0	0	0	0	0
Saxony	17,890	11,012	61.6	4,549	25.4	938	5.2	560	3.1	726	4.1	105	0.6	0	0	0	0	0	0
Saxony-Anhalt	10,831	6,786	62.7	2,786	25.7	404	3.7	315	2.9	438	4.0	102	0.9	0	0	0	0	0	0
Schleswig-Holstein	19,931	10,416	52.3	6,449	32.4	1,706	8.6	441	2.2	840	4.2	64	0.3	15	0.1	0	0	0	0
Thuringia	10,221	6,653	65.1	2,361	23.1	427	4.2	265	2.6	382	3.7	133	1.3	0	0	0	0	0	0
<b>Western Länder</b>	<b>456,470</b>	<b>272,610</b>	<b>59.7</b>	<b>124,121</b>	<b>27.2</b>	<b>37,468</b>	<b>8.2</b>	<b>9,614</b>	<b>2.1</b>	<b>10,530</b>	<b>2.3</b>	<b>1,977</b>	<b>0.4</b>	<b>150</b>	<b>0.0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.0</b>
<b>Eastern Länder and Berlin</b>	<b>74,244</b>	<b>45,930</b>	<b>61.9</b>	<b>18,016</b>	<b>24.3</b>	<b>4,582</b>	<b>6.2</b>	<b>2,500</b>	<b>3.4</b>	<b>2,628</b>	<b>3.5</b>	<b>581</b>	<b>0.8</b>	<b>7</b>	<b>0.0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.0</b>
<b>National</b>	<b>530,714</b>	<b>318,540</b>	<b>60.0</b>	<b>142,137</b>	<b>26.8</b>	<b>42,050</b>	<b>7.9</b>	<b>12,114</b>	<b>2.3</b>	<b>13,158</b>	<b>2.5</b>	<b>2,558</b>	<b>0.5</b>	<b>157</b>	<b>0.0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.0</b>

Source: Federal Institute for Vocational Education and Training, survey carried out on 30<sup>th</sup> of September 2013

Table 3: Changes to newly concluded training contracts 2012 to 2013 by Länder and sector

Land	Newly concluded training contracts															
	Total		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	-1,927	-2.5	-1,888	-4.0	-112	-0.6	102	1.9	-29	-1.5	20	1.3	-20	-4.7	0	0.0
Bavaria	-3,282	-3.4	-1,825	-3.3	-900	-3.3	-446	-5.5	-94	-6.3	-15	-0.7	-2	-0.6	0	0.0
Berlin	-1,190	-6.6	-1,063	-9.6	-166	-4.0	10	0.6	76	11.6	-30	-11.1	-17	-20.0	0	0.0
Brandenburg	-819	-7.2	-555	-7.9	-174	-6.3	-65	-10.8	34	9.5	-25	-4.8	-34	-30.1	0	0.0
Bremen	-187	-3.0	-198	-4.8	18	1.4	-33	-6.7	7	6.4	27	48.2	0	0.0	-8	-38.1
Hamburg	-617	-4.4	-411	-4.1	-223	-8.3	12	1.1	50	34.0	-35	-22.2	-8	-15.1	-2	-2.8
Hessen	-583	-1.4	-217	-0.9	-261	-2.5	-110	-3.5	-37	-3.5	5	0.7	37	.	0	0.0
Mecklenburg- Western Pomerania	-357	-4.3	-235	-4.5	-119	-6.2	47	11.1	-23	-8.8	-47	-11.9	17	22.1	3	75.0
Lower Saxony	-1,854	-3.2	-1,282	-4.0	-696	-3.9	52	1.1	56	4.5	-5	-0.2	37	11.0	-16	-23.5
North Rhine-Westphalia	-3,934	-3.2	-2,310	-3.0	-1,098	-3.5	-389	-3.5	154	6.2	-119	-5.0	-172	-30.6	0	0.0
Rhineland-Palatinate	-1,304	-4.6	-856	-5.3	-383	-4.5	-53	-2.3	-9	-1.6	12	1.7	-15	-6.6	0	0.0
Saarland	-972	-11.6	-637	-12.7	-248	-10.1	-20	-3.8	-46	-35.7	-26	-14.0	5	8.3	0	0.0
Saxony	-418	-2.3	-838	-7.1	287	6.7	30	3.3	-25	-4.3	96	15.2	32	43.8	0	0.0
Saxony-Anhalt	-993	-8.4	-620	-8.4	-243	-8.0	-77	-16.0	-25	-7.4	-10	-2.2	-18	-15.0	0	0.0
Schleswig-Holstein	-1,224	-5.8	-784	-7.0	-393	-5.7	-88	-4.9	-1	-0.2	72	9.4	-28	-30.4	-2	-11.8
Thuringia	-883	-8.0	-363	-5.2	-479	-16.9	-16	-3.6	17	6.9	-22	-5.4	-20	-13.1	0	0.0
<b>Western Länder</b>	<b>-15,884</b>	<b>-3.4</b>	<b>-10,408</b>	<b>-3.7</b>	<b>-4,296</b>	<b>-3.3</b>	<b>-973</b>	<b>-2.5</b>	<b>51</b>	<b>0.5</b>	<b>-64</b>	<b>-0.6</b>	<b>-166</b>	<b>-7.7</b>	<b>-28</b>	<b>-15.7</b>
<b>Eastern Länder and Berlin</b>	<b>-4,660</b>	<b>-5.9</b>	<b>-3,674</b>	<b>-7.4</b>	<b>-894</b>	<b>-4.7</b>	<b>-71</b>	<b>-1.5</b>	<b>54</b>	<b>2.2</b>	<b>-38</b>	<b>-1.4</b>	<b>-40</b>	<b>-6.4</b>	<b>3</b>	<b>75.0</b>
<b>National</b>	<b>-20,544</b>	<b>-3.7</b>	<b>-14,082</b>	<b>-4.2</b>	<b>-5,190</b>	<b>-3.5</b>	<b>-1,044</b>	<b>-2.4</b>	<b>105</b>	<b>0.9</b>	<b>-102</b>	<b>-0.8</b>	<b>-206</b>	<b>-7.5</b>	<b>-25</b>	<b>-13.7</b>

Source: Federal Institute for Vocational Education and Training (BIBB), survey on the 30<sup>th</sup> of September 2013

### Contracts for training in and outside companies

Of the 530,714 training contracts newly concluded nationally, 509,035 were company-based (95.9 %) and 21,679 were non-company contracts (4.1 %).<sup>17</sup> Although the number of new company-based training contracts declined markedly in 2013 (-16,319 or 3.1 %), the relative proportion of

company-based training contracts of all training contracts increased (see **Table 4**) due to the continuing cutbacks in non-company training. Compared with 2012, the number of non-company training contracts concluded nationally fell by 4,225 (-16.3 %) to 21,679.

Western Länder recorded a decrease in new company-based training contracts of 13,155 (-2.9 %) to 441,630. The number of non-company contracts also fell to 2,729 (-15.5 %). The proportion of company-based contracts of all training contracts was 96.7 % (2012: 96.3 %).

<sup>17</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 4: Newly concluded training contracts by financing form**

Year	Newly concluded training contracts	National	Western Länder	Eastern Länder
absolute figures				
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	530,714	456,470	74,244
	in-company	509,035	441,630	67,405
	non-company	21,679	14,840	6,839
relative figures				
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 %

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

67,405 new company-based training contracts, 3,164 (4.5 %) fewer than in 2012, were concluded in eastern Länder. The number of non-company training contracts fell by 1,496 (17.9 %). The proportion of company-based contracts of all newly concluded contracts was 90.8 % (2012: 89.4 %).

The proportion of non-company training contracts is still much higher in eastern Länder 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 of the training market situation have shown (see [Chapter 2.1](#)). It in fact results from a different way of dealing with unsuccessful applicants for training places 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 non-company and school-based training places are offered. In response to demographic developments and the resulting decline in demand for training places, the number of non-company training places on offer has been deliberately reduced in recent years.<sup>18</sup>

<sup>18</sup> See [Chapter 3.1.4](#), Ausbildungsplatzprogramm Ost

**Table 5: Newly concluded training contracts by 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
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	89,762	2,267	92,029	97.5	2.5	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
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
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
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
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	37,833	1,828	39,661	95.4	4.6	100.0
Mecklenburg-Western Pommerania	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

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

Land	Year	absolute figures			relative figures		
		in-company	non-company	total	in-company	non-company	total
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
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
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
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
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
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
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
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

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

### Trend in the number of company-based training places

Given companies' increasing difficulties in filling the training places they offer<sup>19</sup>, the trend in the number of company-based training places as a proportion of all new training contracts is also of interest. Here newly concluded company-based training contracts and vocational training places registered with the BA as unfilled are taken into account.

Of the 564,248 training places offered nationally in 2013, 542,569 were provided in companies. Compared with the previous year, the number of company-based training places declined by 16,059 (-2.9 %). **Table 6** shows the trend in company-based training places according to sector and makes it clear that the number of company-based training places fell most steeply in the Trade and Industry sector (-13,064 or 3.9 %). The Skilled Trades sector recorded a fall of 1,965 (1.3 %). More company-based training places were registered in the Public Sector and Agriculture than in the previous year.

<sup>19</sup> See also **Chapter 2.1** "Unfilled vocational training places" and **Chapter 2.5** "Companies cannot fill training places"

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

	2009	2010	2011	2012	2013	Developments 2013 to 2012	
<b>Germany</b>	<b>535,761</b>	<b>538,522</b>	<b>568,609</b>	<b>558,628</b>	<b>542,569</b>	<b>-16,059</b>	<b>-2.9%</b>
Trade and Industry	318,985	320,342	344,533	338,841	325,777	-13,064	-3.9%
Skilled Trades	143,719	145,948	151,265	147,036	145,071	-1,965	-1.3%
Public Sector	13,732	13,689	12,460	12,196	12,324	128	1.0%
Agriculture	12,797	12,523	12,628	12,474	12,522	48	0.4%
Other <sup>1)</sup>	46,528	46,020	47,723	48,081	46,875	-1,206	-2.5%
<b>Western Länder</b>	<b>456,920</b>	<b>461,649</b>	<b>490,572</b>	<b>481,774</b>	<b>468,899</b>	<b>-12,875</b>	<b>-2.7%</b>
Trade and Industry	269,752	273,034	295,528	290,724	280,472	-10,252	-3.5%
Skilled Trades	125,091	127,008	132,315	128,547	126,944	-1,603	-1.2%
Public Sector	10,587	10,824	9,962	9,677	9,732	55	0.6%
Agriculture	10,362	10,034	10,353	10,078	10,087	9	0.1%
Other <sup>1)</sup>	41,128	40,749	42,413	42,748	41,664	-1,084	-2.5%
<b>Eastern Länder</b>	<b>78,711</b>	<b>76,758</b>	<b>77,904</b>	<b>76,732</b>	<b>73,598</b>	<b>-3,134</b>	<b>-4.1%</b>
Trade and Industry	49,151	47,218	48,912	48,037	45,238	-2,799	-5.8%
Skilled Trades	18,627	18,936	18,950	18,488	18,126	-362	-2.0%
Public Sector	3,145	2,865	2,498	2,519	2,592	73	2.9%
Agriculture	2,435	2,489	2,275	2,396	2,435	39	1.6%
Other <sup>1)</sup>	5,353	5,250	5,267	5,292	5,207	-85	-1.6%

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

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

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

### Gender-specific differentiation

Of the 530,714 training contracts newly concluded in 2013, 315,913 (59.5 %) were concluded with young men and 214,801 (40.5 %) with young women (2012: 59.3 % or 40.7 %).

In past years too, the number of new vocational training contracts concluded with young women 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 dual vocational training. One example of this is school-based training in the healthcare professions.<sup>20</sup>

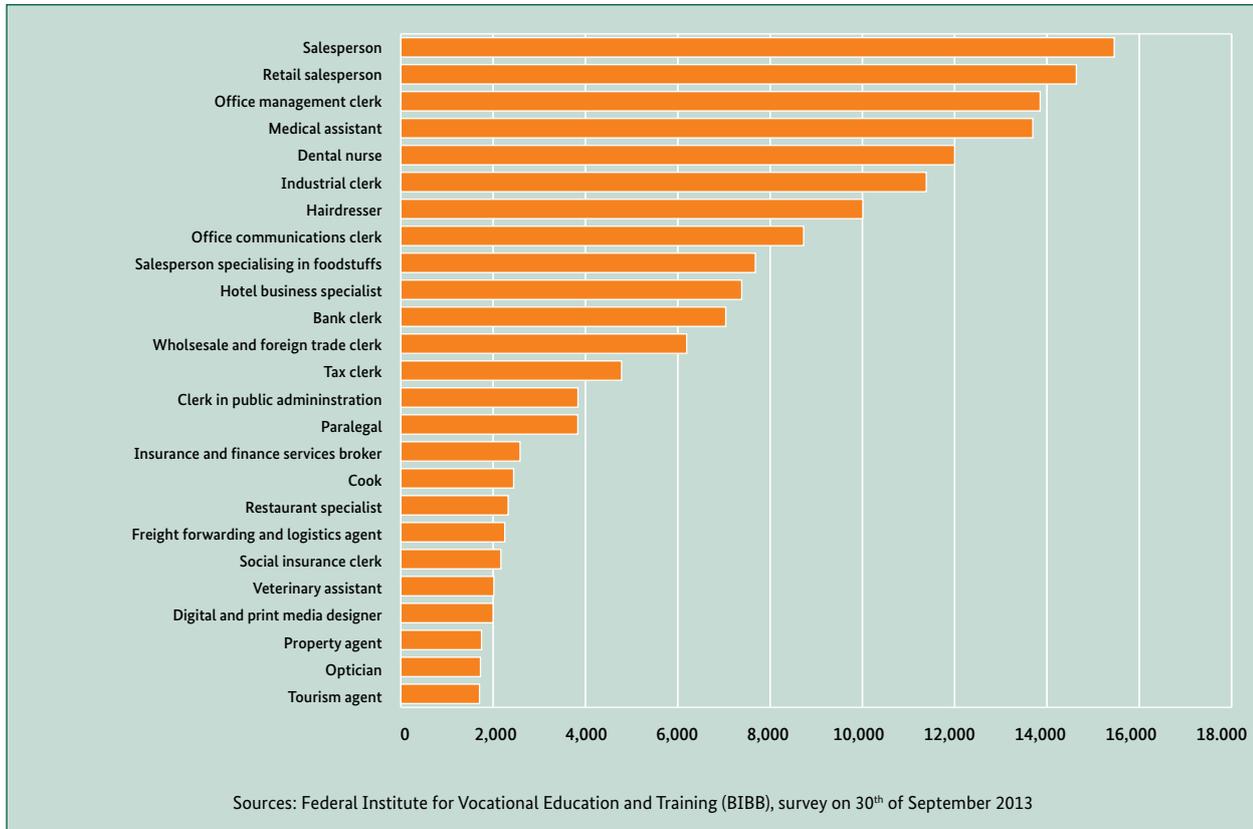
There may also be a connection with interest in industrial occupations within dual vocational training system. Young women's interest in these occupations is still limited; they more usually want to train for services occupations (see **Chart 4**). Analyses by the BIBB show that differences between the placement rates for young men and young women vanish when local dual vocational training offers training places in mainly services occupations.<sup>21</sup>

Women are not only underrepresented in dual vocational training, they are also concentrated in fewer training occupations. 75.2 % of all young women beginning training in 2013 were training in just 25 occupations, while 60.8 % of young

<sup>20</sup> The proportion of women here is around 78 % (see **Chapter 2.7**).

<sup>21</sup> See the Data Report on the Report on Vocational Education and Training 2013 (Chapter A 1.1).

**Chart 4: The 25 occupations most frequently filled by young women in 2013**



**Chart 5: The 25 occupations most frequently filled by young men in 2013**

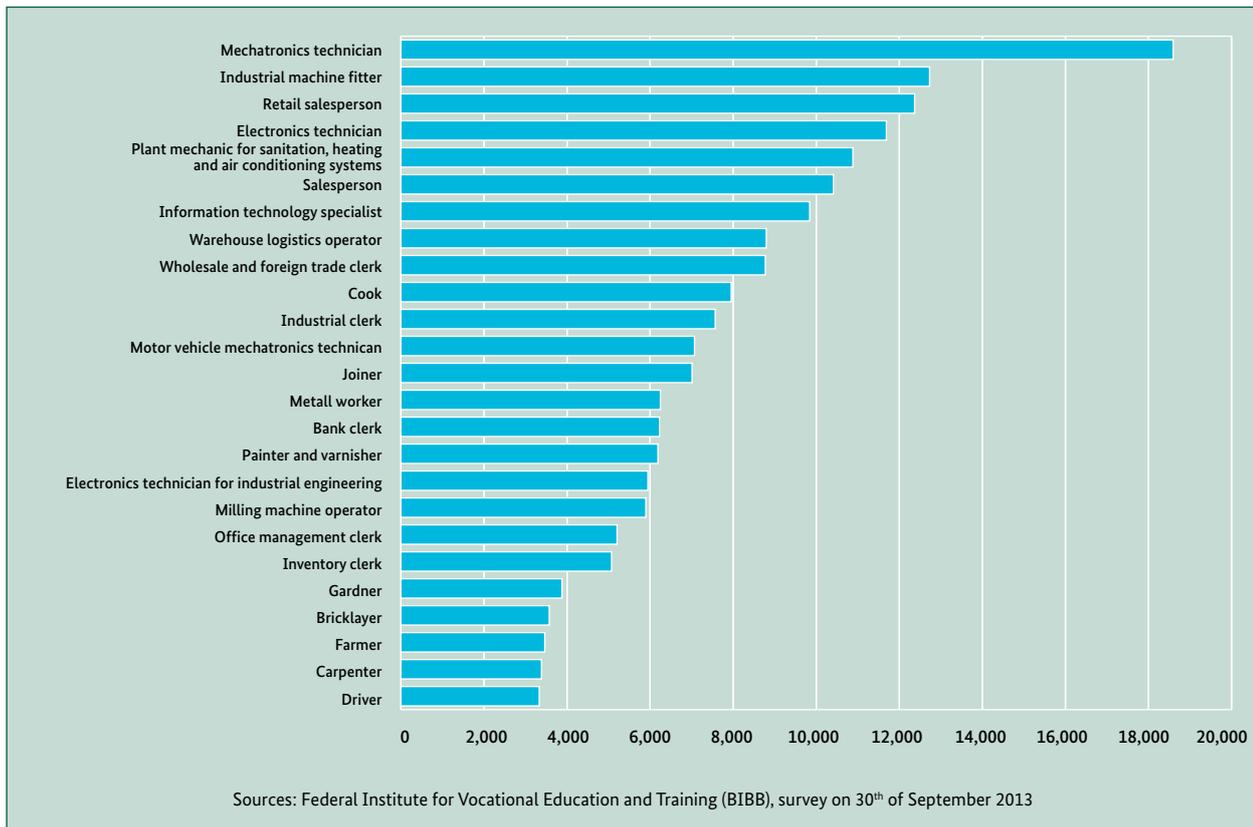
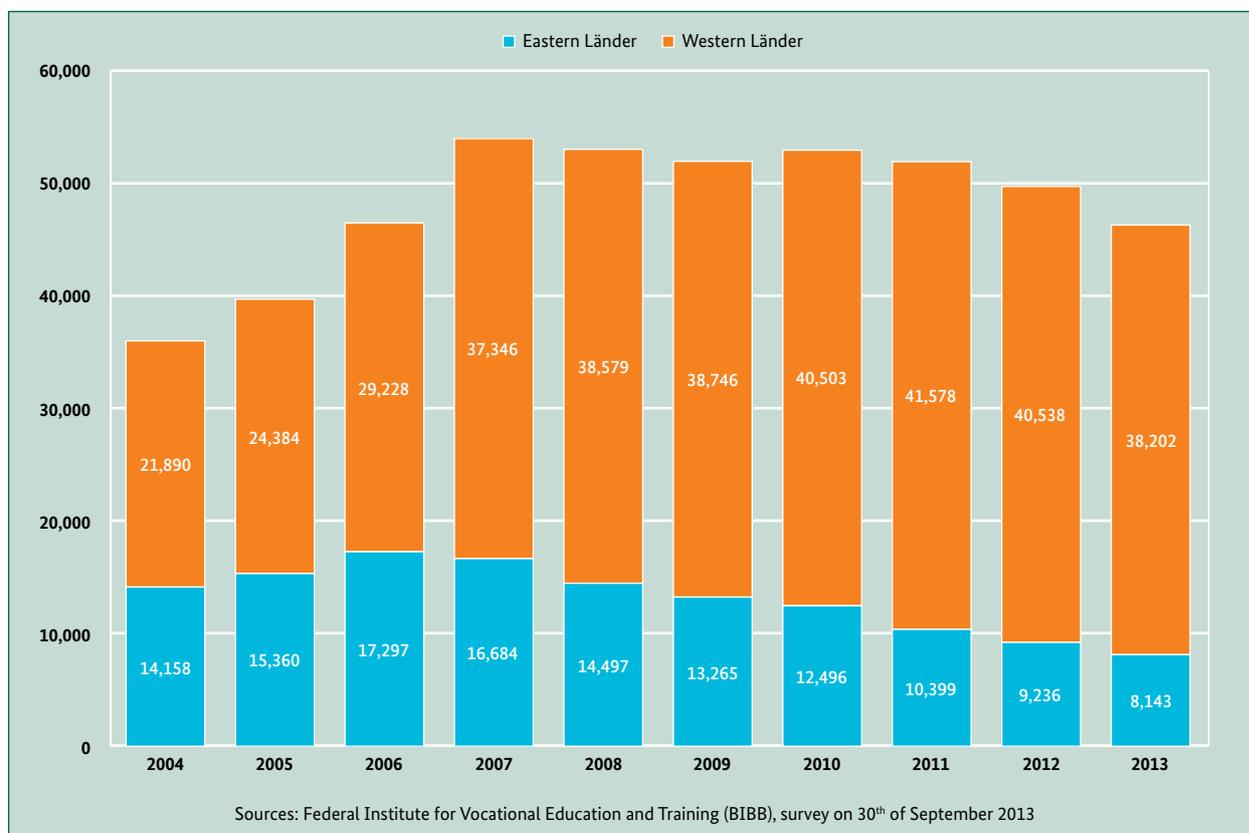


Chart 6: Newly concluded training contracts in occupations requiring two years training



men were training in the 25 occupations most frequently chosen by young males. **Chart 4** and **Chart 5** show details on the 25 occupations most frequently filled by young women and the 25 occupations most frequently filled by young men.

Among the seven training sectors, Professional Services had the highest proportion of contracts concluded with young women at 93.5 %, followed by Housekeeping (91.2 %) and the Public Sector (65.1 %). In the Trade and Industry sector, 40 % of contracts were concluded with young women. There were fairly small proportions of women in Skilled Trades (24.4 %), Agriculture (23.3 %) and Shipping (5.7 %).

### Occupations requiring two years' training

46,345 new training contracts were concluded nationally in occupations requiring two years' regular training<sup>22</sup> in 2013, 2,336 (4.7 %) fewer than in 2012 (see **Chart 6**). The percentage of occupations requiring two years' training as a proportion of the total volume of training places also fell slightly again (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 %).

<sup>22</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 the 30<sup>th</sup> of 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 2012 reporting year up to 26 % of those completing training for a two-year dual training occupation continued training in a dual dual training occupation in accordance with training regulations (see also Data Report on the Report on Vocational Education and Training 2014, Chapter A 4.4).

This fall is especially due to developments in eastern Länder, where 8,143 new training contracts were concluded in occupations requiring two years' training 1,163 (12.6 %) fewer than in 2012. In western Länder, the number of new vocational training contracts concluded in these occupations decreased by 2,336 (-5.8 %) to 38,202. The proportion of new contracts in occupations requiring two years' training was still higher in eastern Länder, at 11 %, than in western Länder, at 8.4 %.

The fact that relatively more new contracts were concluded in occupations requiring two years' training in eastern Länder 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 years' training. In eastern Länder, 27.3 % of new training contracts in occupations requiring two years' training were concluded in mainly publicly financed ("non-company") forms of training in 2013. This proportion was much higher in previous years (2011: 37.1 %, 2012: 30.6 %).<sup>23</sup> Here too, the reduction in the number of non-company training places offered is reflected.

<sup>23</sup> By way of comparison, in western Länder in 2011: 10.9 %, in 2012: 9.5 %, and in 2013: 8.9 %.

### 2.3 The schooling background of trainees with newly concluded training contracts

It is not possible to make definitive statements on the schooling background of trainees with new training contracts based on data from the BIBB survey on newly concluded training contracts on the 30<sup>th</sup> of 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 the 31<sup>st</sup> of December) were therefore used as the source for the following statements.

In 2012 42.3 % of trainees with newly concluded training contracts had an intermediate school leaving certificate. Just under a third (30.8 %) had a secondary general school leaving certificate, while 2.8 % had no secondary general school leaving certificate. 24 % of school leavers with a higher education entrance qualification concluded new training contracts in 2012. Compared with 2009 (20.3 %) the number of school leavers with a higher education entrance qualification increased (see **Chart 7**), also due to the introduction of two-year final classes. The proportion of trainees with new contracts whose highest school leaving qualification was a secondary general school leaving certificate in contrast

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



fell slightly. This fall must however be seen in the context of declining total school leaver numbers from schools providing general education in this group<sup>24</sup> and structural changes in schools.

Proportions of young people with different kinds of school leaving qualifications and new training contracts vary considerably depending on the sector involved.

In the **Trade and Industry** sector, young people with an intermediate school leaving certificate (43.6 %) represented the majority of new trainees in 2013, followed by young people with a higher education entrance qualification (30 %) and those with a secondary general school leaving certificate (24 %). 2.4 % of new trainees had no secondary general school leaving certificate.

About half the trainees with new training contracts in the **Skilled Trades** sector had a secondary general school leaving certificate (50.4 %). More than a third (36.8 %) had an intermediate school leaving certificate, 9.1 % had a higher education entrance qualification, and 3.7 % had no secondary general school leaving certificate.

**Professional Services** trainees with an intermediate school leaving certificate were in the majority among trainees with new contracts in that sector (55.7 %). 26.1 % of new trainees had a higher education entrance qualification, 17.6 % had a secondary general school leaving certificate and 0.6 % had left school without a secondary general school leaving certificate.

Almost half the trainees with new training contracts in the **Public Sector** had a higher education entrance qualification (49.2 %). 47.4 % had an intermediate school leaving certificate, 3.1 % had a secondary general school leaving certificate and 0.3 % had no secondary general school leaving certificate.

In the **Agriculture** sector, new trainees with a secondary general school leaving certificate were most strongly represented (45 %). 32.2 % had an intermediate school

leaving certificate, 14.7 % had a higher education entrance qualification. A relatively large number of young people with no secondary general school leaving certificate (8.1 %) also concluded new training contracts in the Agriculture sector.

In **Housekeeping** the proportion of young people with a secondary general school leaving certificate (57.7 %) was highest among new trainees. The proportion of trainees with no secondary general school leaving certificate was also much higher here than in the other sectors (28.5 %). 12.6 % had an intermediate school leaving certificate and 1.3 % had a higher education entrance qualification.

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

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

No supplanting of those leaving school with a secondary general school leaving certificate resulted from the introduction of two-year final school classes. This was the finding of a current analysis of the BIBB based on data from BA/BIBB surveys of applicants in 2010 and 2012,<sup>25</sup> which found that the chances of those leaving school with a secondary general school leaving certificate of being placed in company-based training did not decrease but increased. The placement rate<sup>26</sup> in training for applicants whose highest school leaving qualification is a secondary general school leaving certificate rose from 27 % in 2010 to 31.4 % in 2012 (+4.4 percent). The placement rate in company-based training for applicants with an intermediate school leaving certificate did not change (43.7 %).

The placement rate of applicants with a higher education entrance qualification, in contrast, fell markedly from 52.1 % to 45.7 % (-6.4 percent). This was especially the case in Länder with two-year final classes, in which applicants with a higher education entrance qualification were competing with each other for training places in occupations.

These findings also show that school leavers with a secondary general school leaving certificate still have more difficulty finding training places.

24 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: no secondary general school leaving certificate 2009: 58,354, 2010: 53,058, 2011: 49,560, 2012: 47,648; with secondary general school leaving certificate: 2009: 191,957, 2010: 179,753, 2011: 168,660, 2012: 157,498; intermediate school leaving certificate: 2009: 361,380, 2010: 350,856, 2011: 339,758, 2012: 344,527, with higher education entrance qualification: 2009: 13,312, 2010: 13,455, 2011: 13,769, 2012: 13,945; with general higher education entrance qualification: 2009: 268,558, 2010: 268,194, 2011: 311,166, 2012: 305,172. It must be noted however, that young people starting vocational training are recruited from among various cohorts of school leavers and not only from among those leaving general education schools, but also from among those leaving vocational schools.

25 See <http://www.bibb.de/de/65857.htm>

26 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.

## 2.4 Prognosis

### A look back at the prognosis for 2013

The Report on Vocational Education and Training 2013, based on the results of PROSIMA, the econometric prognosis and simulation model that the BIBB uses to assess numbers of training courses offered, assumed that the number of training courses offered would fall to 562,500 (point estimate) in 2013. Taking the usual margins of error<sup>27</sup> into account, it forecast that between 539,800 and 585,200 training places would be offered. In fact, a total of 564,248 places were offered in 2013, so the numbers of training places offered were in the range of this interval estimate.

### Prognosis for 2014

The BIBB developed two scenarios on which it based its prognosis of the number of training courses on offer in 2014.<sup>28</sup>

The first scenario assumes that expected economic growth in 2014 will so positively affect the potential number of training courses offered that any negative effects will be balanced by falling demand. Based on this version of events, PROSIMA estimates that a similar number of training courses will be offered as in 2013. The point estimate is 567,100, an increase of around 2,900 places compared with 2013. According to these calculations, the number of newly concluded training contracts will be in a range between 513,900 and 539,300; the point estimate is 526,600 (the actual figure in the previous year was 530,700).

The second scenario gives greater weight to the negative effect on companies' willingness to offer training resulting from declining demand and forecasts a decline in the number of training courses offered. In this case, PROSIMA's point estimate of the number of training places offered is 555,100, 9,100 fewer than in 2013, with a range of between 536,500 and 573,700 places. The number of newly concluded training contracts would fall to between 508,800 and 535,000.

It must however be noted that the number of training places offered depends on numerous determining factors that partly influence each other and can be subject to unpredictable changes.

PROSIMA always makes its forecasts based on past empirical data but it is also possible to influence results by

means of targeted activities. The prognosis for 2014 should therefore not be regarded as a self-fulfilling prophecy but as a stimulus to intensify current efforts to make use of all potential for dual vocational training.

On the demand side, numbers of school leavers both with and without higher education entrance qualifications are expected to fall in 2014.

The number of school leavers without a higher education entrance qualification will fall nationally by 8,400 (-1.5 %) to 546,600. The decline will only be recorded in western Länder (-10,800 or 2.2 %). In eastern Länder the number of school leavers without a higher education entrance qualification will increase slightly compared with the previous year (+2,400 or 3.4 %).

The number of school leavers with a higher education entrance qualification will fall nationally by 42,700 (-13.2 %) to 282,000. This decrease will be recorded in western Länder (-45,400 or 15.7 %) and also be connected with the two-year final classes introduced in the previous year. In eastern Länder the number of school leavers with a higher education entrance qualification will increase (+2,600 or 7.2 %).

As a result of these developments, PROSIMA is forecasting a further fall in demand for training places in 2014. Using the expanded definition of demand and assuming a similarly high number of training places as in 2013, the point estimate would be 603,300, around 11,000 fewer than in the previous year.

### A look forward to further developments by 2025

By 2025, the number of school leavers leaving a general education school without a higher education entrance qualification in eastern Länder will stabilise at a low level. In western Länder however, their number will fall markedly (see **Chart 8**). Nationally the number of school leavers without a higher education entrance qualification will fall from 2013 and 2025 by around -109,900 (19.8 %). The number of school leavers with a higher education entrance qualification will decline in the medium to long term, presenting companies with major challenges in finding trainees.

<sup>27</sup> Five percent probable margin of error

<sup>28</sup> For more details see the Data Report on the Report on Vocational Education and Training 2014, Chapter A2.

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



## 2.5 Current challenges

The current training market situation is still 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 manage to find a training place quickly. The Federal Government has identified a need for action for the following target groups<sup>29</sup> and developments.

### Some applicants who have opted for alternatives still want training places

At the end of the training placement year, as well as the 21,034 unplaced applicants, the BA recorded also 62,530 other young people for whom placement efforts were continuing (“applicants who had opted for an alternative by 30.9”). These were young people who had begun an alternative to training in 2012/2013 but were still looking for a training place and wanted to be placed in training by the employment office or Jobcenter. This group is taken into account in a training market assessment that uses the expanded definition of demand (see [Chapter 2.1](#)).

As described in earlier Reports on Vocational Education and Training, it must be noted that the expanded definition of demand basic criterion is the applicant’s continuing desire for training, so it adopts the perspective of young people looking for training. In terms of placement however, not every applicant who opted for an alternative but is still seeking training is without an alternative fully-qualifying training place. Of the 62,530 applicants who had opted for an alternative by 30.9 2013 but were still seeking training for example, 7,084 were continuing dual training they had already begun (1,168 unfunded and 5,916 funded), while another 1,379 applicants were studying (see [Chart 9](#)).<sup>30</sup>

In recent years, the number of applicants who had opted for an alternative by 30.9. but still wanted to be placed in training has been reduced. This positive trend did not however continue in 2013. The number of applicants who

had opted for an alternative by 30.9. but still wanted to be placed in training increased in 2013 compared with the previous year by 2,183 (+3.6 %).<sup>31</sup> This is also 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 %).

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 further placement efforts were being made (“other former applicants whose whereabouts is unknown”), estimated at 95,622, is also unsatisfactory. 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. Their numbers increased slightly in 2013 (2009: 18.3 %, 2010: 17.3 %, 2011: 15.9 %, 2012: 16.2 %, 2013: 17 %). According to data from the BA/BIBB 2012 survey of applicants, a high proportion of these young people, 28 %, were unemployed, although 13 % of applicants whose whereabouts was unknown had begun training.

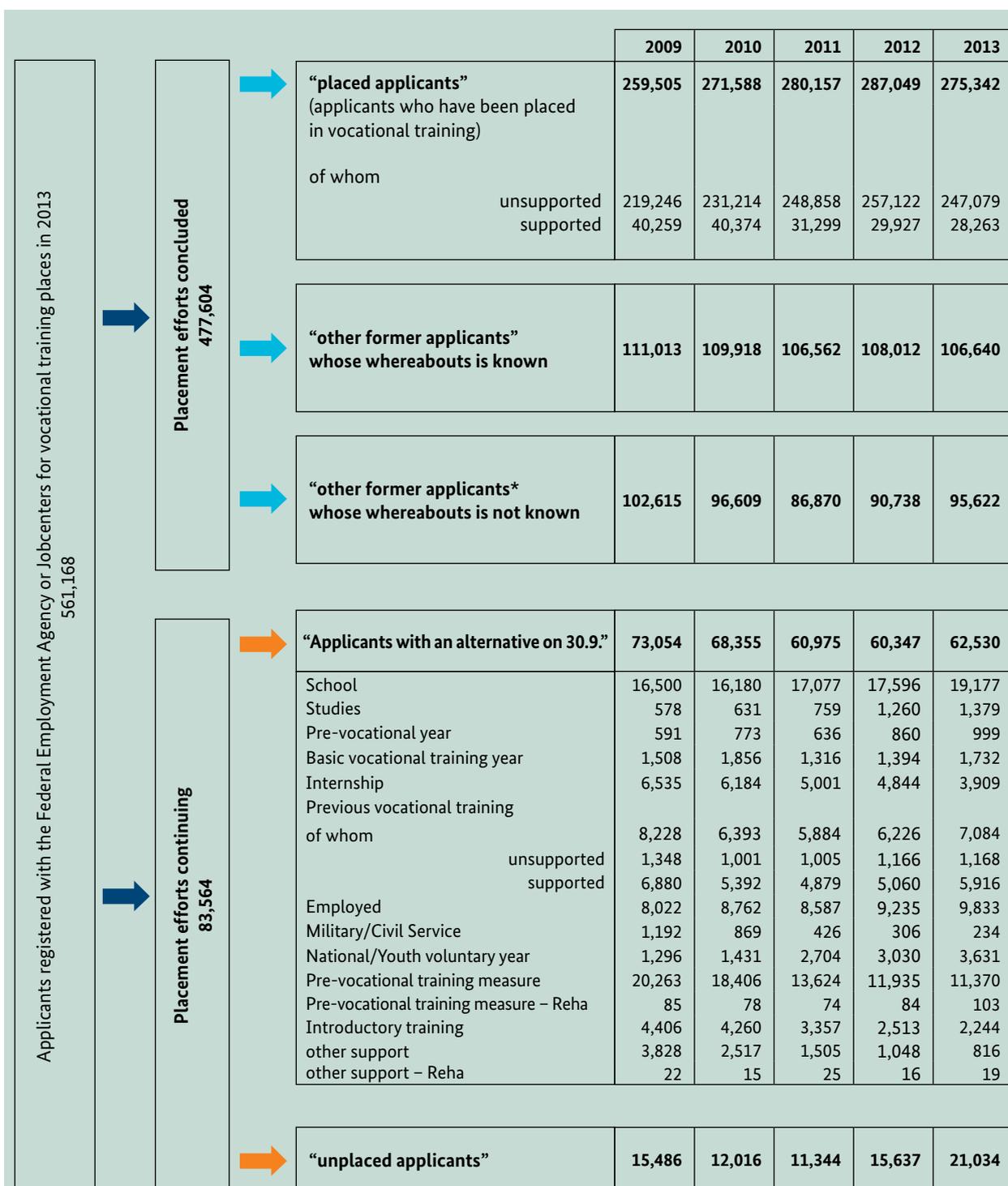
These findings show that the transition into training is still difficult for a large number of young people. The Federal Government sees a need for action here and will increasingly focus on this target group. It appeals to industry not to diminish its efforts and to quickly integrate unplaced applicants and applicants who have opted for an alternative into training. It also appeals to young people to be flexible and take advantage of the subsequent placement services on offer.

<sup>29</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 30.9 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 or in a transition system measure or still be unplaced.

<sup>30</sup> The fact of the application shows however, that the young person was or perhaps still is dissatisfied with his or her situation over the course of the year (so risking prematurely terminating training), so it is entirely reasonable to include these young people here.

<sup>31</sup> See also [Chapter 2.1](#)

Chart 9: Whereabouts of applicants registered with the Federal Employment Agency and Jobcenters on the 30.9.



\* 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 for vocational training places in training beginning by the end of 2013 – subsequent placement statistics

The placement efforts of employment offices and the Jobcenter do not end on the 30<sup>th</sup> of September but continue in a so-called “fifth quarter” (the so-called ‘subsequent placement phase’).<sup>32</sup>

A total of 68,148 applicants with a placement contract for training to begin by the end of 2013 were registered, 49,343 applicants from the previous reporting year and 18,805 applicants who were not applicants in the previous reporting year.

Among the 49,343 applicants registered in the 2012/2013 reporting year who still wanted to be placed in training after the 1<sup>st</sup> of October, were 20,940 unplaced applicants<sup>33</sup> and 1,818 applicants who were still seeking training but had opted for an alternative by 30.9 as well as 7,203 other former applicants and 6,382 applicants from the previous reporting year.

In the context of applicants who had opted for an alternative by 30.9, it must be taken into account that according to the logic of the employment offices’ and Jobcenter’s business processes, only those applicants from the previous reporting year who actively reported a desire for placement in training in 2013, even after the 1<sup>st</sup> of October, are counted. This means that the number of applicants with an alternative, at 14,818, is much lower than it was on the reference date of the 30<sup>th</sup> of September, when it was 62,530 (see **Chart 9**). Given the fact that the training year is almost over at that point, the group 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.

It is very pleasing that the number of unplaced applicants was greatly reduced over the course of the subsequent placement action<sup>34</sup>. 20,940 applicants were still unplaced at the beginning of the year but by December 2013 their number had fallen to 12,933. Only about half the young people invited responded to invitations to attend the joint subsequent placement actions issued by the responsible authorities, employment offices and Jobcenters however, so the number of applicants from the previous reporting year who had no training place on the 30<sup>th</sup> of September 2013, who no longer wanted active help from employment offices and Jobcenters in their search for training, and whose whereabouts remained unknown, at 3,113 (14.9 %) is regrettably quite high.<sup>35</sup>

1,268 (6.1 %) formerly unplaced applicants began vocational training, while another 2,522 (12 %) formerly unplaced applicants were in an alternative to training at the end of 2013 but were still looking for a training place.

**Table 7 contains information on** the whereabouts of applicants for vocational training places for training beginning at the end of 2013.

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

33 The difference in applicants registered as unplaced at the end of September (21,034) is, according to the BA, 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 their training market statistics.

34 See **Chapter 3.1.1**

35 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 2013 (subsequent placement)

	Already applicants in the 2012/2013 reporting year												
	Total	of which											
		Column 1 (column 2 + column 7)	Column 2 (total of columns 3 to 6)	Column 3	Column 4	Column 5	Column 6	Column 7					
<b>National</b>													
Applicants still seeking training on 1.10.2013 or seeking training for the first time or again on 1.10.2013	68,148	49,343	100.0%	6,382	100.0%	7,203	100.0%	14,818	100.0%	20,940	100.0%	18,805	100.0%
Of whom with the status in December 2013 of													
▶ placed applicants	4,725	3,148	6.9%	741	11.6%	471	6.5%	668	4.5%	1,268	6.1%	1,577	8.4%
▶ other former applicants, among whom	8,542	6,937	12.5%	548	8.6%	676	9.4%	1,496	10.1%	4,217	20.1%	1,605	8.5%
▶ no details on whereabouts	5,002	4,123	7.3%	191	3.0%	424	5.9%	395	2.7%	3,113	14.9%	879	4.7%
▶ applicants still seeking training who have opted for an alternative	24,741	18,578	36.3%	2,828	44.3%	1,977	27.4%	11,251	75.9%	2,522	12.0%	6,163	32.8%
▶ unplaced applicants with no alternative	30,140	20,680	44.2%	2,265	35.5%	4,079	56.6%	1,403	9.5%	12,933	61.8%	9,460	50.3%
<b>Western Länder</b>													
Applicants still seeking training on 1.10.2013 or seeking training for the first time or again on 1.10.2013	56,703	41,206	100.0%	5,343	100.0%	5,555	100.0%	14,053	100.0%	16,255	100.0%	15,497	100.0%
Of whom with the status in December 2013 of													
▶ placed applicants	3,663	2,442	6.5%	591	11.1%	340	6.1%	613	4.4%	898	5.5%	1,221	7.9%
▶ other former applicants, among whom	6,812	5,521	12.0%	451	8.4%	512	9.2%	1,397	9.9%	3,161	19.4%	1,291	8.3%
▶ no details on whereabouts	3,838	3,138	6.8%	150	2.8%	309	5.6%	366	2.6%	2,313	14.2%	700	4.5%
▶ applicants still seeking training who have opted for an alternative	22,149	16,921	39.1%	2,454	45.9%	1,698	30.6%	10,755	76.5%	2,014	12.4%	5,228	33.7%
▶ unplaced applicants with no alternative	24,079	16,322	42.5%	1,847	34.6%	3,005	54.1%	1,288	9.2%	10,182	62.6%	7,757	50.1%
<b>Eastern Länder</b>													
Applicants still seeking training on 1.10.2013 or seeking training for the first time or again on 1.10.2013	11,156	7,911	100.0%	1,034	100.0%	1,643	100.0%	743	100.0%	4,491	100.0%	3,245	100.0%
Of whom with the status in December 2013 of													
▶ placed applicants	1,041	685	9.3%	149	14.4%	131	8.0%	49	6.6%	356	7.9%	356	11.0%
▶ other former applicants, among whom	1,689	1,377	15.1%	96	9.3%	164	10.0%	99	13.3%	1,018	22.7%	312	9.6%
▶ no details on whereabouts	1,134	956	10.2%	40	3.9%	115	7.0%	29	3.9%	772	17.2%	178	5.5%
▶ applicants still seeking training who have opted for an alternative	2,540	1,631	22.8%	372	36.0%	278	16.9%	481	64.7%	500	11.1%	909	28.0%
▶ unplaced applicants with no alternative	5,886	4,218	52.8%	417	40.3%	1,070	65.1%	114	15.3%	2,617	58.3%	1,668	51.4%

Sources: Federal Employment Agency (Bundesagentur für Arbeit – BA) statistics; Federal Institute for Vocational Education and Training (Bundesinstitut für Berufsbildung – BIBB) calculations

### Young people in the “transition system”

In recent years numbers of new entries into the transition system have been successfully reduced. 281,662 young people began one of these measures in 2011, for the first time fewer than 300,000. In 2012 new entries into the transition system fell again by 21,935 (–7.8 %) to 259,727.<sup>36</sup>

In 2013 the fall in numbers of new entries into the transition system levelled off, with 257,626 young people beginning one of these measures, a fall of 2,101 (–0.8 %) compared with 2012. This result must however be seen in the context of a temporary increase in the number of school leavers without qualifications to enter higher education (+19,400).

Numbers of new entries into the transition system fell by 160,023 (–38.3 %) from 2005 to 2013 (see **Table 8**). This was

the conclusion of the initial release of integrated reporting on education and training for the Report on Vocational Education and Training 2014 (see **Chapter 2.5**).

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, most young people in the transition system in 2012<sup>37</sup>, 51.4 %, had a secondary general school certificate. 19.8 % had no secondary general school certificate, although 25.3 % of the young people had an intermediate school leaving certificate or equivalent qualification. The proportion of young people in the transition system who were qualified to enter higher education was very low, just 1.7 %. Young people with a qualification to enter higher education were represented at above-average levels in introductory training

<sup>36</sup> Data may diverge from earlier information due to subsequent revision.

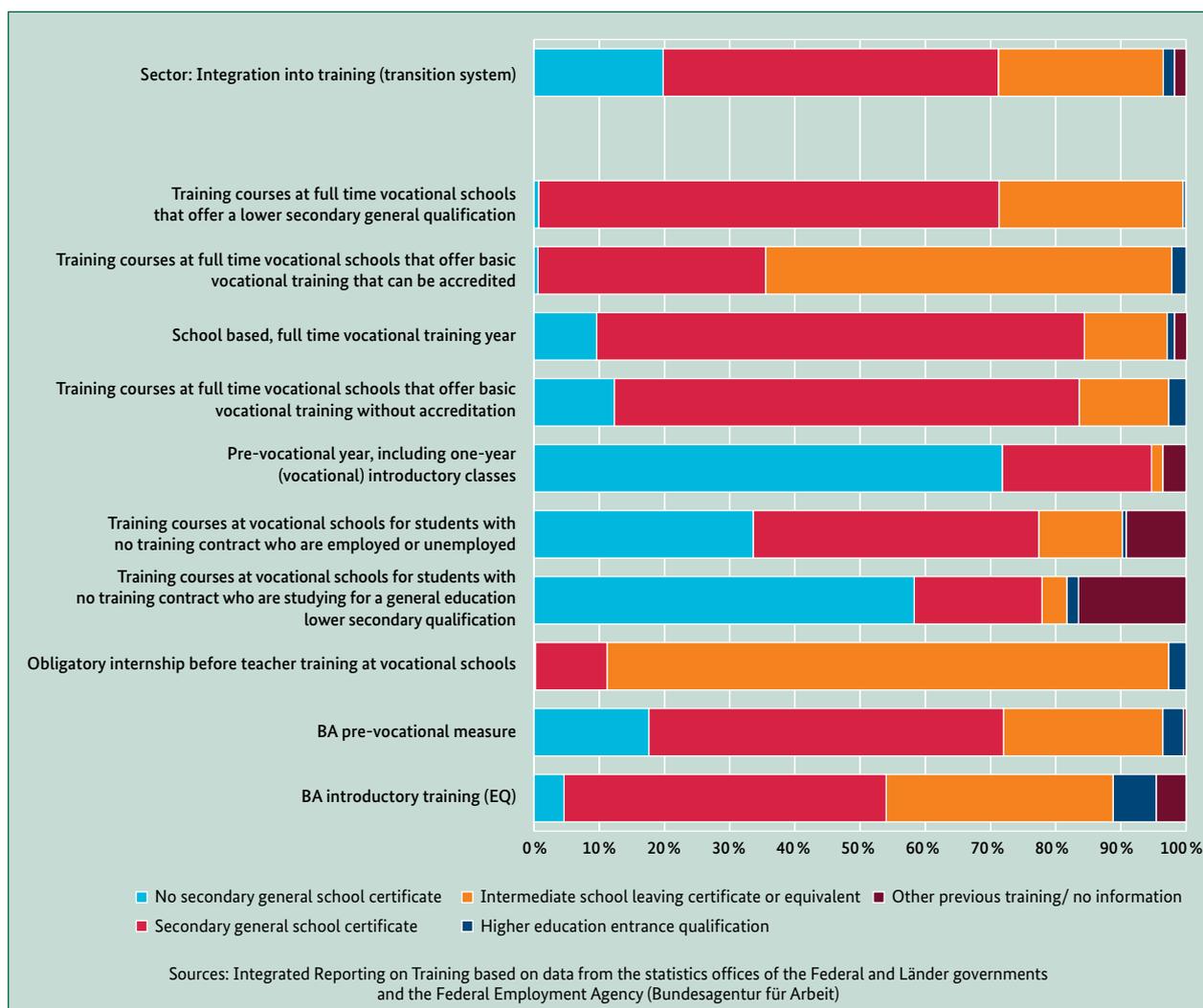
<sup>37</sup> Detailed data on schooling background is not yet available for 2013.

**Table 8: New entries into the transition system, 2005 to 2013**

	2005	2006	2007	2008	2009	2010	2011	2012	2013
<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>257,626</b>
Training programmes at full time vocational schools (completing mandatory schooling or gaining lower secondary qualification)	68,095	67,949	63,976	59,940	59,812	54,180	49,182	52,086	49,905
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	36,127
Basic vocational training year (full time/school-based)	48,581	46,446	44,337	42,688	32,473	30,620	28,144	26,938	27,352
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	21,127
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	42,347
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	15,748
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	2,304
Obligatory internship before teacher training at vocational schools	3,525	3,561	3,391	3,531	3,724	3,854	3,821	3,835	3,894
Federal Employment Agency (BA) pre-vocational measures	91,811	86,171	80,193	78,080	77,934	69,933	58,389	51,274	47,496
Federal Employment Agency (BA) introductory training (EQ)	18,881	23,602	23,344	19,220	20,709	18,983	15,403	12,469	11,326

Source: Federal Statistical Office, interim report from integrated reporting on training

Chart 10: Schooling background of new entries into the transition system 2012



(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 (71.8 %), in training courses at vocational schools for students with no training contract who are studying for a general education lower secondary level qualification (58.3 %) and in training courses at vocational schools for students with no training contract and are employed or unemployed (33.6 %)

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

There were fewer young women 41.5 % than young men (58.5 %) among those starting in measures in the transition system in 2013. The proportion of women in the obligatory practical traineeship preceding teacher training at a vocational school was however disproportionately high (86.2 %). The highest percentage of men were in a basic vocational training year (63.2 %), followed by training courses at vocational schools that provide basic vocational training that can be accredited (62.9 %), and a pre-vocational training year (61.7 %).

The proportion of foreign nationals in the transition system was 17.2 % in 2012. Young foreigners were most strongly represented in pre-vocational training including one-year careers entry classes (25.6 %). Foreign youngsters were also disproportionately often in training courses at vocational schools for students with no training contract who were unemployed or in employment (18.9 %) and in training courses at vocational schools that provide basic vocational

training that can be accredited (18.8 %). 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>38</sup>

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

### Results of the BIBB transition study 2011

According to the findings of the BIBB Transition Study 2011<sup>39</sup>, which investigated the training and career paths of young people in the transition from school into vocational training, 29 % of all young people not qualified to enter higher education participated in at least one transition system measure after leaving a general education school.<sup>40</sup>

30 % of all the young people who went through a (first) transition measure through to its regular end obtained a school leaving qualification that they did not have when they left general education school. 19 % of them gained a general education lower secondary level qualification, 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 leaving the transition system. After 14 months, more than half (54 %) the young people had started training and 70 % of them had started training after 38 months. A higher school leaving qualification had a more positive effect on placement in training.

<sup>38</sup> See [Chapter 2.4](#) on People from migrant backgrounds

<sup>39</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. Information on 5,333 people was evaluated. The data collected was adapted by weighting it according to central features (e. g. school leaving qualification, gender, year of birth) based on the microcensus 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 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.

<sup>40</sup> The BIBB Transition Study 2006 found a higher figure of 32 % but the different survey methods used mean that the data must be carefully interpreted.

The Transition Study 2011 provides a range of supplementary information and a better understanding of the transition system's heterogeneity. It makes it clear that the transition system, as well as having an inherent function of preparing for training those young people who are not yet mature enough for training and a bridging function for young people who are mature enough for training but have no training place, it is also used by many young people to improve their school leaving qualifications and thus their wider education and training options.

There is no uniform need for action for all young people in the transition system from an education and training point of view. There is for example, no need for action for young people who specifically want to use the transition system to gain a higher school leaving qualifications. Although the numbers of young people entering 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 to enter training, who are the transition system's essential target group, and so need support to manage the transition into training. Efforts must also focus on young people who are only in the transition system because they not found a training place but who are mature enough to enter training and would be able to start immediately.

### Prognosis on trends in the transition system

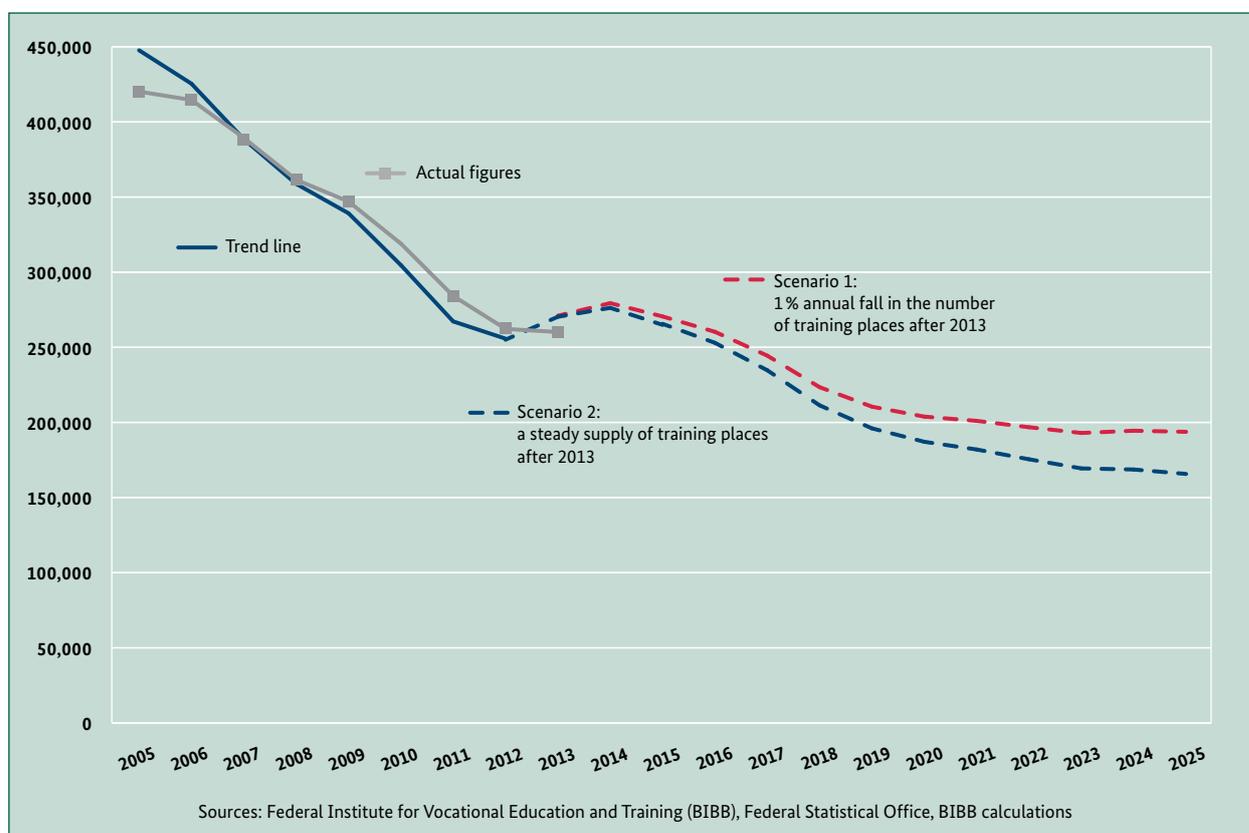
Integrated reporting on education and training records the transition system's past development but the transition system's future development is also of great interest from an education and training policy perspective. The BIBB submitted a prognosis of this development for the first time for the Report on Vocational Education and Training in 2012. It has been updated for the Report on Vocational Education and Training 2014 and adjusted to reflect current developments.

According to this prognosis, the number of entries into the transition system depends in particular on two determinants: on the number of school leavers leaving general education schools without a qualification to enter higher education, and on the number of training places. While there are reliable prognoses for trends in school leaver numbers, trends in the number of training places are far harder to predict.<sup>41</sup> The BIBB therefore works with various scenarios in forecasting trends in the number of training places.

Scenario 1 assumes that the number of training places will fall annually by 1 % from 2014. Scenario 2 forecasts a stable number of training places, unchanged compared with 2013, of around 564,200.

<sup>41</sup> See [Chapter 2.3](#) Prognosis

**Chart 11: Trend in the number of new entries into training courses in the transition system (before 2013 actual figures, from 2014 prognoses)**



As **Chart 11** shows, the scenarios assume that numbers of new entries into the transition system will fall further by 2025. Demographic developments mean that the number of school leavers leaving general education schools with no qualification to enter higher education will fall so steeply by 2025 that even if it is assumed that the less optimistic scenario 1 eventuates, a further fall in the number of entries into the transition system to below 200,000 could be expected. If training place numbers remain constant compared with 2013 at around 564,200 annually as shown in scenario 2, the numbers entering the transition system would decrease to 163,000.

It should be noted that these scenarios are based on certain assumptions but reality will diverge from these assumptions. The main factors influencing the extent of these divergences include economic developments, the actual number of training places and the effectiveness of measures and programmes already introduced to support careers orientation and the maturity required for training.<sup>42</sup>

<sup>42</sup> The usual errors must also be factored in. The estimate regarded a temporary increase in numbers of school leavers with no higher education entrance qualification in 2013 (+19,400 or 3.6%) as so significant that it expected a slight

### Unplaced applicants from previous years

The tight training market situation until 2005 (decreasing numbers of training places and growing numbers of school leavers) resulted in a marked increase in the number of so-called “unplaced applicants from previous years”, so unplaced applicants from previous years are an important target group for education and training policy. Since 2005, the number of unplaced applicants from previous years has been reduced due to combined efforts and an easier training market situation.

Statements on “unplaced applicants from previous years” can be made based on various sources and definitions.

increase in numbers in the transition system for 2013 and 2014. In fact the steep fall recorded from 2005 to 2012 was halted in 2013. The errors for individual years that must be taken into account do not however detract from the general validity of the forecast of trends in the medium term.

### Applicants from earlier reporting years

Since 2010 the BA has been recording numbers of applicants from earlier reporting years.<sup>43</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 must be taken into account that the BA allocates its annual categories according to when a 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 seeking a training place for the entire intervening period.

After previous falls in the number of applicants from earlier reporting years, a slight increase in the number of applicants from earlier reporting years was recorded nationally in 2013 (+2,183 or 1.3 % to 165,779). The BA believes that this is connected with the two-year final classes in 2012. The number of applicants and number of unplaced applicants increased last year so more applicants from earlier years were looking for a training place this year.<sup>44</sup>

Both western Länder (2011: 142,650, 2012: 137,701, 2013: 139,171) and eastern Länder (2011: 27,237, 2012: 25,855, 2013: 26,565) recorded increases. At 2.7 %, the increase was greater in eastern than in western Länder (+1.1 %) (see **Table 9**):

The proportion of applicants from earlier reporting years of all registered applicants nationally was 29.5 % in 2013 (2011: 31.1 %, 2012: 29.1 %). In western Länder the proportion was 29.7 % (2011: 31.4, 2012: 29.4 %), only slightly higher than the proportion in eastern Länder at 29.2 % (2011: 29.8 %, 2012: 27.8 %).

43 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.

44 Further analyses show that Hamburg (which did not have two-year final school classes in the previous year) recorded

the largest increase in the number of registered applicants from earlier reporting years (+23,1 %) and revealed another challenge. There are some major urban regions that are so attractive that they interesting as training locations not only for their “own children”, but also for young people from other Länder and areas (especially from surrounding areas, but also from even further away).

**Table 9: Applicants from earlier reporting years (1 or 2 years before the reporting year)**

Year	Total	Applicants 1 or 2 years before the reporting year	of whom		Applicants 1 or 2 years before the reporting year compared with last year	
			Applicants 1 year before the reporting year	Applicants 2 years before the reporting year	absolute	relative
National						
2011	545,908	169,927	149,208	20,719		
2012	561,783	163,596	142,587	21,009	-6,331	-3.7
2013	561,168	165,779	145,721	20,058	+2,183	+1.3
Western Länder						
2011	454,426	142,650	126,443	16,207		
2012	468,661	137,701	120,658	17,043	-4,949	-3.5
2013	468,759	139,171	122,755	16,416	+1,470	+1.1
Eastern Länder						
2011	91,311	27,237	22,729	4,508		
2012	92,914	25,855	21,894	3,961	-1,382	-5.1
2013	91,098	26,565	22,925	3,640	+710	+2.7

Source: Federal Employment Agency (Bundesagentur für Arbeit – BA) statistics

### 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>45</sup>

In contrast to the number of applicants from earlier reporting years, the number of applicants who left school in years preceding the reporting year is continuing to fall (2009: 259,064, 2010: 260,942, 2011: 240,913, 2012: 233,546, 2013: 231,400). There was a fall of 2,146 (-0.9 %) compared with 2012.<sup>46</sup>

Both western Länder (2009: 200,940, 2010: 208,294, 2011: 191,909, 2012: 186,769, 2013: 184,948) and eastern Länder (2009: 58,061, 2010: 52,573, 2011: 48,916, 2012: 46,694, 2013: 45,753) recorded falls. In western Länder the number of applicants who left school in years preceding the reporting year fell by 1,821 (-1 %). In eastern Länder there was a decrease of 941 (-2 %) compared with 2012.

The relative proportion of applicants who left school in years preceding the reporting year also fell from 2012 to 2013 nationally (2009: 46.1 %, 2010: 46.7 %, 2011: 44.1 %, 2012: 41.6 %, 2013: 41.2 %), in western Länder (2009: 44.5 %, 2010: 45.1 %, 2011: 42.2 %, 2012: 39.9 %, 2013: 39.5 %) and in eastern Länder (2009: 5.7 %, 2010: 54.7 %, 2011: 5.6 %, 2012: 50.3 %, 2013: 50.2 %).

### Results of the BA/BIBB applicants' survey 2012

In contrast to the BA statistics, the BA/BIBB applicants' survey records when an applicant first applied for a training place. According to the survey, 162,254 (31 %) of registered applicants were categorised as belonging to the group of unplaced applicants from previous years in 2012, so their

numbers fell compared with earlier BA/BIBB applicant surveys (2006 and 2008: 40 %, 2010: 38 %).

The surveys also showed that the group of unplaced applicants from previous years is very heterogeneous, with partly good, but also partly 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 training place in a company are.<sup>47</sup>

### Companies cannot fill training places

Companies are finding it increasingly difficult to fill their vocational training places. One indication of this is the steep increase in the number of unfilled vocational training places registered with the BA (2009: 17,255, 2010: 19,605, 2011: 29,689, 2012: 33,274, 2013: 33,534).<sup>48</sup>

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

In eastern Länder 66 % of companies reported that they could not fill one or more training places they offered (2011: 48 %, 2012: 65 %). This figure was much lower in western Länder, although here too, the proportion of companies with unfilled vocational training places compared with the previous year continued to increase (2011: 33 %, 2012: 31 %, 2013: 35 %).

Smaller and the smallest companies found it much harder to fill the training places they offered. 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 and more employees 22 %). One possible explanation for this offered by the BIBB is that large companies are far more attractive to young people as training providers and they also have more funds available for recruiting measures.<sup>49</sup>

From an education and training policy point of view, unfilled vocational training places are not only 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 withdraw altogether

45 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).

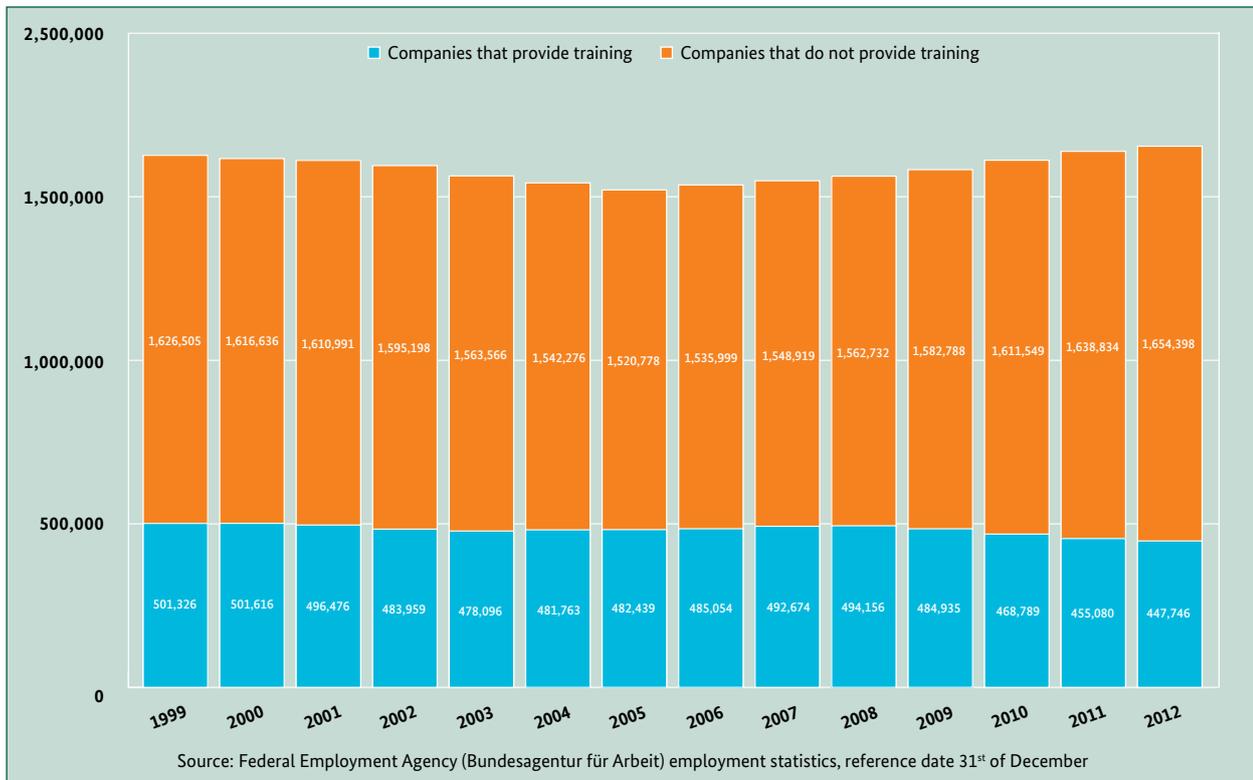
46 The opposing trend compared with applicants from earlier reporting years is due to the different recording approach used.

47 See also the Data Report on the Report on Vocational Education and Training 2013, Chapter A3.2.1

48 See [Chapter 2.1](#)

49 See the Report on Vocational Education and Training 2012, page 33.

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



from dual vocational training and so not use an important instrument for securing a supply of skilled staff.

**Medium-sized and large companies participate more, small companies less in dual vocational training. Fewer companies offering training**

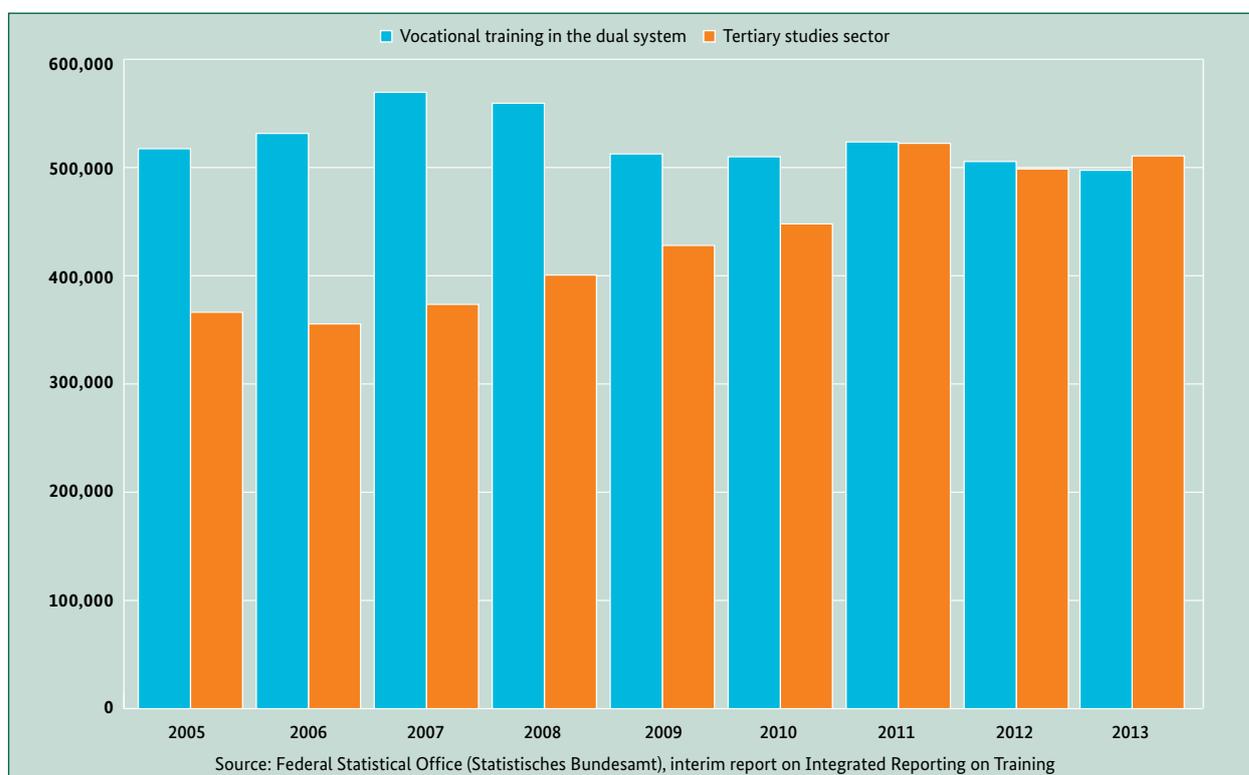
Numbers of companies offering training continued to fall in 2012. This is the conclusion reached by the BIBB after evaluating data from the BA’s company statistics. Of the 2,102 million companies in Germany with at least one employee for whom they pay social insurance contributions in 2012, 447,746 offered training, 7,334 (1.6 %) fewer than in 2011 (see Chart 12) so the number of companies offering training fell to the lowest level since 1999. In contrast, the total number of companies increased for the seventh year in a row, growing by 8,230 (+0.4 %) compared with the previous year. The percentage of companies offering training<sup>50</sup> also declined, falling by 0.4 percent to 21.3 % (1999: 23.6 %, 2008: 24 %, 2009: 23.5 %, 2010: 22.5 %, 2011: 21.7 %).

50 The rate of companies providing training calculates the proportion of companies with trainees of all companies with employees for whom social insurance contributions are paid including companies providing training.

A fall in the number of the smallest companies (1–9 employees) was again solely responsible for the drop in the number of companies providing training (–10,669 or 4.5 % to 225,585). This must however also be viewed 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 increased by 2,005 (+1.3 %) to 154,929. The number of medium-sized companies (50–249 employees) providing training increased by 1,035 (+1.9 %) to 55,110. 12,122 large companies (250 employees or more), offered training, 295 (+2.5 %) more than in 2011. The increases in the number of companies in other size categories that provided training were however not enough to compensate for the fall in the number of the smallest companies providing training.

The number of medium-sized and large companies providing training rose more steeply than the total number of companies so the overall rate of companies providing training improved. Since the total number of small companies increased more than the overall number of companies providing training, there was no general improvement in the rate of companies providing training. The rate of companies providing training among the smallest companies fell due to the steep drop in the total number of companies providing training. Rates of companies providing training classified by company size were as follows: smallest companies 13.5 % (2010: 15.1 %, 2011: 14.2 %), small companies 45.5 % (2010:

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



46.9 %, 2011: 45.7 %), medium-sized companies 68.4 % (2010: 68.3 %, 2011: 67.6 %) and large companies 85.8 % (2010: 85.2 %, 2011: 84.8 %).

It should be noted that not every company is authorised to offer training. According to data from the IAB Establishment Panel, the proportion of companies authorised to provide training increases with company size. While half of the smallest companies are authorised to provide training, over 90 % of large companies with more than 500 employees are.<sup>51</sup> If only the companies authorised to provide training are taken into account, the rate of companies actively involved in providing training is much higher. According to information from the IAB Establishment Panel for 2012, 52 % of companies authorised to provide training were actively involved in providing training.

Not all companies offer training and not all companies that do provide training offer it continuously. For the development of the training market it is essential to record trends in the proportion of companies that constantly provide

training, constantly do not offer training and do or do not provide training temporarily. The BIBB Qualification Panel, which was funded by the BMBF, produced findings on this issue showing that 73.9 % of companies were not involved in training young people in 2013 (2012: 73.1 %). The proportion of companies that (temporarily) withdraw from training grew slightly (2012: 4.6 %, 2013: 5.1 %) but more companies are also offering training (2012: 3.1 %, 2013: 4 %). This increase was offset by a fall in the proportion of companies that constantly provide training, which declined by 19.2 % to 17 %.<sup>52</sup>

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

There were more first-year university students in Germany than new entries into dual vocational training for the first time in 2013 (see **Chart 13**). This was due to a general trend towards higher qualifications and the introduction of two year final school classes.

<sup>51</sup> Detailed analyses of trends in the proportion of companies offering training and the training rate classified by company size and branch of industry and on companies' entitlement to offer training and companies' integration of trainees into employment can be found in the Data Report on the Report on Vocational Education and Training 2014, Chapters A 4.10.1 and A 4.10.2.

<sup>52</sup> See the Data Report on the Report on Vocational Education and Training, Chapter A 4.11.4

Dual vocational training is indispensable to Germany as a country in which business and industry can thrive. Projections made by the BIBB and IAB show that there will be shortages in future among workers with middle-level qualifications in particular, so among skilled staff who have completed dual vocational training. There will be a slight decline in demand for these employees, but many skilled employees with middle-level qualifications are also retiring from work.<sup>53</sup> These shortages can only be counteracted by continuous training.

**Matching – a central challenge**

Given the developments described above, matching has become an important issue in current discussions on education and training policy in 2013. Depending on the characteristics of the proportion of unfilled training places and applicants still seeking training, three basic types of training market problems have emerged.

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

Source: Federal Institute for Vocational Education and Training

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

**Chart 14** below shows that there are considerable regional disparities.

53 See **Chapter 3.3**

**Chart 14: Regional disparities 2013**

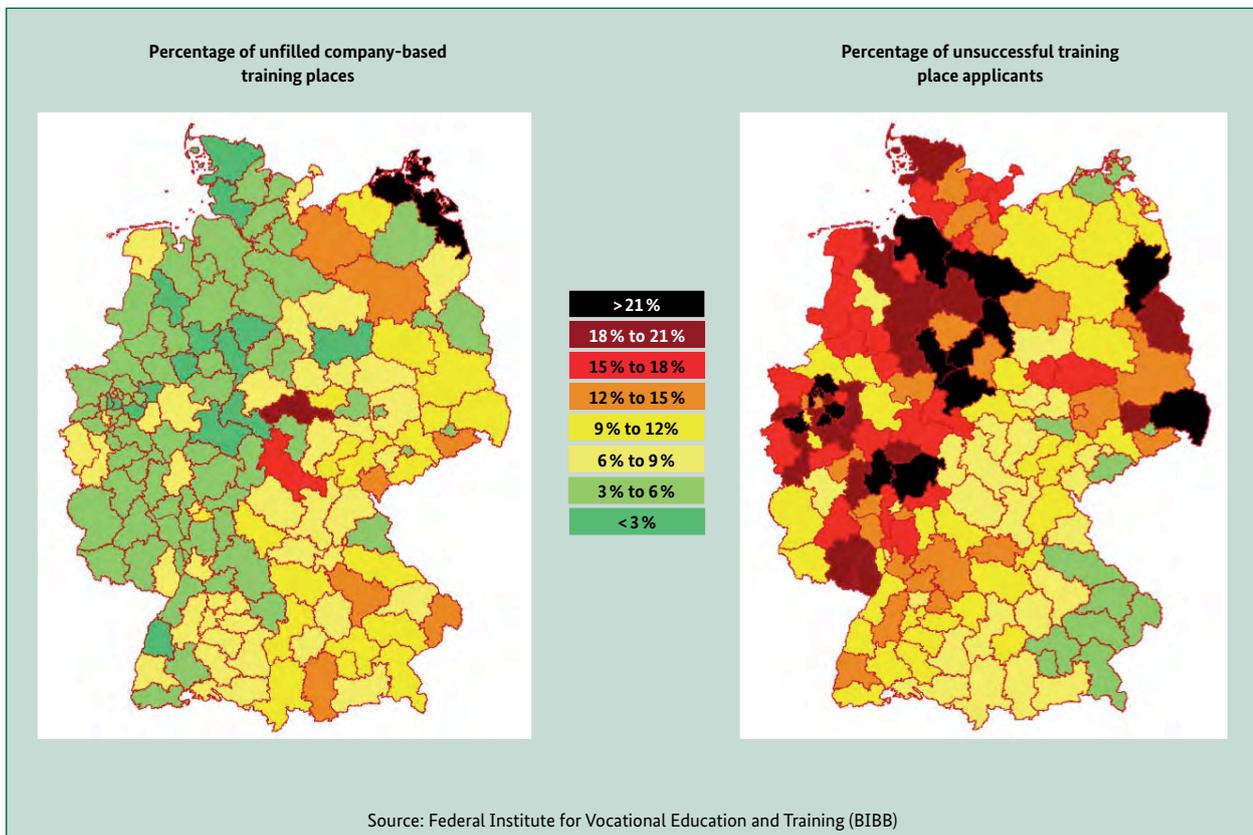
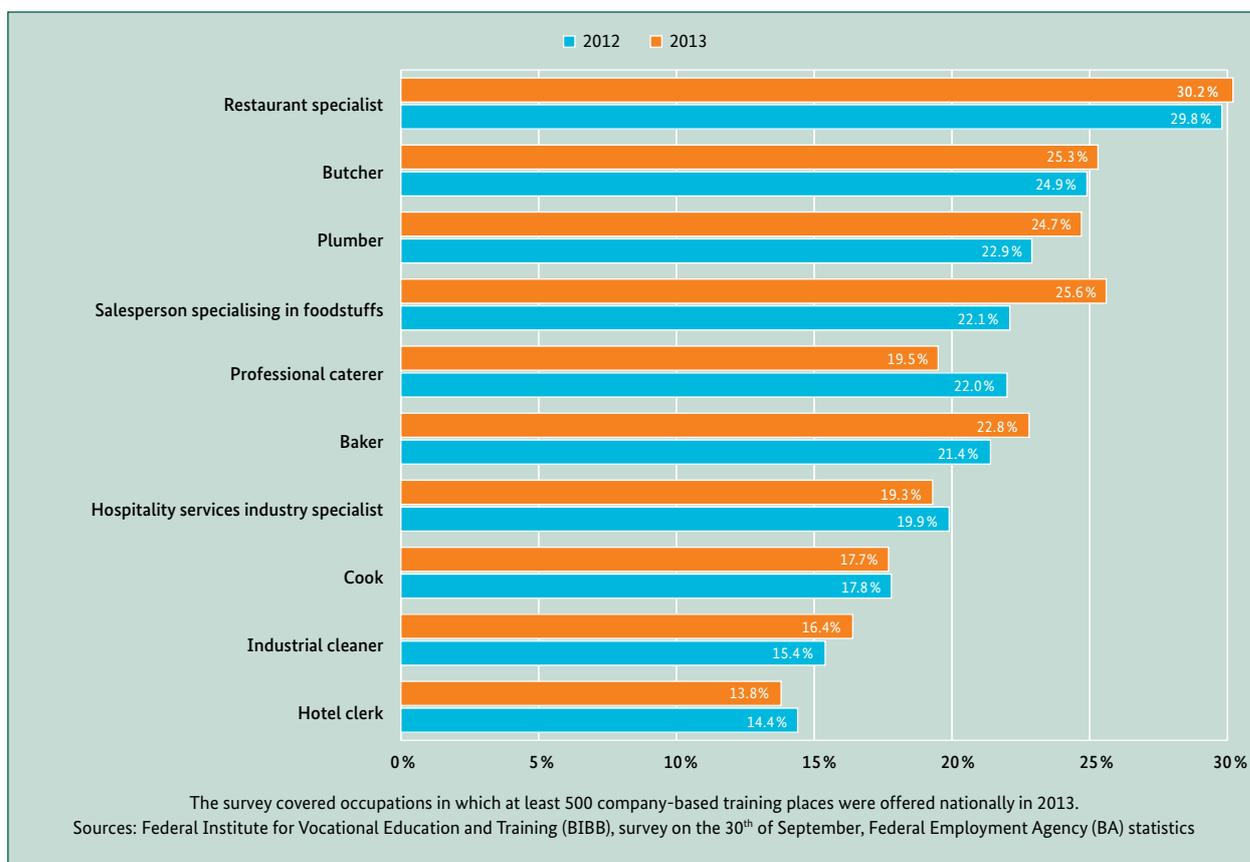


Chart 15: Occupations with a high proportion of unfilled training places of all in-company training places – 2012 and 2013

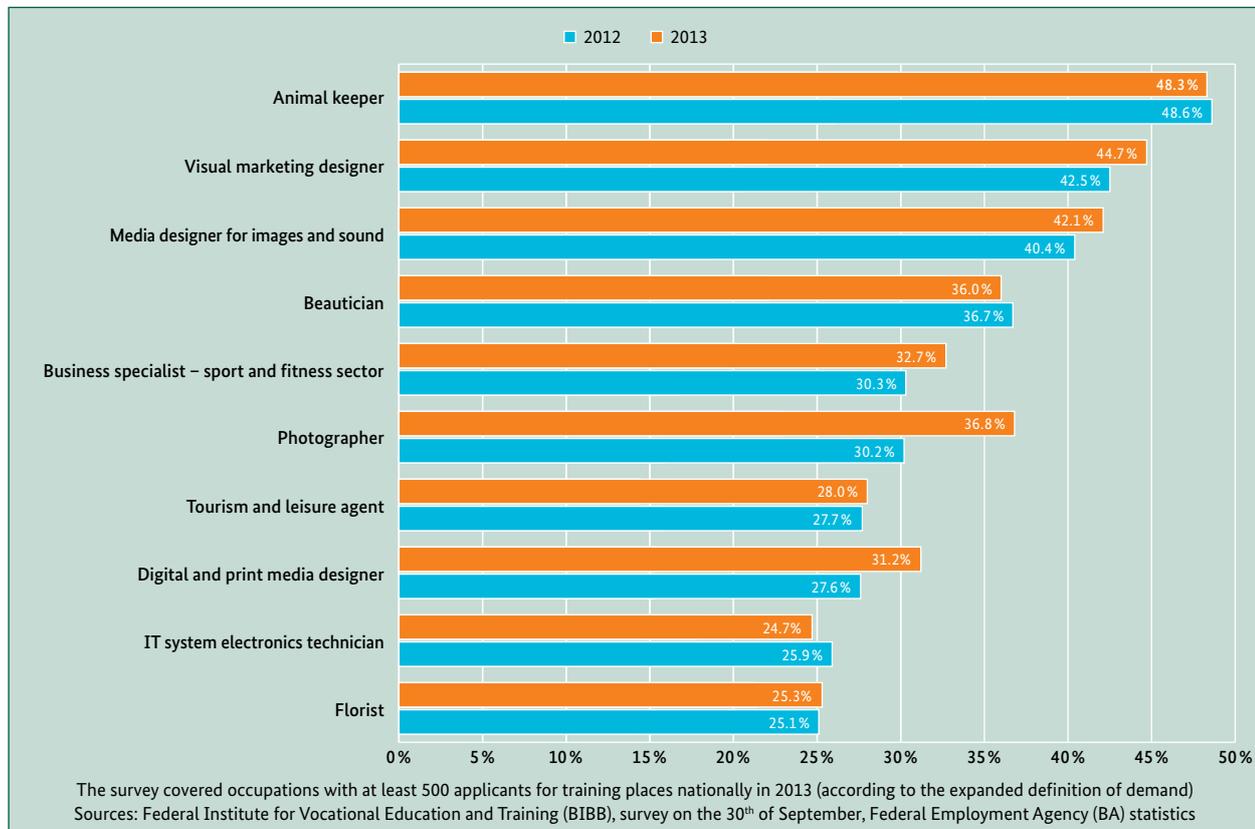


There are marked differences not only among regions but also among individual occupations.

The BIBB survey carried out on the 30<sup>th</sup> of September identified occupations in which the proportion of unfilled company-based training places of all company-based training places is especially high. Since 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 15](#)).

[Chart 16](#) shows the converse phenomenon, occupations high numbers of unsuccessful applicants for training places.

Chart 16: Occupations with a high proportion of unsuccessful training place applicants – 2012 and 2013



Although various measures to prevent matching problems occurring have already been carried out (see **Chapter 3**), this issue remains one of the major challenges for coming years. Effective strategies must be developed to better reconcile supply and demand in future, based on cooperation among everyone responsible for vocational training. Systemising problem types as described above represents an important starting point in this process.

### Young adults with no vocational qualifications

In 2011, according to the micro-census data, 13.5 % or 1.33 million young people aged from 20 to 29 in Germany had no vocational qualifications and thus lacked the prerequisite for qualified participation in working life.<sup>54</sup> This is connected with significant negative consequences for individuals and for so-

<sup>54</sup> 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.

ciety as a whole.<sup>55</sup> Given current demographic developments, these young people will also be needed as skilled workers.

What is positive is that there have been noticeable improvements compared with previous years.<sup>56</sup> These are reflected in the trends in absolute numbers (2008: 1.46 million, 2009: 1.44 million, 2010: 1.39 million, 2011: 1.33 million), and in trends in the percentage of unskilled workers (2008: 14.9 %, 2009: 14.6 %, 2010: 14.1 %, 2011: 13.5 %).

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

Young people with no school leaving qualifications run a particular risk of not gaining vocational qualifications.

<sup>55</sup> 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 the BIBB report of 17/12, [www.bibb.de/de/60446.htm](http://www.bibb.de/de/60446.htm)).

<sup>56</sup> See also the Data Report on the Report on Vocational Education and Training 2014, Chapter A 9.3

50.1 % 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: 31.7 %, intermediate school leaving certificate: 8.4 %, qualification to enter higher education: 5.4 %).

The percentage of unskilled workers among young women aged between 20 and 29 (13.1 %) is lower than that of young men (13.9 %).

Foreign young adults more often (30.5 %) have no vocational qualifications than young adults with a German passport (10.9 %).

### Premature termination of training contracts and courses

According to the vocational training statistics provided by the Federal and Länder government statistics offices, 148,635 training contracts were prematurely terminated nationally in 2012 so the termination rate was 24.4 % and it did not increase in 2012 compared with the previous year (2009: 22.1 %, 2010: 23 %, 2011: 24.4 %).<sup>57</sup>

Training contracts can be terminated for a diverse range of reasons, including a change of the trainee's occupation, a change from non-company training to in-company training or the insolvency and closure of the company. These cannot all be equated with a simple termination of training.

Analyses by the BIBB indicate a link between trends in the training market situation and developments in the rate

of premature termination of training contracts. The training contract termination rate increases when the training place market situation eases for young people (increase in the supply and demand ratio). One reason for this may be that when more training places are available a change of companies or occupation may not seem as risky to young people.<sup>58</sup> This link has been confirmed for 2012, a year in which the supply and demand ratio was similar to that in 2011<sup>59</sup> and the training contract termination rate was also at the same level as in the preceding year.

Training contract termination rates vary greatly among individual training occupations. In 2012, the highest training contract termination rate was among beauticians (53.2 %). Many occupations in the hotel and hospitality sector also had very high rates of training contract termination (restaurant specialist (50.7 %), cook (48.4 %), hospitality industry services specialist (45.1 %) and professional caterer (42.2 %)). The occupations of specialist in furniture, kitchen and removal services (46.2 %), industrial cleaner (46.2 %), safety and security services specialist (46 %) and professional driver (45.9 %) also recorded higher than average training contract termination rates.

The occupations of clerk in public administration (4.7 %) and specialist in media and information services (5 %) had very low training contract termination rates, as did the occupations of process mechanic in the metallurgy and semi-finished goods industry (5.2 %), bank clerk (6.1 %), clerk in social insurance administration (6.2 %) and electronics technician for automation technology (6.4 %).

The lower a trainee's general school leaving qualification, the higher their training contract termination rate will be (no secondary general school certificate: 38.8 %, with a secondary general school certificate: 34.6 %, with an intermediate school leaving certificate: 21.1 %, with a qualification to enter higher education: 13.4 %).

There are also differences in contract termination rates among German trainees and those of foreign nationals. 31.2 % of the training contracts of foreign trainees were prematurely terminated on average, while only 23.9 % of the contracts of trainees with a German passport were terminated early. These differences in the premature termination rate can be partly explained by differences in the highest general education school leaving qualifications among the two groups.<sup>60</sup>

<sup>57</sup> 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, which approximately determines the training contract termination rate of the current group of trainees. With the conversion of the vocational education and training statistics provided by the statistics 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 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 which the contract began and expressed as a percentage of all newly concluded contracts with a similar start date (see also [www.bibb.de/dokumente/pdf/a21\\_dazubi\\_daten.pdf](http://www.bibb.de/dokumente/pdf/a21_dazubi_daten.pdf)). Another advantage of individual data collection is that contract terminations can be evaluated in accordance with all the variables used in the vocational education and training statistics so also according to the trainees' school leaving qualifications and nationality. The new computation method was first applied to the 2009 data, because the conversion of statistics meant that no reliable data was available for 2007 and the quality of the data for 2008 left a lot to be desired. Because of the new calculation formula, the data provided from 2009 cannot be compared with earlier presentations.

<sup>58</sup> Earlier Reports on Vocational Education and Training also reported on this connection.

<sup>59</sup> See also **Chapter 2.1**

<sup>60</sup> 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

The termination rate of training contracts concluded with young women (24.9 %) was slightly higher than that of training contracts concluded with young men (24 %).<sup>61</sup>

By way of comparison, the university dropout rate, which is the proportion of German first year students who never complete university studies<sup>62</sup>, for the 2010 group of students was 23 % for Diplom degree courses and 28 % for Bachelors degree courses. The BIBB has made an initial rough calculation of the dropout rate based on the vocational training statistics, analogous to the calculation of the dropout rate, by comparing the number of those completing initial training in 2012 with the corresponding number of new entries. This produced a dropout rate from dual vocational training of about 16 %, although this figure is uncertain due to the way in which the data was collected.<sup>63</sup>

The vocational training statistics provide data on the extent of training contract terminations but no information on the reasons for them or the young people's whereabouts. Various studies surveying trainees and companies providing training on the causes of premature contract termination have found that trainees who terminate their contracts early gave reasons such as conflict with trainers and teachers, a lack of quality in training, adverse working conditions, but also personal and health reasons and a wrong choice of occupation. Companies tended to state inadequate performance of trainees in training and their lack of motivation or integration in the company as reasons for premature contract termination. It must be noted however, that a direct question on reasons is not the same as an analysis of causes and harbours a risk of subsequent justifications and mutual attributions of blame.

The data generated by the BIBB Qualification Panel also provides information on companies with prematurely terminated training contracts. According to this data, almost one in five companies (18.7 %) on average reported experiencing prematurely terminated training contracts in the past three years. Companies were also asked whether the number of prematurely terminated training contracts had increased, decreased or remained the same. 47 % of the companies stated that there had been no change over that period, 34 % reported an increase in the number of pre-

turely terminated training contracts and for 19.5 % of the companies the number of prematurely terminated training contracts had decreased.

The premature termination of training contracts cannot entirely be avoided and may be necessary and reasonable. At the same time, termination of a training contract results in uncertainty and 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 that aim to promote careers orientation and the maturity required for training at an early stage of education at school (through careers orientation programmes, for example), and offer individual support for trainees during training (with VerA for example). These measures are described in detail in **Chapter 3**.<sup>64</sup>

### People from migrant backgrounds

There is still a considerable need for action to improve the training opportunities of young people from migrant backgrounds.

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 (2012: 11.4 % compared with 4.9 %). There has been some success in further reducing numbers of young people with no school leaving qualifications as a proportion of all school leavers compared with the previous year (2011: 11.8 % compared with 5 %). The school leaving qualifications of foreign young people are generally lower than those of German youngsters.<sup>65</sup>

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

For years, the rate at which young foreigners have entered training<sup>66</sup> has been only about half as high as that for young

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.

61 For more detailed analyses see the Data Report on the Report on Vocational Education and Training 2014, Chapter A 4.7

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

63 See the Data Report on the Report on Vocational Education and Training 2014, Chapter A 4.7.

64 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 <http://www.good-practice.de/5440.php>)

65 2012: Secondary general school leaving certificate: 33.1 % foreign vs. 16.6 % German young people; Intermediate school leaving certificate: 37.7 % foreign vs. 39.8 % German young people; Higher education entrance qualification: 1.6 % for both foreign and German young people; general higher education entrance qualification: 16.2 % foreign vs. 37 % 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.

66 Analogous to the presentation in the Data Report (Chapter A 4.5) it is no longer the training participation rate,

Germans. After a slight improvement in recent years, the rate at which young foreign nationals were entered training fell slightly again in 2012 (-0.4 percent) to 29.4 % (2011: 29.8 %). This fall was however slighter than the fall in the rate for young German nationals (-1.3 percent) whose rate of new entries into vocational training in 2012 was 58.9 % (2011: 60.2 %). The overall rate (all new entries into vocational training) fell by 1.2 percent to 55.7 % (2011: 56.9 %).

If findings are classified according to trainees' gender, they show that young men of German nationality recorded the steepest decline in the rate of new entries into vocational training in 2012 (-1.5 percent, 2011: 70.2 %, 2012: 68.7 %), followed by young women of German nationality (-1 percent, 2011: 49.6 %, 2012: 48.6 %) and young men of foreign nationality (-0.9 percent, 2011: 32.6 %, 2012: 31.7 %). Only for young women of foreign nationality was there no decline in the rate of new entries into vocational training (+0.1 percent, 2011: 26.9 %, 2012: 27 %), although young women of foreign nationality still have the lowest overall rate of entry into vocational training.

It must be noted here that 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.

Empirical surveys (e.g. the BIBB Transition Study and BA/BIBB survey of applicants) make it possible to make certain statements on migrant background and their findings have shown that young people from migrant backgrounds have just as much interest in vocational training as German young people have. Yet young people from migrant backgrounds remain disproportionately often without vocational qualifications and find it much harder to gain training places. The generally lower school leaving qualifications of young people from migrant backgrounds are a main cause of their lower rates of training placement, but even young people from migrant backgrounds with the same school qualifications are given far fewer opportunities than young Germans. Findings also show that there are also big differences within the group of young migrants, depending on their country of origin. It is

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but the number of new entries into training that is shown here, because the training participation rate overestimates the number of young people who will begin training at some time in their lives. This is because the training participation rate may count some training contracts twice, due to follow-up training, second training courses, returns to training after premature termination of a contract or a change from non-company to company-based training, for examples. The number of new entries into training is therefore somewhat lower than the training participation rate. It should also be noted that calculation of the number of new entries into training is still currently based on the population estimates based on censuses taken in 1987 (western Länder) and 1990 (eastern Länder). Differentiated information on age groups from the 2011 census could not be taken into account.

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 regional training market conditions or companies' selection processes in awarding training places have been mentioned as possible explanations for this situation.<sup>67</sup>

Given 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. The Federal Government appeals to companies act in their own interest and do this to secure a supply of skilled workers. After education at school, vocational training is a central instrument in the social integration of people from migrant backgrounds.

### Recognition of foreign vocational qualifications

With the Assessment and Recognition of Foreign Qualifications Act (Anerkennungsgesetz), which came into force on the 1<sup>st</sup> of April 2012, the Federal Government has introduced a law that makes it easier for people who have gained vocational qualifications abroad to work in Germany in the occupation they trained for. The processes and criteria for assessing foreign vocational qualifications have been standardised, expanded and improved for nationally regulated occupations. Under the provisions of the Recognition of Foreign Qualifications Act, occupational qualifications acquired abroad can now be recognised in Germany as equivalent with German qualifications.

The processes established in the Professional Qualifications Assessment Act (Berufsqualifikationsfeststellungsgesetz – BQFG) especially those for non-regulated training and advanced training qualifications in the dual system, are also new. Recognition of qualifications is not a precondition for working in these occupations but it increases their holders' chances of finding adequate employment and gaining professional promotion. The new processes will contribute sustainably to securing a supply of skilled workers and integrating people with good foreign qualifications into German society.

The IHK Fosa was founded as the central authority for assessing and recognising foreign occupational qualifications in sectors by the chambers of industry and commerce. This 'bundling' of authority makes it possible to build specific expertise, ensures that the processes assessing the equivalence of qualifications are consistent and efficient,

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67 See the Data Report on the Report on Vocational Education and Training 2013, Chapter A 3.1

and makes an essential contribution to implementing the Recognition of Foreign Qualifications Act. In the skilled trades sector, authority in this area is 'bundled' in 'lead chambers' ("Leitkammern"). The BQ portal<sup>68</sup> provides the chambers with comprehensive information and tools to help them better assess and evaluate foreign occupational qualifications.

The Federal Statistical Office submitted the first statistics on the Federal Government's Recognition of Foreign Qualifications Act on the 15<sup>th</sup> of October 2013. These show from April 2012 to December 2012 around 11,000 processes were registered nationally by the reference date of the 31<sup>st</sup> of December 2012 and almost three quarters of them (around 8,000) had been adjudicated. Around 20 % of applications involved non-regulated occupations covered by the dual system.

The vast majority of the 8,000 or so cases adjudicated (82 %) ended with complete recognition of the vocational qualifications acquired abroad. These qualifications are regarded as completely equivalent to those for German occupations. The legal consequences are then the same as for holders of German qualifications (e. g. access to higher education for holders of vocational qualifications). As well as the large number of decisions completely recognising the equivalence of qualifications, some parts of qualifications were also recognised. This 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 training or other further training. Only 6.5 % of the applications for recognition of foreign qualifications were rejected.

The great interest in this scheme has been confirmed by user data on the information and advisory services, which has been made available by the Federal Government. Comprehensive information and advice on the possibilities and processes for having foreign vocational qualifications recognised has been provided by the BIBB recognition portal<sup>69</sup>, the advisory services of the "Integration through Education" (IQ) funding programme, and a central telephone hotline. By the end of November 2013, more than 760,000 people had visited the recognition portal to find out about having their occupational qualifications recognised, around 40 % of them from outside Germany.

The BQFG and Federal Government's regulations on recognising foreign qualifications will be continuously monitored by the BIBB as the central monitoring and quality control authority.

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

In 2011, almost 47 % of all young mothers (117,000) and 31 % of all young fathers (21,000) aged from 16 to 24 had no vocational qualifications and were not attending school or participating in dual vocational training<sup>70</sup>. They represent high levels of unused potential, especially in terms of a possible imminent shortage of skilled workers. There were only 1,344 new part time vocational training contracts in 2012, so about 0.2 % of all new contracts in that training year, a percentage similar to that of previous years. Yet experience has shown that part time trainees are highly motivated. Many companies, probably in view of the decline in applicant numbers, are interested in offering part time vocational training. The IHK Unternehmensbarometer (enterprise barometer) 2012 ("Vereinbarkeit von Familie und Beruf: Vom 'Gedöns' zum Schlüssel gegen den Fachkräftemangel" – combining family and work: from rigmarole to key to solving the shortage of skilled workers) found that 30 % of companies were already offering part time vocational training or wanted to offer it in future. Closing the considerable gap between numbers 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 (see [Chapter 3.1.1](#)).

68 See [www.bq-portal.de](http://www.bq-portal.de)

69 See [www.anerkennung-in-deutschland.de](http://www.anerkennung-in-deutschland.de)

70 See [www.BMWI.de/BMWI/Redaktion/PDF/E/gemeinsame-erklaerung-teilzeitberufsausbildung,property=pdf,bereich=BMWI2012,sprache=de,rwb=true.pdf](http://www.BMWI.de/BMWI/Redaktion/PDF/E/gemeinsame-erklaerung-teilzeitberufsausbildung,property=pdf,bereich=BMWI2012,sprache=de,rwb=true.pdf)

### Vocational training for people with disabilities

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) Volumes II, III and IX these young people 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.<sup>71</sup> In-depth careers orientation is also offered in cooperation with third-party providers in special schools in this phase.

If a company is not a suitable place for a young person to train in because of their disability they can, depending on their individual need for support, gain a vocational qualification in non-company residential-based training or in a basic and further training organisation under Section 35 of the German Social Code (SGB) Vol. IX. According to interim data, an annual average of 40,509<sup>72</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 2013 (2012: 43,525). An annual average of 13,528 young people in rehabilitation (2012: 14,433) were in pre-vocational courses. An annual average of 18,951 people (2012: 19,510) 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.

The Vocational Training Act (Berufsbildungsgesetz – BBiG – S. 64) and the Crafts Code (Handwerksordnung HwO – S. 42k) stipulate that disabled people, like people without disabilities, 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 training regulations based on recognised training occupations. 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).

Based on the regulations, 9,454 new training contracts were concluded nationally in 2013, although this figure does 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> of September and vocational training statistics from the Federal and Länder government statistics offices on the 31<sup>st</sup> of December) do not record personal features such as disability, so no statements can be made on the actual number of people with disabilities training in the dual system.<sup>73</sup>

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.<sup>74</sup> In the 18<sup>th</sup> legislative period too, the Federal Government will put particular emphasis on integration and inclusion as a social policy goal, as is prescribed in the Coalition Agreement.

The Federal Government's new report on the life situations of people with disabilities and their participation in society, which was published in 2013, has completely restructured reporting on people with disabilities. The report 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>75</sup>

71 See also **Chapter 3.1.2**, "Initiative Inklusion funding programme-careers orientation"

72 As of February 2014, period of December 2012 to November 2013

73 See [http://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 on the Report on Vocational Education and Training 2014, Chapter A 4.4

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

75 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)

## 2.6 Integrated reporting on training

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

Integrated reporting on training divides training into four sectors based on its main goal: vocational training, integration into training (transition system), acquisition of a higher education entrance qualification and university studies.<sup>76</sup> Initial findings are published in a so-called "initial report".

According to the initial report for the Report on Vocational Education and Training 2014, vocational training was again the largest sector in 2013, recording 718,630 new trainees. This sector includes training in the dual system, at vocational schools, training for the healthcare and social services occupations, and training for the intermediate level of the civil service.

The number of new entries into the vocational training sector fell slightly compared with 2012 (-7,930 or 1.1 %). This was not due to declining numbers in the dual system alone because numbers of new trainees in full-time school-based vocational training also fell. New entries into school-based training in health, education and social services occupations increased.<sup>77</sup>

The number of new entries into the transition system declined only slightly in 2013, with 257,626 young people starting a transition measure, 2,101 (-0.8 %) fewer than in the previous year (see also [Chapter 2.5](#)).

Numbers of young people starting stage II secondary education that results in a higher education entry qualification grew again (+19,083 or +3.8 % to 525,018. The number of first-year university students also increased by 12,036 (+2.4 %) to 510,672, further evidence of the trend towards higher qualification and of the effect of two-year final school classes.

<sup>76</sup> The classification in integrated reporting on training differs from that used in the "Bildung in Deutschland" ("Training in Germany") report, which differentiates between training in three sectors (the "dual system", "school-based vocational system" and "transition system") so their results are only partly comparable.

<sup>77</sup> Vocational training in the dual system (-1.6 % to 497,427), full vocational qualification at a vocational school as defined in the BBiG/HwO (-11 % to 4,903), fully qualifying full-time vocational school not defined in the BBiG/HwO (-10.1 % to 15,793) training courses at full-time vocational schools and specialised grammar schools that provide a vocational qualification and higher education entrance qualification (+0.2 % to 24,294), training in the health care, education and social services occupations regulated by the Federal and Länder governments (+1.5 % to 167,252), training for the civil service at the intermediate level (+0 % to 8,961).

[Table 10](#) and [Chart 17](#) show information on developments in the sectors over time.

Integrated reporting on training was established from 2009 to 2011 in two projects: a BIBB project and a joint project of the Federal and Länder government statistics offices. The BIBB project focused on developing and analysing meaningful training reporting indicators. The government statistics offices' project prioritised the development and provision of data for a system of indicators covering all the Länder.<sup>78</sup>

The inclusion of integrated reporting on training in the standard delivery programme of the government statistics offices from 2012 has secured the collection of data for the Report on Vocational Education and Training and the Data on the Report on Vocational Education and Training for the long term. It also achieves a major goal of the project, of providing a complete and current overview of data in the Report on Vocational Education and Training. The BMBF has extended the BIBB project and the term of the National Pact for Training and Skilled Staff until 2014. In this phase, work already begun will be continued, indicators optimised and a long-term series for reporting on training will be established.

The results show that integrated reporting on training is already adding value, which has been increased by the widespread introduction of individual data collection.<sup>79</sup> The Federal Government appeals to the Länder to support integrated reporting on training by providing comprehensive individual data.

<sup>78</sup> Information was provided on the indicator system, which consists of sectors and accounts, in the Report on Vocational Education and Training 2010, pages 31-32. The project flyer contains more details: [http://indikatorik.bibb.de/dokumente/pdf/bibb\\_a4-seiter.pdf](http://indikatorik.bibb.de/dokumente/pdf/bibb_a4-seiter.pdf)

<sup>79</sup> See the recommendation of the Integrated reporting on training Advisory Board, [http://indikatorik.bibb.de/dokumente/pdf/iABE-Empfehlungen\\_Dezember\\_2011.pdf](http://indikatorik.bibb.de/dokumente/pdf/iABE-Empfehlungen_Dezember_2011.pdf)

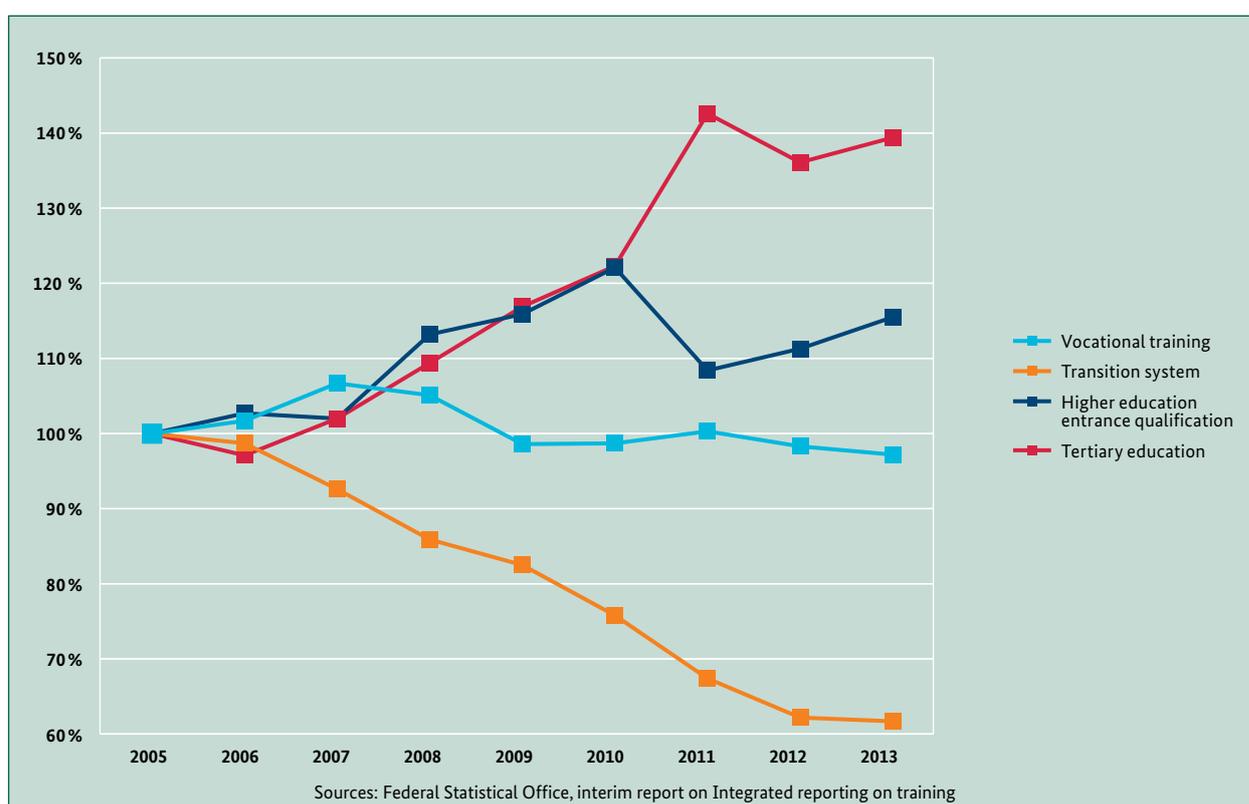
**Table 10: New entries into the integrated reporting on training sectors**

	Vocational training sector	Transition sector	Higher education entry qualification sector	Tertiary education sector
2005	739,150	417,649	454,423	366,242
2006	751,564	412,083	466,700	355,472
2007	788,893	386,864	463,464	373,510
2008	776,918	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	718,630	257,626	525,018	510,672

**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 individual “accounts” see the Data report on the Report on Vocational Education and Training 2014, Chapter A 6. There may be discrepancies with earlier representations due to revisions of the data.

Source: Federal Statistical Office, interim report on Integrated reporting on training

**Chart 17: Shifts between sectors, 2005 to 2013 (2005=100)**

## 2.7 Training for the healthcare professions

A total of 207,781 students were training for the healthcare professions, including geriatric care and nursing, in the 2012/2013 school year. This training is offered at healthcare vocational training schools and – due to the differently structured federal school systems – at vocational schools and trade and technical schools.<sup>80 81</sup>

Compared with the previous year, there were 11,156 more students (i.e. +5.67 %) training in the healthcare professions, a much bigger increase than last year's. Also positive is that the proportion of male to female students increased again, although more slightly than in the previous year. Most students, 77.75 %, were however still young women (with 22.25 % young men).

The number of students in nursing training (63,342) also grew compared with the previous year (+5.82 %), with 4.62 % more nursing and in paediatric nursing students, a much higher increase than in the last reporting period. This shows that nursing and paediatric nursing training is still attractive, even in the context of a growing number of academic training options.

The total number of students training to be geriatric nurses again increased significantly compared with the previous year, to 59,365 (+6.1 %) and the number of students starting geriatric nursing training also increased slightly compared with the 2011/2012 school year (with 21,511 new students, i.e. + 5.3 %).

The number of students training to be geriatric care assistants, orderlies and nursing aides, training in which is subject to Länder government regulations, grew considerably compared with the preceding year to 15,246 students. The number of young people training to be geriatric care assistants grew to 8,068 (+29.7 %) and those training to be orderlies to 3,761 (+40.3 %). 3,417 students were training to be nursing aides. Figures on training in these fields were provided for the first time in the 2012/2013 school year. On the 13<sup>th</sup> of December 2012, the Federal and Länder governments and industry associations launched a comprehensive package of measures, the "Aged Care Training and Qualification" campaign, to promote initial and continuing training in this occupational field and increase its attractiveness. One of the main goals of this joint initiative, which will continue for three years until the end of 2015 is to successively increase the number of new geriatric nursing trainees by 10 % annually. The passing of a law to strengthen initial and continuing training (Gesetz zur Stärkung der beruflichen Aus- und Weiterbildung) on the 19<sup>th</sup> of March 2013 will also contribute to achieving this goal. This law stipulates that those beginning training to be a geriatric nurse between 1.04.2013 and 31.03.2016 will train for three years and so be eligible to have their training fully financed by employment offices and Jobcenters. At the same time, the new law increases the possibilities of shortening the duration of training in this sector.

Increasing numbers of students are training to be an emergency services assistant (+9 %), orthoptist (+10.56 %), midwife (+ 4.43 %) and podiatrist (+7.73 %). The one-off fall in the number of midwifery students in the previous year in particular has also been shown to be relatively insignificant.

Once again, the numbers of students starting training to be pharmaceutical-technical assistants (-3.75 %), ergotherapists (-3.54 %), dietary assistants (-6.10 %) and physiotherapists (-3.98 %) fell. As in the previous year, there were steep declines only in numbers entering training in the areas of massage and medical hydrotherapy (-20 %).

80 Tables on trends in student numbers in individual occupations can be found in the Data Report on the Report on Vocational Education and Training 2013.

81 The conversion of Destatis statistics ("Bildung und Kultur, Berufliche Schulen, Fachserie 11 Reihe 2") from the 2012/13 school year from the 1992 occupational classification (KldB) to the 2010 KldB means that the figures for the 2011/2012 school year are not really comparable.

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

Germany's demographic challenges are affecting the care and nursing area in many ways and thus also training in this area. In no other sector are the resulting family, healthcare industry, labour market, training-related and social changes as marked as in (geriatric) care:

- The number of people needing care and complexity of that care is growing.
- At the same time there are increasingly few school leavers available for training.
- Competition for trainees is also increasing among training occupations.
- 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.

This means that the training and occupational fields of care and nursing are facing major challenges. At the same time, these involve special opportunities for change and further development in occupational and training policy in the care and nursing area. Training in these fields in particular, must be made far more attractive.

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 2011 by 91 % to around 210,000, while the number of all employees working in geriatric care rose by around 53 % to about 952,000 over the same period (care and nursing statistics 2011). Developments in general nursing are similar, if not similarly dynamic. Around 136,000 registered and general nurses and 12,000 registered general and paediatric nurses were working in outpatient healthcare services and nursing homes in 2011. The 358,000 employees in the three nursing and care sectors (geriatric care, general nursing and general and paediatric nursing) therefore made up around 38 % of all persons employed in geriatric nursing. In the 2012/2013 school year around 47,600 people started training in the three nursing and care sectors – a peak value among all the 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 along 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 available to enter the training market will decline sharply in future. There is already a national shortage of qualified (geriatric) nursing staff and it will only grow in future if prompt, decisive countermeasures are not 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 older people, to improve occupational conditions for care and nursing staff, and to keep current staff working in these fields.

A new nursing and care balance between training, employment and specialist policy must be created to provide greater awareness of the various current care and nursing qualification options, to make better use of these options and to meet the demands of the profession of care and nursing.

The precondition for this is a close interlinking of training policy development at the Federal and Länder level to create a transparent and generally recognised tiered system of qualification options. This would enable anyone wanting to work in care and nursing to enter the profession at a qualification level appropriate to them. Such qualification paths do exist, but federal structures often make it hard to get a clear overview of them.

The Länder are responsible for lower-level qualification measures and one and two-year training for the occupations of medical orderly or care assistant. The Federal Government is responsible for regulating the specialist healthcare professions, including training in the three care and nursing occupations. The Länder are in charge of continuing and further training.

In order to meet the need for care and nursing staff in the long term, to ensure quality and keep nursing and care occupations attractive in future, the options that training, training for adults without adequate qualifications, and continuing and further training in this area offer must be extended and coordinated. It is also important in this context to further improve transfer opportunities between training paths, which would greatly enhance the attractiveness of this occupational field.

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 now increasing demand for the specific skills required for caring for and nursing older people, especially people with dementia. Registered general nurses have been employed in inpatient care facilities for a long time and both occupational groups work in out-patient services. Current occupational legislation and practice shows that the qualifications of skilled nursing staff overlap in some areas and different groups often carry out the same tasks.

For the 18<sup>th</sup> legislative period, the Federal Government has therefore resolved on fundamental and important new steps to increase the attractiveness of nursing and care training. Geriatric, general and paediatric nursing training

will be reformed in new care and nursing legislation and a consistent occupational profile involving common basic training and subsequent specialisation in geriatric, general or paediatric nursing will be introduced. 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, but the consolidation of care and nursing training will increase the attractiveness of these occupations. Their ability to work more flexibly will give those 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.

The “Aged Care Training and Qualification” campaign launched in December 2012 by the Federal and Länder governments and industry associations, a joint initiative of all the main actors in this area, and the many related individual measures and initiatives will strengthen geriatric care and nursing training and enhance the attractiveness of this occupational field (see also [Chapter 3.1.5](#)).

## Chapter 3: Vocational training policy measures and programmes

**The education and training system and participation rates in training have developed positively in Germany in recent years, especially in the context of the wider international situation. From 2006 to 2012, the number of school dropouts was brought down by 8.6 % to 5.9 % while international PISA comparisons show that the performance of students in schools has improved significantly and is now above the OECD average. The German dual vocational training system is providing strong international guidance in this area because it ensures good employability and transitions into employment and the EU's lowest youth unemployment rate of just 8 % (EUROSTAT). Germany's participation rate in continuing training, at 49 %, also surpasses the EU continuing training benchmark.**

Securing a supply of skilled workers is one of Germany's most important political tasks. The country's population is ageing and shrinking. Although prognoses in this area forecast that an overall shortage of skilled staff will only become virulent from about 2030, the course must be set properly now, by ensuring that everyone can succeed in education and training and gain qualifications and by attracting and integrating qualified skilled workers from outside Germany.

The goal is to further strengthen the ability of general and vocational education and training to integrate all young people, optimise the openness of the education and training system and opportunities for transfer between different sectors of it, especially in the transition from school into work and between vocational training and institutions of higher education, to expand continuing training and careers and training counselling, given people's longer working lives and the ageing of the skilled workforce, and to make use of all available potential in Germany to secure a supply of skilled workers.

To achieve these goals, Federal Government has initiated various measures, which are described in this chapter.

### **3.1 Strengthen dual training, intensify careers orientation, ensure the maturity of prospective trainees, facilitate transitions into training, and secure training qualifications and a supply of young skilled staff**

The Federal Government has already improved the training situation in recent years with a series of measures for modernising vocational training, which were adapted and continued in 2013.

The Training Pact provides impetus for modernising vocational training. Strengthening the dual system's ability to integrate all young people who need it into training, solving regional and occupation-specific matching problems on the training market, ensuring the equivalence of vocational and academic training, and improving the quality of training are just some of the topics in a comprehensive catalogue of issues that will be tackled in coming years.

As part of the "Educational chains" initiative, the Federal Government is seeking to establish a more coherent transition system so a group of various actors is sharing responsibility for the initiative at its outset. One of the aims of the "Educational chains" initiative is to restructure the transition system in cooperation with the Länder and the BA and, given existing Länder structures, to inform registered applicants about training options that build on existing skills and result in qualifications. The goal is to shift Federal and Länder transition measures more strongly towards fully qualifying company-based vocational training, so the initiative will be implemented with closer involvement of the Federal Employment Agency (Bundesagentur für Arbeit – BA). Implementation will generally be based on agreements between the Federal and Länder governments and the regional directorates of the BA in which each will implement their funding and support measures as part of a broader Länder concept. This will specifically coordinate Federal Government and BA support instruments, such as potential analyses, career start coaching and careers orientation, with Länder concepts.

Measures involving various actors will be integrated and coordinated and this process will be intensified and promoted under the ongoing Training Pact and the "Educational chains" initiative together with the Länder and the Federal Employment Agency. Career start coaching in the "Educational chains" special programme will be consolidat-

ed with career start coaching under S. 49 of the SGB III in the Federal Government and ESF programme of the BMAS on career start coaching as defined in S. 49 of the SGB III. The programme's range will depend on the ESF and co-financing funding available in future. Federal Employment Agency and BMBF careers orientation measures will be strategically restructured and reorganised in cooperation with Länder governments. The Länder have already paved the way for these changes with the Länder Ministers of Education and Cultural Affairs (KMK) resolution of the 11<sup>th</sup> of October 2013 on "Empfehlungen zur Optimierung und Vereinheitlichung der schulischen Angebots im Übergangssystem: Lebenschancen eröffnen – Qualifikationspotenziale ausschöpfen – Übergänge gestalten" (Recommendations on optimising and standardising school-based courses in the transition system: opening opportunities – taking advantage of all available potential for qualification – organising transitions).

The JOBSTARTER innovation programme will launch targeted measures aimed at securing a supply of skilled staff and modernising vocational training from 2014. Programme topics range from attracting new target groups to vocational training (part time training, training for young people and entrepreneurs from migrant backgrounds, qualification for adults, training for university dropouts), improving transitions (through training modules, for example) and opportunities for transfer and the integration of initial and continuing vocational training up to improving regional structures.

Companies' economic success depends heavily on their qualified employees, so the training regulations governing initial and continuing training for skilled staff are continuously reviewed to ensure that they fit in well with companies' needs. They are also modernised where necessary and new occupations are developed.

Descriptions of these measures begin below, starting with careers orientation for young people under the Training Pact. In keeping with the idea of "Educational chains", individual mentoring measures for young people from school through to the completion of training are described next. This is followed by outlines of initiatives for improving structures in the transition system and measures for young people who are not yet ready for training. Measures aimed at increasing companies' willingness to offer training, especially among SMEs, are presented in the final section.

Implementation of the measures described is supported in various ways by other vocational training stakeholders, such as the Social Partners.

### 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:

In 2013 the Pact partners continued to pursue their core goal of providing all young people who want training and are mature enough to start with the offer of a training place that will give them a recognised training qualification<sup>82</sup>. Introductory training can be helpful in this context, but the overriding aim is to place trainees in training in companies. Business and industry have cooperated well with the current Pact, given the current demographic conditions, by

- creating an average of 60,000 new training places a year,
- recruiting 30,000 new companies annually to offer training,
- providing 30,000 introductory training (EQ) places in companies annually and campaigning for high rates of integrating trainees into employment and
- providing 10,000 introductory training places specially for young people who need additional support (EQ Plus) annually and making specific use of support schemes offered, such as support during training.

Working under the motto of "making use of all potential", the current Training Pact seeks to offer especially those young people who do not immediately succeed in making the transition from school into training increased vocational training opportunities. 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.

#### Results:

In 2013 the Pact partners continued their intensive efforts to offer a place in the dual vocational training system to every young person who wants training and is mature enough to start. Business and industry again surpassed the voluntary commitment made in the Pact to create 60,000 new training places a year and recruit 30,000 new companies to offer training, and in fact created 66,600 new training places in 2013 (2012: 69,100) and recruited 39,100 new companies to offer training (2012: 41,660).

<sup>82</sup> For details of the goals of the Training Pact see also the 2013 Report on Vocational Education and Training, p. 45

In 2012 the Federal Government systematically reviewed its funding and support programmes for young people, modernised Federal instruments in the area of labour promotion legislation, orienting them towards individual needs for action, and strengthened prevention measures. Career start coaches are now supporting students from their penultimate year of school at around 2,000 schools across Germany in successfully managing the transition from school into training, as defined in the provisions of Volume Three of the German Social Code (SGB III) and “Educational chains” initiative. Intensified (expanded) careers orientation measures were established as standard instruments from the 1<sup>st</sup> of January 2013. The vocational orientation programme (BOP) was further extended to increase participant numbers and the number of intermediaries involved in targeted placement was doubled. To increase the participation rate of young people from migrant backgrounds in training, the Federal Government also held national and regional training conferences, some specifically aimed at parents, with the involvement of the Federal Commissioner for Migration, Refugees and Integration, and youth forums with young people from migrant backgrounds as part of its “Jobstarter Programme”. By the end of 2013, the “Berufliche Bildung – praktisch unschlagbar” (Vocational Training – practically unbeatable”) information campaign national tour had reached just on 220,000 people, providing around 12,800 with advice. The campaign website, offering a diverse range of information, recorded more than 176,000 visits and around 613,000 hits. The Federal Administration also more than fulfilled its training obligations in 2013, with a training quota of 7.2 % of its employees subject to social insurance contributions, again above the commitment it made in the Pact of at least 7 % (2012: 7.5 %).

In February 2013 the Pact partners also made a commitment in the **“Möglichkeiten der dualen Teilzeitberufsausbildung für junge Mütter und Väter stärker nutzen” (More opportunities for dual part time training for young mothers and fathers) joint declaration** to increasingly campaign for part time vocational training that would enable (young) mothers and fathers to combine training and family responsibilities. The need is there. In 2011 almost 47 % of all young mothers (117,000) and 31 % of all young fathers (21,000) aged from 16 to 24 had no vocational qualifications and were not attending school or in dual vocational training. Given the impending shortage of skilled workers, these young people represent high levels of unused potential. In 2012 just 1,344 new vocational training contracts were concluded for part time training, which is about 0.2 % of all new training contracts in that training year, a rate similar to that of earlier years. Yet part time vocational training offers young parents an opportunity to successfully complete training and create a basis for an independent life free from social welfare for themselves and their children.

In 2013 companies provided around 18,500 introductory training (EQ) places, 5,000 of them EQ Plus places specially designed for young people in need of special support. Around 14,000 young people were placed in introductory training EQ, while 4,900 registered EQ places were still vacant on the scheme’s reference date in January 2014. In February 2014 the Pact partners therefore appealed to young people in a press release to use these EQ services in the short term as a “springboard” into dual training because more than 60 % of EQ trainees are subsequently placed in company-based training. Efforts are also being made to raise the profile of this instrument among young people and companies by intensifying activities in regional areas. In their **“Einstiegsqualifizierung als Sprungbrett in Ausbildung stärken” (Introductory training as a springboard into training) joint declaration**, the Pact partners also agreed on measures to make more targeted and improved use of EQ and EQ Plus.

One of the greatest challenges in coming years will be to more precisely reconcile the training places companies offer with young people’s demand for training because “matching” problems persist in some regions and occupations. Young people’s skills also often do not fit in with companies’ requirements of them so more flexibility is required by both sides. In November 2013, the Pact partners held a workshop with business and industry representatives to discuss the various facets of matching and examine successful examples. The Pact partners aim to reorient and strengthen their measures in this area.

#### **Prospects:**

All parties support a continuation of the Pact after 2014. In the coalition agreement between the CDU, CSU and SPD for the 18<sup>th</sup> legislative period there are plans to further develop the Training Pact together with the Social Partners and the Länder into an “initial and continuing training alliance”. Negotiations on this alliance are scheduled to begin in the spring of 2014.

### 3.1.2 Measures and programmes for improving careers orientation and the maturity young people need for training and individual mentoring of young people

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

##### Key data:

Period: 2010–2014

Funding volume: 460 million Euros (including the career start coaching special programme, potential analyse, 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, prevent dropouts and successively develop a structured and coherent funding and support policy in the transition system by the Federal and Länder governments.

##### 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” program (Berufsorientierungsprogramm in überbetriebliche und vergleichbare Berufsbildungsstätten – BOP), the JOBSTARTER and JOBSTARTER CONNECT training structural programs and “Vocational Qualification Perspective” (Perspektive Berufsabschluss). The initiative is accompanied by the voluntary mentoring of young people in the “Verhinderung von Ausbildungsabbrüchen” – VerA) (preventing training dropouts) and [coach@school](mailto:coach@school) initiatives.

An accompanying group of representatives from the Federal and Länder governments developed agreements on quality standards and consistent implementation of these instruments in areas such as careers orientation, career start coaching, potential analyses, voluntary coaching and involving companies in training. There will also be a transfer of individually successful Länder schemes beyond Länder boundaries. The BMBF has concluded bilateral Federal-Länder agreements on the general anchoring of “Educational chains” instruments in standard education and training systems with the Länder of Hessen, Thuringia, Baden-Württemberg and North-Rhine Westphalia. The scope of the initiative’s future activities will depend on the funding available (at the European and national levels).

Through its “Educational chains” initiative, the Federal Government is seeking to create a consistent transition system so the Federal and Länder governments and the BA are responsible for the initiative as a starting point. The “Educational chains” initiative will work together with the Länder to make the transition system more systematic and inform young people mature enough to start training about training options that build on existing skills and lead to qualification in the context of Länder structures. 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 the 11th of October 2013).

The initiative will be implemented in close cooperation with the Federal Employment Agency (BA) based on agreements between Federal and Länder governments and the regional directorates of the BA, in which these organisations implement their individual funding and support schemes as part of a wider Länder concept. Federal government and BA funding and support instruments such as potential analyses, career start coaching und careers orientation will therefore be specifically embedded in the Länder schemes.

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

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

##### Key data:

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

Funding since 2008: approx. 300 million Euros

Funding volume 2013: 75 million Euros

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 facilitating the transition from school into training. It is designed to improve the maturity

the students need to enter training and prevent them from dropping out of training in future.

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

The vocational orientation programme started on the 1<sup>st</sup> of April 2008. By the end of 2013, the BIBB, which manages the program for the BMBF, had approved measures for around 660,000 youngsters. The Länder were offered special agreements supporting a general introduction of careers orientation measures in a Länder concept. Two such comprehensive agreements have been concluded with the Länder of Thuringia and North-Rhine Westphalia.

The BMBF has had a very positive response to this programme from participating young people and their parents as well as from industry and schools. Monitors evaluate the programme to assess its effectiveness and make adjustments where necessary.

#### **BA careers counselling and orientation measures**

As part of their regular support services, The Federal Employment Agency (Bundesagentur für Arbeit – BA) offers comprehensive support in the careers orientation process for all young people. These are regulated by the German social Code (SGB III).

#### **Careers counselling**

Employment offices (Agenturen für Arbeit) are the point of contact for careers guidance as defined in the German Social Code (S. 30 SGB III). Careers counselling includes the provision of advice and information on career choices, occupations and their requirements. Individual counselling oriented towards the person's interests and abilities is offered. Jobcenters can also offer these services.

#### **Careers orientation**

Careers orientation is a mandatory statutory benefit defined in the German Social Code (S. 33 SGB III) and includes talks at schools, information events and lectures, career choice workshops, media services (e.g. planet-beruf; abi, Berufe.TV, BERUF AKTUELL, Studien- und Berufswahl, BERUFENET, KURSNET) and Internet services for young people seeking information independently. Jobcenters can also offer these services.

#### **Intensive careers orientation measures**

##### **Key data:**

Regular support under S. 48 of the SGB III  
Funding volume in 2013; (SGB II and III): 49.1 million Euros  
Internet: [www.arbeitsagentur.de](http://www.arbeitsagentur.de)

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

The more preventative labour market policy pursued by the BA in recent years is being consistently continued. Funding is available for intensive careers orientation measures and career choice preparation measures for students at general education schools if third parties provide at least 50 % of the funding required. The particular requirements of school students with special educational needs and severely disabled students are specifically taken into account in designing such measures. These students need special careers orientation and help in preparing for a careers choice while still at school so they should be intensively and comprehensively supported in developing their vocational prospects. The options of extending measures for longer than four weeks and holding them during classes were permanently included in S. 48 of the German Social Code (SGB III) from the 1<sup>st</sup> of April 2012.

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

The improved flexibility of careers orientation measures has proven their value. Establishing this funding and support instrument in this context will strengthen the preventative effects of careers orientation and support achievement of the Training Pact goals.

#### **Careers orientation as part of the “Initiative Inklusion” funding programme**

##### **Key data:**

Period: 2011–2016  
Funding volume: 80 million Euros 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 this is careers orientation, which must begin in good time before students leave school (in their penultimate year of school).

As a measure within the Federal Government's National Action Plan to implement the United Nations Convention on People with Disabilities (NAP), the BMAS “Initiative Inklusion” promotes the participation of severely disabled people in working life. 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 Euros provided from the national rehabilitation fund (Ausgleichsfonds). This

funding and support scheme was extended in 2013 so now measures beginning in 2014/2015 and 2015/2016 school years will also be funded. 80 million Euros 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 the careers orientation measures in cooperation with the relevant BA regional directorates.

#### **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. Nevertheless, by the 30<sup>th</sup> of November 2013, around 11,700 severely disabled school students had been provided with careers orientation.

#### **Target group-specific careers orientation measures**

##### **Girls' Day**

#### **Key data:**

Period: 2011–2014

Funding volume: 1.96 million Euros, ESF co-financed

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

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

“Girls' Day” aims to motivate young girls and women to take 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, 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:**

With its national orientation and regular date, Girls' Day bundles individual regional initiatives and has achieved a uniquely broad impact. Since the action started in 2001, more than 1.4 million girls have participated nationally in almost 90,000 events.

Every annual 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. One in three girls wanted to go on to do a traineeship or begin training in an occupation they had discovered on a Girls' Day. Companies reported similar success. 18 %, or one in six of the companies participating planned to employ young women.

After thirteen years of Girls' Days, the Federal funding is showing successful results, Not only has the image of technical occupations improved, but companies have developed more awareness of gender equity issues and increased their commitment to encourage young women to enter technical occupations.

The successful Girls' Day concept has increasingly attracted international attention and 13 other countries have now held similar “Days” based on the German model.

##### **Boys' Day**

#### **Key data:**

Period: 2010–2014

Funding volume: a total of 3.12 million Euros, ESF co-financed

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. The central goals of Boys' Day are 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, nursing, caring and social occupations because there is a growing need for male skilled staff in these areas. Boys' Day supports boys by providing them with an ‘activity map’ to help them find a Boys' Day activity that interests them and introduces boys 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 three years after its start in 2011, more than 100,000 boys took part in almost 14,000 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 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 (26.7 %) 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 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 just as enthusiastic about Boys' Day as the boys. Well over 80 % of the organisations, companies and institutions that took part in Boys' Day 2013 regarded it as 'good' or 'very good'.

### Individual support and mentoring measures for young people

#### The career start coaches special programme

##### Training policy goals:

The BMBF started the "Educational chains" career start coaches special programme in 2010 as part of the wider initiative with the goal of providing individual mentoring for school students. By 2014 around 1,000 full-time career start coaches will be working at over 1,000 schools to individually support young people in their development, in the process of choosing an occupation, and in the transition into company-based training through to final completion of a vocational qualification. This is done based on individual potential analyses.

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

By the beginning of 2013, 16,584 young people were receiving support from career start coaches, 6,752 girls and 9,829 boys.

In the middle of that year the number of career start coaches working at schools was again increased, with 999 coaches (full time equivalent) now active at 1,070 schools, 12.8 % of them at schools for students with special needs. The special programme supplements existing German Social Code (SGB III) career start coaching instruments as defined in S. 421s of the SGB III and S. 49 of the SGB III.

#### Career start coaching

##### Key data:

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

Funding volume in 2013 (SGB III): 65.6 million Euros

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. Career start coaching has been trialed around 1,000 schools since February 2009 at. The passing of the Act to improve chances of integration into the labour market (Gesetz zur Verbesserung der Eingliederungschancen

am Arbeitsmarkt) on the 1<sup>st</sup> of April 2012 established career start coaching as a funding and support instrument, while at the same time introducing a third party co-financing requirement of 50 % of total costs. This requirement was introduced to help the Länder implement the programme. Since many Länder were however unable to provide co-financing career start coaching in the short term, the BMBF co-financed career start coaching at schools at which it had previously been offered for the two penultimate classes for measures beginning in the 2012/2013 and 2013/2014 school years. These measures started in the second half of the school year on the 1<sup>st</sup> of February 2013. Co-financing was provided out of the additional Federal education and training measure funds under a 12 billion-Euro education and research programme. Some Länder have also funded and co-financed career start coaching for more schools by drawing on ESF Länder funds.

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

An average of 42,124 students were provided with career start coaching support in 2013.<sup>83</sup> Around 33 % of participants were in employment subject to social security contributions six months after completing the measure (integration rate).<sup>84</sup> This funding instrument has been continuously evaluated since 2010 and interim annual reports can be downloaded from the BMBF website.<sup>85</sup>

The Federal Government plans to co-finance career start coaching with European Social Fund financing in the new ESF funding period starting in 2014. As well as around 1,000 schools defined in S. 421s of the German Social Code (SGB III), another 1,000 schools from the career start coaching special programme in the BMBF "Educational Chains" initiative will be covered by Federal ESF funding from 2015. The scope of this scheme will depend on the amount of ESF and co-financing funding available as part of the programme in future.

#### The VerA Initiative for preventing premature training termination

##### Key data:

Period: 01.12.2008 to 31.12.2014

Funding volume: 5.9 million Euros

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

<sup>83</sup> Contains interim, projected figures for December 2013

<sup>84</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>85</sup> See also [www.bmas.de/DE/Service/Publikationen/Forschungsberichte/fb414-berufseinstiegsbegleitung.html](http://www.bmas.de/DE/Service/Publikationen/Forschungsberichte/fb414-berufseinstiegsbegleitung.html)

**Training policy goals:**

VerA is a joint initiative of the BMBF and major German business organisations (ZDH, DIHK and BFB) and was launched in 2009. The Senior Expert Service Bonn (SES) carries out the initiative, which supports young people considering terminating training. VerA is based on a mentoring approach. Voluntary senior experts mentor young people who have problems in training, providing 1:1 guidance. They are trusted representatives and offer orientation and a diverse range of support, helping young people to help themselves and informing them about standard support offered by the Federal Employment Agency and Jobcenters. Trainees are initially accompanied in this way for one year, but this period can be extended until they succeed in gaining a training qualification if necessary.

This service is offered all over Germany, with a coordinator, also a volunteer, active in every region. The initiative is also carried out in close cooperation with relevant authorities. Senior Experts undergo two days of training to prepare them for their tasks.

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

By September 2013, the SES had received around 4,000 requests for mentoring, of which over 3,000 took place. More than 2,000 Senior Experts have participated in a preparatory seminar so far.

The Institute for Development Planning und Structural Research at Hanover University carried out an external evaluation of the implementation and impact of the VerA initiative, surveying both the volunteer experts and participating young people. Everyone surveyed regarded the initiative in a very positive light. 89.4 % of trainees and 91.6 % of the experts would recommend VerA. Both groups said they had derived personal benefits from the mentoring. Up to half of all the trainees felt that the mentoring had improved various aspects of their “learning” experience and up to 30 % of them had noticed positive changes in “personal factors” such as motivation or social skills. The senior experts felt that they had derived a benefit from being able to pass on their knowledge and experience.

Many trainees contacted VerA themselves (33.1 % of initial contacts), while other contacts were established through people the trainees know personally (11.1 % of initial contacts). Companies offering training (15.9 % of initial contacts) and vocational schools (14.6 % of initial contacts) also refer young people to VerA.

The most important cooperative partners in the regional implementation of VerA are chambers of business and industry, public employment services, vocational schools and providers of support in training (abH). The detailed evaluation report can be downloaded from [www.bildungsketten.de/de/1372.php](http://www.bildungsketten.de/de/1372.php).

**coach@school pilot project****Key data:**

Period: 01.12.2010 to 31.12.2014  
Funding volume: 1.2 million Euros  
Internet: [www.vera.ses-bonn.de](http://www.vera.ses-bonn.de)

**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 the Senior Experts for their role.

The service is offered in Bremen, Hessen, Lower Saxony, North-Rhine Westphalia, Saxony and Saxony-Anhalt for schools at which no full time career start coaches are deployed. Up to 15 schools per Land can take part and they are chosen in coordination with the relevant Länder Ministries. Up to four SES Experts work in each school, supporting students in final classes and cooperating closely with the school authorities. Integration with established initiatives with similar goals is a further aspiration for this programme.

### 3.1.3 Measures and programmes for optimising transition management, the transition system and innovative approaches to training for adults without vocational qualifications

**The “Vocational Qualification Perspective” structural programme****Key data:**

Period: 2008–2013  
Funding volume: 67 million Euros, ESF co-financing  
Internet: [www.perspektive-berufsabschluss.de](http://www.perspektive-berufsabschluss.de)

**Training policy goals:**

Through its “Vocational Qualification Perspective” programme, the BMBF is establishing and reinforcing effective structures to facilitate the transition from school into vocational training and to promote the vocational qualification of (young) adults without such qualifications in 97 regions and in two rounds of funding from May 2008 to October 2013. In Funding Priority 1, “Regional transition management”, 55 specific regional funding and support projects for which local government was responsible were implemented to help young people attain educational and vocational qualifications and enhance the transparency of the counselling and advisory services offered in the transition system.

**Results of the Federal funding and support<sup>86</sup>:**

“Regional transition management”. Regional transition management covers all the institutions and services that prepare, accompany and carry out young people’s transition from school into training. Regional coordination offices established as part of the project have set up structures and developed processes to make the supply and demand situation in the transition system transparent, accompany decisions more efficiently and ensure regional coordination of the various actors in this area by improving cooperative ventures and the work of committees.

The project’s regional work has resulted in the following improvements:

- improved and coordinated coordination of decision makers in the area of vocational training,
- increased transparency in regional consulting, support and funding services,
- optimised careers orientation in schools,
- an improvement in parents’ efforts to support their children specifically in making career choices and gaining a vocational qualification,
- the establishing of Education and Training Commissioners in migrant organisations who could take on a bridging role between ethnic communities and standard support structure institutions,
- a raised awareness among companies of young people with fewer opportunities and the bringing together of companies and school students at an early stage of their education,
- more targeted placement in qualification courses resulting from more precise, specific counselling,
- fewer young people in ‘holding patterns’ due to targeted funding and support strategies coordinated in a regional context and
- an increased proportion of secondary general school leavers in dual vocational training due to optimised funding and support structures.

It has been shown that constant coordination at the municipal level is necessary in helping young people manage the transition from school into training. Independent towns and districts have the best preconditions for functioning as providers of these coordinated services. Only the strong

involvement of political organisations and heads of local authorities will enable local authorities to play a role, with other actors in the transition system, as neutral but committed mediators.

**The “Qualifying modular training for adults with no vocational qualifications” funding and support initiative:**

To sustainably establish structures for training adults without vocational qualifications, targeted networking has been carried out, services, counselling and training courses for adults without vocational qualifications have been established and expanded and the public more efficiently and comprehensively informed about vocational training opportunities for adults with no qualifications. Existing standard funding and support instruments have been modified to focus more on qualifying training courses for adults without vocational qualifications that conclude with external examinations for qualifications in recognised training occupations.

Transparency in the regional funding and support landscape has been ensured through reviews of services and measures. Regionally binding quality standards have been set and consistent, modular training concepts for adults without vocational qualifications established as standard programmes in coordination with the relevant authorities, companies and other labour market stakeholders. Internet-based databases on training for adults with no vocational qualifications have been established to enable these adults to evaluate training courses designed for them, sorting them according to Federal Länder, occupational areas and recognised occupational profiles.

This industry and target group-specific approach has been specifically funded and supported in the programme’s expansion in 2010. Strategies for training adults without vocational qualifications have been designed and shorter training for adults who already have extensive specific skills has been successfully trialed for the geriatric care and nursing sector, in which there is already a clearly emerging need for skilled staff.

One important task of the funding and support initiative projects was to highlight to companies the opportunities that offering training for adults with no vocational qualifications can represent as part of companies’ personnel development and as an instrument for securing a supply of skilled workers. Over the course of the programme companies became increasingly open to training adults with no vocational qualifications. Companies have since used qualifying training for adults without vocational qualifications as a personnel development instrument with great success. Training services providers have also begun to more frequently offer in-company training for adults with no vocational qualifications.

<sup>86</sup> For more details on the results see also the 2013 Report on Vocational Education and Training p. 52

By committing and involving relevant decision-makers and other actors in existing or future strategic cooperative networks, the regions have succeeded in anchoring modular vocational training for adults with no vocational qualifications as an important education and training policy instrument in the specific regional and industry-related canon of funding and support measures. Regional quality standards have also been developed and established to serve as an orientation for training policy actors.

The “Qualifying modular training for adults with no vocational qualifications” funding and support initiative is making a sustainable training policy contribution to promoting vocational training structures and securing a future supply of skilled staff in the project regions.

### **JOBSTARTER CONNECT – trialing nationally consistent and skills-oriented training modules**

#### **Key data:**

Period: 2009–2015

Funding volume: 21.7 million Euro, ESF co-financed

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

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

This scheme qualifies 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 the transition into company-based training easier and provides for successful vocational qualification.

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

By the 30<sup>th</sup> of October 2013, around 4,300 youngsters and young adults had participated in a qualification measure using training modules in 40 regional CONNECT projects. This project funding yielded positive results<sup>87</sup>. 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 use in vocational training preparation, in funded and supported training, and in 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 company-based training**

- trainees are more useful to companies due to the consistent orientation of training courses towards dual training;
- more transparency in the qualification process and co-ordination processes among participating places of learning was intensified;
- an intensive culture of feedback developed out of the focus on skills and output, which has a positive effect on training quality and young people’s motivation;
- theoretical and practical learning can be more closely integrated through learning outcome-oriented curricula;
- meaningful and consistent documentation of the vocational skills acquired;
- as an element of external training management, training modules increase trainees’ prospects of being integrated into company-based training and having time spent in training accredited.

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

Nationally consistent training modules have proven their worth as a suitable instrument for the transparent documentation of 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.

In 2014 the BIBB was commissioned by the BMBF to develop training modules for up to 21 more occupations in addition to the existing modules for 14 training occupations.

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

#### **Key data:**

Period: 2011–2014

Funding volume: 7.35 million Euros

Internet: [www.bibb.de/de/55819.htm](http://www.bibb.de/de/55819.htm) or [www.bibb.de/heterogenitaet](http://www.bibb.de/heterogenitaet)

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

Funded by the BMBF, the Federal Institute for Vocational Education and Training (Bundesinstitut für Berufsbildung –

<sup>87</sup> See also the 6<sup>th</sup> interim report of the external evaluation of JOBSTARTER CONNECT at [www.jobstarter-connect.de](http://www.jobstarter-connect.de).

BIBB), as part of its statutory remit funds the development and trialing of models of innovative vocational training concepts (S. 90 Para. 3 Nr. 1d of the Berufsbildungsgesetz), promotes new ways into training, especially under the aspect of the increasing heterogeneity of young people old enough to be in training, so as to support small and medium sized companies involved in training.<sup>88</sup>

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

Work began on 17 model trials in the spring of 2011 and the results have been positive. The spectrum of services offered is as diverse as the dual training occupations themselves and ranges from pre-vocational measures, vocational preparation measures in companies at the outset of careers orientation, part time vocational training, training in temporary employment, direct assistance in training and the establishing of training networks (334 formal cooperative venture partners) through to increasing the attractiveness of dual training. By helping small and medium-sized companies provide dual training especially to disadvantaged young people, these schemes contribute to establishing successful “educational chains” and help prevent premature termination of training. 1,585 partners in companies are involved in these projects, which ensures that their development is specifically founded in practice. They are closely oriented towards the companies’ regional, industry and occupation-specific and heterogeneous need for support. The 334 partners cooperating on work in specific funding and support areas (with cooperation agreements) also demonstrate the broad basis of the projects’ development. Details on the instruments trialed and developed in company practice have been provided for discussion on the Internet forum for trainers at [www.foraus.de](http://www.foraus.de). To ensure that successful concepts can be transferred to other areas and knowledge derived from their findings on programme-oriented topics, the BIBB has provided accompanying scientific research on the model trials, from which a range of policy action recommendations has been derived. The projects end in March/April 2014 and most of them are set to become established schemes, with their successful ideas transferred to other fields.

#### JUGEND STÄRKEN initiative

##### Key data:

Period: since 2008

Funding volume: ESF and Federal 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 socio-

pedagogical support in managing 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 undergoing 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 ended in 2013 and with it 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 “Kompetenz-agenturen” (Competence agencies) (until June 2014). The more than 420 nationally funded youth migrant services will continue their work beyond 2013.

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), will launch the new “JUGEND STÄRKEN im Quartier” model programme, which will be implemented by selected local authorities all over Germany from the end of 2014. The programme will focus on disadvantaged urban and rural areas in which the situation for young people is particularly difficult. The model programme will incorporate proven elements from previous ESF programmes in the JUGEND STÄRKEN initiative and the national ESF “Education, economy and employment in the local neighbourhood” (“Bildung, Wirtschaft, Arbeit im Quartier – BIWAQ”) programme and further develop them into a holistic concept. Local authorities will be able to design projects to meet local needs based on four methodological modules:

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

Local authorities will coordinate and manage the implementation of the measures and work in close cooperation with

<sup>88</sup> See also the 2013 Report on Vocational Education and Training p. 54

stakeholders such as youth welfare services, Jobcenters, employment offices, urban quarter management, companies and other local partners.

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.

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

#### Key data:

Period: 2008–2014 in 2 rounds of funding

Funding volume: 184 million Euros, 124 million Euros of it ESF funding and 60 million Euros of Federal funding

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

#### Training policy goals:

This programme, which was initiated by the Federal Ministry for Transport, Building and Urban development (Bundesministerium für Verkehr, Bau und Stadtentwicklung – BMBS) and has now been taken over by the Ministry for the Environment, Nature Conservation, Building and Nuclear Safety (BMUB) specifically links investment in urban development with employment promotion measures in disadvantaged urban and local areas (areas covered by the “Soziale Stadt – Investitionen im Quartier” (Social City) urban development programme). The goal of its locally-oriented approach is to improve the social and employment prospects of the long-term unemployed and young people and develop their urban and social environment. It also focuses on strengthening the local economy by funding and supporting companies and entrepreneurial activities in these areas.

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

BIWAQ has succeeded in reaching and motivating target groups in disadvantaged areas through innovative interventions. It focuses on the 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 are a precondition of its integrated approach and are firmly established so as to secure outcomes in the long term.

At the end of the current ESF structural funding period of 2007–2013, the following results have been established:

- The qualifications and self-respect of many participants and thus their training and employment prospects have been improved.
- In the 1<sup>st</sup> round of funding (2008–2012), which ended on 31.10.2012, 135 projects in 144 programme areas in 93 municipalities were funded and supported. Most of these projects focused on young people as their main target group (about 80 %), but there was also a strong focus on long-term unemployed women and men (about 75 %).
- During the current 2<sup>nd</sup> round of funding (2011–2014), 86 projects in 112 urban development programme areas in 60 municipalities have been funded and supported.
- By the end of 2012, a total of 122,938 project participants had been supported, with 29,057 young people, 17,936 long-term unemployed people and 3,074 employees taking part in training and qualification measures.
- 1,084 project participants went back to school to gain school leaving qualifications.
- By the end of 2013, 2,782 participants had been placed in jobs in the open labour market and 1,795 more participants had been placed in training. 431 new training places and 492 new jobs in the open labour market and 1,972 new jobs in the voluntary services sector and publicly subsidised labour market were created.
- Advisory services were provided to 4,087 small and very small companies and 581 new start ups were launched.

### 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: 2008–2014 in two rounds of funding

Funding volume: 35 million Euros of BMAS funding, 53 million Euros of ESF funding

Internet: [www.esf.de/portal/generator/6610/sonderprogramm\\_bleibeberechtigte.html](http://www.esf.de/portal/generator/6610/sonderprogramm_bleibeberechtigte.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 administration to ensure the inclusion and integration of these target groups.

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

In the first round of funding (2008–2010) 43 consultancy networks were active in all Federal Länder in around 220

individual projects. Of the 10,800 participants about 25 % were young people and young adults aged up to 25 (2,818). 30 % of all 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 persons), a mini-job (880 persons) and in dual training (460 persons). Around 35 % (3,600 persons) were placed in schools, qualification and further training and prevocational measures. The employability of 64 % of participants was improved and 70 % were motivated to actively seek work.

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

The second round of funding began at the end of 2010 with 28 networks (230 individual projects) and will continue until the end of 2014

By the end of 2011 around 11,000 people had been reached in the second round of funding (61 % of them men, 39 % women). 32 % of participants are aged under 25 and 18 % are from minorities, with Roma/Aschkali the largest minority at 83 %. Most of the participants attended school, one fifth began vocational training and about 14 % began and/or completed university studies. Half the participants can now demonstrate professional experience. By December 2011, 49 %, so half of all participants, had been placed in jobs in the open labour market or in dual training. This placement rate figure is for a third of the period of the second round of funding so it should increase because some participants are still participating in measures and overall placement rates will only become clear at the end of the period.

#### **Further Federal Employment Agency (Bundesagentur für Arbeit) measures**

##### **Pre-vocational training measures**

###### **Key data:**

Standard funding support under the German Social Code (SGB III, S.s 51 to 54)

Funding volume in 2013 (SGB III) 254.4 million Euros

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

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

Young people who need extra support are prepared for vocational training in pre-vocational training measures according to the provisions of the German Social Code (SGB III). Pre-vocational training measures aim to give participants the possibility to assess and evaluate their skills and abilities in choosing a possible occupation, to orient themselves

within a range of suitable occupations and decide on one. Participants are also equipped with the skills and abilities they need to start initial vocational training so that they can be integrated into the training and labour market as sustainably as possible. This may involve the acquisition of a secondary general school certificate or equivalent school leaving qualification.

Once a need for extra support has been established, the young person can claim a basic vocational training allowance.

From the 1<sup>st</sup> of January 2013, pre-vocational training measures with a production-oriented approach were offered 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 including 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 social skills. BA funding is provided only if there is at least 50 % third-party financing. The Länder are designated co-financers.

78,285 young people in need of extra support took part in BA pre-vocational training measures in 2013.<sup>89</sup> 40.5 % of participants were in jobs subject to social insurance contributions six months after completing a measure (placement rate).<sup>90</sup>

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

##### **Introductory training**

###### **Key data:**

Standard funding support under the German Social Code (SGB III, S. 54a)

Funding volume in 2013 (SGB III and II): 41.3 million Euros  
Internet: [www.arbeitsagentur.de](http://www.arbeitsagentur.de)

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

The main intention behind introductory training is to give young people with limited prospects of being placed in training for individual reasons an opportunity to acquire or enhance their vocational skills. At the same time, introductory training offers 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

<sup>89</sup> Contains interim, estimated figures for December 2013

<sup>90</sup> Cumulative exits from March 2012 to February 2013

in daily work processes for a period of six to twelve months. Industry is making efforts to provide an 30,000 company-based introductory training places annually. Introductory training is also provided especially for young people in need of extra support, for which targeted support services such as support for trainees during training, are used (EQ Plus). Industry has made a commitment to offer 10,000 such EQ Plus places annually.

Employers receive a subsidy of up to 216 Euros monthly for remuneration of the young person in introductory training plus a flat-rate contribution towards the total social security insurance amount payable.

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

19,852 young people began introductory training in 2013.<sup>91</sup> In the 2013 Pact year companies provided 18,500 introductory training places, of which 5,000 were introductory training places for young people in need of extra support (EQ Plus).

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 entered training within six months after completing introductory training. A concluding evaluation report issued in March 2012 can be downloaded from the BMAS website.<sup>92</sup>

### 3.1.4 Further measures and programmes for strengthening dual training

#### **The JOBSTARTER training structural programme**

##### **Key data:**

Period: 2006–2013

Funding volume: 125 million Euros, ESF co-financed

Internet: [www.jobstarter.de](http://www.jobstarter.de); [www.kausa-jugendforum.de](http://www.kausa-jugendforum.de);

[www.kausa-medienpreis.de](http://www.kausa-medienpreis.de)

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

Through its “JOBSTARTER – training for the future” 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 developments with variable funding priorities.

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

In September 2013 JOBSTARTER started with 23 new projects in its 6<sup>th</sup> round of funding since the programme began in 2006. 310 projects have been supported through JOBSTARTER so far. The projects’ content is oriented towards thematic focuses in each round of funding that respond to current training market developments.

One shared feature of all JOBSTARTER projects is their focus on SMEs, which, together with regional partners, can help to improve conditions in company-based vocational training locally by working on a wide range of different facets of training.

JOBSTARTER’s current 6<sup>th</sup> funding round is responding to current vocational training developments with three funding guidelines focusing on improving transitions from school into company-based vocational training, developing the potential of more skilled workers, and integrating training and continuing training into the world of work.

In the context of the JOBSTARTER programme’s ongoing future development and the merging of the JOBSTARTER and JOBSTARTER CONNECT programmes, the BMBF has decided to consolidate the two current accompanying committees to underscore the holistic approach of its future funding and support policies.

The programme committees help develop programmes and funding guidelines and support the Federal Institute for Vocational Education and Training (Bundesinstitut für Berufsbildung) and BMBF in making decisions on project funding applications.

JOBSTARTER programme content concentrates on various issues that will advance the attainment of Training Pact goals.

#### **KAUSA local service offices**

Six KAUSA service offices opened their doors in Augsburg, Berlin, Dortmund, Cologne, Nuremberg und Stuttgart for the first time in October 2013. KAUSA, the training co-ordination office for self-employed workers from a migrant background as part of JOBSTARTER, will be responsible for the offices.

Regional advisory, information and coordination offices are a first point of contact for answering questions from self-employed workers, young people and parents from migrant backgrounds on dual training and put them in touch with competent local partners. The KAUSA service offices aim to strengthen existing networks and work together with migrants’ organisations, parents’ organisations, vocational training institutions, politics and industry and business

91 Contains interim, estimated figures for December 2012

92 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)

associations to develop strategies and anchor structures in systems that will make it possible to sustainably increase participation in training.

#### Information for parents

KAUSA has published a “Parents’ guide to training in Germany” to offer information to parents from migrant backgrounds in their native languages. The brochure, available in nine languages, informs parents about the opportunities and options of dual training in Germany, how they can support their child in choosing an occupation, and where they can find assistance and advice.

#### KAUSA expert panels

Vocational training and integration experts meet in regular expert discussions, during which an exchange of views and ideas between researchers and actors involved in day-to-day practice is encouraged and the transfer of experience secured, enabling instruments to be (further) developed.

#### The KAUSA Media Prize

The KAUSA Media Prize aims to raise the profile of migrants’ success in pursuing vocational training. The Federal Ministry of Education and Research (Bundesministerium für Bildung und Forschung – BMBF) has awarded the prize to young journalists who have made a contribution to objective and balanced reporting on people from migrant backgrounds and their training success since 2010, annually awarding prizes worth 30,000 Euros in the categories of text, audio, video and multimedia reporting.

#### Part time training in JOBSTARTER

In 2013 JOBSTARTER also raised the profile of part time training with a public relations campaign.

JOBSTARTER ran a media campaign from June to December 2013 to bring information on part time training to a wider audience, to present JOBSTARTER activities in this area, and to raise the profile of JOBSTARTER publications on this topic. Elements of the campaign included

- the provision of information to the press in press releases
- the identifying of contacts in companies providing training for editorial teams to interview,
- the placing of JOBSTARTER articles in specialist publications,
- the holding of interviews and info mail-outs to online editorial teams.

Numerous national and regional media outlets carried out interviews with the JOBSTARTER office, made use of their

research and mediation services and published print articles and TV and radio features on part time training.<sup>93</sup>

The JOBSTARTER office also helped raise awareness of the possibilities of part time training in specialist circles and in the wider public by holding lectures and participating in panel discussions at events for multipliers.

#### Training place programme for eastern Germany (Ausbildungsplatzprogramm Ost – APO)

##### Key data:

Period: 1996–2013 (successor to the “Gemeinschaftsinitiative Ost” programme, which was funded from 1993 to 1995)  
BMBF funding volume for 2013: 2.275 million Euros and the same amount in Länder funding (partly co-financed by the ESF)

##### Training policy goals:

To compensate for the lack of company-based training places in recent years, this special programme for eastern Länder subsidised additional training places for unplaced training place applicants that were not in companies but were in closely related settings. An average of 13,550 Euros was provided for each training place, of which the Federal Government paid a non-repayable amount of 6,775 Euros to the Länder. Training was funded either in recognised training occupations as defined in the Vocational Training Act (Berufsbildungsgesetz – BBiG) or the Crafts Code (Handwerksordnung – HWO) or for a school-based training course that leads to a vocational qualification under the terms of Federal or Länder legislation.

<sup>93</sup> On the 18<sup>th</sup> of September 2013, the JOBSTARTER programme office together with the Jobcenter Dortmund held the “Teilzeitberufsausbildung – Gemeinsam gute Wege gehen” (Part time training – taking the best path together) conference in the IHK Dortmund. The conference addressed all Labour Market Equal Opportunities Commissioners in SGB II and III and sought to facilitate an exchange of views and ideas on practical strategies for implementing part time vocational training and discuss solutions to challenges. During the conference a recommendation for creating the framework conditions for part time vocational training was drafted and in the concluding plenum submitted to representatives from the head office of the Federal Employment Agency (Bundesagentur für Arbeit), the BMAS and the Equality Working Group (AG Gleichstellung) of the Federal-Länder Committee under § 18c of the German Social Code (SGB II). In early November it was submitted in the Conference of Ministers for Equal Opportunities (Gleichstellungsministerkonferenz – GFMK) and is currently under discussion at the head office of the Federal Employment Agency (Bundesagentur für Arbeit). Best Practice strategies for implementing part time training developed at the conference were published on the JOBSTARTER website and are designed to provide both a better understanding of part time training and stimulating impetus.

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

This non-company training place programme for young people who are “disadvantaged in the market” was a centre-piece of training funding and support in eastern Länder from the early 1990s. An agreement between Federal and Länder governments provided additional training places for young people registered as unplaced training place applicants with the BA or other organisations providing basic social welfare under the German Social Code (SGB II) just before the beginning of the measure. The number of training places funded was negotiated annually (for the last time in April 2009) taking demographic and economic developments in the eastern Länder including Berlin into account. Given these developments, the number of training places was reduced to 5,000 training places. The estimated BMBF budget for the 2013 budget year was 2,275 million Euros.

Since the special programme began in 1996, about 188,000 extra training places with a funding volume of over 2.55 billion Euros have been provided for unplaced young people in eastern Länder and a considerable contribution made to easing the training place market in the eastern Länder.

As agreed on with the Länder, the programme expired in 2013.

**Targeted trainee placement for companies willing to train****Key data:**

Period: since 2007; currently until 31.12.2014. An extension beyond 2014 is being sought.  
 Funding volume: 2013: 7.36 million Euros (2.50 million Euros of Federal funding and 4.86 million Euros ESF funding).  
 Funding recipients also pay 20 % of costs (1.84 million Euros).  
 Forecast funding volume in 2014: 8.65 million Euros, of which 2.89 million Euros will be Federal funding and 5.76 million Euros ESF funding. Extra 20 % paid by funding recipients of (2.15 million Euros).  
 Internet: [www.foerderdatenbank.de/Foerder-DB/Navigation/Foerderrecherche/suche.html?get=25f90ac32a57b3de54914814e0911518;views;document&doc=9547](http://www.foerderdatenbank.de/Foerder-DB/Navigation/Foerderrecherche/suche.html?get=25f90ac32a57b3de54914814e0911518;views;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 companies by helping them recruit suitable trainees and ensuring that their need for skilled staff is met.

The project offers companies 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 programme has been expanded to include consultation for small and medium sized companies on creating a culture of welcome for European trainees (since 2013) and for skilled staff from outside Germany (since 2014).

The goal is to secure precisely adapted consultation and placement services for SMEs, especially those in the skilled trades and service sectors, thereby contributing to meeting their future needs for skilled employees.

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

From 2007 until 31.12.2013 more than 200,000 consultations were held with companies. Around 450,000 consultations were held with young people, while over 57,000 young people were placed in training and 5,350 in introductory training.

**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 provided with targeted consultation and contacted about training places and are free to register any of training places they are offering. The Federal Employment Agency (Bundesagentur für Arbeit) supports the consultation and placement process for the purposes of targeted placement with a 4-phase model. This integration concept is applied comprehensively to groups defined in the German Social Code (SGB II and SGB III). A profile of a client's strengths and weaknesses is first created together with the client, then a common set of goals is identified and a shared strategy on how to reach the goals is agreed on. Implementation begins with a binding integration agreement. This “integration roadmap” is subsequently reviewed in every interview.

**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): 97.4 million Euros  
 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 granted 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.

#### Results of funding:

An annual average of 54,931 young people were provided with support during training in their vocational or introductory training by employment offices and Jobcenters in 2013.<sup>94</sup> This prevented dropouts, stabilised training conditions and meant that more trainees successfully completed training. 76.5 % of the participants were in a job subject to social insurance contributions within six months after completing the measure (placement rate).<sup>95</sup>

#### Noon-company vocational training

##### Key data:

Standard funding support as defined in the German Social Code ( SGB III, §§ 74, 76 to 80)  
Funding volume in 2013 (SGB III and II): 489.3 million Euros  
Internet: [www.arbeitsagentur.de](http://www.arbeitsagentur.de)

Non-company vocational training is training that is provided not by a company but by a training provider. Support and funding during vocational training is essentially only 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. Efforts are made during the measure to transfer the young people into company-based training.

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

In 2013 an average of 43,551 young people took part in non-company vocational training funded by an employment office or Jobcenter.<sup>96</sup> For details on the number of newly concluded training contracts in 2013 please see Chapter 2.2 on “Newly concluded training contracts according to structural features”. 40 % of the participants were in a job subject to six months after completing a measure (placement rate).<sup>97</sup>

#### BAföG and basic vocational training allowance

##### Key data:

Standard funding support as defined in the Federal Training Assistance Act (Bundesausbildungsförderungsgesetz) and Social Code (SGB III)

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

##### Training policy goals:

Financial support is provided during training and Federal Employment Agency pre-vocational training measures to 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 2013<sup>98</sup> an average of 90,321 people undergoing vocational training and 30,607 undergoing pre-vocational training measures were funded with a basic vocational allowance.

#### Funding for residential homes for young people

##### Key data:

Standard funding support as defined in the German Social Code SGB III, S.s 80a, 80b

Funding volume in 2013 (SGB III): 1.4 million Euros

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) passed on the 1<sup>st</sup> of 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 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 Euros available for each home. Those running the facility or a third party must also partly meet the costs to an appropriate extent. The Federal Employment Agency (BA) passed a youth residential home regulation (Anordnung Jugendwohnheime) to more closely regulate implementation of this funding scheme on the 13<sup>th</sup> of July 2012.

In 2013 the BA provided funding for the structural repair and renovation of 4 residential homes for young people.

94 Contains interim, estimated figures for December 2013. Due to the process involved the estimated results may be overstated

95 Cumulated exits March 2012 to February 2013

96 Contains interim, estimated figures for December 2013

97 Cumulated exits March 2012 to Februar 2013

98 As of February 2014, period of January 2013 to November 2013

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

#### Key data:

Period: BMBF since 1973 (BMWI from the end of the 1950s)  
 BMBF funding volume in 2013: 40 million Euros, + BMWI (29 million Euros), Länder and equity capital  
 Internet: BMBF/BiBB [www.bibb.de/de/5257.htm](http://www.bibb.de/de/5257.htm);  
 BMWI/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:

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.

The development of ÜBS/Competence Centres into education and training providers and knowledge transfer agencies for SMEs is part of the Federal Governments qualification initiative and anchored in the Coalition Agreement.

Integration with consultancy, information and technology transfer services is designed to reinforce their education and training remit and further develop particularly suitable ÜBS into Competence Centres (Kompetenzzentren – KomZet).

Joint BMBF/BMWI guidelines on funding and support for ÜBS and its further development into Competence Centres came into force on the 24<sup>th</sup> of June 2009. They are usually funded by one Federal Ministry, depending on the predominant use of the training centre.

If the centre is used mainly for training, the BMBF/Federal Institute for Vocational Training (Bundesinstitut für Berufsbildung) is responsible for its funding.

If the centre focuses on continuing education and training, funding is provided by the BMWI/Federal Office for Economic Affairs and Export Control (Bundesamt für Wirtschaft und Ausfuhrkontrolle).

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

In 2013 the BMBF was again involved in funding 100 projects while the BMWI provided funding for 34 projects.

More than two thirds of young people trained in small and medium sized companies (SMEs) are trained in the dual system so ÜBS plays an important role in the dual system especially for small and medium sized enterprises. In addition to companies and vocational school, they supplement vocational training with practical inter-company training courses. ÜBS not only improve the quality of training in accordance with modern standards, they also create the pre-

requisites for companies that have not engaged in training to offer training places.

ÜBS/Komzet also sustainably contribute to improving the performance and competitiveness of SMEs, especially in the skilled trades sector. They offer small and medium sized enterprises continuing training and education courses at affordable prices, helping to secure and strengthen the supply of skilled staff in small and medium sized companies.

Germany's comprehensive ÜBS network gives the country a unique infrastructure by international standards. The centres act as "lighthouses" in their specialist areas. Because they are equipped with the most modern technology and closely connected to companies, KomZet are able to 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.

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

#### Key data:

Period: since 1952  
 Funding volume: 45 million Euros p. a.  
 Internet: [www.BMWI.de/BMWI/Navigation/Mittelstand/handwerk,did=210402.html](http://www.BMWI.de/BMWI/Navigation/Mittelstand/handwerk,did=210402.html)

#### 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 the 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 adapt vocational training to 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.

42 Million Euros was provided to fund around 48,000 courses for 425,000 participants in 2013.

### 3.1.5 Modernising vocational training and increasing its attractiveness

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

##### Key data:

Period: November 2011 until the end of 2013

Funding volume: 9 million Euros (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. The campaign was supported by the business and industry groups involved in the Training Pact and reached its scheduled end in 2013.

The campaign’s main goals were to raise public awareness of the attractiveness of dual training and the diverse range of opportunities that ongoing vocational training offers and attract high-achieving young people and adults to dual training.

The information campaign consisted of three integrated campaigns:

1. an overarching campaign run by both Federal Ministries and included several modules,
2. a separate BMWI campaign – “Best of Ausbildung – BOA (The best of training)” and
3. a separate BMBF campaign – “Berufliche Weiterbildung: Energie für Ihren Erfolg” (Continuing vocational training – the energy for success)

As well as development of the “Berufliche Bildung – praktisch unschlagbar” ‘brand’, joint campaign measures included:

- creating the [www.praktisch-unschlagbar.de](http://www.praktisch-unschlagbar.de) campaign website to inform young people, teachers, parents, employees and employers about the benefits of vocational and continuing training in the context of qualification, occupational and career prospects,
- establishing social media communications with a “Praktisch unschlagbar” Facebook page and a YouTube channel for the campaign to present information, videos and interactive activities on the issue of vocational training,
- a national “info-tour” in three “info-mobiles” designed by teams of trainees stopping at schools, companies, at trade fairs and in public squares to give all interested parties direct answers to their questions on vocational and continuing training,
- a national advertising, press and media campaign with posters in major German cities, advertising, and a press and media campaign accompanying the “info-tour”,
- central events such as a main event with Pact partners and experts in 2012 and presence at trade fairs as well as events and a programme of events on stage at the WorldSkills Leipzig 2013,
- Publications such as flyers, the Partner Brochure in 2012 and an image brochure in 2013.

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

The joint information campaign can report success in a range of areas. So far it has achieved

- 176,000 visits and 613,000 hits on the campaign website,
- 5,000 friends on its Facebook page and 5,700 views of its YouTube channel,
- 170 stops in 59 cities on the “info-tour”, reaching 220,000 people all over Germany and informing and advising around 12,800 people,
- publication of 250 press reports in mainly regional newspapers to accompany the “info-tour”,
- more than 300 participants addressed at the main event in 2012 and 30,000 young people reached and another 300 provided with detail counselling in less than a week at the 2013 WorldSkills in Leipzig.

This success has inspired plans to extend the information campaign, but a decision will only be made after the formation of the new government subsequent to elections.

### 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 the lead-management of the BMFSFJ and 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. Its goal is to bundle the forces of all the stakeholders in geriatric care in a joint initiative and agree on concrete measures to strengthen initial and continuing vocational training and increase the attractiveness of the vocational and professional field of geriatric nursing and care.

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 kommunale 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 (Bundesagentur für Arbeit).

1. Target agreements on following fields were formulated in the agreement's 50-page text.
2. Intensifying training efforts and increasing capacity in instructions and schools as required
3. Making use of the potential for training adults with no vocational qualifications in geriatric care and nursing
4. Promotion of continuing training by employment offices and Jobcenters
5. Further developing geriatric care and nursing professions
6. Improving recognition of geriatric care and nursing qualifications acquired outside Germany

7. Ensuring a balance between family and career/family and training in the geriatric care and nursing sector
8. Making working conditions in the geriatric care and nursing field more attractive
9. Raising awareness of the importance of these professional fields with a public relations campaign
10. Improving the overall conditions for geriatric care and nursing
11. Taking advantage of (employee) freedom of movement (in the EU)

Among the many specific target agreements were also agreements on

- a phased increase in trainee numbers in every year of the training campaign by 10 %,
- the reintroduction of support and funding for threeyear retraining from the Federal Employment Agency (Bundesagentur für Arbeit) while also extending the options for shortening training for those with pre-existing skills,
- upgrading the qualifications of up to 4,000 care and nursing aides to make them geriatric nurses,
- enhancing the attractiveness of this occupation field by increasingly promoting health, providing a more balanced mix of personnel, offering performance-based pay, and
- a joint campaign to strengthen appreciation of these professions in society.

On the 13<sup>th</sup> of December 2012 the 30 project partners signed the text of an agreement on a “Geriatric care training and qualification campaign” as the first “Geriatric Care Training Pact”. The measures agreed will be implemented during its three-year period until the end of 2015.

#### Results:

The signing of the agreement text was also the starting signal for 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 for the launch of a new geriatric care and nursing training information website ([www.altenpflegeausbildung.net](http://www.altenpflegeausbildung.net)), thereby implementing one of the target agreements in the text of the agreement on the geriatric care training and qualification campaign. The “Beratungsteam Altenpflegeausbildung” advises care and nursing facilities, geriatric care and nursing schools and anyone interested in geriatric care and nursing training in all regions of Germany on Federal and Länder statutory issues and organises training alliances and networks.

The Federal Government has also implemented major “Geriatric care training and qualification campaign” measures since then.

The “Act to strengthen initial and continuing vocational training in geriatric care and nursing” (Gesetz zur Stärkung der beruflichen Aus- und Weiterbildung in Altenpflege) of the 13th of March 2013 again enables employment offices or Jobcenters to grant those starting training from 1<sup>st</sup> of April 2013 to the 31<sup>st</sup> of March 2016 three years of funding for retraining as geriatric nurses. At the same time, the options available for shortening training for those with pre-existing skills have been extended in amendments to of S. 7 of the Altenpflegegesetz.

From the 2013 reporting year care and nursing statistics will include more details on employees and trainees in geriatric care and nursing, such as the year that those working in care and nursing facilities were born, the type of training they have completed (initial training or retraining) and the year they started training. This will create a better basis for further planning and training policy measures.

The campaign partners have also begun implementing a diverse range of measures.

To highlight the campaign’s success and give all the partners an opportunity to review, supplement or continue their contributions to it, an interim report will be published at the end of 2014. The overall outcomes of the “Geriatric care training and qualification campaign” will be presented during a joint closing event in 2016.

### **New and modernised training regulations**

Technological, economic and social developments and especially information and communications technologies are constantly changing the modern world of work. Remarkable changes have also occurred in recent years in many other areas of production, such as trade, the skilled trades, the services industry and in agriculture.

This continuous change requires that existing vocational training regulations be regularly updated and new training courses be developed because only this updating will enable skilled workers to adapt to the constantly changing world of work and negotiate their way through it successfully.

On the 1<sup>st</sup> of August 2013 2 new and 12 modernised training regulations as defined in the BBiG/ HWO came into force. Over the past decade 149 occupations have been modernised and 29 occupations newly created.

The new and modernised training regulations<sup>99</sup> (for 2013) were as follows:

New training occupations:

- **Skilled metals technology worker**  
Two-year vocational training in the areas of construction and installation technology, milling machine and forming and wire technologies in industrial enterprises and commercial companies.
- **Stamp, punch press and forming mechanic**  
Three-year vocational training in the areas of vehicle building, machinery and plant operation, and renewable energies.

Modernised training occupations:

- **Industrial mechanic**  
Three-year vocational training in the area of manufacturing and installing industrial series products.
- **Aircraft electronics technician**  
Three and a half-year vocational training in aircraft and aerospace industry companies, in airlines and in maintenance companies or with the military.
- **Aircraft mechanic**  
Three and a half-year vocational training in the specialisations of production maintenance and aircraft engine technology in the aircraft and aerospace industries.
- **Vehicle mechatronics technician**  
Three and a half-year vocational training focusing on car, commercial vehicle, systems and high voltage technologies and vehicle body technologies with vehicle manufacturers and services companies in the areas of planning, maintenance, testing, diagnosis, repairs and vehicle equipping and refitting.
- **Plumber**  
Three and a half years of vocational training in a skilled trades firm in the building installation industry.
- **Digital and print media designer**  
Three-year vocational training in the specialisations of consultancy and planning, conception, visualisation, design and technology in trade and industry with agencies, publishers and marketing and communications companies.

<sup>99</sup> You can download more information on the occupations from the Internet at [http://www2.bibb.de/tools/aab/aab\\_neue\\_berufe.php](http://www2.bibb.de/tools/aab/aab_neue_berufe.php)

- **Milk industry laboratory technician**  
Three-year vocational training in milk processing and other food companies.
- **Orthopaedic technician and mechanic**  
Three-year vocational training with a focus on prosthetics, individual orthotics and individual rehabilitation technologies in the field of orthopaedic technology in rehabilitation workshops and health care product suppliers.
- **Plant technologist**  
Three-year vocational training in public institutions, private plant breeding companies, testing and plant breeding facilities and in agricultural and botanical testing laboratories.
- **Ship's mechanic**  
Three-year vocational training in shipping companies, in coastal and ocean shipping businesses, and in sea freight and passenger shipping companies.
- **Wine technologist**  
Three-year vocational training in wine growing cooperatives, with vintners and sparkling wine producers, in viticulture companies and in wine industry education and research facilities.
- **Materials tester**  
Three and a half-year vocational training in the specialisations of metals, plastics, heat treatment and systems technologies in industrial companies, with raw materials manufacturers and compounders, and in processing companies

A start was also made on modernising the content in another 20 training regulations, which are scheduled to come into force in 2014.

### 3.2 Improving employability through continuing vocational education and training and lifelong learning, promoting transfer opportunities in the education and training system

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 of. The country needs to make use of all the potential available 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 major vocational and company-based training stakeholders.

Demographic change will transform Germany in coming decades. The country's population is ageing and declining and society is becoming more diverse. It is becoming more essential than ever to hand on skills and experience and transfer knowledge between the generations.

As part of the Federal Government's response to demographic change, it has launched a comprehensive dialogue process with its "Jedes Alter zählt" (Every age counts) demography strategy. Like the European Union, with its Strategie Europa 2020, it believes that continuing training is increasingly important to ensure dynamic, innovative economic development so it appeals to employees and companies to engage in qualification and continuing training to ensure economic success and future competitiveness. In the interests of securing a supply of qualified skilled staff through continuing training, the Federal and Länder governments, Social Partners and researchers in the "Continuing training" working group of the Demography Strategy have identified needs for action and key implementation aspects

in a continuing training policy that takes demographic change into account. An initial review of this cooperative venture was presented at the Federal Government's second Demography Summit on the 14<sup>th</sup> of May 2013. Effective responses to demographic developments cannot however be implemented from one day to the next, so these approaches should be regarded as interim stages in a long term process.

The current European Adult Education Survey 2012 (AES), which the BMBF commissioned TNS Infratest Sozialforschung to carry out in Germany, shows that the rate at which 18 to 64 year-olds in Germany participated in continuing training reached its highest level, 49 %, in 2012. More than a third of 18 to 64 year-olds had participated in company-based continuing training and it has decisively contributed to increasing participation in continuing training in recent years. Employers paid the direct costs of continuing training for almost seven out of ten continuing training activities and they were carried out either wholly or partly during working hours.<sup>100</sup>

The results make it clear that company-financed continuing training is a vital part of lifelong learning. The fourth European Continuing Vocational Training Survey (CVTS4)<sup>101</sup> found that in 2010, 73 % of companies in Germany offered continuing training in the form of courses or in other forms (+4 percent), the participation rate of employees in continuing training courses rose by 9 percent to 39 % and the amount companies spend on continuing training grew to 0.8 % (from 0.6 %) of total labour costs (compared with the 2005 figures). Compared with the other countries surveyed, Germany ranked in the middle of the field in 2010, as it did in 2005.<sup>102</sup> Small companies are usually less active in the area of continuing training than large ones. Those that do offer continuing training however, involve almost half their employees in training measures, as do larger companies.

In coming years it will be increasingly important to continue the current positive continuing training participation trend and further improve the conditions for active participation in continuing training in and outside companies. This will also involve highlighting the positive prospects and opportunities that continuing training brings for individuals, companies and Social Partners. Particular attention must be paid to people with lower qualification levels, whose participation in continuing training is lowest, and to the specific needs of small and medium sized enterprises. In the areas for action identified by the "Continuing training"

interdisciplinary working group of the Federal Government's Demography Strategy, the following challenges for an active continuing training policy, with its incentivising instruments and regulatory functions, will emerge.

### **Creating transparent and systematic structures and standards**

Offering services in a transparent way, making continuing training qualifications broadly applicable, quality assurance, and reliable consultancy structures have emerged as essential factors in making active use of continuing training measures. This entails creating new structures based on general binding standards so that better use can be made of the possibilities and opportunities offered by the heterogeneity of the continuing training landscape and the diversity of services offered by the various providers.

The **German Qualification Framework (Deutschen Qualifikationsrahmen – DQR) for lifelong learning** provides a comprehensive profile of formal qualifications available in all areas of Germany's education and training system, including schools, vocational training, university training and education and continuing training, for the first time. It makes the German education and training system more transparent.

The signing of a joint declaration on the German Qualification Framework (DQR) formed a basis for its launch on the 1<sup>st</sup> of May 2013. In the appendix to the joint declaration the formal qualifications classified in the consensus are shown in a table. It classifies two-year dual vocational training qualifications at DQR Level 3 and three and three and a half-year training qualifications at DQR Level 4. IT specialist training and the advanced training qualifications of certified motor vehicle service mechanic and certified cycle service technician are classified at DQR Level 5. University Bachelors degrees and the advanced training qualifications of business administration specialist (certified), business specialist (certified), Master craftsman (certified), Operative Professional (IT) (certified) qualifications and those from trade and technical schools (state certified) have been classified at DQR Level 6. University Masters degrees and the two certified Strategic IT Professional qualifications are classified at DQR Level 7. The classification of advanced training qualifications at DQR Levels 6 (Bachelors level) and 7 (Masters level) highlights the equivalence of vocational and academic training and education. General educational qualifications will not initially be included in the DQR.

Initial training and continuing vocational training certificates issued from January 2014 will contain information on the level of individual qualifications in the German Qualification Framework (DQR).

<sup>100</sup> Further analyses based on AES can be found in Chapters B1.1.1 and C of the 2014 Data Report.

<sup>101</sup> Survey of companies with 10 or more employees in selected industries. Further analyses based on CVTS4 can be found in Chapters B1.2.2 and C of the 2014 Data Report.

<sup>102</sup> Further analyses based on CVTS4 can be found in Chapter C of the 2014 Data Report.

The “**Local learning programme**” was set up to strengthen local education and training structures and develop comprehensive local education and training management that will also include regional training stakeholders. In 2013 the first structural steps in this area were taken. The transfer phase of “Local learning” will analyse previous continuing training experiences. A national exchange of ideas and experience around continuing training, which will also include services offered under the “Continuing education bonus” scheme, is also being organised.

Quality assurance processes have now become established in continuing training. They are based on Quality Management systems, whose basic models were originally developed in and for the private manufacturing and service industries, and have been adapted for education and training. The strengthening of the role of continuing training participants in the quality assurance process inherent in these systems will also shift regulative functions in the generally lightly regulated continuing training sector towards a market management level. In recent years, certification and accreditation processes based on QM systems have become crucial to the market competitiveness of education and training providers.

Since 2009, the **Upgrading Training Assistance Act (Aufstiegsfortbildungsförderungsgesetz – AFBG)** has required education and training providers to demonstrate that they are suitable to carry out a particular continuing training measure. This is done by means of a certificate confirming that the education and training provider is accredited by AZAV (Akkreditierungs- und Zulassungsverordnung Arbeitsförderung – central accreditation office of the Federal Employment Agency) or use of a quality assurance system. In the case of the **Continuing training bonus**, whose vouchers fund less expensive individual continuing vocational training measures, suitability for individual measures can be demonstrated on the basis of criteria such as teacher and trainer qualifications, course planning and course evaluation.

Based on the Federal Government’s lifelong learning concept, which adopts the recommendations of the Committee on Innovation in Continuing Training (Innovationskreis Weiterbildung – IKWB) on making the continuing training market transparent and bundling existing consultancy structures, the BMBF launched the “Weiterbildungsberatung: Servicetelefon und Internetportal” (Continuing training consultancy: phone hotline and Internet site) and “Beratungsqualität” (consultancy quality) projects.

The BMBF’s “**Weiterbildungsberatung: Servicetelefon und Internetportal**” (Continuing training consultancy: phone hotline and Internet site) project aims to improve the transparency and accessibility of continuing training consultancy. The “Beratungsqualität” (consultancy quality) joint project promotes the development of quality characteristics for consultancy on training and education, professions and

employment and the development of a quality development framework for institutions involved in consultancy. German representatives (Federal and Länder governments, the BA, nfb) will contribute with their national experiences gained in the “Beratungsqualität” (consultancy quality) project to the European consultancy network “European Lifelong Guidance Policy Network (ELGPN)”, also internationally verifying their results within the ongoing European discourse on education and training.

### **Attracting and developing all available potential to secure a supply of skilled workers**

In order to secure Germany’s future as a centre for business and employment in the long term, the skills of all adults must be developed and more people motivated to take part in continuing vocational training, so it is essential that adults all have adequate basic education. An inability to read and write impairs the personal development of those affected and often creates occupational barriers.

The OECD’s most recent education study, the “**Programme for the International Assessment of Adult Competencies (PIAAC)** on adults’ basic competencies (reading, everyday maths skills and routine problem solving abilities) found that 18 % of adults in Germany had very low-level reading skills. It also showed that a relatively large number of adults cannot adequately participate in social life without restriction due to a lack of these elementary skills. The findings of the “leo. – Level-One-Study” published by Hamburg University the spring of 2011<sup>103</sup>, provided the first reliable figures on the extent of functional illiteracy<sup>104</sup> in Germany. In addition to continuing preventative measures and improving education in schools, investment in education for people with the lowest skills levels that will enable them to acquire and maintain skills must be increased.

As well as the national **BMBF information campaign “Lesen und Schreiben – Mein Schlüssel zur Welt” (reading and writing – my key to the world)**, 54 more projects in the BMBF’s “**Arbeitsplatzorientierte Alphabetisierung und Grundbildung Erwachsener**” (alphabund) (workplace-based literacy and basic education for adults) funding priority are

<sup>103</sup> In 2011 the “leo. – Level-One Study”, which was funded by the BMBF, provided the first reliable figures on the extent of functional illiteracy in Germany. 7.5 million people aged from 18 to 64 cannot read or write a contiguous text. Two million of them find it hard to read and write individual words.

<sup>104</sup> Functional illiteracy is when the writing skills of adults are lower than the minimum requirements expected as a matter of course in managing occupational and social requirements and that guarantee participation in society. Those in the field speak of “deficits at the textual level”, i.e. a person can read or write single sentences, but not contiguous texts, not even short ones, so those in “simple jobs” for example, may be unable to read written instructions.

tackling the challenge of functional illiteracy among adults in Germany. This funding priority's central activities include raising awareness of the issue among contact persons in the employment and social environment of those affected, thereby strengthening their ability to offer competent assistance, and recruiting companies to offer workplace-oriented literacy and basic education courses as part of company-based training.

To attract high-achieving young people and adults to continuing vocational training, the BMBF, under the aegis of the **“Berufliche Bildung – praktisch unschlagbar” (Vocational training – practically unbeatable) information campaign**, launched the **“Berufliche Weiterbildung: Energie für Ihren Erfolg” campaign (vocational training – the energy for success)** in early 2012, and it continued to offer a diverse and service-oriented information service for a specific target group in 2013.

#### **Promoting equality of opportunity and social participation**

Low-skilled and unskilled workers can increase their occupational opportunities through the subsequent acquisition of a vocational qualification. To actively develop the potential of people with low-level qualifications and support their participation in society, the BA is making efforts to increase their participation in continuing training courses that provide vocational qualifications. Since 2011, numbers of those starting continuing training that results in a vocational qualification has grown steadily and in 2013 there were around 49,000 new entries. This represents around 15.5 % of all funded continuing vocational training and is the highest figure since 2005.

The continuing training instruments and projects funded under the terms of the German Social Code (SGB) are offered to a range of different people. The **Initiative zur Erstausbildung junger Erwachsener (Initial training for young adults initiative)** for example, aims to significantly increase qualification rates among 25–34 year-olds and is available not only to the unemployed, but also to employees with no vocational training. The **Further education for people with low qualifications and older employees (Weiterbildung Geringqualifizierter und beschäftigter Älterer in Unternehmen – WeGebAU)** programme supports older employees in small and medium sized enterprises and workers with low-level qualifications in gaining vocational qualifications, while the **Initiative for responding to structural change (Initiative zur Flankierung des Strukturwandels – IFLaS)** is specifically designed for people returning to work and has been helping them return to jobs subject to social insurance contributions since 2012.

The **ESF programmes Vocational training without borders (“Berufsbildung ohne Grenzen”)** and **“Integration through exchange” (“Integration durch Austausch” – IdA and IdA II)** address disadvantaged young people with fewer chances

on the labour market, offering them personal development opportunities by sending them to another EU country for work experience.

Funding and support for the acquisition of vocational qualifications is also offered in the BMBF's “Perspektive Berufsabschluss” and “Jobstarter Connect” structural programmes.<sup>105</sup> The **“Abschlussorientierte modulare Nachqualifizierung” funding initiative, part of the “Vocational Qualification Perspective” (“Perspektive Berufsabschluss”)** programme, promotes qualification-oriented training as an instrument of personnel development in companies and focuses existing standard support instruments more on qualification-oriented training for adults that ends with participation in external examinations for qualifications in state-recognised training occupations. **“JOBSTARTER CONNECT”** provides qualification opportunities for low-skilled and unskilled young adults through consistent national and skills-oriented training modules, which are offered using existing education and training funding and support structures. Documentation of the vocational competencies acquired helps trainees succeed in gaining a vocational qualification.

#### **Further modernising training and enhancing its attractiveness**

Updating and upgrading training are still at the heart of continuing vocational training. Updating training renews skills or adapts them to new technical developments. Upgrading training, in contrast, leads to higher level qualifications and trainees who successfully complete it are qualified as master tradespersons or technicians.

**Additional qualifications** are also offered during initial training to anyone wanting to improve their occupational and career prospects. They are provided to those training in a state-recognised training occupation in the dual system and supplement training with additional content not prescribed in training regulations. They are carried out during vocational training or begin immediately after completion of training, at most six months later, are offered for a specific minimum period, and can be verified by a certificate from a company, a training provider or a trades and industry chamber.

Another important continuing training sector is regulated continuing vocational training, especially those courses based on the provisions of the Vocational Training Act (Berufsbildungsgesetz) and Crafts Code (Handwerksordnung) (upgrading training based on **further training regulations**).

<sup>105</sup> A more detailed description of this BMBF programme can be found in **Chapter 3.1**

These statutory regulations set out the testing requirements for advanced vocational training qualifications so the resulting qualifications are much higher than those provided in vocational training and enable trainees to fill higher-level specialist and managerial roles. One of their unique quality features is that they meet companies' current and future qualification needs because their content is designed largely by experts from the respective fields who are appointed by business and industry and Social Partners. They are also continuously reviewed to ensure that they are a "good fit" and are modernised where necessary.

Those completing upgrading training can look forward to good career development paths and companies that factor in this kind of continuing training can save on recruiting and development costs in employing staff. It would seem however that a personnel policy based on vocational initial and continuing training is not a matter of course. Regulated continuing vocational training can also be used to manage the increasing competition among various forms of training and education, especially university courses. In future it will be more vital than ever to highlight the prospects offered by continuing vocational training qualifications to companies and potential trainees (school leavers, employees, those completing training). It will also be essential to keep upgrading the system by introducing new regulations and amending existing ones because the dual vocational training system's attractiveness depends largely on its ability to offer trainees interesting and attractive opportunities for development, especially through continuing vocational training. The classification of advanced training qualifications in the German Qualification Framework (Deutschen Qualifikationsrahmen – DQR) at the same level as a university Bachelors degree makes the value of this kind of training clear.

### **Developing flexible, individual services and increasing the opportunities for transfer between education and training sectors**

The European Union's recommendations on the "Validation of non-formal and informal learning" require member states to establish (national) processes for validating and accrediting skills acquired in a non-formal and informal way by 2018. These processes should be designed so that recognised verifications of skills acquired in informal and non-formal learning contexts are certified as qualifications and/or partial qualifications. It is recommended that measures be designed for disadvantaged groups in the labour market, that accompanying quality assurance measures are carried out, consultancy options offered and personnel to do this qualified appropriately. The standards for recognising these skills should be developed like those of formal training standards. Implementation in member states will be monitored by the Advisory Group for the European Qualifications Framework. To help member states implement the recommendations,

the EU Commission and Cedefop are currently re-working the 2009 "European guidelines for the validation of non-formal and informal learning", publication of which is scheduled for the spring/summer of 2014.

In 2013 the BMBF set up a "**Validation**" working group, which begun bundling the expertise of actors active in this area from the fields of politics, practice and research in the discourse and, based on their joint work process, to institute a coordinated skills recognition process.

Germany's dual training system and tertiary education institutions are excellent, yet the world of work's increasing demands and the need to secure a supply of skilled workers and provide optimum and individual talent development mean that opportunities for transfer within education and training sectors and between vocational and academic initial and continuing training and education must also be improved. While measures have hitherto focused on improving transitions within and around the dual system and on the transition of holders of vocational qualifications into tertiary education institutions, closer integration between education and training sectors in both directions will be required in future.

In projects in the **BMBF's DECVET pilot initiative**, which were completed the 2012, processes for describing, evaluating and transferring learning outcomes and skills at four central vocational training interfaces were developed and trialed. Since other publicly funded programmes and initiatives also aim to improve opportunities for transfer within and between education and training sectors, representatives from these programmes/initiatives were brought together in a group of experts on the initiative of the BMBF to reflect on the results and experience gained in the programmes/initiatives and to work out broad-based conclusions and fundamental points that could function as recommendations for further developing the vocational training system at its central interfaces. The concluding report on this exchange of experience and ideas was published in November 2013.

The "Regulations on funding measures from vocational into university education and training ("Richtlinie zur Förderung von Maßnahmen für den Übergang aus der beruflichen in die hochschulische Bildung")" issued on the 18<sup>th</sup> of April 2011 are the BMBF's response to findings from the **ANKOM funding initiative** (transitioning from vocational into university education and training). These regulations prescribe funding and support for measures in 20 projects that help those with vocational qualifications successfully complete university courses.

The "**Advancement through education: open universities**" competition is held to establish the development, trialing and monitoring of a sustainable provision of demand-oriented and needs-based lifelong scientific learning courses in

universities designed for working adults, including Bachelors and Masters courses (continuing education or certification courses). As well as developing these, there is also a focus on support measures (consultancy), access to university courses and accreditation issues so the competition helps open up university education to a wider range of target groups.

The BMBF is funding investigation into the possibilities of **integrating vocational and academic education and training into Level 5 of the German Qualification Framework (Deutschen Qualifikationsrahmen – DQR)** and developing shared education and training courses linked with a consultancy concept tailored to specific target groups in two pilot projects.

### Securing financing for continuing training

The BMBF provides targeted support for individual continuing training through incentives such as the Continuing education bonus, measures defined in the Upgrading Training Act (Aufstiegsfortbildungsförderungsgesetz – AFBG) and the continuing training and upgrading scholarship, supplementing the comprehensive range of services offered by the Federal Employment Agency (Bundesagentur für Arbeit) and Länder and municipal governments.

The **Continuing education bonus** helps increase the participation rate in continuing training of groups of people who have been underrepresented in this area and who have hitherto been unable to participate in it for financial reasons. It funds continuing training with specific occupational content as well as training that improves employability generally (such as basic education, languages, etc.). The Continuing education bonus is also designed to raise awareness of the importance of ongoing training and education and encourage individual initiative in the long term.

Measures prescribed in the **Upgrading Training Act (Aufstiegsfortbildungsförderungsgesetz – AFBG)**, financed jointly by the Federal and Länder governments, secures an individual's legal entitlement to funding and support for upgrading vocational training, i.e. Master craftsman's courses or other courses that prepare participants for a comparable advanced qualification. These offer participants an opportunity to qualify for more responsible roles and strengthen the motivation of young skilled workers to participation in further training.

**Continuing training grants** support young people in gaining advanced vocational qualifications after they have successfully completed vocational training. It funds specialist and multi-disciplinary continuing training that builds on their previous training or occupational experience.

**Upgrading scholarships offer** people with occupational experience who have gained access to tertiary education through training, advanced training or professional practice financial support to enable them to embark on a further qualification courses at university. They are therefore also an instrument for improving opportunities for transfer between vocational and academic education and training.

### Promoting innovation through research and development processes

Among the issues investigated through expanding research into continuing training are the (innovative) forms of learning and services that can be used to reach people who have become unused to learning and increase their participation in ongoing training.

The **“Handlungsstrategien für die berufliche Weiterbildung” (strategies for action on continuing vocational training) research study**, which was commissioned by the BMBF and developed by the BIBB together with the Sociological Research Institute at Göttingen University (SOFI) and the Research Institute for Vocational Education and Training (Forschungsinstitut Betriebliche Bildung – f-bb), was completed in January 2013 and published in May 2013 in the BIBB's “Berichte zur beruflichen Bildung” (reports on vocational education and training) publication series. Based on discussions in six thematic workshops with experts from the fields of research and continuing training practice in companies and education and training providers on important areas of action in continuing vocational training, the experts formulated central needs for action to establish modern continuing vocational training and analysed them to determine their relevance for the future prospects of continuing training policy and research. This analysis confirmed increase in continuing training's importance in education, training and social policy areas for the development of society and the economy, for meeting the economy's need for skilled staff, for personal development and for individual participation in social processes as formulated in the Federal Government's Demography Strategy and Demography Summit process. The particular value of this expert analysis lies in its identification and determination of needs for action that can contribute to ensuring continuing training policy's future effectiveness and capacity to respond to demographic change. A need for further innovative continuing training research and development was also formulated because it could make continuing vocational training a more active part of workers' individual educational, training and occupational biographies.

### 3.2.1 Measures and programmes to promote transparency, systematic structures and standards

#### Development of a German Qualification Framework (GQF)

After development phase lasting several years, the GQF was launched in May 2013 after the signing of the Gemeinsamen Beschlusses on the GQF by the BMBF, BMWI, the Conference of Ministers of Education and Culture (KMK) and the Conference of Ministers of Economics (Wirtschaftsministerkonferenz – WMK). Like the EQF, the draft GQF consists of eight Levels that are defined by a Level Indicator and the required specialist and personal skills. All Levels are designed to be reached through various education and training paths, including vocational training, so the GQF basically has an orientation function. The classification of qualifications in the German education and training system in accordance with GQF Levels does not replace the existing access entitlement system and attainment of a certain GQF Level does not automatically grant access to the next Level. The GQF also does not affect existing pay or tariff regulations. From January 2014 information on the relevant EQF/GQF Levels will be phased in on new qualification certificates and in Europass documents.

As well as formal qualifications, non-formal learning outcomes will also be classified in the GQF in future. A working group of experts was set up to develop processes and criteria for classifying the GQF Levels in 2013. Their results are expected in early 2014. Informally acquired skills will also be included in the GQF in future, which will require the identification and evaluation of learning outcomes (“validation”). In 2013 a working group was also set up to develop possible validation procedures.<sup>106</sup>

#### Local learning (Lernen vor Ort)

##### Key data:

Period: 1<sup>st</sup> Phase: 1.09.2009–31.08.2012;

2<sup>nd</sup> Phase: 1.09.2012–31.08.2014

Funding volume: 1<sup>st</sup> Phase: 60 million Euros,

2<sup>nd</sup> Phase: 37 million Euros

(each 50% co-financed by the ESF)

Internet: [www.lernen-vor-ort.info](http://www.lernen-vor-ort.info)

##### Training policy goals:

The “Local learning” funding and support programme was set up to strengthen regional and local education and training structures and develop local education and training management with systematically coordinated elements

that will enable all citizens to develop more successful education and training biographies.

- Four fundamental fields of action form the core of this programme.
- local government education and training management to coordinate diverse training and advisory services and the many initiatives in the various fields of action,
- local government education and training monitoring that uses clear facts and regular reporting systems to reveal the effects of training and advisory services in all education and training fields and highlight areas where action is required,
- education and training consultancy designed to ensure that all citizens are supported through every phase in their individual biography in independently making well-prepared training, advanced training and occupational choices based on sound information,
- education and training courses focusing on successfully managing interfaces between various phases of life, education and training and between different education and training institutions.

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

Working with over 180 foundations in a public-private partnership that is new to the education and training sector, the BMBF supports districts and independent towns in developing local government education and training management. 35 of the original 40 local governments are participating in the second phase of funding, which began on the 1<sup>st</sup> of September 2012, and 51 foundations have joined forces in a national association of foundations so far. Other local governments that have not been funded have also expressed a high level of interest in successful local government education and training management models, so in the second phase of funding examples of “best practice” and the structures created have been investigated to see whether they could be transferred to other local authorities. In the transfer phase, the programme results will be made available to all interested local governments. Since the autumn of 2013 a transfer structure has been established in a cooperative scheme involving Länder and local governments, top industry and business associations and the foundations. Based on the “Transferagenturen Kommunales Bildungsmanagement” local authority education and training management funding guideline, regionally and nationally networked transfer agencies are being established and will begin their work of organising a transfer of results between local governments with and without “Local learning” funding from February 2014.

<sup>106</sup> See also [www.deutscherqualifikationsrahmen.de](http://www.deutscherqualifikationsrahmen.de)

### Continuing training consultancy

#### The “Weiterbildungsberatung: Servicetelefon und Internetportal” (“Continuing training consultancy: service hotline and Internet site” project

This project was commissioned to design a concept for a national continuing training consultancy telephone service and website and identify the conditions for such a service’s success, taking different conditions in various Länder into account, and develop proposals for setting up a national service. The current demand for continuing training consultancy on the telephone or through a website was also analysed and the potential of such a service to meet the expectations of those seeking advice evaluated in surveys of consultants and those potentially seeking advice. The “instruments” listed below are further preconditions for the trialing of a continuing training consultancy service and will be developed in separate projects.

- Description of the services offered and creation of a “catalogue” of services
- Development and technical implementation of a knowledge management system
- Creation of a personnel qualification concept with the sub-components of:
  - A requirements profile and selection processes
  - A curriculum and related learning and teaching materials
  - A “train-the-trainer” concept
  - A continuing qualification concept designed to accompany the work of adults in employment

Based on these instruments, a decision will be made in 2014 on how best to trial a continuing training consultancy service in regional and Länder-specific contexts.

#### The “Beratungsqualität” (“Consultancy quality”) project

This BMBF joint project develops quality characteristics for consultancy in education and training, work and employment and furthers the scientific development and foundation of a quality development framework for training consultancy organisations. Individual projects are carried out by the German National Guidance Forum in Education, Career and Employment (Nationalen Forum Beratung in Bildung, Beruf und Beschäftigung – nfb) and Institute for Education Studies (Institut für Bildungswissenschaft) at Heidelberg University.

The “Koordinierungsprozess Qualitätsentwicklung in der Beratung für Bildung, Beruf und Beschäftigung”

(Coordination process on developing quality in consultancy for education and training, careers and employment” sub-project has developed quality characteristics for good consultancy and a skills profile for consultancy personnel. The “Beratungsqualität in Bildung, Beruf und Beschäftigung – Implementierungsstrategien und wissenschaftliche Fundierung” (Consultancy quality in education and training, careers and employment – implementation strategies and scientific foundation) sub-project worked out strategies for implementing quality characteristics in accordance with agreed standards. The quality development framework will be trialed in continuing training organisations and a system developed to describe the skills required of consultancy personnel.

In 2013 the quality characteristics, quality development framework and skills profile for consultancy personnel developed in this joint project were evaluated and further developed in an expanded trial.

### 3.2.2 Measures and programmes to develop and attract all available potential and ensure a supply of skilled staff

#### Literacy and basic education

##### Key data:

National Strategy for Literacy and Basic Education for Adults in Germany: 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: 10 million Euros
- The “Workplace-oriented Literacy and Basic Education for Adults” funding priority: Period: 2012 to 2015, Funding volume: 20 million Euros

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>107</sup> To support people who lack these essential skills, the Federal and Länder

<sup>107</sup> The term “basic education” describes the lowest level of fundamental general skills. As well as the ability to read and write (literacy), it describes skills essential to cultural and social participation, such as numeracy, computer literacy, health literacy, financial literacy and social literacy. Literacy itself refers to the practice of using written and spoken language in everyday occupational and social life.

governments joined forces with other partners to launch a “National Strategy for Literacy and Basic Education for Adults in Germany” 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>108</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.

To increase the recognition of this problem at all levels of society, 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 throughout German society, address those 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 created during the campaign was that learning to read and write, even as an adult, is always worthwhile. To accompany the media campaign, twelve regional events<sup>109</sup> were held throughout 2013 to raise public awareness of the issue of literacy and basic education at the local level.

A further contribution made by the BMBF to solving this problem as part of this 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 for employees at work,
- Raise awareness of the issue with contacts in the private and occupational environments of those affected,
- 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 initial results of this funding priority show what potential can be opened up. The funded projects cooperated with companies, employment placement organisations, Chambers,

<sup>108</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

<sup>109</sup> 2012: 22.10. Magdeburg, 26.10. Bochum, 14.11. Trier, 21.11. Oldenburg, 11.12. Munich 2013: 29.01. Frankfurt-Höchst, 07.02. Göttingen, 11.04. Gießen, 22.04. Erfurt, 29.04. Düren, 09.07. Neubrandenburg, 29.11. Berlin-Schöneberg

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.

One important target group for adult literacy and basic education activities are migrants of the Muslim faith. Reaching this group of people can involve particular challenges because cultural sensitivity needs to be shown and the significance of places where they can be addressed and locations for learning must be taken into account. The mosque, as the centre of the Muslim community’s religious and social life, is an ideal place for introducing such efforts. Initial results show that adult literacy and basic education offered at the three mosque locations in Berlin were well received, especially by people who had not previously regarded adult education centres as suitable places for them to learn in.

#### **The BMBF’s “Berufliche Weiterbildung: Energie für Ihren Erfolg (“Continuing vocational training: energy for success” campaign)”**

##### **Key data:**

Period: March 2012 until the end of 2013

Funding volume: 0.8 million Euros

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

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

As part of the joint BMBF/BMWI “Vocational training – practically unbeatable” information campaign, the BMBF launched the “Berufliche Weiterbildung: Energie für Ihren Erfolg” (Vocational training – energy for success) campaign in early 2012. The campaign’s goals included highlighting the attractiveness and opportunities offered by continuing vocational training, in and outside companies, increasing the participation in continuing vocational training of employees who have completed initial dual training, promoting continuing vocational training in companies, especially in SMEs, and systematically informing people about the programmes, measures and financial assistance available for general and company-based continuing vocational training. To achieve these goals, the campaign used the website and national “info-tour” of the BMBF/BMWI “Vocational training – practically unbeatable” campaign as platforms as well as running its own separate activities.

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

The campaign’s activities in 2013 included

- a continuous press and media service with features and interviews on various continuing vocational training issues,
- events at which company-based and continuing vocational training experts spoke (such as the “Upgrading training – what

makes a good instrument even better?” event, held on the 20<sup>th</sup> of March 2013),

- publications offering orientation for different target groups (Info- und Toolbox “Berufliche Weiterbildung im Betrieb” for Personalverantwortliche und Personal-/Betriebsräte; March 2013; Folder “Die Karriereleiter der beruflichen Bildung: das Aufstiegsfortbildungsmodell”, June 2013; “Berufsausbildung, Job – und dann?” – Ratgeberbroschüre zum Start in die berufliche Weiterbildung, July 2013)
- advertising highlighting access to continuing vocational training (“Continuing vocational training poetry slam” videos on additional qualifications, continuing training abroad, updating and upgrading training and in June 2013 a “Berufliche Weiterbildung: Praktisch unschlagbar – Vocational training – practically unbeatable” image feature on selected training occupations, July 2013)
- Performance by poetry slammers on selected continuing vocational training topics at WorldSkills in Leipzig, July 2013

### 3.2.3 Measures and programmes for promoting equality of opportunity and social inclusion

#### a) Promoting continuing vocational training (Förderung der beruflichen Weiterbildung – FbW)

##### Key data:

Funding volume in 2013 ( SGB II and SGB III):

2.5 billion Euros

Internet: [www.arbeitsagentur.de](http://www.arbeitsagentur.de) → citizens → continuing vocational training

##### Training policy goals:

Funding and promoting initial and continuing vocational education and training are the core elements of an active labour market policy. Continuing vocational education and training funding that promotes participation in employment is defined in the second and third volumes of the German Social Code (Dritten Buch Sozialgesetzbuch – SGB III), in particular S.s 81 ff. of the SGB III. Funding for continuing vocational education and training is only available if it is necessary to vocational integration for the unemployed, to prevent imminent unemployment or for a return to training to gain a vocational qualification.

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

In 2013 321,900 people began funded continuing vocational training, 7 % more than in the previous year, although there was a slight fall in the number of people entering these labour market measures in 2013. Labour market policy continued to focus on promoting continuing training in 2013 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) increasing by 30 % (to 173,603), but 10.5 % fewer new entries among those covered by volume two of the Social Code (SGB II) than in 2012 (to 148,297).

#### b) Initiative for the initial vocational training of young adults

##### Key data:

Period: 2013–2015

##### Training policy goals:

The goal of the Federal Employment Agency’s initiative for the initial vocational training of young adults (“AusBILDUNG wird was – Spätstarter gesucht”), which started in February 2013, aims to substantially increase the vocational qualifications of 25–34 year-olds. More than 1.4 million young people in this age group have no vocational training and almost one in five (around 330,000) are registered as unemployed. The goal is to get 100,000 young adults in groups defined in volumes two and three of the German Social Code (SGB II and III) into initial or continuing training resulting in a vocational qualification by the end of 2015. 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 will be especially provided for 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. Young adults with disabilities can also profit from the initiative.

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

In the first ten months of the initiative, which started in February 2013, new entries of young people aged between 25 and 34 into continuing training resulting in a vocational qualification grew by about a third compared with 2012.

#### c) The WeGebAU (Weiterbildung Geringqualifizierter und beschäftigter Älterer in Unternehmen) programme

##### Key data:

Funding volume in 2013 124.9 million Euros; planned funding for 2014 280 million Euros

Internet: [www.arbeitsagentur.de](http://www.arbeitsagentur.de) → citizens → continuing education and training

→ funding opportunities → employment promotion

##### Training policy goals:

To improve employees’ qualifications, the Federal Employment Agency (Bundesagentur für Arbeit) has been running

the “WeGebAU” programme since 2006, which is financed through integration funding. It funds qualification measures for older employees in small and medium sized enterprises and for those with lower qualification levels. The programme is designed to secure and improve employability, prevent unemployment, help meet the need for skilled staff and offer an incentive for companies to improve their competitiveness through continuing vocational training. The “Act to Improve Chances of Integration on the Labour Market” (Gesetz zur Verbesserung der Eingliederungschancen am Arbeitsmarkt) provides a statutory basis for funding the continuing training of older employees in small and medium sized enterprises without time limits. Employees under 45 can also receive funding until 2014 if their employer pays at least 50 % of the course costs.

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

By the end of October 2013, the “WeGebAU” programme had provided funding for about 10,000 people, a slight increase of 2.5 % compared with the previous year.

The changed conditions under which funding is offered resulted in an increase in the proportion of participants aged under 45 to 72 %. With the reintroduction of funding for three-year re-training measures by the Federal Employment Agency (BA) for the period of the “Aged Care Training and Qualification” campaign, “WeGebAU” is also being increasingly made use of in the qualification of geriatric care and nursing staff.

#### **d) The initiative for responding to structural change (Initiative zur Flankierung des Strukturwandels – IFlaS)**

##### **Key data:**

Funding volume in 2013: 302.7 millions Euros; funding forecast for 2014: 400 million Euros

##### **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) as a major element of its prompt response to these issues. Launched in 2010, the continuing vocational training “IFlaS” offers has given those with low-level qualifications the opportunity to acquire a recognised vocational qualification or a modular qualifications in occupations that are in demand on the labour market. Since 2012 the initiative has also specifically addressed those returning to work to help them get back into jobs subject to social insurance contributions.

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

By the end of October 2013, funding had been provided to 30,645 people, which was an increase of 17.6 % over

the previous year. The initiative is continuously evaluated by the Institute for Employment Research (Institut für Arbeitsmarkt- und Berufsforschung).

#### **The “weiter bilden” programme (Social Partner Directive)**

##### **Key data:**

Period: 2009–2014

Funding volume: 125 million Euros, ESF co-financed

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 vital 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 so that activities can be extended to cover industries without 43 collective agreements on qualification 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 %. Funding for the projects will continue until the end of 2014. A similar initiative is planned for the new ESF funding period (2014–2020), within the framework of the ESF and co-financing funding available, 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.

### The “rückenwind – personnel development in the social economy”, “rückenwind – für die Beschäftigten in der Sozialwirtschaft” programme

#### Key data:

Period: 2009–2014

Funding volume: 60 million Euros, ESF co-financed with Federal funding

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, 133 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 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. The programme funding for the current ESF funding period of 2007–2013 has been fully exploited in the sixth round of funding. A modified continuation of the project within the framework of available ESF and co financing funding has been 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.

### The ESF “Vocational training without borders” programme

#### Key data:

Period: 2009–2014

Funding volume: 3.2 million Euros from the BMAS,

8.7 million Euros of ESF funding

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

#### Training policy goals:

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

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

The programme’s results have been positive. By 2013 around 82.000 consultancies had been provided to small and medium sized enterprises and young adults in training and employment (including multiple consultancies). Practical training places were initiated and organised for around 7,000 trainees and young employees and the mobility consultants were involved in mentoring just on 3,000 trainees and young skilled workers from all over Europe in German companies.

The “Vocational training without borders” programme also succeeded in creating a national enterprise-related consultancy structure for companies on the vital topic of learning abroad. Companies rated the quality of consultancy very positively. 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 ESF’s “IdA – Integration through exchange” (“IdA – Integration durch Austausch”) programme

**1<sup>st</sup> round – October 2008: Improving the employment chances of disadvantaged young people through transnational exchange (Erhöhung der Beschäftigungschancen von benachteiligten Jugendlichen und jungen Erwachsenen durch transnationalen Austausch – IdA I)**

#### Key data:

Period: 10/2008–12/2014

Funding volume: 20.7 million Euros of BMAS funding, 81.3 million Euros 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 from 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 have been positive, with around 11,000 participants reach so far (as of April 2013). 75 % of the participants surveyed were unemployed and had been for an average of 12 months, and their average age was 23. Initial project-level results show that between 50 % and 60 % of the teenagers and young people (depending on the degree of their disadvantage) were successfully six weeks integrated into work or training. Within six months after participating IdA, just on two thirds of all participants were in training, a job subject to social insurance contributions or in a further qualification measure. The remaining 30 % were studying for a school leaving qualification or advanced school leaving qualification or had applied to do a voluntary community service year. Given the particular obstacles to placement in the way of these young participants, these are very positive results. Practical training abroad also increases the trainee's 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.

IdA helps low-achieving young people to find their way into training in a decisive phase of their development. Cooperation among actors in the regional project network and the involvement of Jobcenters, employment offices (Agenturen für Arbeit) working together with local companies contributes to greatly improving the participants' training market chances. 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.

#### **2nd round – September 2010: Improving the employment chances of people with disabilities through transnational exchange (Erhöhung der Beschäftigungschancen von Menschen mit Behinderung durch transnational Austausch – IdA II)**

##### **Key data:**

Period: 09/2010–12/2014

Funding volume: 6.3 million Euros of BMAS funding, 46.2 million Euros of ESF funding, 3 million Euros of funding from the National Rehabilitation Fund (Ausgleichsfonds)

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

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

The 2<sup>nd</sup> round of this programme 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. The project's 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 including associations, rehabilitation providers, self help organisations for people with disabilities, expert integration services, vocational re-training 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 transnational partners in around 20 EU member states.

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

Around 2,500 participants have completed a stay abroad so far. Six months after their trip, 45 % of those surveyed were in a job subject to social insurance contributions, in training or in continuing training resulting in a qualification. Another 14 % were improving their prospects by continuing their education at school or by starting start-ups. Participants also showed an increased willingness to be mobile and flexible.

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.

### **3.2.4 Measures and programmes to modernise and increase the attractiveness of continuing vocational training**

#### **Additional qualifications**

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

Additional occupational skills and abilities can be separately tested and certified (under S. 49 of the Vocational Training Act (Berufsbildungsgesetz)). Additional qualifications can be chosen from a catalogue of elective qualifications prescribed in state recognised training regulations. These are elective qualifications that are not necessarily chosen in training and so are not included in final and journeyman's examinations. Trainees can study them as additional training components and they are separately tested and certified in final and journeyman's examinations.

There are also independent additional qualifications, which are regulated in training regulations but are not elective qualifications. All these “codified additional qualifications” are tested by the same board of examiners that also carries out final and journeyman’s examinations, so the additional qualifications must be closely connected with the initial vocational training’s content.

Companies offering training, vocational schools, the relevant authorities (e.g. Chambers) and private and public education and training providers also offer, test and certify a wide range of different, non-codified additional qualifications (such as the European Computer Driving Licence – ECDL). All these additional qualifications are designed for trainees in state-recognised training occupations in the dual system.

#### **Results:**

The opportunity extended to high achieving trainees by the reformed Vocational Training Act (Berufsbildungsgesetz) of 2005 of offering codified additional qualifications, including as an alternative to shorter training courses, was used for the first time in the vocational training course for specialist music retailers in 2009. This gives these trainees the opportunity to use the three-year regular training period to gain special skills. Training courses for the occupations of bookseller, print media technologist in screen printing, tourism and leisure agent and textile product designer have followed this example.

According to the AusbildungPlus ([www.ausbildung-plus.de](http://www.ausbildung-plus.de)) website, around 2,200 different (non-codified) additional qualifications are currently available from companies providing training, vocational schools, Chambers and other education and training providers for almost all training occupations. Many of these could be part of planned or future continuing training or provide a basis for it.

#### **New and modernised further training regulations**

##### **Key data:**

Period: ongoing, based on S.s 53 and 54 of the Vocational Training Act (Berufsbildungsgesetz – BBiG) and S.s 42 and 42a of the Crafts Code (Handwerksordnung – HwO)

Funding volume: –

Internet: [www.bmbf.de/de/6406.php](http://www.bmbf.de/de/6406.php)

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

Further training aims to enable trainees to quickly respond to the constantly changing need for qualifications in various industries and occupations in a way that meets the needs of all involved, in the present and in future. The formal regulatory options in further vocational training must also be adequately used to implement and further develop attractive concepts to provide the qualifications that companies need and employees need to have. The Federal Government’s further training regulations prescribe examinations, which

is why they are described as further training (examination) regulations. In contrast to the dual system’s training regulations (Ausbildungsrahmenplan) further training regulations do not prescribe a curriculum. Further training regulations as defined in the BBiG and HwO are a structured element of the largely open further vocational training system. They usually build on related training occupations in the dual system and sustainably confirm the opportunities for transfer provided across different sectors of the vocational training system.

##### **Results:**

In 2013 the 1980 “Regulation governing the examinations on the recognised advanced qualification of certified industrial supervisor – certified industrial supervisor specialising in glass” was amended.

The new “Regulation governing the examinations on the recognised advanced qualification of certified industrial supervisor – certified industrial supervisor specialising in glass” of the 18<sup>th</sup> of September 2013 (BGBl. I S. 3608) adapts this industrial Master craftsman training regulation to the structures and content of the other federally regulated industrial Master craftsman further training regulations. This amendment aims to help all those involved in this training to meet current and future technological challenges and allow the glass industry to offer trainees an attractive vocational development path.

#### **New and modernised further training regulations**

##### **Regulations governing Master craftsman examinations in the skilled trades**

##### **Key data:**

Period: ongoing, based on S.s 45 and 51 a

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 this qualification 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 also 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. In the EU the master craftsman’s qualification has been given a high level of recognition in the EU’s Directive on the Recognition of Professional Qualifications. German master craftsmen can use it to verify

their skills and they can usually work on this basis 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 2013 amendments were made to the master craftsman examination regulations for the occupations of

- Specialist butcher (FleiMstrV), which came into force on the 1<sup>st</sup> of January 2013,
- Miller (MüMstrV) which came into force on the 1<sup>st</sup> of May 2013,
- Tank and apparatus engineer (BehAppMstrV) which came into force on the 1<sup>st</sup> of July 2013,
- Specialist model maker (MbauMstrV) which came into force on the 1<sup>st</sup> of September 2013, and

Textile product designer (TextilgestalterMstrV) which came into force on the 1<sup>st</sup> of September 2013.

### 3.2.5 Measures and programmes to develop flexible, individual services and increase the opportunities for transfer within the education and training system

#### “Validating non-formal and informal learning” working group

##### Key data:

First meeting held on the 23<sup>rd</sup> of July 2013. Work is ongoing

The European Council recommendations on “Validating non-formal and informal learning” of the 20<sup>th</sup> of December 2012 resulted in a call for member states to establish (national) processes for validating and recognising skills acquired in non-formal and informal ways by 2018. Member states design their own systems, describing and establishing

concrete processes under their own national authority to fit in with national conditions. Connections with existing systems (such as DQR, Europass, Jugendpass, and ECTS) should be used where possible.

In July 2013 the BMBF set up a “Validating non-formal and informal learning” working group to bundle the expertise in this field available in politics, practice and science and research. The working group's goal is to increase opportunities for occupational and personal development and develop pilot skills assessment and accreditation methods and processes. Pilot topics were for discussion and development of possible validation processes by sub-working groups. An initial basis for their work has been provided by a thematic overview of existing studies and projects on skills development with a special focus on validating informal learning created by the BIBB.

#### DECVET – development of a vocational education and training credit system

##### Key data:

Period: 11/2007–09/2012

Funding volume: 5 million Euros

Internet: [www.bmbf.de/de/15504.php](http://www.bmbf.de/de/15504.php)

##### Training policy goals:

The BMBF DECVET pilot initiative's goal is to make vocational structures more transparent and improve accreditation processes. To achieve this goal, its pilot projects develop and trial processes for describing, evaluating and transferring learning outcomes and skills at four prominent interfaces in vocational training.

The initiative is oriented towards the German vocational training system and existing programmes for describing and accrediting skills in the German system and also accommodates conditions in and instruments developed at European and national levels.

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

The accreditation processes developed in DECVET vary depending on the interfaces involved, but three have emerged as priorities.

- The first procedure enables training times to be shortened. At interfaces within dual vocational training for example, a graded credit transfer model has been developed that allows credits to be transferred depending on the percentage of equivalence.
- The second procedure allows training content to be dealt with in more detail in the freed-up training period.
- The third procedure, which can particularly apply in the transition to continuing vocational education and training, provides for individual preparation for and admission to exams.

A detailed presentation of findings from individual projects and the pilot initiative's overall results can be found in the BMBF publication "Durchlässigkeit und Transparenz fördern. DECVET – Ein Reformansatz in der beruflichen Bildung" (Promoting opportunities for transfer and transparency. DECVET – an approach to reform in vocational education and training), Bonn, December 2012

Since other publicly funded programmes and initiatives also aim to improve opportunities for transitions within and between vocational education and training sectors, representatives from these programmes and initiatives were brought together in a group of experts on the initiative of the BMBF in 2012.

The group of experts held five sessions. Their exchanges provided a shared reflection on the results and experiences gained from individual programmes and initiatives so as to arrive at overarching conclusions and basic points in the form of recommendations for the further development of the vocational education and training systems at central interfaces. This process was supported by expert monitoring provided by InterVal GmbH. InterVal's concluding report, "Ergebnisse des Erfahrungsaustauschs der Initiativen zur Erprobung von Ansätzen zur Anrechnung und Anerkennung in der beruflichen Bildung" (Results of the exchange of ideas and experience on the initiative for trialing approaches for accreditation and recognition in vocational education and training), published in November 2013, summarises the results of these exchanges and the basic points developed jointly by the experts and expert monitors and supplements these with presentations of best practice examples from the initiatives and programmes.

### **ANKOM – transitioning from vocational into university education and training**

#### **Key data:**

Period: October 2011 until 2015  
Funding volume: 7 million Euros  
Internet: <http://ankom.his.de>

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

One of the findings of the BMBF's ANKOM (recognition of vocational competencies in higher education) funding initiative was that those completing vocational training, as well as accreditation of their existing skills, need further support measures to enable them to effectively complete a university course. In 2011 the BMBF published the "Regulations on funding measures for the transition from vocational into university education and training" ("Richtlinien zur Förderung von Maßnahmen für den Übergang aus der beruflichen in die hochschulische Bildung"). Funding is provided for the establishing of support measures to promote successful study, taking into account workers' life situations.

Such accompanying and support measures are designed to extend to content as well as to structural, organisational and personal aspects. One prerequisite for funding is that participating higher education institutions accredit vocational competencies towards university courses.

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

Funding for the 20 individual projects ended in the autumn of 2014 and the period for accompanying research in 2015. The projects, which deal with different measures and university courses, are designed to provide transferable examples and create impetus for further measures to improve transitions. Accompanying researchers from the HIS Higher Education Information System (HIS – Institut für Hochschulforschung) and Institute for Innovation and Technology (Institut für Innovation und Technik – iit) promote the scientific discourse and carry out public relations in this area. The ANKOM half-time conference was held in Hanover on the 25<sup>th</sup> and 26<sup>th</sup> of June 2013. The conference provided a space for projects to exchange ideas and views on the findings and experiences gained in the project to that date and opportunities for discussing new input in workshops and talks with experts. The concluding conference will be held on the 24<sup>th</sup> and 25<sup>th</sup> of June 2014 in Berlin.

### **The "Advancement through education: open universities" competition**

#### **Key data:**

Period: 2011–2020  
Funding volume: 250 million Euros. The 1<sup>st</sup> phase of the first round of the competition was co-financed with funding from the European Social Fund and European Union  
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 will start in 2014. The BMBF has allocated a total of up to 250 million Euros to the competition in 2011–2020. 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 all be expanded, increasing opportunities to develop, trial and sustainably implement lifelong learning measures the target groups the competition is focused on.

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

The competition started with 26 projects in a first round in October 2011. For certain target groups that institutions of

higher education and the courses they offer have not hitherto focused on (especially employees with and with no 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.

Funding within the rounds of the competitions 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 be funded. The second phase is designed to ensure that projects can continue in the long term.

#### **Joint curriculum development of GQF (DQR) Level 5 courses**

Transitions from vocational training into academic tertiary education and training and transitions in the opposite direction need to be oriented more towards the perspectives of individuals, such as people beginning vocational training after dropping out of university or starting a course at a tertiary institution after acquiring a higher education entrance qualification in vocational training. This will however make it necessary in future to offer specific consultancy services and recognise and accredit (partial) qualifications gained in the other education and training sector and offer joint continuing training courses, enabling people to benefit from the strengths of both sectors. The BMBF is setting up two pilot projects to investigate concrete possibilities for integrating courses and qualifications at Level 5 of the German Qualification Framework (Deutschen Qualifikationsrahmen – DQR) and developing joint education and training courses linked with consultation concepts specifically designed for certain target groups. Institutions of higher education and Chambers will work together to achieve the project goals at the regional level.

### 3.2.6 Measures and programmes to assist individuals in financing continuing education and training

#### **The continuing education bonus**

##### **Key data:**

Period: 01.12.2008–30.11.2011 (1<sup>st</sup> phase of funding),

01.12.2011–30.06.2013 (2<sup>nd</sup> phase of funding)

Funding volume: 80 million Euros (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 Euros every two years if their taxable annual income is not more than 20,000 Euros (or 40,000 Euros for couples jointly assessed) and they pay half the costs of the measures. Applicants must 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.

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

By the 31<sup>st</sup> of December 2013, just on 250,000 bonus vouchers had been issued and 550 advisory offices were set up across Germany, where certified consultants advise people interested on training on bonus vouchers. With an average payout per voucher of 353 Euros, more than double this amount of private capital was invested in continuing vocational education and training. Groups who are underrepresented in company-based continuing vocational education and training are also reached at above-average rates by the continuing education bonus, especially women (75 %), employees in SMEs with up to 250 employees (89 %) and part time workers (49 % of payroll employees in the the advisory interviews). Compared with average education and training patterns for this group, people from migrant backgrounds (16 %) are also well represented here.

### The development of the Upgrading Training Assistance Act (Aufstiegsfortbildungsförderungsgesetz – AFBG)

#### Key data:

Period: unlimited (law)  
 Budget allocation in 2013: 175 million Euros  
 168,000 people funded in 2012  
 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 2013 the Federal Government allocated almost 175 million Euros to the AFBG alone (167 million Euros in 2012). The Länder contributed around 50 million Euros to the AFBG (47 million Euros in 2012). 100 % of Federal funding for the AFBG is provided by the BMBF. The state-owned development bank, the 'Kreditanstalt für Wiederaufbau' provided around 327 million Euros (around 302 million Euros in 2012) for the AFBG in 2013.

#### Results of the funding and support:

Federal statistics on the AFBG published in July 2013 show that more than 168,000 people were funded in 2012. Around 68,000 (41 %) of funding recipients took part in a full time measure and around 99,000 (59 %) in a part time measure.

82 % of the programme participants were aged between 20 and 35, with most of them, 34 %, aged from 20 to under 25, followed by the 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, 29 % of participants took part in further training measures.

The AFBG has developed into an essential "pillar" of continuing vocational training equivalent to BAföG and its success, with participant numbers growing continuously to the current figure of more than 168.000, shows that sustainable investment in initial and continuing vocational education and training is well worthwhile. Many skilled workers have gained higher qualifications and career promotions

with the help of the "Masters BAföG", also helping to secure Germany's competitiveness.

### Continuing training grants

#### Key data:

Programme start – 1991  
 Funding volume: 21.8 million Euros  
 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 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 Euros 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:

Around 6,300 new funding recipients were accepted into the programme in 2013, increasing the total number of grants provided since the programme began to around 109,000. They will enter the labour market as qualified skilled staff 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.

### The Upgrading Scholarship (Aufstiegsstipendium)

#### Key data:

Programme start – 2008  
 Funding volume: 20.9 million Euros  
 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. When qualified and talented skilled staff are already earning an income, financial issues often prevent them from starting a course of studies. The stipends provide additional incentives for further study and improve the career prospects of talented skilled staff. Funding for full-time study is 750 Euros a month (plus the one-off childcare payment),

with 2,000 Euros offered annually to those combining work and study.

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

By the end of 2013, 5,881 Upgrading Scholarships had been awarded. Most scholarship recipients are 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 are combining work and study. Over 58 % of the Upgrading Scholarships were awarded to women and there is a trend towards an increase in their numbers. The concept of gaining access to “study without secondary school leaving qualifications (Abitur)” is already being put into practice here. 44.5 % 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 seven percent gained a school-based higher education entrance qualification during training. The programme is therefore 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.

### **3.3 Preparing the vocational education and training system for the future**

One important task of government is to make sure that vocational education and training can meet future challenges. The German government uses various methodical approaches to generate findings on the future need for skilled staff, aspects of qualification and skills development. The BMBF has also initiated further research activities designed to promptly answer and respond to research questions in these areas, in addition to the continuing research into vocational education and training carried out by the BIBB.

#### **3.3.1 Early identification of qualification requirements**

##### **Job monitoring**

To analyse both the current and future labour market situation, the Federal Ministry of Labour and Social Affairs (BMAS), working with researchers in this field, has developed a constant, regular and 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). Their analyses are based on the 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 maintain a focus not only on academic professions, but also on occupations requiring vocational qualifications in securing a supply of skilled staff.

The BMAS has also commissioned an international consortium of researchers to draw up a prognosis of the labour market up to 2030. Their prognosis assumes that there will be further progress in future in central areas of action required to secure a supply of skilled staff, such as improvements in the compatibility of family and work and the employment rate of older workers. Based on these assumptions, the prognosis forecasts that by 2030, compared with 2010,

- the total labour force figure (employed and unemployed workers ) will fall by 2.9 million to 40.8 million,
- the number of employees will fall by 1.4 million to 39.2 million and
- the number of unemployed will fall by 1.4 million to 1.7 million people.

There will be a decline in the number of workers required by the manufacturing sector, trade, transport and public administration, while employment among 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.

### The labour market of the future: supply of and demand for skilled staff by 2030

Qualification and employment forecasts made by the BIBB and IAB in their joint QuBe project<sup>110</sup> estimate that in 2030 the supply of workers will meet companies' need for workers due to increasing migration (around 200 thousand people a year) and rising employment rates, especially among women and older workers, although shortages of workers may become noticeable in some areas of the wider economy before 2030<sup>111</sup>. Shortages are forecast especially among skilled workers at middle qualification levels, because the slightly reduced need for workers by 2030 will be offset by a marked drop in numbers of workers with appropriate qualifications.

Increasing numbers of first-year students mean that the supply of those with academic qualifications will grow more strongly and there will be demand for them in coming years. In the long term however it is not clear that these academically qualified people will be employed in sectors requiring the highest qualifications, because previous and current demand trends do not indicate growth in this area. There may however be shortages at the regional level and in occupations with specific requirements. Highly qualified and specialised people, such as those in STEM occupations, will continue to enjoy good opportunities in the employment market because of their proven occupational flexibility. The number of jobs open to workers with no vocational qualifications will decline slightly by 2030 but because demand for workers will fall more strongly, it will be increasingly difficult for this group to find employment.

<sup>110</sup> See also [www.qube-projekt.de](http://www.qube-projekt.de)

<sup>111</sup> See also <http://www.bibb.de/de/66476.htm>

According to the results of the model calculation, it will become harder for companies to recruit workers especially in the healthcare and social welfare professions, but also in processing, manufacturing and maintenance occupations and in media-related, humanities and social science and artistic occupations in the long term. The situation will be tight, if not as dramatic, in the fields of hospitality and cleaning, in raw materials-producing occupations, and in freight, warehousing, transport and security occupations.

### The BIBB Qualification Panel

In managing vocational training and labour market policy, the ways in which companies deal with the challenges of demographic change and strategies they are pursuing to meet their future needs for skilled staff is of particular interest. The BMBF is therefore funding and supporting the establishing of an industry panel on qualification and skills development in the BIBB.

The BIBB Qualification Panel is a survey carried out annually to provide representative data on qualification activities in Germany. The surveys focus on companies' activities in the areas of initial and further training. The Panel also deals with various key topics, investigating currently relevant issues in depth.

2,000 companies participated in the first three surveys carried out from 2011 to 2013. 75 % of the companies surveyed also took part in the survey in the subsequent year.<sup>112</sup>

### Research projects on changing qualification structures and qualification needs in environmental protection

**Period:** 1.10.2012–28.2.2015

**Financing:** Federal Ministry for the Environment, Nature Conservation, Building and Nuclear Safety (Bundesministerium für Umwelt, Naturschutz, Bau und Reaktorsicherheit) and Federal Environment Agency (Umweltbundesamt) (Project Code Number (Forschungskennzahl): 371214102)

#### Initial position

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.

<sup>112</sup> Further details on the results can be found in the Data Report on the Report on Vocational Education and Training 2014, Chapters A4.11.4 and B1.2.3.

**Goals:**

This project investigates the current qualification structures of those working in the field of environmental protection and which qualifications will be increasingly in demand in future, obtaining substantive findings by analysing existing data and from national surveys of environmental technology enterprises and interviews with experts.

**The “Vocational training for sustainable development in the second half of the UN Decade on ‘Education for sustainable development’ 2005–2014” (“Förderschwerpunkt “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 Euros

Internet: [www.bibb.de/de/56741.htm](http://www.bibb.de/de/56741.htm)

**Training policy goals:**

With the goal of anchoring sustainability as a guiding principle in vocational education and training, the BIBB, in coordination with 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 establishment and transfer of findings will continue to be supported and strengthened. The 6 model projects in the funding priority focus will define the connection of sustainable development issues in vocational training with occupational and employment structures and qualification requirements and measures and other education and training-relevant aspects and implement these in recommendations for political action. Another goal of the measure that has been successfully achieved is network building, with 17 cooperation partners and 508 informal partners (481 of them companies) participating.

The network of the 14 participating Centres of Competence for Building and Energy developed one and two-day training courses providing learning modules with sustainability-relevant content that the Centres will now permanently offer. Cooperation in the “Sustainability-oriented framework curriculum for the diet and house-

keeping occupations” (“Nachhaltigkeitsorientiertes Rahmencurriculum für die Ernährungs- und Hauswirtschaftsberufe”) model project resulted in the founding of a “Federal diet and housekeeping working group” (Bundesarbeitsgemeinschaft Ernährung und Hauswirtschaft). A further training course qualifying trainees to be a Renewable Energies and Energy Efficiency Specialist was developed and has been certified by the Skilled Trades Chamber (Handwerkskammer) Oldenburg and efforts are being made to transfer its success to other regions, taking specific regional conditions and needs into account in adapting further training concepts. Another project developed and trialed modular concepts for teaching sustainability-oriented social, decision-making and managerial, organisational and interface skills in pre-vocational measures, training, continuing training, tertiary studies and teacher and trainer qualification in the chemicals industry. The “Offshore-Kompetenz” (Offshore competence) project identified and described core work processes and matched them with the content of relevant training occupations. In a survey of experts, around 70 % of those surveyed called for the establishing of a separate wind energy training occupation. The project partners jointly developed and trialed continuing and further training concepts as well as designing a curriculum for training mechatronics technicians for wind energy plants (on and offshore). The “BEE-Mobil – Berufliche Bildung im Handwerk in den Zukunftsmärkten E-Mobilität und Erneuerbare Energien” (“BEE-Mobil – vocational training in the skilled trades in the vital future market of e-mobility and renewable energies”) project developed the [www.energiebildung.info](http://www.energiebildung.info) online education and training platform, which was originally designed to coordinate regional projects but could also offer information for people all over Germany.

### 3.3.2 The BMBF’s Vocational Training Research Initiative

Findings from vocational training research form an essential basis for political decision making. The goal of the research carried out in Vocational Training Research Initiative (Berufsbildungsforschungsinitiative – BBFI) studies<sup>113</sup> is to generate information, data and proposals in the form of expert opinions and empirical investigations as a basis for education and training policy action. The initiative, which is consistently oriented towards current education and training policy requirements, makes an important contribution to securing an evidence-based education and training policy. It is managed by the BIBB and accompanied by scientific evaluation in studies carried out by national and international research institutions. Through the Vocational

<sup>113</sup> See also [www.bmbf.de/de/13567.php](http://www.bmbf.de/de/13567.php)

Training Research Initiative the BMBF is promoting the exchange of information between vocational education and training actors in general and vocational training research in particular and enhancing the transparency and quality of its research activities.

In 2013 four new Vocational Training Research Initiative projects were started and two projects ended. The “Attractiveness of the dual training system from the point of view of young people and young adults with different achievement levels” (“Attraktivität des dualen Ausbildungssystems aus Sicht von Jugendlichen und jungen Erwachsenen unterschiedlicher Leistungsstärke”) and “Implementing the admissions and accreditation regulations of consistent nationally regulated further training regulations” (“Umsetzung der Zulassungs- und Anrechnungsvorschriften bundeseinheitlich geregelter Fortbildungsordnungen”) projects were concluded.

The new projects in 2013 were “Improving transfer opportunities by integrating training courses and career path concepts” (“Durchlässigkeit durch Verzahnung von Bildungsgängen und Laufbahnkonzepten”), “Examples of successful careers orientation for young people at whole-day and half-day general education schools” (“Beispiele gelingender beruflicher Orientierung für Jugendliche an allgemeinbildenden Halb- und Ganztagschulen”), “Comparative costs of regulated further training and Bachelors degrees” (“Kosten der geregelten Fortbildung und der Bachelorausbildung im Vergleich”) and “An investigation into repositioning and amending upgrading training in the food industry” (“Untersuchung zur Neupositionierung und Novellierung der Aufstiegsfortbildung im Bereich der Lebensmittelindustrie”).

In 2014 the BMBF will start more projects on the topics of “The costs and benefits of examination activities for companies” (“Nutzen und Kosten von Prüfertätigkeiten für Unternehmen”) and “Ensuring qualified skilled work by offering older workers continuing training and qualification” (“Sicherung qualifizierter Facharbeit durch Weiterbildung und Qualifizierung älterer Erwerbsfähiger”). Publication of several studies concluded in the ‘Vocational Training Research’<sup>114</sup> series will also be continued in 2012 and 2013.

### 3.3.3 Skills assessment in vocational training – ASCOT

#### Skills assessment in vocational training – ASCOT

##### Key data:

Period: 12/2011–11/2014

Funding volume: 7 million Euros

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 develop, trial and transfer into broader practice innovative procedures for measuring (advanced) vocational skills. The 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 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:

Skills models and testing instruments for mechatronics technicians, electronics technicians for automation technology, industrial and freight clerks, medical assistants and geriatric and general nurses are currently being developed, trialed and analysed at the national level. A total of 21 projects, consolidated into six joint projects, were funded. In 2013 the testing instruments developed were successfully trialed in pre-tests in all projects. After the main survey is carried out in 2014, valid testing procedures will be available for assessing skills in industrial-technical, commercial and healthcare fields. These are currently being tested across Germany.

Prospects for transferring results were taken into account in all projects and appropriate partners in practice are involved in all projects. Processes were designed at an early stage so that they could be easily subsequently transferred

114 See also [www.bmbf.de/de/6201.php](http://www.bmbf.de/de/6201.php)

to other occupations and examination and further training contexts. Here they could indicate ways of improving examinations practice, contribute to enhancing teaching and learning processes and be used to further develop training regulations and more specifically design school curricula and in-company training plans.

### 3.3.4 Digital media in initial and continuing vocational training

Skilled work is also increasingly becoming “knowledge 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 are 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.

<sup>115</sup> See the 2013 Data Report, Part C.

#### **Key data:**

Period: until 2020

Funding volume: 9.8 million Euros annually + ESF funding

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

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

The goal is to expand the use of digital media at the local, regional and national level to create sustainable structural change (by improving employability, for example), to ensure quality assurance in vocational education and training as a whole and create a modern information vocational training infrastructure. The focus is on funding projects that will reach people nationally with digital training measures designed for a range of different industries. The projects funded are designed to contribute to the trialing and dissemination of new learning scenarios for a broad group of trainees by developing modern initial and continuing training courses and training vocational education and training sector actors.

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

With the conclusion of the call for proposals, over 160 individual and joint projects in various industries and phases of vocational training were initiated in 2013. Based on previously funded projects, the new “Digital media in vocational training” funding programme was also launched. First projects in this call for proposals are scheduled to begin in summer 2014.

## Chapter 4: International vocational training cooperation – current status and future prospects

**Training and education policy in Europe in 2013 was characterised by two overarching trends. International vocational training cooperation responded to continuing high rates of unemployment, especially among young adults, which increased interest in the dual vocational training system. The attractiveness of practically-oriented training that clearly responds to labour market demands is demonstrated by the many inquiries about it from outside Germany and by the concrete initiatives promoting this form of training. In mid-2013, the European Alliance for Apprenticeships (EAfA), which is coordinated by European Social Partners, the European Commission and member states, was launched. The EAfA is an initiative with two broad goals: improving the courses offered and the quality of apprentice training in the EU, and positively changing attitudes towards training and “work-based learning”.**

The launch of the Erasmus+ programme has reoriented Europe’s range of training and education policy cooperation instruments. The programme, which replaces the lifelong learning programme from 2014, consolidates individual programmes, including those for young people, and is more focused than its predecessor on the overarching education and training policy goals of the Europe 2020 strategy. The European Commission regards this as an area of potential for implementing initiatives and objectives such as the Alliance for Apprenticeships and for increasing the number of mobile trainees.

One major challenge remains in resolving issues of the assessment, accreditation and transferability of learning outcomes achieved elsewhere.

With the evaluations of European transparency instruments (European Qualification Framework, the ECVET credits system, Referenzrahmen Qualität, Europass) and the reception of the RECOMMENDATION OF THE COUNCIL of December 2012 on the validation of non-formal and informal learning, the necessary technical, statutory and political framework conditions have been the subject of some discussion in European **governance** structures.

The EU is continuing to promote this discussion and at end of 2013 issued the “European Area of Skills and Qualifications” document, which was opened for public consultation in April 2014. The issues involved also have repercussions for cooperative ventures outside Europe.

The strong demand from countries outside Germany for high quality, practice-based German initial and continuing

training has had a positive effect on Germany’s education and training providers. According to the “TrendBarometer 2012/2013” study, Germany’s training and continuing training industry enjoyed record earnings outside Germany in those years and views its future opportunities for growth abroad positively. Just on a quarter of German providers export their education and training services. The Federal Government’s strategy for integrated international vocational education and training cooperation (“Internationale Berufsbildungszusammenarbeit aus einer Hand”) has created a vital basis for continuing its successful support for vocational training exports in 2013.

### Cooperative education and training ventures in Europe

#### The European Alliance for Apprenticeships

The European Alliance for Apprenticeships was founded as part of the world skills competition (World Skills) on the 2<sup>nd</sup> of July 2013 in Leipzig in a joint declaration by European Social Partners, the European Commission and the Lithuanian Chair of the Council of the European Union. Supported by commitments from trade and industry, the Chambers, and other vocational training organisations and youth representatives, it aims to modernise Europe’s vocational education and training systems and institute dual training in the medium term through European cooperation. A core element of the European Youth Pact, the Alliance’s main goal is to reduce persistently high rates of youth unemployment in Europe and improve young people’s employability. In adopting a declaration by the Employment and Social Affairs Council on the 15<sup>th</sup> of October 2013, member states, Social Partners, companies and relevant training and labour market stakeholders have undertaken to provide high quality, practice-based training and education.

The European Commission is accompanying the initiative, with the Commission and member states setting up a new VET Technical Working Group, which was created by consolidating previous EU working groups in early 2014, and will concern itself with implementation of the Alliance. The European Centre for the Development of Vocational Training (Cedefop) was also commissioned to host ‘matching conferences’ to promote and ensure the quality of system consultancy and the implementation of dual training principles. The conferences are part of a European series of events accompanying implementation of the Alliance at the beginning of 2014. Consultancy services, the establishing of a pool of “ambassadors”, workshops, peer learning and other information initiatives complement the European activities.

In the spring of 2014 a call for proposals for the new Erasmus+ funding programme was issued to national ministries and their service organisations.

Germany is supporting these strategies and measures for implementing the Alliance, seeking cooperation and consultation with Austria, Switzerland, Luxembourg, The Netherlands and Denmark. Developing excellent and attractive vocational training in Europe is also the guiding principle of bilateral cooperation with Spain, Greece, Portugal, Italy, Slovakia and Latvia. In September 2013 the BMBF also set up the Central Office for the Coordination of International Cooperation in Vocational Education and Training (Zentralstelle für internationale Berufsbildungskoooperation) in the Federal Institute for Vocational Education and Training (BIBB) to carry out operative implementation of the Alliance.

#### ERASMUS+/the EU lifelong learning programme

Funding for the EU's lifelong learning programme ended in 2013. The follow-up programme, "ERASMUS +", is designed to strengthen education and training, so vocational education and training will also profit. 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.

The EU's new ERASMUS+ programme for general and vocational education and training, youth and sport aims to improve young people's skills and employability and modernise general and vocational education and training systems and youth work. It bundles existing non-formal and formal EU education and training programmes (Erasmus, Leonardo da Vinci, Comenius, Grundtvig and Jugend in Aktion), making them clearer and more manageable and easier to access and use. Under this scheme, more than 4 million people in Europe, especially students at school and in higher education, trainees, teachers and trainers and young volunteers, will receive grants and subsidies for a trip abroad for learning and study purposes by 2020.

The "Leonardo da Vinci Mobility" action from the lifelong learning programme will be continued in the area of vocational training in the form of "Erasmus+ Mobility". An estimated 170,000 trainees and students in vocational schools and 20,000 trainers and vocational school teachers in Germany could receive funding and support from Erasmus+.

The following are the main innovations in the area of vocational training:

- 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,
- Organisations with experience in this area can obtain an Erasmus+ vocational training Charter, giving them access to institutional funding and support.

The lifelong learning programme supported the European Union's education and training policy goal of promoting the transnational mobility of students, trainees and teachers and trainers in all sectors and improving the quality and efficiency of education and training systems. It continued for seven years (2007 to 2013), had a budget of around seven billion Euros, and consisted of four individual programmes designed for schools (COMENIUS), universities (ERASMUS), vocational training (LEONARDO DA VINCI) and adult education (GRUNDTVIG). This EU education and training programme was supplemented by a transversal programme designed to support the development of policy measures, support the learning of foreign languages, promote the integration of modern media in education and training processes and support dissemination of the programme's results.

The lifelong learning programme accompanied the Copenhagen Process in the area of vocational education and training, especially through the LEONARDO DA VINCI programme. The programme's central instrument was project funding for activities in the areas of Mobility, Partnerships and Innovation Transfer, for which over 46 million Euros was made available in 2013. The programme's quantitative goal was to increase the number of young people who spent time abroad as part of training to 80,000 a year by 2013.

In Germany, the number of stays abroad applied for and approved in the LEONARDO DA VINCI Mobility Action in 2013 increased by 17 % compared with the previous year. Funding was provided for 16,700 trainees and students from vocational schools as well as 2,200 employees and 2,000 skilled vocational training staff, so more than 20,000 trips abroad were funded in the Action in 2013.

This significant increase in the number of trainees' stays abroad was also made possible national co-financing of more than 1 million Euros provided by the BMBF, which financed about 750 additional trips abroad for trainees. Currently around 4 % of all trainees and students from vocational schools gain international work experience during their training. In January 2013 the Bundestag (German Parliament) formulated a national benchmark for a participation rate of trainees in international work experience during training of at least 10 % in 2020. The mobility supported by European education and training programmes and national co-financing is making major a contribution to achieving this goal.

Institutionally and systemically anchoring of stays abroad in vocational training is a central policy goal in ensuring the sustainable internationalisation of training in Germany. Companies and education and training institutions that can afford to do it can receive a certificate from the LEONARDO DA VINCI programme. Certification makes it easier to make applications and provides more security of planning for future mobility support schemes. 130 companies and vocational training institutions were funded under this simplified process in 2013.

Germany continued the success of previous years in the LEONARDO DA VINCI Partnership Action. 115 partnerships in which Germany was involved were selected by the European Commission in coordination with member states. The partnerships' process and product orientation have enabled education and training actors in this area to work flexibly towards specific targets. The focus is on an exchange of concepts and practical experience that will result in a product that can be widely disseminated. LEONARDO DA VINCI partnerships developed innovative lifelong learning products and intensified European networking. The products developed make a major contribution to developing and implementing key areas of European vocational training and implementing central education and training policy concerns: transparency and accreditation, social inclusion, creating better transitions between training and work and professionalising vocational training personnel. LEONARDO DA VINCI partnerships and their products can be viewed in a European database<sup>116</sup>.

In the LEONARDO DA VINCI Innovation Transfer Action, 33 projects with German coordinators were funded in 2013. This is the second-largest number of projects funded during the lifelong learning programme's seven-year period. Many organisations also showed an interest in the Action in the programme's last round of funding applications, with 81 applications for proposed projects, one third more than last year. The selected projects are continuing to work on implementing the European Commission's central education and training policy initiatives, such as ECVET, EQR, EQAVET and the "New Skills for New Jobs" initiative. Taking "Agenda 2020: New Skills and Jobs" as its motto, the national agency held a conference on "Environment and Sustainability" in February 2013. More than 60 participants took the opportunity to discuss current and future challenges in environmental politics, science and research and practice. Selected information on topics and exemplary projects can be found on the national agency's website under the heading "Bildungsthemen" (education and training topics).

Project activities were increasingly concerned with the shortage of skilled staff and high rates of youth

unemployment. A series of 2013 projects will support European efforts to strengthen work based learning and deal with these issues.

Vocational training and Germany's dual system are increasingly in demand internationally. The European economic crisis focused the interest of countries especially affected by high youth unemployment on job-related training in 2012. The National Agency Education for Europe at the BIBB is contributing to implementing the goals and benchmarks of the Federal Government memorandum for promoting youth employment and further developing vocational training systems adopted in Berlin in various ways. It has undertaken European work based learning study tours, initiated the "Work Based Learning and Apprenticeships" network (NetWBL), which was founded due to German interest in the topic and consists of 29 national agencies, and has taken on consortium management of the network.

This network aims to significantly strengthen elements of work based learning in vocational training systems in Europe. The NetWBL is a special action of the European Alliance for Apprenticeships that shows how politics and programmes can reinforce each other and project results effectively support education and training policy processes.

Innovation transfer projects transfer innovative solutions to existing needs from one context to another and implement them in practice and in the vocational training system. Transfer occurs across Länder, sector and target group boundaries. Details on ongoing and completed projects can be viewed in the European ADAM database<sup>117</sup>.

### European Qualification Framework (EQF)

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. The EU's recommendations on the EQF require member states to link their qualification standards in a transparent way with EQF levels. So far, 20 of the 36 countries involved in implementing the EQF, among them Germany, have developed national qualification frameworks and linked them with the EQF. In 2013 the European Commission ordered an evaluation of the EQF and its findings were scheduled for submission to the European Parliament and Council in early 2014.

116 [www.na-bibb-est.eu/](http://www.na-bibb-est.eu/)

117 [www.adam-europe.eu](http://www.adam-europe.eu)

### The European Credit System for Vocational Education and Training (ECVET)

In 2009 the European Parliament and European Union Council adopted a recommendation to create a vocational education and training credit points system to facilitate the accrediting, recognition and consolidation of the assessed learning outcomes of individuals seeking to gain a qualification. It will also improve the transferability of qualifications between various sectors of industry and within the labour market in the context of lifelong learning. The main objectives in trialing ECVET are to promote European cooperation in the area of vocational education and training and establish practical transnational networks. Member states are called upon to develop and trial relevant practice-oriented processes and instruments by 2014.

In 2013 the European Commission, working with experts from member states, developed templates for ECVET instrument partnerships and agreements on learning outcomes<sup>118</sup>, which will improve the quality of international mobility measures. These standard agreements operatively implement guidelines on quality assurance in carrying out mobility measures that were presented to a specialist public in 2012.<sup>119</sup>

Although progress in implementing ECVET still varies greatly in some countries, the number of education and training stakeholders who are trialing ECVET as part of the EU's lifelong learning programme is increasing steadily. To meet the growing need for exchanges in this area and transfer of examples of best practice, methods, learning outcome units and guidelines, a new **web portal was presented** at the annual forum 2013 in Prague.<sup>120</sup> At the joint ECVET pilot project conference for the ECVET network of lifelong learning programme agencies and national ECVET experts held in October in Brussels, the online toolkit for lifelong learning programme agencies, which gives education and training organisations and experts a practical instrument for preparing and carrying out projects outside their own countries, was also launched.<sup>121</sup>

In 2013 the European Commission ordered a external evaluation of ECVET recommendations and its findings are expected in the first quarter of 2014. The evaluation results will be incorporated into the Commission's report to the European Parliament and Council in June 2014. At an early stage of the project the BMBF also called for the abolition of

the cumbersome and confusing awarding of ECVET points as part of a wider review and amendment of the system.

In Germany the ECVET National Coordination Point<sup>122</sup> supports education and training stakeholders in trialing ECVET in the context of transnational mobility. The Coordination Point provides guidelines on learning outcome units and on evaluating and documenting learning outcomes, as well as a collection of learning outcome units that are offered online for those involved in carrying out projects.

Since 2012 the ECVET National Coordination Point's work has been accompanied by a "National Team of ECVET experts"<sup>123</sup>, who offer target group-specific consultancy and support for education and training organisations and projects.

### Promoting quality development in vocational training in Europe (EQAVET)

"Improving the quality and efficiency of general and vocational education and training" was one of four priorities adopted in the strategic framework for European cooperation in the area of general and vocational education and training ("Education and Training 2020"). It focuses on developing quality assurance systems, improving transitions between different areas of vocational education and training, increasing the attractiveness of vocational training and expanding the mobility of learners and teachers.

In 2009 the European Parliament also adopted a recommendation on establishing a joint quality assurance reference framework, which paved the way for the EQAVET process. EQAVET works with 33 European countries on developed a shared understanding of quality assurance and a culture of quality assurance that is supported by quality criteria and descriptors.

In Germany a DEQA-VET Reference Point has functioned as a national reference point since 2008. Its portfolio includes addressing of all the relevant actors and networking them with the goal of promoting a culture of quality assurance ([www.deqa-vet.de](http://www.deqa-vet.de) – since 2013 also available in English).

The EQAVET evaluation sees challenges in a more systematic cooperation with various European quality initiatives in other education and training sectors (e.g. tertiary education) and in improved linking of various transparency tools (EQAVET, ECVET, EQR) developed in the Copenhagen Process.

118 <http://www.ecvet-projects.eu/ToolBox/ToolBoxList.aspx?id=16&type=1>

119 <http://www.ecvet-team.eu/system/files/documents/15/ecvet-mobility.pdf>

120 <http://e2-community.ecvet-team.eu/>

121 [www.ecvet-toolkit.eu](http://www.ecvet-toolkit.eu)

122 [www.ecvet-info.de](http://www.ecvet-info.de)

123 For more information please go to [www.ecvet-info.de/de/301.php](http://www.ecvet-info.de/de/301.php)

Proposals were also made for promoting quality assurance in company-based training, which is in keeping with the “Rethinking Education” strategy presented by the Commission at the end of 2012. The Commission’s official publication of the EQAVET evaluation report is scheduled for 2014.

In September 2013 the 5<sup>th</sup> DEQA-VET conference, entitled “Bildungsrepublik Deutschland – Werkstattgespräche im Haus des Lebenslangen Lernens und der Qualitätssicherung” (The Federal Republic of Education – talking shop in the house of lifelong learning and quality assurance), was held at the BIBB in Bonn. National and international experts discussed quality assurance in vocational training in Germany and Europe and formulated central recommendations for joint guidelines and the ten pilot projects funded by the BMBF presented their results so far.

The 90 instruments and approaches developed in these pilot projects deal with training practice in companies and DEQA-VET will continue to support the transfer of these instruments and approaches in future. The “ENIQAB” project, which ended in 2013, made the pilot projects’ findings on the issue of quality available to European project partners and member states.

### **ESCO (European Skills, Competencies and Occupations taxonomy)**

ESCO (European Skills, Competences, Qualifications and Occupations) is a multi-lingual<sup>124</sup> classification of occupations, skills, competencies and qualifications. It is based on three interconnected pillars: occupations, skills/competencies and qualifications. ESCO’s goal is not record all the specific occupations, skills, competencies and qualifications in Europe’s labour market and education and training sector: instead the ESCO reference vocabulary is designed to allow for an adequately precise, Europe-wide exchange of information. The main goal of the ESCO classification is to improve interoperability in the international comparison between CVs and job ads and so contribute to better matching jobs and applicants in a competence-based online process. This can be done by recognising and evaluating relevant information in unstructured and semi-structured documents such as CVs and job ads, so that the right applicants for vacant positions can be found based on individual skills/competencies profiles. Competence-based job placement enables available competencies to be effectively deployed in the labour market, strengthening occupational mobility and counteracting structural unemployment. ESCO is offered in the EURES Portal as an aid to modern competence-based job placement and to improve occupational mobility. For more

details on ESCO’s goals, content and structure please see the 2013 Report on Vocational Education and Training.

Work in 2013 focused on developing a first test version of ESCO, especially the for first two ‘pillars’ – occupations and competencies, based on expert preliminary work to identify occupational “reference groups”, and on developing options for integrating the ‘qualifications’ pillar with the other two pillars. The EU launched the first test version at the “ESCO Goes Live” European kickoff conference in Brussels on the 23<sup>rd</sup> and 24<sup>th</sup> of October 2013 and it will be trialed in the EURES network.

### **Europass**

The European Commission wants to promote the transnational mobility of citizens in the education and training system and on the labour market. Europass enables European citizens to present their qualifications in a clear, consistent and internationally comprehensible form.<sup>125</sup> Europass therefore creates the prerequisites for establishing both the transparency of individual education, training and professional skills and experience and the comparability of qualifications acquired internationally in member states.

Europass consists of five individual documents. The overarching document is the Europass CV, which every citizen can use for job applications. Over 32 million Europass CVs have been issued Europe-wide since they were first launched in 2005. Time spent in education and training abroad is documented by the Europass Mobility. With more than 145.000 Europass Mobility documents applied for, Germans have made the most use of Europass Mobility, compared with their fellow Europeans

The National Europass Center (NEC) at the NA-BiBB is responsible for issuing Europass documents in Germany and for the programme’s public profile and dissemination. The “Der Europass macht Schule” (Europass in schools) CD-ROM, which contains teaching materials, information on individual Europass documents and a comprehensive and commented collection of links, was launched in 2013. It also offers teachers suggestions for incorporating the subjects of mobility and job applications into their teaching as well as exercise sheets on Europass CV, Europass Language Passport and Europass Mobility and interactive materials. An online version of the CD-ROM is available from the [www.europass-info.de](http://www.europass-info.de) website and it can be ordered free of charge from the National Europass Center.

Another focus of the National Europass Center’s press and public relations work was on the holding of advanced

<sup>124</sup> ESCO has been translated into all 22 official languages except Irish. Translations into Croatian, Norwegian and Icelandic will soon be available.

<sup>125</sup> For more information please see [www.europass-info.de](http://www.europass-info.de).

training courses for teachers, which were held across Germany. They provided teachers with an introduction to the Europass framework concept and an opportunity to create their own Europass CV and Europass Mobility in a workshop. Due to the positive response to the advanced training courses, they will be continued in 2014.

The National Europass Center also cooperated with the ECVET National Coordination Point to offer advanced training courses on “Lernergebnisorientierung im Europass Mobilität” (learning outcomes orientation in the Europass Mobility) for mobility consultants from the Chambers.

With its “PASSgeschichten – Leben und Arbeiten mit dem Europass” (PASS stories – living and working with the Europass) series on examples of best practice, the NEC also launched a series of reports on working with the Europass in companies, schools, institutions of higher education and other institutions.<sup>126</sup>

**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)**

In early 2013 the Federal Ministry of Labour and Social Affairs BMAS launched a special programme with 139 million Euros of funding (2013–2016) to attract young people from other EU countries to fill vacant training places and skilled jobs in Germany. The BMAS commissioned the Central International Placement Service (Zentrale Auslands- und Fachvermittlung – ZAV) to carry out the special programme. It provides support for young skilled workers, young people and young adults who are at least 18 and up to 35 years old, who have completed their education at school but have not yet completed company-based training and who want to undergo company-based vocational training in Germany. The special programme offers German language training in the applicant’s home country, internships, training support services in Germany, mobility assistance and cost of living and social and vocational educational support. Its guidelines and the catalogue of funding and support available were amended on the 1<sup>st</sup> of November 2013 and adapted to current requirements. For more information on the programme please go to the [www.thejobofmylife.de](http://www.thejobofmylife.de) website.

**IBS: Information and consulting on international mobility**

Preparation and information are vital factors in ensuring the success of phases of mobility, so the International Mobility Service Point or IBS (Informations- und Beratungsstelle

für Auslandsaufenthalte in berufliche Bildung, formerly the Information and Advising Centre for Professional Training Abroad – “Informations- und Beratungsstelle für Praxiserfahrung im Ausland”), the central German service provider in all areas relating to vocational qualification outside Germany, has been working in this area since 1987.<sup>127</sup> Since the 1<sup>st</sup> of July 2013, the National Agency Education for Europe information and advisory office has been at the Federal Institute for Vocational Education and Training (Bundesinstitut für Berufsbildung – BIBB) and has focused on supporting stays abroad during vocational training. Commissioned by the BMBF, the IBS offers 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. After restructuring, the focus is now on providing initial consulting by phone. The IBS plans to quickly expand the range of services it offers from 2014.

Advisors from the Federal Employment Agency (Bundesagentur für Arbeit), working in the EUROGUIDANCE 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 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 Trade also advise companies, trainees and those starting out on their careers on options for spending time abroad during vocational training.<sup>128</sup>

**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 2013 the BMBF funded advanced training for eleven 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

<sup>126</sup> [www.europass-info.de/?id=329](http://www.europass-info.de/?id=329)

<sup>127</sup> See also [www.Na-bibb.de](http://www.Na-bibb.de)

<sup>128</sup> See also [www.mobilitaetscoach.de/](http://www.mobilitaetscoach.de/)

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.

### **Multilateral vocational training cooperation**

#### **Studies on developments in vocational training by the Organisation for Economic Cooperation and Development (OECD)**

The German government has been campaigning hard within the OECD for greater recognition for vocational training. The “Learning for Jobs” study published in 2010, the “Skills beyond School” study published in 2013, and the 2012 “Skills Strategy” have greatly strengthened awareness of the importance of vocational training within the framework of the OECD. The annual discussion on whether Germany has too few university graduates has also been laid to rest. The international community’s strong interest in the principles and implementation of an effective vocational training system continued in 2013.

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 Federal Government will be strongly engaged in activities in the expanded context of the Skills Strategy. In the course of work to follow up the studies completed in 2013, the BMBF will continue to support the OECD’s research activities in the area of VET, with a focus in coming years on “Work Based Learning”.

In the two completed VET studies the dual training system was rated very highly. In the “Skills beyond School” study completed in 2013, the OECD investigated “post-secondary VET” options in participating countries, i.e. non-academic further training following initial vocational training. The study focused on Master craftsmen’s qualifications and the further and continuing training offered by the Chambers and private providers and trade and technical schools and specialized academies. Its findings highlighted Germany’s strengths in involving relevant Social Partners, providing good transitions from school into work, and facilitating transfers into tertiary education. A lack of general standards and the adaptation of content to current technological developments were identified as containing challenges.

The OECD’s began project planning for 2015 and 2016 in 2013 and Germany is supporting the OECD in developing an international comparative vocational training skills assessment system (“Development of an international assessment of competencies in initial vocational education and training

– VET”). The ASCOT skills assessment initiative is also developing skills testing models and processes for vocational education and training that the OECD could use in a large scale assessment in a similar way to PISA and PIAAC.

Considerable policy impetus can be expected from the results of international comparative studies, substantiated findings on the connections between learning outcomes and training programmes, and a monitoring of the output of different training programmes and systems. The studies will also allow for better descriptions of international employee mobility, the transition between vocational training and the labour market, and the integration of initial and continuing training and tertiary education and could result in classifications of trainees’ skills based on empirically verifiable and internationally recognised classification systems (e.g. EQR and ESCO).

#### **UNESCO – supporting the International Centre for Technical and Vocational Education and Training (UNEVOC)**

Working under the headings of “Greening TVET” and “Youth and Skills”, UNESCO-UNEVOC is developing expertise in partner countries, moderating a global discourse among practitioners, scientists and researchers, and politicians and policy makers, and establishing a global network of over 250 UNEVOC centres in more than 150 countries. 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”, recruiting regional institutions to act as hosts and provide impetus.

The “TVET Transformations for Sustainable Development” global workshop held in mid-2014 in Bonn will bring the regional workshops together and prepare them for the conclusion of the “Education for sustainable development” decade. This central event will raise the profile of UNEVOC’s work and highlight the importance of vocational training in central debates at the United Nations as well as the achievements of vocational training in the host country, Germany.

The BMBF and BMZ are supporting implementation of the “Promoting regional networks” recommendation made at the third UNESCO International Congress on Technical and Vocational Education and Training in Shanghai in the summer of 2012 through secondments.

The BMBF's support for UNESCO-UNEVOC is managed at the technical and administrative level by the BIBB.

### International skills competition

#### WorldSkills Leipzig 2013: the professional skills world championships

Every two years young participants aged 22 and under compete in the professional skills world championships. From the 2<sup>nd</sup> to the 7<sup>th</sup> of July 2013 the world's best trainees and young skilled workers competed at WorldSkills Leipzig 2013. After 40 years Germany again hosted the competitive exhibition of the world's best trainees and young skilled workers aged 22 and under in non-academic occupations. More than 1,000 participants from 53 countries and regions competed in 46 different occupational disciplines over four days.

Around 205,000 people attended WorldSkills Leipzig 2013 at the Leipziger Messe trade fair centre and the official events held in the city. More than 1,000 accredited journalists from across the world reported on the event and there was great interest in Germany's dual training system. In the accompanying WorldSkills Leipzig 2013 political programme, several hundred experts from all over the world discussed future vocational training issues at numerous conferences, seminars and sessions and launched important initiatives such as the European Alliance for Apprenticeships.

178 competitors won gold, silver and bronze medals and 344 competitors were awarded medals for excellence. Host Germany competed with the biggest national team in the competition's history. 41 German participants, five of them women, competed in 36 of the official competition disciplines for the WorldSkills title and medals. Young trainees also presented WorldSkills visitors with demonstrations of their skills in areas such as road building, water and drainage technology, pipeline construction and construction machinery operation, thereby bidding for inclusion in the next official WorldSkills competition.

28 of Team Germany's 41 trainees and young skilled workers came home with titles, medals or awards for excellence.

Germany won medals in 9 categories: 2 gold (for the tilers, plasterers and drywall construction), 4 silver, 3 bronze and 16 awards for excellence.

The Federal Ministry of Education and Research (BMBF) funded the German team's participation in WorldSkills in Leipzig. The WorldSkills International organisation, now present in 65 member countries and regions, organises the professional skills world championships in a fast-growing network of strong partnerships. The next WorldSkills will be held in 2015 in Sao Paulo.

### Bilateral Programmes

The German-French Vocational Exchange Programme has been run by the Deutsch-Französischen Sekretariat (DFS)<sup>129</sup> since 1980 and is financed by the BMBF and the French education and labour ministry. In 2013 the programme provided funding for around 3,000 participants. 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 the 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 with the Israeli Ministry for Industry, Trade and Labour (MOITAL) to further develop vocational training in both countries. The programme, which from July 2013 will be accommodated at the NA BIBB, has for more than 44 years enabled specialist, senior and young vocational training staff to exchange views and experience on current vocational training topics, develop innovative approaches and products and trial them in practice.

### International cooperation on vocational training

In 2013 the Federal Government adopted a strategy for integrated international vocational education and training cooperation ("Strategie zur internationalen Berufsbildungskoooperation aus einer Hand"). Lead-managed by the BMBF, Federal government departments and Länder and Social Partner representatives involved in cooperative projects coordinate German vocational training cooperation activities in the context of increased global demand for practice-based vocational training. In line with the Federal Government's strategy, the BMBF also established a central office for international cooperation on vocational training at the BIBB. The central office manages a '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 Brazil, China, India, Israel, Russia, Turkey and South Africa and is constantly expanding these relationships. Germany offers partner countries potential solutions based on the Germany's globally recognised dual training system. The BIBB supports institutions in partner countries through these cooperative relationships by offering them system consultancy, cooperative research projects

<sup>129</sup> www.dfs-sfa.org

and exchange activities. The BMBF also is also maintaining an education and training policy dialogue with a number of other countries.

In 2013 international cooperation on vocational training also focused on intensifying shared activities with EU countries. On the 11th of December 2012 EU education ministers signed a joint memorandum on increasing cooperative efforts to modernise vocational training. Activities will focus on continuing the efforts of working groups with Italy, Greece, Latvia, Portugal, Spain and Slovakia.

The BMBF is also working with the Association of German Chambers of Industry and Commerce (DIHK) to support the expansion of vocational training skills through Chambers of Industry and Commerce outside Germany. The joint VETNET project on bilateral vocational training cooperation carried out with Chambers of Industry and Commerce outside Germany involves on-site monitoring of vocational training and supports the establishing of quality assurance structures.

### Exporting vocational training

The need for well-trained skilled staff is growing all over the world and with it demand for initial and continuing vocational training, a decisive prerequisite for economic development and international competitiveness. In economically dynamic countries and regions in particular, an acute shortage of skilled workers is now a serious risk to future economic growth. Germany has outstanding strengths in vocational initial and continuing vocational training so training services “made in Germany” are increasingly in demand worldwide. The BMBF supports German initial and continuing vocational training providers in opening up this dynamic and growing international market in many regions of the world. It also gives German industry a leverage effect because the export of mechanical engineering or car industry products often relies on the existence of well-trained skilled staff abroad, so well-trained skilled staff can be an “entry ticket” for the export of other German goods.

The iMOVE (International Marketing of Vocational Education) initiative, which the BMBF launched 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. In the autumn of 2013 iMOVE was integrated into the BIBB.

In 2013 iMOVE activities focused on Arab countries, India and the USA. Together with Ghorfa (the Arab-German Chamber of Commerce and Industry) and the Didacta education and training industry association, iMOVE held the 5<sup>th</sup> Arab-German Education and Vocational Training Forum under the patronage of the BMBF with around 200 participants. After successfully carrying out a pilot project in 2012, iMOVE again held a call for proposals for the Indian Labour and Employment Ministry to further train Indian trainers, with the number of trainers increasing from 20 to 80. Assisted by active support from the iMOVE office in India, iMOVE hosted the “Network India” event with many Indian participants. To end the “German Year” in India, iMOVE was involved in the closing event in Pune. iMOVE participated in the major international training and education trade fairs Global Skills Summit and WorldDidac India in Mumbai and in Worlddidac Asia in Bangkok with an information stand and a workshop. At the Worldskills in Leipzig and at the Educar/Educador in Sao Paulo iMOVE was present an information stand. In Germany iMOVE received delegations from Indian associations of Chambers and industries and the Chilean Ministry of Education. iMOVE was also involved in trip by a BMBF delegation to China. iMOVE’s new publications included market studies on Japan, South Korea, Thailand as well as market study on the USA, the first to be drafted by iMOVE itself. iMOVE also published a brochure on the USA, highlighting examples of successful German-American vocational training cooperative projects. Readers interested in current developments in Germany’s vocational training services export industry can find details in the “Trendbarometer 2013”, which iMOVE produced itself for the first time in 2013.

### The status and prospects of vocational training in development cooperation

The Federal Ministry for Economic Cooperation and Development (BMZ), the German government department responsible for development policy cooperation, has anchored education and training as a core element in Germany’s development policy and formulated “Ten objectives for more education” as part of its 2010–2013 education and training strategy. The strategy’s guiding principle is lifelong learning. 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, which includes initial and continuing vocational training, helps people develop the technical and social skills they need for qualified employment and also improve their general personal and social skills and develop their personalities, so it also enables them to actively

participate in organising their own lives and careers and contribute to society.

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 is an essential prerequisite for sustainable economic development that will be viable in the long term in many partner countries. Vocational education and training also contributes to social development and to establishing and stabilising democratic structures.

Building on the BMZ education and training strategy, the BMZ position paper on “Vocational training in German development policy” (“Berufliche Bildung in der deutschen Entwicklungspolitik”) supports the BMZ framework of reference, its implementing organisations, grant recipients and other partners in the conceptual design and implementation of vocational training projects.<sup>130</sup>

The range of German development cooperation instruments is oriented towards 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
- institutionalised vocational training research

German development cooperation supports dialogue between the state and business and industry, the development of inter-company occupational, training and examination standards and the development of qualification programmes for teachers, trainers, heads of schools and training planners working in the area of 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 the accompanying development of organisations.

The BMZ’s commitment in the area of vocational training will focus on qualification in the informal sector, financing education and training, vocational training in

the context of fragility and gender equality. Since 2009, vocational training has become an increasingly important element of German development policy, which is clearly reflected in commitments made in this area. In 2012 84.75 million Euros of funding provided for bilateral education and training development projects.

Around 160 million Euros has been earmarked for work in this area in 2014 and 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, Armenia, Georgia, Kosovo, Serbia, Bosnia-Herzegovina, Kyrgyzstan, Moldavia, Montenegro, Tadjikistan, Uzbekistan, El Salvador, the Palestinian Territories, Angola, Congo, Sierra Leone, East Timor, Egypt, Lebanon, China and the Philippines.

German development cooperation sees private business and industry as an important partner. 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. 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.

<sup>130</sup> See also [http://www.bmz.de/de/publikationen/reihen/strategiepaepere/Strategiepapier322\\_8\\_2012.pdf](http://www.bmz.de/de/publikationen/reihen/strategiepaepere/Strategiepapier322_8_2012.pdf)

# Opinions on the draft Report on Vocational Education and Training 2014

## Opinion on the Federal Government's draft Report on Vocational Education and Training submitted by the Board of the Federal Institute for Vocational Education and Training (BIBB)

The Board of the Federal Institute for Vocational Education and Training (Bundesinstitut für Berufsbildung) thanks the Federal Ministry of Education and Research (BMBF) and the Bundesinstitut für Berufsbildung for creating the Report on Vocational Education and Training 2014, which again provides a comprehensive overview of vocational education and training developments in Germany.

Demographic change and an increasing need for skilled staff are posing particular challenges for the dual training system.

Continuing international interest in dual vocational training is a motivation to continue to develop the tried and tested system to secure its future viability.

The coordinated efforts of the Federal Government, Länder and Social Partners and the involvement of companies in training young people are the central basis of the successful dual vocational training model in our country. It is in the interest of everyone working in this area to secure and further increase the attractiveness, value and quality of this training in future.

## Opinion submitted by the group of employer representatives on the draft Report on Vocational Education and Training 2014

### The situation in the training place market remains positive

The group of employer representatives on the BIBB Board thanks the BIBB for this balanced and comprehensive Report on Vocational Education and Training. The group of employer representatives regards the training place market situation as essentially positive.

The employer representatives on the BIBB Board wish to emphasise that dual training is a central instrument for securing a supply of skilled staff. Only the training of enough young skilled workers will secure companies' economic competitiveness in future.

Once again there were more unfilled training places (33,500) than unplaced applicants registered with employment offices and Jobcenters (21,000) on the 30<sup>th</sup> of September 2013. This result was largely due to the fact that business and industry again more than exceeded the commitments it made in the Training Pact to provide 60,000 new training places a year and recruit 30,000 new companies to offer training.

The number of applicants still unplaced at the end of subsequent placement activities was significantly reduced to 11,800. By mid-January 2014, the Chambers and Federal Employment Agency had carried out 251 subsequent placement actions such as training exchanges and trade fairs. Around 58 % of the young people invited came to subsequent placement actions and each participant received an average of seven offers. The young people's participation rates and number of training places offered varied greatly from region to region.

According to the Federal Institute for Vocational Education and Training (BIBB) survey for the 30<sup>th</sup> of September 2013, around 530,700 new training contracts were concluded, a fall of 20,500 (3.7 %) compared with the previous year. The renewed fall compared with the previous year is due to a large cutback in the number of non-company, mainly publicly financed vocational training to 21,700 contracts (-16.3 %). Given the many unfilled company-based training places, industry welcomes this cutback. The number of company-based training places offered fell by just 2.9 %. Helping companies fill their train-

ing places remains a major challenge however, because if training places cannot be filled there is a risk that companies will become less willing to offer training.

### **A growing number of unfilled training places**

The clear rise in the number of unfilled training places registered with the Federal Employment Agency (BA) compared with previous years from 20,700 (2011) to 33,500 (2013) shows that companies are facing a shortage of suitable applicants. According to the BIBB Qualification Panel, 43 % of the companies surveyed could not fill the training places they offered, either partly or completely, in 2013. In 2012 the figure was just 37 % and in 2011 it was 35 %.

### **Systematic careers orientation at an early stage of education necessary**

The increase in the number of unplaced applicants from 11,600 (2011) to 21,000 (2013) makes the challenges involved in better matching young people and companies clear. These challenges can be met by providing comprehensive and practically-oriented careers orientation at an early stage. Students at school need to not only experience a wide range of occupations, they need to be informed about the general and regional training market situation and consider alternative dual training occupations if they do not gain a training place in their chosen field. Upper secondary level (Sekundarstufe II) school students must also be informed about all the options open to them by study course and careers orientation services. To make vocational training attractive also to high-achieving young people, opportunities for transfer between vocational and academic education and training in both directions must be facilitated. To balance out regional differences in the training place market, young people should be encouraged and supported to go into training places outside their home regions. Diverse measures such as residential homes for young people are already making a major contribution to achieving this goal.

### **Further optimisation of the transition system required**

In 2013 the number of young people entering the transition system fell again (2013: 257,000 vs. 2012: 267,000). This is thanks not least to companies' willingness to increasingly give even lower-achieving young people a chance in training. As agreed on in the Training Pact, the Federal and Länder governments should clear out the transition system's confusing funding landscape. Offering lower-achieving young people a chance to gain qualifications in company-based training must take priority over school-based measures. Given the large number of vacant training places, placement in training must be highest priority. If they cannot be placed,

as many young people as possible should be made fit for company-based training through company-based introductory training or EQ Plus. More combinations of EQ with support during training are required to support companies and young people who need special support. Accompanying research has shown that their transfer rate from introductory training, at over 60 %, is much higher than for those coming from school-based measures.

### **Intensify international vocational training cooperation**

In the context of high rates of youth unemployment in parts of the European Union, business and industry supports the Federal Government's initiatives to expand vocational training cooperation and an international transfer of dual training principles. The BMBF and DIHK joint VETNET project will expand cooperation on vocational training and establish quality assurance structures in vocational training in Chambers outside Germany. The "career in Germany" online platform initiated by the BDA offers bundled access to information on the German training system and promotes a process of mutual learning based on Best Practice examples. The integration of companies and practice in measures, the Social Partner principle, and the role of the Chambers are all regarded as just some of the essential factors in Germany's success.

**Opinion submitted by the group of employee representatives on the draft Report on Vocational Education and Training 2014**

**A. On the training market situation: demographic chances missed, willingness to provide training at a historic low level**

The training place market is facing serious challenges. Despite Germany’s good economic position and increasing numbers of school leavers, the number of contracts for training concluded in 2013, fell to 530,715, which is by far the lowest figure since German Reunification. Compared with the previous year this represents a fall of 3.7 % or 20,500 fewer training contracts.

A realistic view of the actual training market situation would better assess the category of young people interested in training, which was developed by the BIBB. This category is made up of the number of new training contracts and the number of young people and young adults who applied for a training place but did not get one.

The statistics on this group show that of the 816,541 young people who expressed a serious interest in training during the 2013 reporting year and were as declared “mature enough to start training”, only 530,715 signed a contract for training, so only 65 % of these young people found a training place. This is a steep drop compared with 2010 (68.3 %), despite the country’s robust economic situation. The dual system’s ability to integrate all young people into training is diminishing.

Young people with a training contract	530,715
Applicants in measures/transition system with a training placement contract	62,530
Applicants in measures/transition system with no training placement contract	106,640
Applicants whose whereabouts is unknown	95,622
Officially unplaced applicants	21,034
<b>Total number of those interested in training</b>	<b>816,541</b>

83, 564 young people reported that they were still looking for a training place on the reference date of the 30<sup>th</sup> of September 2013, which was an increase of around 10 % compared with the previous year. Only 33,500 vacant training places were available for them. The training place market seems to be in a paradoxical situation. Increasing numbers of young people cannot find a training place, yet the number of unfilled training places is also growing. The training place market also varies widely according to region and occupation.

Small and medium sized enterprises in particular are withdrawing from training. The percentage of companies offering training, at 21.3 %, is at the lowest level since 1999. At the same time, companies in problematic industries offering inferior quality training, such as restaurants and hotels, often cannot fill their training places.

Yet it is pleasing to note that dual vocational training remains attractive for highly qualified young people. Almost one in four trainees has “Abitur” or an entrance qualification for study at a university of applied sciences (24 %) and in the Trade and Industry sector the figure is almost one in three (30 %) and the trend is for their numbers to increase. From 2008 to 2012 the number of young people with a higher education entrance qualification rose by 14,000, despite falling numbers of contracts. Although the statistics in some Länder may have been temporarily distorted by two-year final school classes, they do show that the dual system is not suffering from a lack of well qualified young people.

The lack of integration of young people with challenging starting prospects is the main problem. Only 7 % of companies offer training to young people with a secondary general school leaving certificate. Around 257,600 young people are in one of the many “measures” in the transition from school into training. If training place numbers are plummeting, this is not necessarily a result of any apparent “mania for academic training” but is the fault of companies, which have become accustomed to picking only the best applicants and are not prepared to give young people with a secondary general school leaving certificate a chance.

**Conclusion:**

The figures show that the Federal and Länder governments and Social Partners must act jointly to strengthen dual vocational training. Young people have a right to training. Companies should not be allowed to just complain about a putative lack of skilled staff, they must train more young people. The new Federal Government should introduce a training place guarantee to ensure that “holding patterns” in the transition from school into training are abolished and young people are prepared for the path towards a vocational qualification.

The following measures will be required to improve the training place market situation:

1. A **training guarantee** must be given to all young people completing education at a general education school. Many Länder are currently restructuring their transition systems. Young people who have not found a company-based training place should be given non-company or full time school-based training in a recognised training occupation with the goal of subsequent placement in company-based training. It must be ensured that this does not lead companies to withdraw from training. To avoid a “windfall effect”, innovative financing models must be developed. Financing of the training guarantee must also be borne by those companies that are not sufficiently participating in training.
2. The **number of companies participating in training** must be increased to meet future needs for skilled staff and young people’s career interests. Companies in which future skilled workers can receive high quality training in particular must be recruited to offer training. Quality assurance in initial vocational training must be ensured. Data from regional skilled staff monitoring can help to forecast of shortages of skilled staff.
3. **Young people who need extra support and companies** that train them **need support**. Support during training and assisted training must be developed into a new integrative funding and development instrument and be massively expanded. Financing and award issues must be organised to ensure that they are anchored with regional actors (companies, vocational schools and unions).
4. A **regional office** must be established to provide specific advice to people in the transition from school into work. Youth careers agencies after the Hamburg model could usefully bundle the current range of advisory services. We therefore welcome the comprehensive expansion of youth careers agencies, announced in the Report on Vocational Education and Training, in which various statutory groups will work together.
5. School-based **careers and occupational orientation must be expanded**. Students at school should be enabled to make rational career choices. An analysis of their potential must always lead into concrete, individual funding and support concepts with binding objectives. Problems in society, in the economy and with the environment must be explained in class teaching and different solution strategies and options for action presented. The young people should experience what participation and democracy mean, especially in the context of workplace relationships.

Implementing a training guarantee will not come cheap. The Federal Government must make appropriate funding for expanding assisted training, support during training and

introductory careers mentoring for example, available in the Federal budget.

## B. Improve the quality of training

Compared with 2009 (22.1 %) the rate of premature termination of training contracts increased in 2012 to 24.4 %, despite the measures introduced to prevent training contract terminations and dropouts. This rate is much too high.

What is striking is that rate of premature training contract terminations has for years varied considerably between individual occupations and that the occupations with high numbers of unfilled places have also had the highest rates of premature contract terminations for years. Premature training contract termination rates of more than 40 % and very low rates of subsequent transfer into employment are not unusual, especially in the hotel and restaurant industry. If young people are used as cheap labour and not offered any attractive occupational prospects for the time after training, they will stop applying for work or training in those companies and industries.

### Conclusion:

The high rates of premature training contract terminations must be analysed and the causes identified. It is the task of the competent bodies to ensure the quality of training in companies and companies’ own “maturity required for training” by providing stronger inspection and support measures.

If companies want to attract more applicants they must pay their trainees better, improve the quality of training, take on more trainees and improve their employment conditions.

A quality assurance concept for vocational training must be developed and implemented by the competent bodies. The DGB/IG Metall “Qualitätsrahmen für die Berufsausbildung” (quality framework for vocational training) concept could serve as a model in this context.

The quality of vocational training must also offer young people the opportunity of participating in university studies. Vocational schools and companies must provide vocational training that also supports wide-ranging personal development. The equipping of vocational schools must be reviewed and improved where necessary. Teachers and trainers who belong to the so-called “demographic reserve” should be encouraged to stay in vocational schools to help improve quality and prevent training dropouts.

### C. Career policy developments in care and nursing

Demands on the work of care and nursing staff are changing. The current tendency to specialise care and nursing occupational training depending on patient age is no longer in keeping with the demands on modern professional care and nursing. An orientation towards the demands of the care sector is still required, as are specific qualifications in acute hospital care (including paediatric care), outpatient care and in-patient services for the elderly.

In this context it would be advisable to further consolidate the hitherto separate training in general, paediatric and geriatric care and nursing but retain individual specialisation. The group of employee representatives is therefore in favour of a three-year training involving two-years of standard basic training followed by another year of specialist training in general, paediatric and geriatric care and nursing resulting in different professional qualifications. A consistent statutory basis after the model of the Krankenpflegegesetz (Nursing Act) should be created to regulate this area.

If general nursing training is introduced, as the Federal-Länder working group on preparing the draft of a new nursing profession act (Pflegeberufegesetz) of 1<sup>st</sup> of March 2012 originally proposed, there is a risk of creating short and very specialised training courses, particularly in the area of geriatric care and nursing. Acute care and nursing also requires a higher level of specialisation. Hospitals are already responding by creating new types of jobs that involved very specific areas of work.

The Federal-Länder working group's proposal to introduce initial academic nursing training would forestall the results of the pilot project. The questions of which additional qualifications would be acquired only in academic training and for which specific work academically qualified care and nursing staff would be deployed have not yet been cogently answered. As long as these questions cannot be answered, the current consistent occupational profile must be retained. One alternative would be to offer two paths, current training and university training, which would then result in an equivalent vocational qualification, the difference being in the additional university qualification. The same statutory standards must apply to practical training, university training and company and school-based training.

Practical training is of great value in the care and nursing professions, yet it also currently presents a major problem. The pressure of time workers are under due to staff shortages and intensified work requirements is having a negative effect on training conditions. Yet structured practical guidance is increasingly important, so those providing practical guidance must be given more time to support trainees in learning. A regulation must be made stipulating that at

least ten percent of time be spent in practical training, time during which qualified skilled personnel can guide trainees through practical work situations.

Because care and nursing work demands are increasing, qualified nursing training to at least the level of a recognised vocational training qualification is needed here. The group of employee representatives is therefore not in favour of introducing training occupations below the level of a three-year technical training. Those who have completed training to be an assistant are in far more likely to be unemployed than skilled professional nurses. To meet the growing need for skilled staff in this area, a broad, three-year nursing training specialising in outpatient care based on the Vocational Training Act (Berufsbildungsgesetz) would be a reasonable alternative to assistants' training courses that are regulated by the Länder.

The structures and general conditions of existing professional licensing laws governing the healthcare professions (therapeutic occupations) must be consistent. Tuition fees should not be paid. Specialist exercise of therapeutic occupations must be regulated by the relevant occupational legislation.

The Federal Employment Agency (BA) is offering funding for the third year of retraining in geriatric care and nursing for a limited period. This kind of retraining could however open up career prospects for many people, so funding for a third year of retraining should be offered for the long term.

### D. Continue implementation of the GQF

Vocational training in Germany has a multi-level system of nationally regulated advanced vocational qualifications that offers opportunities for development equivalent to those resulting from by university studies. A recommendation issued by the BIBB Board set out the qualification levels and standards of this system and established a classification of advanced vocational qualifications within the German Qualification Framework (GQF). This provides framework information that highlights the occupational development opportunities the German vocational training system offers to those completing recognised vocational training and university courses. The group of employee representatives expects that,

- the “recommendation on basic points on structures and quality assurance in further vocational training under the Vocational Training Act (Berufsbildungsgesetz – BBiG) and Crafts Code (Handwerksordnung – HwO) (“Empfehlung für Eckpunkte zur Struktur und Qualitätssicherung der beruflichen Fortbildung nach Berufsbildungsgesetz (BBiG) und Handwerksordnung (HwO)”) will be used as a basis for future classification;

- procedures will be quickly developed for classifying advanced vocational qualifications that have not yet been classified, incl. Chamber regulations as defined in S. 54 of the Vocational Training Act (BBiG) and the Crafts Code (HwO);
- agreement will be reached swiftly on classifying more advanced vocational qualifications at Level 7.

The group of employee representatives welcomes the expansion of European vocational training policy from December 2012 with the additional instrument for validating non-formal and informally acquired skills. Member states are required to develop processes for validating such skills by 2018. If the goal is to achieve a greater degree of systematization and comparability in the area of non formal and informally acquired skills, it will require additional organisational structures to be considered and developed as part of training courses and by training providers. The basic question in this context is how a certificate, a course attendance certificate, a Diploma or a report etc. could become a GQF-relevant qualification. This recognition could be provided by a qualified (authorised) office for verifying the qualifications gained from the complete range of education and training providers. These qualification verification offices could regulate sectoral and/or national qualifications that so far have no equivalents in vocational upgrading training as defined in the BBiG/HwO. This would require close coordination and cooperation between the offices and Social Partners, especially on the issue of skills assessment.

### E. Expand continuing education and training

Efforts have been made in the CDU, CSU and SPD “Deutschlands Zukunft gestalten” (Shaping Germany’s future) Coalition Agreement to establish an alliance for initial and continuing training, although strategic elements and concrete plans for organising continuing training are lacking. As welcome as the amendment to the Upgrading Training Act is, it will not be enough to establish a culture of continuing training in Germany.

The significant increase in participation in continuing training (from 42 % to 49 % in 2012) is pleasing, but the “Trendbericht Weiterbildung” (Continuing training trend report) reveals the persistent strong social divisions in the continuing training system. Well qualified young men with full time jobs are able to constantly upgrade their skills. Those who work part time or are marginally employed, who earn low incomes and do not have good school leaving qualifications, are given far fewer chances to participate in continuing training. Yet in view of current demographic changes, companies need to also train and qualify those in disadvantaged groups so as to meet their need for skilled staff.

An overview of the data reveals major differences in access to continuing training, depending on the following features:

- Migrant background: People from migrant backgrounds are increasingly left out of the continuing training system. Their rate of participation in continuing training has stagnated at 33 %, while the rate among people without migrant backgrounds rose from 45 % (2010) to 52 % in 2012.
- School leaving qualifications: Young people with a secondary general school certificate (32 %) participate far less frequently in continuing training than employees with higher school leaving qualifications (64 %).
- Vocational qualification level: Here too, the higher their vocational qualifications, the more employees profit from continuing training. 37 % of people with no vocational qualifications underwent continuing training, while the rate among university graduates was 68 %.
- Unskilled and semi-skilled workers: Managerial staff (77 %) have a much better chances than unskilled and semi-skilled workers (37 %) of participating in continuing training.
- Income: Participation in continuing training is closely linked with an employee’s income. 78 % of employees with a gross income of more than 4,001 Euros took part in continuing training, while the rate among those earning 401 to 1,000 Euros was just 43 %.
- Employment status: The unemployed (29 %) also take part far more rarely in continuing training than employees (56 %).
- Part time workers: Part time workers (36 %) were included in vocational continuing training far less than those working full time (48 %).
- Older workers: The increased participation rate in continuing training of people aged from 60 to 64 is pleasing (2007: 18 %; 2012: 32 %) although their rate is still far too low compared with that for 45 to 49 year-olds (54 %).
- Women: Men took part in continuing training in 2012 more frequently (51 %) than women (47 %). In 2010 there was almost no difference in participation rates between men (43 %) and women (42 %) so growth in the participation rate of men in continuing training was much stronger than it was in the rate for women.
- Company size: The larger the company the higher its employee’s participation rate in continuing training will be. In 2012 the range between continuing training participation rates in the smallest companies (36 %) and in large companies (63 %) was particularly large.

This data reveals a two-tier society in the area of continuing training. A lack of transparency and consultancy and unclear financing also make it harder for these excluded groups of people to access continuing training.

If continuing training opportunities for employees and companies are to be improved, supply and demand must be strengthened. A new and better continuing training system can only be established jointly by government, parties to collective agreements and companies: what is needed is innovative company-based continuing training, more collective agreements and works agreements and an active government continuing training policy.

To provide better financing for continuing training we need a mix of three components:

- Firstly: Employees need financial security during continuing training so training grants for adults based on the Swedish model should be introduced. This would make it easier for adults to return to training to gain a qualification.
- Secondly: We must oblige companies offer more financing for the vocational continuing training of their employees because they also profit from the increasing qualification of their staff.
- Thirdly: If we want to promote continuing training in Germany, one of the Vocational Training Act (Berufsbildungsgesetz) goals for training, clear structures must be created to provide more binding obligations, dependability and planning reliability for everyone involved. A framework must be established in national legislation to secure a right to continuing training, legally guaranteed periods of learning, secure financing, more consultancy and transparency and better quality assurance and certification.

The unions are concretely engaged in providing better training opportunities for employees, through their involvement in the ESF “weiter bilden” programme, for example. It funded 207 projects in around 2,500 companies, 150,000 employees profited from the programme and it promoted the conclusion of 43 collective agreements on qualification and 69 agreements with Social Partners on providing better continuing training for employees.

## F. ASCOT

ASCOT aims to (further) develop and trial innovative processes for assessing vocational skills and transferring them into wider practice. The research initiative’s call for proposals therefore specified that the processes developed in the research initiative should be subsequently transferred into existing skills assessment processes (e.g. examination and accreditation processes) and be widely used in those areas. This

would also justify the large amount of public funding spent on it. Employee representatives on the ASCOT Advisory Board have therefore from the outset of the initiative pressed for a stronger focus on examination practice and requirements in this area.

According to the Report on Vocational Education and Training, efforts are being made to introduce a European “vocational training PISA” based on ASCOT. Such considerations would however only be conceivable in the context of a shared understanding of vocational training, but EU and OECD countries are still far from any such understanding. The Board of the Bundesinstitut für Berufsbildung has also twice argued against this initiative. The Board’s criticised in particular the idea of developing a new form of examination, which is regarded as impractical and entailing a risk of disseminating a truncated concept of vocational training. The group of employee representatives reminds readers of the BIBB Board’s assessment and expresses its opposition to the establishing of a ‘vocational training PISA’ based on ASCOT.

### Opinion of Länder representatives on the BIBB Board on the draft Report on Vocational Education and Training 2014

The Länder representatives on the Board of the Federal Institute for Vocational Education and Training (Bundesinstitut für Berufsbildung) take the view that the Report on Vocational Education and Training provides a good overview of current vocational training developments in 2013 and thanks the Federal Government and the BIBB for creating the Report.

In 2013 both the supply of and demand for training places declined. The number of new training contracts concluded fell to the lowest level since German Reunification and demand for training places is also at the lowest level since records began in 2007.

Regional differences notwithstanding, the positive developments of recent years seem to be increasingly endangered, which is a cause for concern.

The Länder representatives emphasise that dual vocational training is a central instrument in securing a supply of skilled staff. Only if enough young people are adequately trained will the future economic competitiveness of companies be secured.

In this context, it is positive to be able to report that companies have so far largely fulfilled their commitments to offer training and are obviously aware of the need to secure a supply of skilled staff by providing training. The rate at which companies are offering training places fell by just 2.9 %, while most of the larger fall of 3.5 % was due to the reduction in the number of non-company, publicly funded training places, which were reduced by 16.3 % as a result of demographic developments. The Länder representatives regard this reduction as both welcome and correct.

Making small companies in particular aware of future developments in the market for skilled workers remains a major challenge. At the same time companies current experiencing problems filling the training places they are offering must be prevented from becoming disappointed and withdrawing from training in future. In 2013 the number of young people who were unsuccessful in applying for training increased, as did the number of training places that were not filled due to a lack of suitable applicants, by 0.8 % to the highest level since 1996.

These figures highlight the related matching problems between young people's training aspirations and the economic requirements of companies. While young people, given the various alternatives of continuing education and training at school, persist in their wish for dual training,

support structures in companies do not always meet trainees' needs. This is especially the case for lower-achieving young people.

Central challenges for all actors will include further improving careers orientation for young people while supporting companies in finding suitable applicants, integrating lower achieving young people into company-based training and promptly identifying and preventing any imminent premature termination of a training contract. At the same time, solutions must be found that will continually improve the quality of training, particularly given the increasingly heterogeneous nature of training cohorts.

Different regional Länder structures should be taken into account in planning and carrying out national funding and support programmes. Consistent national programmes are welcome, but they should be better coordinated with the Länder, especially with Länder funding structures. This will ensure that they make efficient use of funding and are of wider benefit. Some national projects are of limited value because they only work in certain areas and are not sustainable.

United efforts will have to be made to attract more young people to dual training if a supply of skilled staff is to be secured in the long term. Given current demographic developments, today's young people have more choices and will tend to choose longer periods at school and academic qualifications. Not all young people appreciate dual training sufficiently. The report from the subsequent placement action that 70 % of young people invited did not make use of subsequent placement services is alarming.

The prospects and opportunities that dual training opens up should be much more clearly communicated by all dual training stakeholders and many campaigns and initiatives have been launched to do this. It must also be ensured that the transition system between school and training is reduced to a necessary and productive extent and that in advising young people dual training has top priority over any transition measures.

Another small but important target group in need of support is young parents. If they are to be successfully integrated into vocational training they will need more intensive counselling and advice to raise the awareness of both young people and companies of training, the part time training model and the relevant funding and support options.

Another central component in securing a future supply of skilled staff is maintaining a focus on continuing vocational training. The potential for skilled workers that is already available to companies must be developed by increasing employee's participation in continuing training.

Employees without formally acquired skills also need to be offered opportunities to gain vocational qualifications and more attention should be focused on target group of young adults who have no vocational qualifications. Here too, offering these young people opportunities to return to training and qualification will sustainably integrate them into the employment system, where they will be needed as skilled workers in future.

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