



Federal Ministry
of Education
and Research

Report on Vocational Education and Training 2017



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Abbreviations used

AA	Auswärtiges Amt – German Federal Foreign Office
AFBGA	Aufstiegsfortbildungsförderungsgesetz – Upgrading Training Assistance Act
AufenthG	Gesetz über den Aufenthalt, die Erwerbstätigkeit und die Integration von Ausländern im Bundesgebiet – Residency Act
BA	Bundesagentur für Arbeit – Federal Employment Agency
BAFA	Bundesamt für Wirtschaft und Ausfuhrkontrolle – Federal Office for Economic Affairs and Export Control
BAföG	Bundesausbildungsförderungsgesetz – Federal Training Assistance Act
BAFzA	Bundesamt für Familie und zivilgesellschaftliche Aufgaben – Federal Office of Family Affairs and Civil Society Functions
BAMF	Bundesamt für Migration und Flüchtlinge – Federal Office for Migration and Refugees
BAuA	Bundesanstalt für Arbeitsschutz und Arbeitsmedizin – Federal Institute for Occupational Safety and Health
BBiG	Berufsbildungsgesetz – Vocational Training Act
BFB	Bundesverband der Freien Berufe – Federal Association of Liberal Professions
BGBI	Bundesgesetzblatt – Federal Law Gazette
BIBB	Bundesinstitut für Berufsbildung – Federal Institute for Vocational Education and Training
BMAS	Bundesministerium für Arbeit und Soziales – Federal Ministry of Labour and Social Affairs
BMBF	Bundesministerium für Bildung und Forschung – Federal Ministry of Education and Research
BMEL	Bundesministerium für Ernährung und Landwirtschaft – Federal Ministry of Food and Agriculture
BMFSFJ	Bundesministerium für Familie, Senioren, Frauen und Jugend – Federal Ministry for Family Affairs, Senior Citizens, Women and Youth
BMG	Bundesministerium für Gesundheit – Federal Ministry of Health
BMUB	Bundesministerium für Umwelt, Naturschutz, Bau und Reaktorsicherheit – Federal Ministry for the Environment, Nature Conservation, Building and Nuclear Safety
BMWi	Bundesministerium für Wirtschaft und Energie – Federal Ministry for Economic Affairs and Energy
BMZ	Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung – Federal Ministry for Economic Cooperation and Development
BVA	Bundesverwaltungsamt – Federal Office of Administration
DGB	Deutscher Gewerkschaftsbund – German Trade Union Confederation
DIHK	Deutscher Industrie- und Handelskammertag – Association of German Chambers of Commerce and Industry

ESF	European Social Funds
EU	European Union
HwO	Handwerksordnung – Crafts Code
HWK	Handwerkskammern – Chambers of Skilled Trades
IAB	Institut für Arbeitsmarkt und Berufsforschung – Institute for Employment Research
IHK	Industrie- und Handelskammer – German Chambers of Industry and Commerce Association
KMK	Kultusministerkonferenz – Conference of Ministers of Education and Cultural Affairs
OECD	Organisation for Economic Cooperation and Development
SGB	Sozialgesetzbuch – Social Code
SMEs	Small and medium-sized enterprises
SOEP	Sozio-ökonomisches Panel – Socio-Economic Panel Study
StBA	Statistisches Bundesamt – Federal Statistical Office
UBA	Umweltbundesamt – The German Environment Agency
UNESCO	United Nations Educational, Scientific and Cultural Organization
ZDH	Zentralverband des Deutschen Handwerks – German Federation of Skilled Crafts
ZWH	Zentralstelle für die Weiterbildung im Handwerk – National Agency for Continuing Vocational Education and Training in the Skilled Crafts

1 Vocational education and training policy priorities

I. Dual vocational education and training is a mainstay of the German economy's innovative strength and economic competitiveness and essential to the country's social cohesion. The quality of German vocational training, its focus on a wholistic employment and occupation concept, the good transitions it enables young people to make from training into employment, and Germany's low rate of youth unemployment, the lowest in the EU, are central to the success and excellent international reputation of our system. Continuing strong demand from partner countries in Europe and beyond for cooperation with Germany on education and training policy, the transference of components of the German dual vocational training system to other countries, and the stronger policy initiatives of the EU, OECD and group of the twenty leading industrialised and emerging nations (G 20) to promote apprenticeships and work based learning are among current indicators of the widespread recognition of this success.

The success of dual vocational training in Germany is based on coordinated cooperation between the German Federal Government, Länder and Social Partners as well as a shared responsibility on the part of companies for training young people. It is in the interest of everyone involved to ensure and improve the importance, attractiveness and quality of dual vocational training, now and in the future. A good mix of qualifications in the German labour market and a balance between workers with high quality occupational skills and qualifications and those with academic degrees are factors indispensable to Germany as a country that business and industry can thrive in.

Projections made by the BIBB and IAB have shown that there may be shortages of skilled workers with middle-level qualifications, so among skilled staff who have completed vocational training, in the medium-term future in Germany. Continuous efforts will be required to provide more people with initial and continuing training if this gap is to be filled. Ensuring that the country is able to maintain its competitive edge and this essential factor in its success and that it continues to make major investments in vocational training and in continuing education and training is in the vital interest of companies and enterprises in Germany.

II. Seen from the perspective of young people applying for training places and compared with the previous year and recent years, their opportunities for participating in education and training improved in the 2016 training year.

2016 saw further growth in the number of training places companies offered, although there were fewer applicants for the places than there were in the previous year due to demographic changes. The number of training contracts concluded with companies remained fairly stable compared with the previous year's level. Sectoral, qualification and regional problems in matching supply and demand are among the remaining training market challenges.

Applicants who are also refugees, where they are recorded in the statistics or not, had no major quantitative influence on the training balance for 2016. The renewed decline in the number of companies providing training is however of concern. In 2015 this figure only fell for the smallest companies providing training, although it must be taken into account that only about half of all such companies are authorised to provide training.

III. The training balance in 2016 was generally characterised by the following trends:

- **Stable number of training places offered, again more unfilled company-based training places**

563,800 training places were offered in 2016 (newly concluded training contracts plus unfilled vocational training places) so the number of places offered was stable compared with the previous year ($\pm 0,0\%$). Companies offered 546,300 training places (not including mainly publicly financed training places) so companies and enterprises in Germany provided 1,400 (+0.3%) more training places than in the previous year. The number of training places registered with the BA rose again in 2016 for the third year in a row (+15,900 or +3.0% to 546,900). This growth was recorded in company-based places registered with the BA (+18,400 or +3.7% to 517,800). 43,500 vocational training places were unfilled on the reference date of the 30th of September 2016, 1,900 (+4.5%) more than in the year before.

- **Number of newly concluded training contracts in companies remained stable**

The total number of newly concluded training contracts in 2016 was around 520,300 (a slight fall of 1,800 or 0.4 %), so the number of newly concluded company-based training contracts remained fairly stable compared with the previous year, at 502,800 (–500 or –0.1 %). The number of non-company training contracts fell sharply by 1,300 to 17,600, although the situation varied greatly between individual Länder. While Bavaria, Bremen and Saxony-Anhalt recorded increases in the number of newly concluded training contracts, there were falls in North Rhine-Westphalia, Rhineland-Palatinate, Hessen, Hamburg, Thuringia and Schleswig-Holstein.¹

- **Further improvement in the supply and demand ratio, decline in demand for training places**

There was demand for 540,900 training places (newly concluded training contracts plus unplaced applicants registered with the BA) in 2016 so it was lower than in the previous year (–2,100 or –0.4 %). Since supply rose over the same period, the supply and demand ratio continued to develop in favour of those seeking training. In 2016 the supply and demand ratio was 104.2 (2015: 103.8). The expanded supply and demand ratio, which includes unplaced applicants as well as applicants who had an alternative on the 30th of September who still want to be placed in training, improved from 93.5 (2015) to 93.8 (2016). The expanded supply and demand ratio for only company-based training places was 90.9 (2015: 90.3). The placement rate for young people interested in training was slightly lower than in the previous year (2015: 64.8; 2016: 64.7).

- **Premature contract terminations fluctuating within the average range**

In 2015 24.9 % of training contracts were terminated prematurely (2014: 24.6 %) so the figure was in the upper range of fluctuations experienced in recent years (ranging from 20 to 25 %). Over half the premature contract terminations were due not to trainees dropping out of training permanently but involved changes to training contracts because of a move to a different company or to another training occupation, so these trainees were staying in the process of gaining skilled vocational qualifications.

- **Slight fall in the number of unplaced applicants**

The number of unplaced applicants fell slightly in 2016 (–200 or –1.1 % to 20,600). The number of applicants with an alternative who still wanted to be placed in training also declined marginally by 60,100 (–200 or –0.3 %).

- **Slight reduction in numbers of applicants from earlier reporting years**

The number of applicants who were registered as wanting a training place in at least one of the past five reporting years was 185,200 in 2016 (2015: 185,500).

- **Further increase in the proportion of young people qualified to enter higher education starting dual training**

Increasing numbers of young people qualified to enter higher education are starting dual training. The proportion of trainees with newly concluded training contracts who were also qualified to enter higher education rose from 20.3 % in 2009 to 27.7 % in 2015. Here it should be noted however, that first year student numbers have been higher than the number of those entering dual vocational training since 2013. If first year student figures are adjusted to exclude non-national students who acquired their university entrance qualifications abroad and Germans studying abroad, then there were more young people starting dual vocational training but there is a clearly emerging trend in favour of more university studies.²

IV. As well as the positive developments described, the 2016 training balance indicates some challenges for the dual training system:

- **Matching problems remain a central challenge**

The 2016 training balance reveals another rise in the number of unfilled company-based training places, proving that matching problems remain a central challenge for the training place market. The problems companies have in filling the training places they offer

¹ See [Chapter 2](#)

² It should be noted that as well as dual vocational training as defined in the Vocational Training Act (BBiG) and Crafts Code (HwO) and tertiary studies there are other fully qualifying forms of vocational training that are not included in this description. Developments in all fully qualifying forms of vocational training (including full time training at a vocational school and training for middle grade of the civil service) are described in [Chapter 2.4](#).

again increased, although there are major differences between occupations and regions.³

- **Further fall in the number of companies providing training**

The number of companies offering training fell again. In 2015 it was 20.0 % (2014: 20.3 %). The fall in the number of companies providing training was recorded only among the smallest companies (with less than ten employees) and was due to a lack of participation in training by the smallest companies in new industries that do not have a tradition of engaging in training. It must be noted however, that according to the iAB Establishment Panel (iAB Betriebspanel) only just over half (2014: 57 %) of such companies are authorised to provide training⁴ although the figures include all companies with employees for whom they pay social insurance contributions. The trainee quota, the proportion of trainees of all of a company's employees, increases in parallel with company size (smallest companies 12.0 %, small companies 43.4 %, medium-sized companies 66.4 %, large companies 81.3 %).

- **Interest of young women in dual training occupations continued to decline**

As in the previous year, the number of training contracts concluded with young women fell again in 2016 by 3,500 (-1.7 %) to 204,100. In contrast, the number of training contracts concluded with young men rose by 1,700 (+0.5 %) to 316,200. This represents the continuation of a trend that has been observed for some time. The number of young women interested in dual vocational training fell although young women are still much more strongly represented in full time school-based vocational training, especially in health-care, education and social services occupations. More young women also started university studies.

- **Stable balance between dual and school-based vocational training**

While the proportion of those starting dual vocational training (70 %) compared with those entering school-based vocational training (30 %) was fairly stable over the longer term (2005–2015) there are major differences in trends involving school-based vocational

training. Training for the healthcare, education and social services occupations is particularly important in this context because these make up around three quarters of school-based training occupations. The number of those starting this type of school-based vocational training has risen since 2005 by 22.2 %. In contrast, falls were recorded in numbers in school-based vocational training at vocational schools under the Vocational Training Act (BBiG) and Crafts Code (HwO) and in training at vocational schools subject to Länder legislation ("Assisted Training").

- **Young people in the transition system**

After substantial falls in numbers of young people entering the transition system between 2005 (417,600) and 2014 (252,700), the number of new entries into transition system after 2015 (266,200) rose in 2016 to 298,800, an increase of 32,600 (+12.2 %) compared with the previous year. This rise was largely due to integration measures for young refugees.

- **Proportion of young people who have not complete vocational training increased slightly**

The proportion of young adults aged between 20 and 34 with no vocational training was 13.4 % in 2015 (2014: 13.3 %). In absolute figures, 1.95 million 20 to 34-year-olds had no vocational qualification (2014: 1.93 million).

- V. The 2016 training balance demonstrates the success and strength of Germany's industry-oriented vocational training system. Securing the system's future and maintaining its attractiveness and effectiveness will require permanent adjustments, modernisation and optimisation.

As well as the current challenges described above, there is still a need for action in the following areas in the medium term:

- **Harnessing the potential of future applicants and skilled staff** in the face of increasing competition for young workers (with school leaver numbers falling due to demographic change, increasing numbers of Abitur holders are more likely to start university studies).

³ See [Chapter 2](#)

⁴ See the 2016 Report on Vocational Education and Training, page 65

- **Adapting vocational training and the qualifications it offers** to technologies that are changing due to digitalisation and to business-oriented work organisation structures and qualification requirements, including digital learning and teaching skills.
- **Integration into education and training of the large number of refugees** with prospects of remaining in Germany, around 50 % of whom are aged under 25 and so are a major target group for vocational training. For older refugees as well as vocational training, validating and recognising pre-existing vocational skills and qualifications and further training and qualification are important areas for action.

VI. In response to these challenges, the Federal government again in 2016 focused its policy activities on strengthening the system's ability to integrate a diverse range of young people into dual training and education and on increasing its attractiveness, modernising and improving its quality, and on expanding opportunities for transfer between vocational training and initiatives. It has also continued and reinforced existing vocational education and training programmes and created new ones that will secure the future of vocational training.

The government is tackling these challenges together with the Social Partners, the Länder and the Federal Employment Agency (BA) in the Alliance for Initial and Further Training and supporting these activities with concrete goals and measures.

These measures are the responsibility of the relevant departments and financed, subject to the availability of budgetary resources, as part of overall budget and financial planning (including posts/established posts).

In 2016 the main focus was on the following measures and initiatives.

1) Improving the transition into training

Employers undertook in the Alliance for Initial and Further Training to increase the number of company-based training places compared with training places registered with the BA in 2014 by 20,000. With adjustments made to allow for statistical changes, there were

28,000 more company-based training places registered than there were in September 2014.

In 2016 the BMBF, BMAS and BA strengthened their joint “Educational chains leading to vocational qualifications” initiative to make it easier for young people to manage the transition from school into training through integrated mentoring instruments such as potential analyses, careers orientation programmes held over several weeks, and individual career start coaching. By 2020 the initiative will have supported 800,000 young people by providing them with analyses of their potential. In 2016 alone, around 250,000 young people received support from BMBF careers orientation programme measures. 317,000⁵ young people benefited from BA careers orientation measures offered under the provisions of S. 48 of the German Social Code (SGB III) in 2016 and another 113,000 young people were supported through the Federal government and the ESF career start coaching programme.

The VerA initiative, which aims to prevent young people from dropping out of education and training, was also expanded in 2016. Around 3,000 Senior Experts now mentor young people through training. Under the auspices of the “Educational chains” initiative, the BMBF continues to support the work of the Career Choice Passport Federal government working group. The continuous Career Choice Passport instrument was further developed into a digitalised instrument. The Good Practice Center, LänderAktiv and qualiboXX online platforms were consolidated with funding and support from the BMBF into a new specialist agency for facilitating transitions between training and employment or “überaus” for short.⁶

The “Educational chains” initiative was flanked by political agreements with the Länder in 2016. Their goal is to jointly secure the expansion of measures and opportunities for transfer between them as part of a coherent overall concept based on individual Länder concepts. Agreements have now been concluded with eight Länder, another three will be ready for conclusion soon and a further three Federal-Länder government agreements are being prepared.

5 Due to the three-month wait for BA funding statistics this report covers the period from December 2015 to November 2016.

6 See also www.ueberaus.de

The goal of offering 10,000 Assisted Training places agreed on in the Alliance for Initial and Further Training was achieved in 2016, with 9,932 places provided from January to September by the Federal government, working in cooperation with the BA.

The “four wave” process for placing applicants in training that was agreed on in the Alliance for Initial and Further Training was carried out nationally for the first time in 2016. After a training week held in the spring of each year, young people are continuously addressed on the topic of training and receive offers of training at an early stage. In a later subsequent placement phase, unplaced applicants receive offers of individual and precisely matched company based training places.

To support SMEs in providing training, the Federal government in 2016 also provided additional funding and support to strengthen SME training structures (JOBSTARTER plus funding) and to alleviate matching problems in the training market (financing for consultants as part of the targeted placement programme) and further expanded funding and support for inter-company training centres. Minimizing matching problems was again a focus of the Alliance for Initial and Further Training in 2016. In the spring of 2017 Alliance Partners held discussions on how the mobility of young people on the training market can be promoted and carried out additional dialogue processes with employer organisations and unions from industries that are especially beset by difficulties in filling training places.

The “Ninth Amendment to the German Social Code—legislative simplification and provisional suspension of the duty to file insolvency proceedings” (“Neuntes Gesetz zur Änderung des SGB II – Rechtsvereinfachung – sowie zur vorübergehende Aussetzung der Insolvenzantragspflicht”) has improved conditions for jobseekers who also apply for training assistance benefits. From the 1st of August 2016, continuing receipt of unemployment benefits (Arbeitslosengeld II) is no longer necessarily an obstacle to starting dual training, even temporary training. Unemployment benefits (Arbeitslosengeld II) can now continue to be paid in full until a decision has been made on eligibility for training assistance, so a change in benefits is no longer a barrier to beginning dual training.

2) Modernising vocational training

The main attribute of good quality vocational training and further training is qualifications that are up-to-date and measure up to the current and foreseeably developing technical state-of-the-art. As part of the ongoing review of the 330 training occupations, nine vocational training regulations and ten of the statutory instruments governing initial and further training and retraining were modernised with the substantial involvement of the Social Partners in 2016. Over the past ten years almost half the training occupations in the area of initial vocational training have been modernised and 18 new ones created.

In 2016 the BMBF also launched its new “VET 4.0” initiative, which will rapidly orient vocational initial and further training towards the digitalisation of the economy. The initiative includes the following elements:

- the joint BMBF and BIBB “Skills for the digital workplace of tomorrow” (“Fachkräftequalifikation und Kompetenzen für die digitalisierte Arbeit von morgen”) initiative, which will analyse the effects of digitalisation on qualification requirements in selected occupations,
- the BMBF’s Special Programme on Digitalization in Inter-Company Vocational Training Centres and Competence Centres to modernise the training of specialist skilled staff, especially for SMEs, by providing funding and support for selected forms of digital equipment and the adaptation of learning and teaching processes,
- continuation of the BMBF’s “Digital Media in Vocational Training” (“Digitale Medien in der beruflichen Bildung”) programme and the provision of funding and support to improve the digital skills of education and training staff and
- the JOBSTARTER plus training structural programme, which offers funding and support to SMEs for adapting their qualification processes to accommodate digitalisation in 2016.

To further modernise the vocational training system, the initiative funded by the BMBF in cooperation with the ZDH and DIHK for the “Validating (of) non-formally and informally acquired skills” (“Validierung non-formal und informell erworbener Kompetenzen–ValiKom”) was launched with a large

number of Chambers of commerce and industry to develop a standard for validating vocational skills and trials begun. The initiative's goal is to establish a consistent national system for validating vocational skills based on procedural elements from the Assessment and Recognition of Foreign Qualifications Act (Anerkennungsgesetz) that would also make it possible for German nationals to have their specific occupational skills evaluated and recognised through a (partial) verification of their equivalence with regular vocational qualifications.

In 2016 the BMBF evaluated the Vocational Training Act (BBiG) pursuant to an agreement to do so in the Coalition Agreement. The evaluation came to the conclusion that the BBiG has proven its worth and no need for fundamental or systemic changes to the BBiG was found during the review. It did however identify opportunities for legislative action in the BBiG in the area of the progressive orientation towards skills in vocational training, in the recording of grades in the final certificates of vocational schools, and in the issuing of training certificates in electronic form. The latter issue has already been tackled by draft legislation seeking to dispense with unnecessary regulations governing the written form in Federal government administrative law.

3) Increasing the attractiveness of training

In 2016 the BMBF launched the national "You and your training – practically unbeatable!" ("Du + Deine Ausbildung = praktisch unschlagbar!") information campaign, which addresses the specific target groups for training to improve the dual system's image, enhance young people's interest in it, and motivate them to apply for dual training. Central activities in 2016 included a national information tour with around 90 stops mainly at schools and careers orientation events, targeted presence of the campaign on social media channels such as Facebook, YouTube and Instagram, nationwide poster actions, a cinema advertisement and Internet videoclips for the campaign website⁷ with a wealth of detailed multimedia information.

7 www.praktisch-unschlagbar.de

Through the BMBF's programme supporting the gifted and talented (Begabtenförderungsprogramm) and high achievers (Spitzenförderung), such as Germany's successful participation in the European Euroskills vocational skills championship in Goteborg (Sweden) in 2016 and the upcoming 2017 Worldskills international vocational skills championship in Abu Dhabi (United Arab Emirates), the Federal government has also created further impetus for increasing the attractiveness of vocational training.

The BMBF initiative is designed to integrate students who drop out of university into vocational training, offering information, consultancy and placement services tailored to appeal to the needs of this target group and shorter dual vocational training or vocational further training resulting in a qualification. It was expanded in 2016 and now comprises 21 regional and national funding and support projects. A BMBF online platform⁸ informing students inclined to discontinue their studies about possible alternate paths and offering them targeted assistance to help them successfully conclude their university studies, and if they do drop out of studies, that points out to them the diverse range of career opportunities that a transfer into vocational training can provide, was also launched in mid-2016. Further expansion of this initiative is planned for 2017.

4) Increasing participation in continuing education and training

The Federal government reinforced initiatives in this area in 2016. By amending the AFBG in 2016, the Federal government has greatly increased the attractiveness of upgrading training and further developed its proven "Meister-BAföG" system of financial assistance for master craftsman trainees to make it a modern funding and support assistance system for people upgrading their occupational skills. The new AFBG improves almost all funding and support offered for preparing for examinations in upgrading training, modernises funding structures and expands access to funding and support. The amendment also involved an allocation of an extra 245 million Euros to fund and support people upgrading their skills and seeking professional promotion until 2019.

8 www.studienabbruch-und-dann.de

The express goal of the new law to strengthen further vocational training and unemployment insurance coverage (AWStG), which came into force on the 1st of August 2016, is to improve the access of employees with low-level qualifications and the long-term unemployed to further vocational training resulting in qualifications. Funding and support for further vocational training in SMEs has been further developed and enhanced by making the financing available more flexible. To improve the motivation and perseverance of participants in further vocational training, they receive a bonus when they pass intermediate or final exams that are regulated by statute or regulation (until the 31st of December 2020).

Since 2008 the Federal government has been supporting employees who want to improve their career opportunities through further vocational training, especially for those whose low incomes have made it almost impossible for them to pay the costs of further training, through its education and training bonus.

Qualification and further vocational training are also central areas for action in the “White Paper Work 4.0”, which the BMAS presented to the public in November 2016. “Work 4.0” is an essential contribution to discussions on the digitalisation of the economy, which in Germany have been held under the heading of “Industry 4.0”. The goal is to identify areas requiring action and milestones for further vocational training in this area. To achieve this, the BMAS has asked a wide range of associations, unions and companies for their opinions, held countless workshops and events on this topic, commissioned scientific studies and compiled responses and statements in direct on-site dialogues with citizens.

In March 2016 the BA concluded the pilot phase of its Continuing education counselling (Weiterbildungsberatung – WBB) project. Results from the WBB have been incorporated into the “Lifelong vocational counselling” (“Lebensbegleitende Berufsberatung”) project, which will be launched as a pilot project at three locations from the spring of 2017. This project will expand the BA’s range of consultancy services for young people before they begin working life and for adults to accompany employment. Consultation on qualification for employers is also regarded as very important in this context.

5) Initiatives to integrate young people from migrant backgrounds and refugees into education and training

The Federal Government regards the current influx of migrants and refugees not only as a serious challenge but as an opportunity to secure a future supply of skilled staff by integrating them into training. At the same time, young people from migrant backgrounds, the children or grandchildren of the so-called “guest worker generation” who are seeking training, and disadvantaged groups of German nationals must continue to receive the support they need.

The Federal, Länder and local governments and the BAMF, BA, Social Partners, companies and foundations implemented important measures to improve the integration of refugees into training and the labour market in 2016. As well as expanding the range of integration courses, their activities focused on providing additional careers orientation, vocational preparation, vocational training and post-qualification and retraining services.

While underage refugees are required to attend school, adults can take part in integration courses, the fundamental services offered by the Federal Government to provide them with German language skills and opportunities for social integration. In December 2016 the BA statistics registered around 425,000 people as “jobseekers from a forced migration background” (“Arbeitsuchende im Kontext von Fluchtmigration”). 315,000 of these people held residence permits. There are 114,500 young refugees in Germany in the 15 to 25-year-old age group that is especially relevant to training, so they make up almost a quarter (24.5 %) of all young people in the country registered as seeking work. Around 51,000 of them have no school leaving qualifications or just a secondary general school leaving certificate, which makes it harder for them to enter vocational training. In 2016 over 330,000 people began an integration course.

All training funding and support instruments established in the German Social Code (SGB II and SGB III) are essentially available to people who have been recognised as refugees. Instruments such as “Support during training”, “Assisted Training” and “Prevocational education and training measures” have been also been opened up to asylum applicants with good prospects of remaining in Germany to help them prepare for and make a successful transition into training. In the

reporting month of November 2016, 8,100 people from a refugee background were benefiting from careers choice and careers orientation support measures. Of these, the majority were participating in an introductory qualification measure (3,200 people). The assistance provided by support during training (1,700 people) and career start coaching measures (1,400 people) was also important to people in this context.

In 2017 the number of refugees seeking work will again rise sharply due to the implementation of accelerated asylum proceedings. Although in this reporting year the influx of refugees with prospects of being able to stay in Germany has not yet had a significant impact on the 2015/2016 training place market, given the large number of young refugees aged under 25, a marked rise in demand from applicants for training is expected.

The coming into force of the Integration Act (Integrationsgesetz) gives refugees and asylum seekers an opportunity to complete training that they have begun, even if their asylum application is rejected, and to work in the occupation for which they have trained for another two years (special leave to remain (“Anspruchsduldung”) or 3 plus 2 rule). The trainees are granted leave to remain in Germany for the total period of the training. This option is also generally available to refugees and asylum seekers who begin training after their asylum application is rejected. After they successfully complete vocational training, their leave to remain is extended for six months to enable them to look for a job, if they are not further employed in the company that trained them. They can then be issued with a two-year residence permit for work in the field for which they have gained the vocational qualification. After these two years they can be given leave to undertake employment not restricted to the field for which they have gained the vocational qualification and after five years they can apply for permanent residence. This system also gives companies legal certainty and an opportunity to continue to employ qualified skilled workers.

Among the further initiatives of the Federal government department in 2016 were:

- vocational language tuition, which is now anchored in the Residence Act (Aufenthaltsgesetz) as a statutory funding instrument financed by the Federal government. 100,000 places in vocational German language tuition were provided in 2016. Vocational language tuition can also be provided during vocational preparation measures that are supported under the provisions of Volumes 2 and 3 of the German Social Code (SGB II or SGB III) and Assisted Training and can accompany company-based vocational training.
- measures to support medium-sized enterprises through the BMWi, such as the networking of enterprises to exchange their ideas and experiences in the “Companies integrating refugees” (“Unternehmen integrieren Flüchtlinge”) network, the financing of 150 “welcome mentors” (Willkommenslotsen) from the Chambers of trade and industry and trade and industry education and training institutions with the goal of placing refugees in internships, training and employment, and funding and support for start-up sponsors to help refugees become established in self-employment.
- the BMBF package of measures for refugees and asylum seekers: in 2016 local government coordination of education and training services for newly-arrived migrants, refugees and asylum seekers and the BMBF-funded “Einstieg Deutsch” programme to provide refugees and asylum seekers with elementary German language skills were implemented, potential analyses and skills assessments were provided for refugees as part of the “Educational Chains” initiative, and the goal of doubling the number of KAUSA service centres that provide refugees and asylum seekers with consultancy services in the area of education and training was achieved. Additional measures to integrate refugees into education and training were funded and supported by the BMBF as part of Federal-Länder government agreements. Working together with the BA and ZDH, the BMBF also launched the “Paths into training for refugees” (“Wege in Ausbildung für Flüchtlinge”) initiative, which supports the integration of refugees into training for a skilled trade.

2 The training market situation in 2016

Chapter 2 describes the training market situation in 2016. Chapter 2.1 gives an outline of the overall training balance in 2016, based on various central indicators from the BIBB survey of newly concluded training contracts on the 30th of September and the BA's training market statistics.⁹ Chapter 2.2 contains detailed analyses of the training market, focusing on developments in newly concluded training contracts in different training sectors, training based on various forms of financing (company-based/non-company), and gender. Chapter 2.3 describes the schooling backgrounds of trainees with newly concluded training contracts based on data from the vocational training statistics provided by the Statistics offices of the Federal and Länder governments. Chapter 2.4 offers an overview of training and qualification developments impacting young people who have completed stage one secondary education in Germany I based on the results of Integrated Reporting on Training. Chapter 2.5 reports the BIBB's prognoses of the predicted trends involving supply of and demand for training places. Chapter 2.6 identifies central challenges and areas for action on which efforts should concentrate in coming years to secure a future supply of young skilled staff in Germany and to give young people opportunities for training, employment and inclusion in society. Chapter 2.9 deals with developments in training for the healthcare occupations.

2.1 The training balance in 2016

Statements on the training balance are made based on various indicators¹⁰ drawn from data collected in the BIBB survey of newly concluded training contracts on

the 30th of September, which is consolidated with data from the BA's training market statistics.

2.1.1 Newly concluded training contracts

The results of the BIBB survey of the relevant authorities covering the period from the 1st of October 2015 to 30th of September 2016 recorded 520,331 new training contracts nationally, so newly concluded contract numbers fell slightly compared with the previous year (-1,830 or -0.4 %).¹¹

Western Länder recorded a slight decline in numbers of newly concluded training contracts of 1,732 (-0.4 %) to 446,294. In eastern Länder the number of newly concluded training contracts was stable compared with 2015 figures (-98 or -0.1 % to 74,037). Developments in numbers of newly concluded training contracts and other central benchmark training market data are shown in **Table 1**.

The number of newly concluded company-based training contracts nationally in 2016 was almost unchanged at 502,781 (-515 or -0.1 %). In western Länder slightly fewer new company-based training contracts were concluded than in the previous year (-1,191 or -0.3 % to 433,837). Eastern Länder registered a rise of 676 (+1.0 %) to 68,944 new contracts. The number of new non-company training contracts concluded nationally declined by 1,315 (-7.0 %) to 17,550. Both western Länder (-541 or -4.2 % to 12,457) and eastern Länder (-774 or -13.2 % to 5,093) recorded falls.¹²

⁹ The Report fulfils its statutory remit of reporting on the development of supply and demand in dual vocational training (under 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, supplements the Report on Vocational Education and Training (www.bibb.de/datenreport).

¹⁰ In 2011 the BIBB drew up a systematic description of the most important vocational training indicators. See Schier, Friedel; Dionisius, Regina; Lissek, Nicole (2012): Beteiligung an beruflicher Bildung. Indikatoren und Quoten im Überblick (Wissenschaftliche Diskussionspapiere Heft-Nr. 133) (www.bibb.de/veroeffentlichungen/de/publication/show/id/6830).

¹¹ Due to subsequent corrections by the relevant agencies there may be slight discrepancies between the information provided in the 2015 Report on Vocational Education and Training and that in the 2016 Report on Vocational Education and Training 2016.

¹² For more details please see **Chapter 2.2.2**

Table 1: Newly concluded training contracts, supply and demand, 1992 to 2016 (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
National												
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	18,357	32,661	644,242	658,546	97.8	49,732	8.6	52,688	8.9	32,906	5.3
2008	616,342	19,510	14,202	635,852	630,544	100.8	-9,543	-1.5	-8,390	-1.3	-28,002	-4.3
2009	564,307	17,255	9,603	581,562	573,910	101.3	-52,035	-8.4	-54,290	-8.5	-56,634	-9.0
New period series ¹⁾												
2009	564,307	17,564	15,510	581,871	579,817	100.4						
2010	559,960	19,802	12,033	579,762	571,993	101.4	-4,347	-0.8	-2,109	-0.4	-7,824	-1.3
2011	569,380	30,446	11,366	599,826	580,746	103.3	9,420	1.7	20,064	3.5	8,753	1.5
2012	551,258	34,051	15,673	585,309	566,931	103.2	-18,122	-3.2	-14,517	-2.4	-13,815	-2.4
2013	529,542	34,625	21,087	564,167	550,629	102.5	-21,716	-3.9	-21,142	-3.6	-16,302	-2.9
2014	523,201	38,269	20,932	561,470	544,133	103.2	-6,341	-1.2	-2,697	-0.5	-6,496	-1.2
2015	522,161	41,592	20,782	563,753	542,943	103.8	-1,040	-0.2	2,283	0.4	-1,190	-0.2
2016	520,331	43,478	20,550	563,809	540,881	104.2	-1,830	-0.4	56	0.0	-2,062	-0.4
Western Länder												
1992	484,954	123,378	11,756	608,332	496,710	122.5						
1993	456,959	83,655	14,841	540,614	471,800	114.6	-27,995	-5.8	-67,718	-11.1	-24,910	-5.0
1994	435,388	52,767	17,456	488,155	452,844	107.8	-21,571	-4.7	-52,459	-9.7	-18,956	-4.0
1995	436,082	43,231	19,396	479,313	455,478	105.2	694	0.2	-8,842	-1.8	2,634	0.6
1996	434,648	33,866	24,637	468,514	459,285	102.0	-1,434	-0.3	-10,799	-2.3	3,807	0.8
1997	448,323	25,217	32,190	473,540	480,513	98.5	13,675	3.1	5,026	1.1	21,228	4.6
1998	468,732	22,775	22,297	491,507	491,029	100.1	20,409	4.6	17,967	3.8	10,516	2.2
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	15,943	23,078	516,730	523,865	98.6	48,572	10.7	50,959	10.9	38,413	7.9

Table 1: Newly concluded training contract, supply and demand, 1992 to 2016 (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
2008	502,604	16,648	9,947	519,252	512,551	101.3	1,817	0.4	2,522	0.5	-11,314	-2.2
2009	465,309	14,500	6,903	479,809	472,212	101.6	-37,295	-7.4	-39,443	-7.6	-40,339	-7.9
New period series ¹⁾												
2009	465,309	14,772	11,155	480,081	476,464	100.8						
2010	468,297	16,011	8,357	484,308	476,654	101.6	2,988	0.6	4,227	0.9	190	0.0
2011	484,885	25,084	8,319	509,969	493,204	103.4	16,588	3.5	25,661	5.3	16,550	3.5
2012	472,354	27,685	10,605	500,039	482,959	103.5	-12,531	-2.6	-9,930	-1.9	-10,245	-2.1
2013	455,298	28,219	16,342	483,517	471,640	102.5	-17,056	-3.6	-16,522	-3.3	-11,319	-2.3
2014	448,908	31,363	16,623	480,271	465,531	103.2	-6,390	-1.4	-3,246	-0.7	-6,109	-1.3
2015	448,026	33,989	16,398	482,015	464,424	103.8	-882	-0.2	1,744	0.4	-1,107	-0.2
2016	446,294	35,532	16,245	481,826	462,539	104.2	-1,732	-0.4	-189	0.0	-1,885	-0.4
Eastern Länder												
1992	110,261	3,232	1,219	113,493	111,480	101.8						
1993	113,161	2,082	2,918	115,243	116,079	99.3	2,900	2.6	1,750	1.5	4,599	4.1
1994	132,694	1,385	1,514	134,079	134,208	99.9	19,533	17.3	18,836	16.3	18,129	15.6
1995	136,692	983	5,566	137,675	142,258	96.8	3,998	3.0	3,596	2.7	8,050	6.0
1996	139,679	1,081	13,821	140,760	153,500	91.7	2,987	2.2	3,085	2.2	11,242	7.9
1997	139,194	647	15,231	139,841	154,425	90.6	-485	-0.3	-919	-0.7	925	0.6
1998	143,797	629	13,378	144,426	157,175	91.9	4,603	3.3	4,585	3.3	2,750	1.8
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	4,252	116,507	117,990	98.7	-11,360	-9.1	-10,929	-8.6	-16,684	-12.4
2009	98,998	2,644	2,697	101,642	101,695	99.9	-14,740	-13.0	-14,865	-12.8	-16,295	-13.8
New period series ¹⁾												
2009	98,998	2,662	4,352	101,660	103,350	98.4						
2010	91,663	3,676	3,675	95,339	95,338	100.0	-7,335	-7.4	-6,321	-6.2	-8,012	-7.8
2011	84,495	5,229	3,043	89,724	87,538	102.5	-7,168	-7.8	-5,615	-5.9	-7,800	-8.2
2012	78,904	6,244	5,066	85,148	83,970	101.4	-5,591	-6.6	-4,576	-5.1	-3,568	-4.1
2013	74,244	6,334	4,533	80,578	78,777	102.3	-4,660	-5.9	-4,570	-5.4	-5,193	-6.2
2014	74,293	6,823	4,099	81,116	78,392	103.5	49	0.1	538	0.7	-385	-0.5
2015	74,135	7,536	4,354	81,671	78,489	104.1	-158	-0.2	555	0.7	97	0.1
2016	74,037	7,932	4,259	81,969	78,296	104.7	-98	-0.1	298	0.4	-193	-0.2

Discrepancies in the totals shown for "Western Länder" and "Eastern Länder" compared with national figures may be due to data that cannot be classified. Data may diverge from earlier representations due to subsequent revisions.

¹⁾ Since 2009 Federal Employment Agency (BA) statistics have included applicants from licensed local authority agencies (zugelassene kommunale Träger - zKT) as a standard detail. The total figure is made up of figures from employment offices (Agenturen für Arbeit) and Jobcenters working jointly employment offices, local authorities and Jobcenters as licensed local authority agencies (JC zKT). Since the 2015/2016 reporting year Federal Employment Agency (BA) reporting has included certain special forms of training for "Abitur" holders. To present developments correctly, the period series from 2009 has been retroactively adjusted (to include special forms of training for "Abitur" holders).

Source: BIBB, survey on the 30th of September; Federal Employment Agency (BA) statistics, special evaluation in preparation for the Report on Vocational Education and Training.

2.1.2 Registered vocational training places and vocational training places unfilled on the 30th of September

Declining numbers of newly concluded training contracts should be seen in the context of further growth in the number of unfilled vocational training places. According to BA statistics for the reference date 30th of September 2016, 43,478 of the 546,947 vocational training places registered over the course of the 2015/2016 training year remained unfilled, 1,886 (+4.5 %) more than in the year before. Since 2009 (17,564) the number of unfilled vocational training places has grown considerably (+25,914 or +147.5 %).

Western and eastern Länder recorded increased numbers of unfilled vocational training places. In western Länder the number of unfilled vocational training places rose to 35,532 (+1,543 or +4.5 % compared with 2015, and +20,760 or +140.5 % compared with 2009). Eastern Länder recorded a rise to 7,932 (+396 or +5.3 % compared with 2015, +5,270 or +198 % compared with 2009).

Table 2 shows developments in total numbers of registered vocational training places, company-based vocational training places and numbers of company-based vocational training places registered as unfilled on the reference date of the 30th of September. The table shows that the number of vocational training places registered with employment offices (Agenturen für Arbeit) and Jobcenters rose for the third time in a row in 2016 by 15,949 (+3.0 %) to 546,947 (western Länder: +11,595 or +2.6 % to 456,533, eastern Länder: +4,458 or +5.2 % to 90,280). This rise was recorded only among registered company-based places. 517,789 or 18,386 (+3.7 %) more company-based places were registered in 2016 than in the previous year (western Länder: +14,455 (+3.4 %) to 434,851, eastern Länder: +4,035 (+5.1 %) to 82,804).

The table also shows that many companies are finding it increasingly difficult to fill the training places they offer, although there are significant differences between regions, industries and occupations.¹³

It should be noted here that from the beginning of the 2015/2016 reporting year the BA will include special training for Abitur holders in its statistics on training places and applicants for vocational training places.¹⁴ To ensure an undistorted presentation of training market developments in the Report on Vocational Education and Training over a longer period, the time series up until 2009 has been recalculated retrospectively. The results are based on a special BA analysis carried out for the Report on Vocational Education and Training so it may diverge slightly from earlier Reports on Vocational Education and Training and from other publications in which adjustments made for earlier years have not been taken into account.

¹³ See also **Chapters 2.6.7 and 2.6.8**

¹⁴ The BA explains this thus: "From the beginning of the 2015/2016 reporting year the statistics on vocational training places and applicants for vocational training places will take into account a restructuring of occupational groups. The BA classifies occupations in various groups in a multi-stage process that is based on technical criteria. The restructuring consists mainly of flexibilising and modernising the classification to accommodate circumstances in the education and training landscape. This adjustment affects the training place market statistics to the extent that training paths that as well as a qualification in a recognised training occupation offer the possibility of gaining a further qualification ("traineeships for Abitur holders") are counted in the statistically relevant training occupations. The most important of these occupations in terms of numbers is "Senior trade specialist". The adjustment means that over the entire reporting year the national number of applicants for vocational training places will increase by 1,900 or 0.3 % and the number of vocational training places by 10,000 or 2 %. (Source: BA applicant and vocational training place statistics, Nuremberg, September 2016)

Table 2: Vocational training places registered during the 2015/2016 reporting year and vocational training places unfilled on the reference date of the 30th of September

	2009	2010	2011	2012	2013	2014	2015	2016	Changes to 2015	
									absolute	in %
National										
registered vocational training places	478,455	486,947	524,378	523,092	513,932	520,144	530,998	546,947	15,949	3.0
▶ vocational training places in companies	411,499	429,057	473,722	484,593	481,650	489,676	499,403	517,789	18,386	3.7
▶ vocational training places not filled on the 30 th of September	17,564	19,802	30,446	34,051	34,625	38,269	41,592	43,478	1,886	4.5
Western Länder										
registered vocational training places	383,588	397,502	429,032	433,924	428,172	434,343	444,938	456,533	11,595	2.6
▶ vocational training places in companies	343,626	359,631	396,023	405,632	404,817	412,214	420,396	434,851	14,455	3.4
▶ vocational training places not filled on the 30 th of September	14,772	16,011	25,084	27,685	28,219	31,363	33,989	35,532	1,543	4.5
Eastern Länder										
registered vocational training places	94,052	89,003	94,878	88,785	85,559	85,584	85,822	90,280	4,458	5.2
▶ vocational training places in companies	67,123	68,989	77,231	78,578	76,632	77,245	78,769	82,804	4,035	5.1
▶ vocational training places not filled on the 30 th of September	2,662	3,676	5,229	6,244	6,334	6,823	7,536	7,932	396	5.3

Source: Federal Employment Agency statistics, special evaluation in preparation for the Report on Vocational Education and Training (retroactive adjustment to include "special training for Abitur holders")

2.1.3 Registered applicants and their whereabouts on the 30th of September

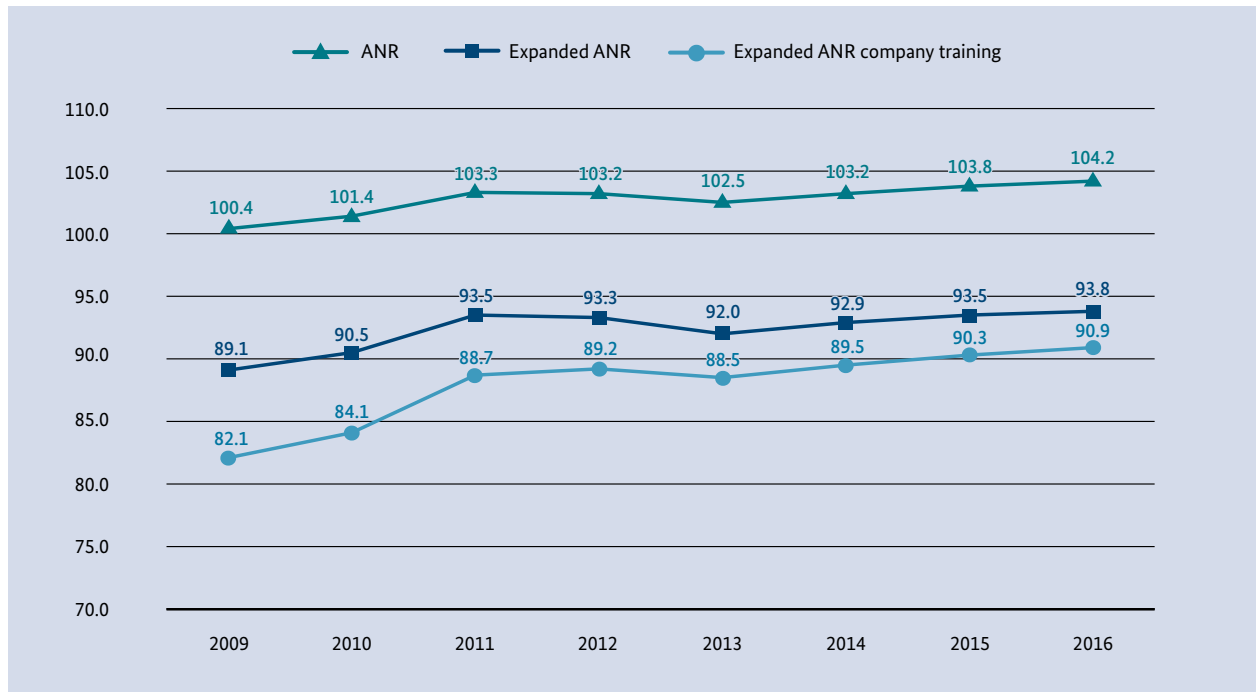
In the 2015/2016 reporting year 547,728 applicants took advantage of the services of employment offices (Agenturen für Arbeit) and Jobcenters in their search for a training place,¹⁵ 3,182 (–0.6 %) fewer than in the previous year. While the number of registered applicants fell in western Länder (–3,430 or –0.7 % to 454,688), eastern Länder recorded a larger number (+1,012 or +1.1 % to 90,552).

264,447 applicants were placed in vocational training nationally, 3,217 (–1.2 %) fewer than in 2015. Both western Länder (–3,386 or –1.5 % to 215,911) and eastern Länder (–89 or –0.2 % to 47,084) recorded marginal declines in the number of applicants placed.

On the 30th of September 2016 20,550 unplaced applicants who were not in training or in an alternative programme were registered nationally with employment offices (Agenturen für Arbeit) and Jobcenters, 232 (–1.1 %) fewer than in the year before. In western Länder the number of unplaced applicants fell by 153 (–0.9 %) to 16,245. Eastern Länder also recorded a decrease compared with the previous year, with 4,259 unplaced applicants (–95 or –2.2 %).

¹⁵ Only young people registered with the BA as wanting to be placed in training in the reporting year who have been declared able to start training are counted as applicants for training places so only young people mature enough to start training attain applicant status.

Chart 1: ANR, expanded ANR and expanded ANR based on company training places nationally, 2009 to 2016



Source: BIBB, survey on 30th of September; BA statistics, special evaluation for the Report on Vocational Education and Training (retroactive adjustment of period series to include "special training for Abitur holders").

The number of applicants who had begun an alternative to training (e. g. a pre-vocational training measure, internship, introductory training, school etc.), but were still looking for a training place and wanted to be placed in training by an employment office (Agentur für Arbeit) or Jobcenter, fell by 202 (−0.3 %) to 60,053. In western Länder the number of applicants with an alternative on the 30th of September fell by 406 (−0.7 %) to 54,120. In eastern Länder there were more applicants with an alternative who still wanted to be placed in training on the 30th of September than there were in the year before (+198 or +3.5 % to 5,902). Since 2009 (73,130) the national number of applicants with an alternative on the 30th of September has been substantially reduced.

202,678 other former applicants wanted no further active assistance in finding a training place (+469 or +0.2 % to 2015), and their number increased in both western Länder (+515 or +0.3 % to 168,412) and eastern Länder (+998 or +3.1% to 33,307).¹⁶

¹⁶ For more information (including time series) on the whereabouts of applicants registered with the BA please see [Chapter 2.6.2](#).

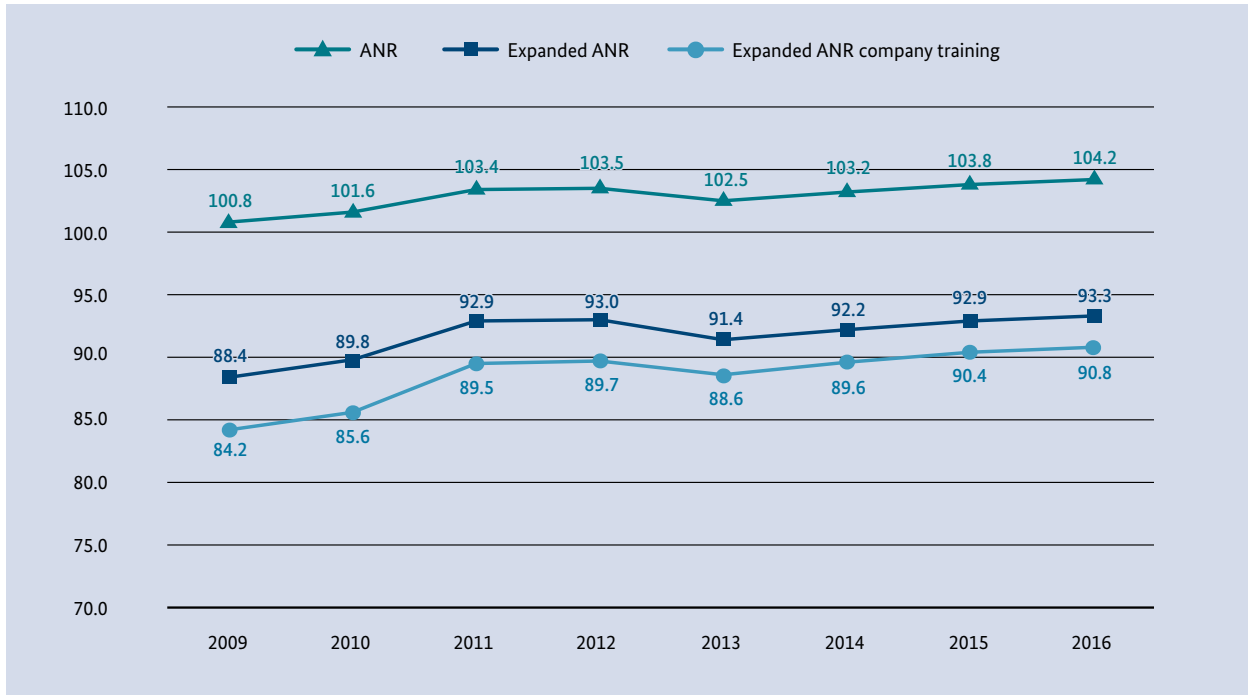
2.1.4 Supply and demand ratio (Angebots-Nachfrage-Relation – ANR)

As Section 86 Paragraph 2 of the Vocational Training Act (BBiG) prescribes, the number of training places offered is recorded as the number of newly concluded training contracts calculated in the BIBB survey plus training places registered with employment offices (Agenturen für Arbeit) as unfilled. Demand is therefore calculated based on the number of newly concluded training contracts and unplaced applications registered with employment offices (Agenturen für Arbeit) and Jobcenters.¹⁷

These calculations show that 563,809 training places were offered in 2016, so demand remained stable and close to last year's figure (+56 or ±0,0 %; see [Table 1](#)). According to this definition, there was a demand for

¹⁷ 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.

Chart 2: ANR, expanded ANR and expanded ANR based on company-based training places in western Länder, 2009 to 2016



Source: BIBB, survey on 30th of September; BA statistics, special evaluation for the Report on Vocational Education and Training (retroactive adjustment of period series to include “special training for Abitur holders”).

540,881 training places nationally (−2,062 or −0.4 %). Demand was therefore slightly lower than the previous year’s level, so ANR improved compared with the previous year (2015: 103.8; 2016: 104.2).

In Western Länder too, the number of training places offered was similar to the figure for the previous year (−189 or ±0.0 % to 481,826). The number of those seeking training fell by 1,885 (−0.4 %) to 462,539 however, so ANR improved from 103.8 (2015) to 104.2 (2016).

In eastern Länder slightly more training places were offered than in the year before (+298 or +0.4 % to 81,969) but demand did not quite equal the previous year’s level (−193 or −0.2 % to 78,296) so ANR improved in eastern Länder (2015: 104.1; 2016: 104.7).

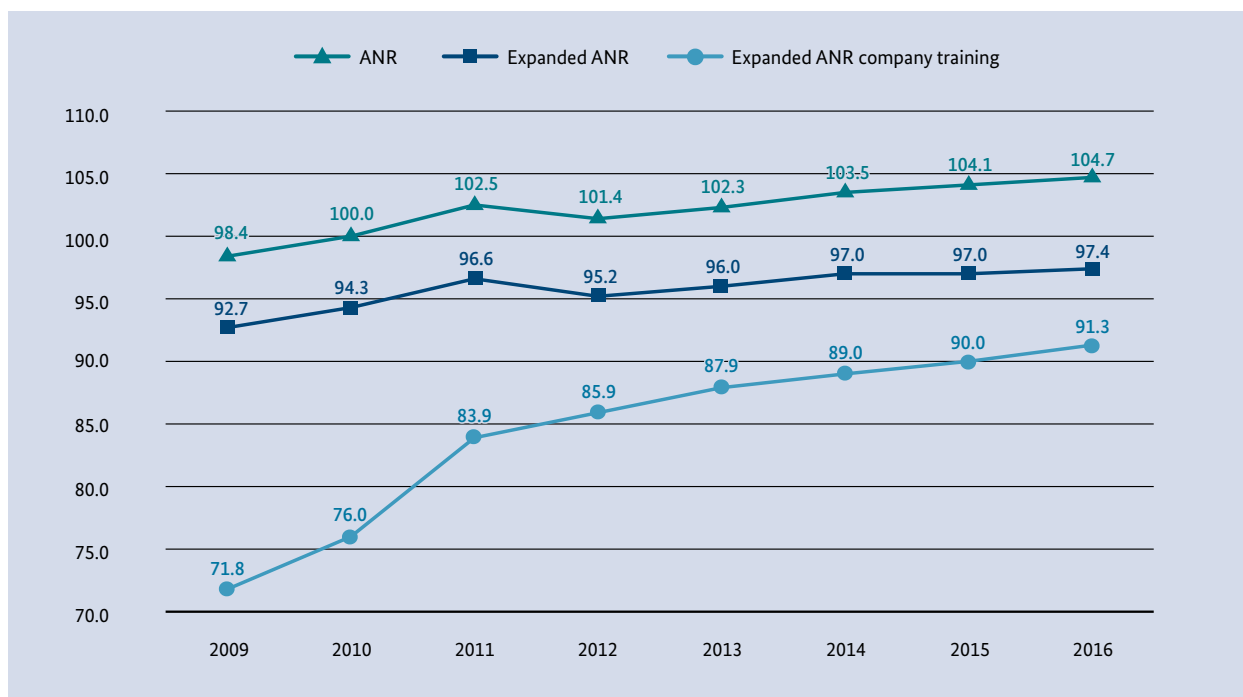
2.1.5 Expanded supply and demand ratio (expanded ANR)

The traditional definition of demand does not accurately represent the number of young people seeking training, so the Report on Vocational Education and Training and National Education Report¹⁸ also makes use of an expanded definition of demand that as well as newly concluded training contracts and unplaced applicants, includes applicants who had an alternative on the 30th of September but still wished to be placed in training.

Based on the expanded definition, demand was slightly below the previous year’s level nationally in 2016 at 600,934 (−2,264 or −0.4 %), so expanded ANR also improved slightly over the previous year at 93.8 nationally in 2016 (2015: 93.5) as a result of stable supply (see above).

18 See also Authoring Group Education Reporting (2016): Education in Germany 2016. An indicator-based report with an analysis of education and training and migration. Bielefeld.

Chart 3: ANR, expanded ANR and expanded ANR based on company-based training places in eastern Länder, 2009 to 2016



Source: BIBB, survey on 30th of September; BA statistics, special evaluation for the Report on Vocational Education and Training (retroactive adjustment of period series to include “special training for Abitur holders”).

In western Länder demand according to the expanded definition fell (-2,291 or -0.4 % to 516,659) while supply was at about the same level as it was the year before (see above) so expanded ANR recorded a rise in Western Länder to 93.3 (2015: 92.9).

Demand in eastern Länder (using the expanded definition) was 84,198 (+5 or ±0.0 %) so it was similar to the 2015 level. Supply in these Länder was slightly higher (see above) so expanded ANR continued to improve there too (2015: 97.0; 2016: 97.4).

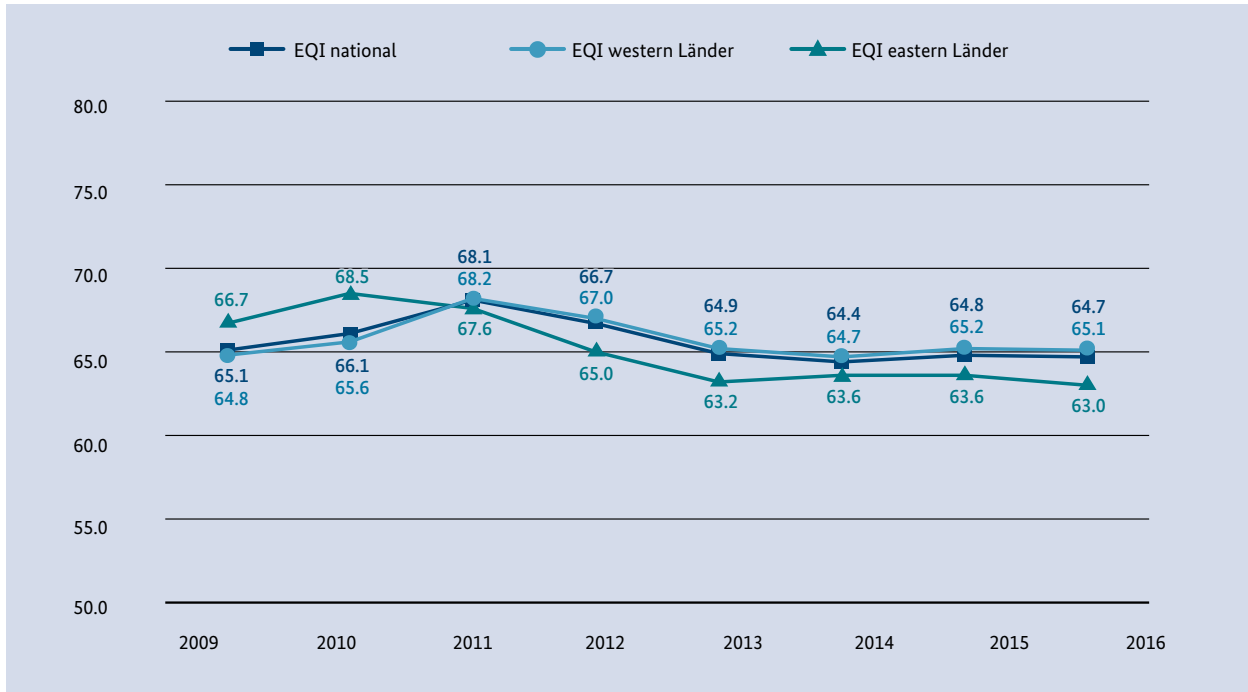
2.1.6 Expanded supply and demand ratio based on company-based training places

Even when expanded ANR is calculated based solely on company-based training places¹⁹, the national figure improved slightly compared with the previous year (2015: 90.3; 2016: 90.9). In western Länder (2015: 90.4; 2016: 90.8) and in eastern Länder (2015: 90.0; 2016: 91.3) expanded ANR based on company-based training places improved. Eastern Länder registered the strongest growth compared with 2009 (71.8).

Chart 1 to **Chart 3** portray developments in ANR nationally and in western and eastern Länder from 2009 to 2016.

¹⁹ For more detail please see **Chapter 2.2.3**

Chart 4: Placement rate for young people interested in training (EQI) 2009 to 2016



Source: BIBB, survey on 30th of September; BA statistics, special evaluation for the Report on Vocational Education and Training (retroactive adjustment of period series to include “special training for Abitur holders”).

2.1.7 The computed placement rate of young people interested in training (Einmündungsquote der ausbildungsinteressierten Jugendlichen – EQI)

The computed placement rate of young people interested in training (EQI) calculates the proportion of those registered with institutions as interested in training who were recruited into dual vocational training in a given reporting year. It is calculated by correlating the number of newly concluded training contracts on the 30th of September (2016: 520,331) with the number of all young people registered with institutions as interested in training (2016: 803,612).²⁰ This figure consists

of the sum of newly concluded training contracts (520,331) and applicants registered with employment offices (Agenturen für Arbeit) and Jobcenters (547,728) minus registered applicants who have been placed in training (264,447), because otherwise some would be counted twice.

The national EQI figure for 2016, 64.7, was not quite as high as the 2015 level (64.8). Both western Länder (2015: 65.2; 2016: 65.1) and eastern Länder (2015: 63.6; 2016: 63.0) recorded slight falls (see **Chart 4**).

²⁰ The computed placement rate refers to all young people who reported an interest in training during the reporting year. On the reference date of the 30th of September however, some applicants who registered for training place during the year may no longer wish to be placed in training (e. g. because they have changed their minds during the reporting year and decided to study or start school-based training) or their whereabouts may be unknown. This means that some applicants may be counted twice because some whose whereabouts is unknown may in fact have started training. Other applicants may have applied for a training place even though they were already undergoing training (see **Chapter 2.6.2**).

In summary, a stable number of training places offered and concurrent slight fall in demand means that training market outcomes continued to improve for young people seeking training places in 2016, although there is still a need for action. In 2016 many more training places remained unfilled than in the year before. Despite a slight decline in the number of applicants still looking for training at the end of the training year, their number remained high, so matching problems persist as a central training market challenge.²¹ Falls in EQI should also be seen in the context of matching problems. ANR and expanded ANR correlate the number of training places that have remained unfilled with (expanded) demand. In contrast, EQI by definition takes into account only training places that have been filled (= newly concluded training contracts) so here the difficulties that companies have in filling the training places they offer predominate.

Applicants who no longer wish to be placed in training before the reference date of the 30th of September because they have changed their minds during the reporting year and decided to undertake tertiary studies or school-based training are also counted as young people interested in training. In 2009 18.3 % of registered applicants had a higher education entrance qualification, while in 2016 27.1 % did.²² The higher school leaving qualifications that growing numbers of applicants hold expands their range of options, so recruiting more holders of higher education entrance qualifications into dual vocational training is an essential education and training policy task. At the same time, young people with lower level achievements must be also be provided with support to enable them to start training and complete courses.

2.2 Newly concluded training contracts according to structural characteristics

2.2.1 Developments in training sectors

Classifying the results of the BIBB survey of newly concluded training contracts on the 30th of September by industry sector²³ yields the following picture:

The **Trade and Industry** sector recorded a slight fall in the number of newly concluded training contracts in 2016. Compared with the previous year, the number of new contracts concluded nationally declined by 3,942 (-1.3 %) to 304,303. Decreases were recorded in western and in eastern Länder. With a total of 260,215 newly concluded training contracts in western Länder, 3,280 fewer contracts (-1.2 %) were concluded there than in the year before. In eastern Länder 44,088 contracts were concluded, 662 (-1.5 %) fewer than in the previous year. With 58.5 % of new training contracts nationally, (2015: 59.0 %) Trade and Industry is still the largest sector.

In the **Skilled Trades** a total of 141,769 newly concluded training contracts were registered, 257 (+0.2 %) more than in 2015. 27.2 % of all the new training contracts in Germany were concluded in the Skilled Trades sector (2015: 27.1 %). In western Länder the number of newly concluded training contracts in the Skilled Trades sector fell by 226 (-0.2 %) to 122,509, while in eastern Länder the number of new contracts in the sector rose (+483 or +2.6 %) to 19,260.

The **Professional Services** recorded growth (+1,422 or +3.3 %) to 44,563 in newly concluded training contracts in western Länder (+1,350 or +3.5 %) to 39,867

21 For more details please see [Chapter 2.6.9](#)

22 For more details please see [Chapter 2.6.2](#)

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

and eastern Länder (+72 or +1.6 % to 4,696). The percentage of newly concluded training contracts of all training contracts concluded in the Professional Services sector nationally was 8.6 % (2015: 8.3 %).

In the **Public Sector** 13,800 new training contracts were concluded nationally, 519 more (+3.9 %) than in 2015 (western Länder: +284 or +2.7 % to 10,901, eastern Länder: +235 or +8.8 % to 2,899).

The **Agriculture** sector reported 13,615 newly concluded training contracts, 65 (+0.5 %) more than in the previous year. In western Länder 10,932 new training contracts were concluded in this sector (+133 or +1.2 %) while eastern Länder reported 2,683 new training contracts, a figure marginally lower than that of the previous year (-68 or -2.5 %).

The **Housekeeping** sector recorded falls in numbers of new training contracts nationally, with 2,139 new training contracts concluded in 2016, 124 (-5.5 %) fewer than in the year before. While the number of newly concluded training contracts in western Länder increased by 32 (+1.9 %) to 1,734, it fell in eastern Länder by 156 (-27.8 %) to 405. This relatively steep fall must be seen in the context of the deliberate down-sizing of publicly financed (“non-company”) training, which plays a fairly major role in the Housekeeping sector, compared with other sectors.

In **Shipping** a total of 142 new training contracts were concluded, 27 (-16.0 %) fewer than in 2015. In western Länder 136 new training contracts were concluded (-25 or -15.5 % to 2015) and in eastern Länder 6 new training contracts were concluded (-2 or -25.0 %).

Table 3 shows the number of newly concluded training contracts by sector and Länder for 2016 and **Table 4** absolute and percentage changes in training contract figures compared with the previous year.

2.2.2 Contracts for training in and outside companies

Of the 520,331 new training contracts concluded nationally in 2016, 502,781 were for company-based training (96.6 %) and 17,550 for training places outside companies (3.4 %).²⁴ Compared with the previous year, the number of new in-company training contracts in 2016 declined slightly (-515 or -0.1 %). The number of non-company training contracts fell by 1,315 (-7.0 %) so the relative proportion of contracts has continued to grow in favour of company-based training (see **Table 5**).

In western Länder 433,837 new contracts were concluded for training in companies 1,191 fewer (-0.3 %) than in 2015. The number of new non-company training contracts fell by 541 (-4.2 %) while the percentage of company-based training contracts of all new training contracts was 97.2 % (2015: 97.1 %).

Eastern Länder recorded a rise in the number of newly concluded company-based training contracts of 678 (+1.0 %) to 68,944, while the number of new non-company training contracts decreased by 774 (-15.2 %) so in-company training contracts represented 93.1 % of new contracts (2015: 92.1 %).

²⁴ Financing form and not place of learning is definitive for this classification so “non-company” training is mainly publicly financed training.

Table 3: Newly concluded training contracts in 2016 according to Länder and sector

Land	Newly concluded training contracts																		
	Total		Of which in the sector:																
	Number	Percent	Trade and Industry	Skilled Trades	Professional Services	Public Sector	Agriculture	Housekeeping	Shipping	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Baden-Württemberg	73,988	59.8	44,230	20,110	5,849	1,911	1,497	391	0	27.2	7.9	2.6	2.0	2.0	0.5	0			
Bavaria	93,385	56.7	52,910	26,749	9,236	1,943	2,255	292	0	28.6	9.9	2.1	2.4	0.3					
Berlin	16,447	56.9	9,362	3,996	2,026	819	235	9	0	24.3	12.3	5.0	1.4	0.1					
Brandenburg	10,435	58.1	6,059	2,794	559	465	509	49	0	26.8	5.4	4.5	4.9	0.5					
Bremen	5,962	64.5	3,847	1,282	549	187	40	46	11	21.5	9.2	3.1	0.7	0.8					
Hamburg	13,319	68.6	9,141	2,537	1,214	189	137	34	67	19.0	9.1	1.4	1.0	0.3					
Hessen	37,265	60.2	22,415	10,009	3,097	1,015	727	2	0	26.9	8.3	2.7	2.0	0.0					
Mecklenburg-Western Pomerania	7,869	59.7	4,695	2,020	404	297	398	49	6	25.7	5.1	3.8	5.1	0.6					
Lower Saxony	54,662	53.9	29,459	16,694	4,493	1,450	2,234	290	42	30.5	8.2	2.7	4.1	0.5					
North Rhine-Westphalia	114,731	60.2	69,083	28,946	10,883	2,987	2,410	422	0	25.2	9.5	2.6	2.1	0.4					
Rhineland-Palatinate	25,852	55.6	14,378	7,903	2,126	612	686	147	0	30.6	8.2	2.4	2.7	0.6					
Saarland	7,157	60.5	4,327	1,979	579	96	132	44	0	27.7	8.1	1.3	1.8	0.6					
Saxony	18,496	60.1	11,122	4,944	914	649	765	102	0	26.7	4.9	3.5	4.1	0.6					
Saxony-Anhalt	10,764	61.4	6,604	2,913	389	370	407	81	0	27.1	3.6	3.4	3.8	0.8					
Schleswig-Holstein	19,973	52.2	10,425	6,300	1,841	511	814	66	16	31.5	9.2	2.6	4.1	0.3					
Thuringia	10,026	62.3	6,246	2,593	404	299	369	115	0	25.9	4.0	3.0	3.7	1.1					
Western Länder	446,294	58.3	260,215	122,509	39,867	10,901	10,932	1,734	136	27.5	8.9	2.4	2.4	0.4					0.0
Eastern Länder	74,037	59.5	44,088	19,260	4,696	2,899	2,683	405	6	26.0	6.3	3.9	3.6	0.5					0.0
National	520,331	58.5	304,303	141,769	44,563	13,800	13,615	2,139	142	27.2	8.6	2.7	2.6	0.4					0.0

Source: BIBB, survey on the 30th of September 2016

Table 4: Changes in newly concluded training contract figures from 2016 to 2015 according to Länder and sector

Land	Newly concluded training contracts																	
	Total		Of which in the sector:															
	Number	Percent	Trade and Industry		Skilled Trades		Professional Services		Public Sector		Agriculture		Housekeeping		Shipping			
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Baden-Württemberg	165	0.2	-133	-0.3	-123	-0.6	250	4.5	31	1.6	62	4.3	78	24.9	0	0.0	0.0	
Bavaria	1,208	1.3	-342	-0.6	420	1.6	927	11.2	84	4.5	94	4.3	25	9.4	0	0.0	0.0	
Berlin	-92	-0.6	-270	-2.8	66	1.7	139	7.4	3	0.4	22	10.3	-52	-85.2	0	0.0	0.0	
Brandenburg	32	0.3	52	0.9	13	0.5	-38	-6.4	22	5.0	-2	-0.4	-15	-23.4	0	0.0	0.0	
Bremen	165	2.8	31	0.8	45	3.6	67	13.9	28	17.6	-1	-2.4	-5	-9.8	0	0.0	0.0	
Hamburg	-193	-1.4	-163	-1.8	-5	-0.2	0	0.0	-24	-11.3	-7	-4.9	4	13.3	2	3.1	3.1	
Hessen	-545	-1.4	-450	-2.0	-23	-0.2	-109	-3.4	15	1.5	29	4.2	-7	-77.8	0	0.0	0.0	
Mecklenburg-Western Pomerania	28	0.4	-13	-0.3	51	2.6	-27	-6.3	40	15.6	-4	-1.0	-17	-25.8	-2	-25.0	-25.0	
Lower Saxony	90	0.2	157	0.5	-118	-0.7	15	0.3	32	2.3	58	2.7	-33	-10.2	-21	-33.3	-33.3	
North Rhine-Westphalia	-2,041	-1.7	-2,335	-3.3	94	0.3	100	0.9	144	5.1	-21	-0.9	-23	-5.2	0	0.0	0.0	
Rhineland-Palatinate	-386	-1.5	63	0.4	-344	-4.2	-29	-1.3	-13	-2.1	-38	-5.2	-25	-14.5	0	0.0	0.0	
Saarland	29	0.4	12	0.3	-56	-2.8	97	20.1	-9	-8.6	-23	-14.8	8	22.2	0	0.0	0.0	
Saxony	-48	-0.3	-144	-1.3	48	1.0	14	1.6	40	6.6	32	4.4	-38	-27.1	0	0.0	0.0	
Saxony-Anhalt	121	1.1	-109	-1.6	234	8.7	-5	-1.3	78	26.7	-55	-11.9	-22	-21.4	0	0.0	0.0	
Schleswig-Holstein	-224	-1.1	-120	-1.1	-116	-1.8	32	1.8	-4	-0.8	-20	-2.4	10	17.9	-6	-27.3	-27.3	
Thuringia	-139	-1.4	-178	-2.8	71	2.8	-11	-2.7	52	21.1	-61	-14.2	-12	-9.4	0	0.0	0.0	
Western Länder	-1,732	-0.4	-3,280	-1.2	-226	-0.2	1,350	3.5	284	2.7	133	1.2	32	1.9	-25	-15.5	-15.5	
Eastern Länder	-98	-0.1	-662	-1.5	483	2.6	72	1.6	235	8.8	-68	-2.5	-156	-27.8	-2	-25.0	-25.0	
National	-1,830	-0.4	-3,942	-1.3	257	0.2	1,422	3.3	519	3.9	65	0.5	-124	-5.5	-27	-16.0	-16.0	

Source: BIBB, survey on the 30th of September 2016

Table 5: Newly concluded training contracts according to financing form, 2009 to 2016

Year	Newly concluded training contracts	National		Western Länder		Eastern Länder	
		absolute	relative	absolute	relative	absolute	relative
2009	total	564,307	100.0 %	465,309	100.0 %	98,998	100.0 %
	in-company	518,506	91.9 %	442,439	95.1 %	76,067	76.8 %
	non-company	45,801	8.1 %	22,870	4.9 %	22,931	23.2 %
2010	total	559,960	100.0 %	468,297	100.0 %	91,663	100.0 %
	in-company	518,917	92.7 %	445,821	95.2 %	73,096	79.7 %
	non-company	41,043	7.3 %	22,476	4.8 %	18,567	20.3 %
2011	total	569,380	100.0 %	484,885	100.0 %	84,495	100.0 %
	in-company	538,920	94.7 %	466,191	96.1 %	72,729	86.1 %
	non-company	30,460	5.3 %	18,694	3.9 %	11,766	13.9 %
2012	total	551,258	100.0 %	472,354	100.0 %	78,904	100.0 %
	in-company	525,354	95.3 %	454,785	96.3 %	70,569	89.4 %
	non-company	25,904	4.7 %	17,569	3.7 %	8,335	10.6 %
2013	total	529,542	100.0 %	455,298	100.0 %	74,244	100.0 %
	in-company	507,861	95.9 %	440,456	96.7 %	67,405	90.8 %
	non-company	21,681	4.1 %	14,842	3.3 %	6,839	9.2 %
2014	total	523,201	100.0 %	448,908	100.0 %	74,293	100.0 %
	in-company	502,807	96.1 %	435,166	96.9 %	67,641	91.0 %
	non-company	20,394	3.9 %	13,742	3.1 %	6,652	9.0 %
2015	total	522,161	100.0 %	448,026	100.0 %	74,135	100.0 %
	in-company	503,296	96.4 %	435,028	97.1 %	68,268	92.1 %
	non-company	18,865	3.6 %	12,998	2.9 %	5,867	7.9 %
2016	total	520,331	100.0 %	446,294	100.0 %	74,037	100.0 %
	in-company	502,781	96.6 %	433,837	97.2 %	68,944	93.1 %
	non-company	17,550	3.4 %	12,457	2.8 %	5,093	6.9 %

Source: BIBB, survey on the 30th of September

The proportion of non-company training contracts is still higher in eastern Länder than it is in western Länder. The higher percentage 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 balance²⁵ have demonstrated. In fact, it is the result of a different way of dealing with unsuccessful training place applicants and a different

funding policy. While qualifying vocational course modules in the transition system are provided for young people in western Länder who have not found a training place, in eastern Länder, partly as a reaction to a market situation that was very bad for many years, many school-based or fully-qualifying non-company vocational training places were offered. In response to demographic developments and the resulting decline in demand for training places, the number of non-company vocational training places has been deliberately reduced in recent years.

25 See [Chapter 2.2](#)

Table 6: Newly concluded training contracts according to financing form and Länder, 2010 to 2016 (Part 1)

Land	Year	absolute			relative		
		in-company	non-company	total	in-company	non-company	total
Baden-Württemberg	2010	71,852	2,697	74,549	96.4	3.6	100.0
	2011	76,429	2,384	78,813	97.0	3.0	100.0
	2012	74,194	2,123	76,317	97.2	2.8	100.0
	2013	72,212	2,178	74,390	97.1	2.9	100.0
	2014	71,234	1,962	73,196	97.3	2.7	100.0
	2015	71,882	1,941	73,823	97.4	2.6	100.0
	2016	72,139	1,849	73,988	97.5	2.5	100.0
Bavaria	2010	91,203	3,123	94,326	96.7	3.3	100.0
	2011	95,181	2,565	97,746	97.4	2.6	100.0
	2012	92,956	2,355	95,311	97.5	2.5	100.0
	2013	89,864	2,267	92,131	97.5	2.5	100.0
	2014	89,820	1,994	91,814	97.8	2.2	100.0
	2015	90,278	1,899	92,177	97.9	2.1	100.0
	2016	91,565	1,820	93,385	98.1	1.9	100.0
Berlin	2010	15,714	3,459	19,173	82.0	18.0	100.0
	2011	15,672	2,724	18,396	85.2	14.8	100.0
	2012	15,913	2,061	17,974	88.5	11.5	100.0
	2013	15,351	1,433	16,784	91.5	8.5	100.0
	2014	15,385	1,416	16,801	91.6	8.4	100.0
	2015	15,579	960	16,539	94.2	5.8	100.0
	2016	15,646	801	16,447	95.1	4.9	100.0
Brandenburg	2010	10,912	2,710	13,622	80.1	19.9	100.0
	2011	10,480	1,641	12,121	86.5	13.5	100.0
	2012	10,178	1,192	11,370	89.5	10.5	100.0
	2013	9,547	1,004	10,551	90.5	9.5	100.0
	2014	9,381	858	10,239	91.6	8.4	100.0
	2015	9,603	800	10,403	92.3	7.7	100.0
	2016	9,690	745	10,435	92.9	7.1	100.0
Bremen	2010	5,469	511	5,980	91.5	8.5	100.0
	2011	5,763	456	6,219	92.7	7.3	100.0
	2012	5,682	461	6,143	92.5	7.5	100.0
	2013	5,622	334	5,956	94.4	5.6	100.0
	2014	5,435	298	5,733	94.8	5.2	100.0
	2015	5,449	348	5,797	94.0	6.0	100.0
	2016	5,634	328	5,962	94.5	5.5	100.0
Hamburg	2010	13,182	1,200	14,382	91.7	8.3	100.0
	2011	13,566	846	14,412	94.1	5.9	100.0
	2012	13,323	824	14,147	94.2	5.8	100.0
	2013	12,882	648	13,530	95.2	4.8	100.0
	2014	12,847	555	13,402	95.9	4.1	100.0
	2015	12,979	533	13,512	96.1	3.9	100.0
	2016	12,838	481	13,319	96.4	3.6	100.0

Table 6: Newly concluded training contracts according to financing form and Länder, 2010 to 2016 (Part 2)

Land	Year	absolute			relative		
		in-company	non-company	total	in-company	non-company	total
Hessen	2010	36,646	3,588	40,234	91.1	8.9	100.0
	2011	38,637	2,529	41,166	93.9	6.1	100.0
	2012	38,140	2,104	40,244	94.8	5.2	100.0
	2013	36,557	1,830	38,387	95.2	4.8	100.0
	2014	36,086	1,802	37,888	95.2	4.8	100.0
	2015	36,191	1,619	37,810	95.7	4.3	100.0
	2016	35,659	1,606	37,265	95.7	4.3	100.0
Mecklenburg-Western Pomerania	2010	8,165	1,714	9,879	82.7	17.3	100.0
	2011	7,798	1,111	8,909	87.5	12.5	100.0
	2012	7,354	970	8,324	88.3	11.7	100.0
	2013	7,166	801	7,967	89.9	10.1	100.0
	2014	6,992	822	7,814	89.5	10.5	100.0
	2015	7,138	703	7,841	91.0	9.0	100.0
	2016	7,332	537	7,869	93.2	6.8	100.0
Lower Saxony	2010	56,451	1,867	58,318	96.8	3.2	100.0
	2011	59,381	1,466	60,847	97.6	2.4	100.0
	2012	56,624	1,612	58,236	97.2	2.8	100.0
	2013	54,407	1,975	56,382	96.5	3.5	100.0
	2014	54,011	1,802	55,813	96.8	3.2	100.0
	2015	53,161	1,411	54,572	97.4	2.6	100.0
	2016	53,056	1,606	54,662	97.1	2.9	100.0
North Rhine-Westphalia	2010	115,564	6,746	122,310	94.5	5.5	100.0
	2011	120,962	5,591	126,553	95.6	4.4	100.0
	2012	118,693	5,324	124,017	95.7	4.3	100.0
	2013	116,831	3,252	120,083	97.3	2.7	100.0
	2014	114,067	3,330	117,397	97.2	2.8	100.0
	2015	113,589	3,183	116,772	97.3	2.7	100.0
	2016	111,790	2,941	114,731	97.4	2.6	100.0
Rhineland-Palatinate	2010	27,144	1,349	28,493	95.3	4.7	100.0
	2011	27,485	1,485	28,970	94.9	5.1	100.0
	2012	27,025	1,381	28,406	95.1	4.9	100.0
	2013	25,854	1,248	27,102	95.4	4.6	100.0
	2014	25,495	1,055	26,550	96.0	4.0	100.0
	2015	25,116	1,122	26,238	95.7	4.3	100.0
	2016	24,937	915	25,852	96.5	3.5	100.0
Saarland	2010	7,886	587	8,473	93.1	6.9	100.0
	2011	8,098	515	8,613	94.0	6.0	100.0
	2012	7,867	511	8,378	93.9	6.1	100.0
	2013	6,946	460	7,406	93.8	6.2	100.0
	2014	6,978	339	7,317	95.4	4.6	100.0
	2015	6,821	307	7,128	95.7	4.3	100.0
	2016	6,839	318	7,157	95.6	4.4	100.0

Table 6: Newly concluded training contracts according to financing form and Länder, 2010 to 2016 (Part 3)

Land	Year	absolute			relative		
		in-company	non-company	total	in-company	non-company	total
Saxony	2010	16,653	5,595	22,248	74.9	25.1	100.0
	2011	17,323	3,187	20,510	84.5	15.5	100.0
	2012	16,584	1,724	18,308	90.6	9.4	100.0
	2013	16,323	1,567	17,890	91.2	8.8	100.0
	2014	16,651	1,431	18,082	92.1	7.9	100.0
	2015	17,023	1,521	18,544	91.8	8.2	100.0
	2016	17,027	1,469	18,496	92.1	7.9	100.0
Saxony-Anhalt	2010	11,025	3,295	14,320	77.0	23.0	100.0
	2011	10,956	1,928	12,884	85.0	15.0	100.0
	2012	10,447	1,377	11,824	88.4	11.6	100.0
	2013	9,638	1,193	10,831	89.0	11.0	100.0
	2014	9,748	1,277	11,025	88.4	11.6	100.0
	2015	9,496	1,147	10,643	89.2	10.8	100.0
	2016	9,999	765	10,764	92.9	7.1	100.0
Schleswig-Holstein	2010	20,424	808	21,232	96.2	3.8	100.0
	2011	20,689	857	21,546	96.0	4.0	100.0
	2012	20,281	874	21,155	95.9	4.1	100.0
	2013	19,281	650	19,931	96.7	3.3	100.0
	2014	19,193	605	19,798	96.9	3.1	100.0
	2015	19,562	635	20,197	96.9	3.1	100.0
	2016	19,380	593	19,973	97.0	3.0	100.0
Thuringia	2010	10,627	1,794	12,421	85.6	14.4	100.0
	2011	10,500	1,175	11,675	89.9	10.1	100.0
	2012	10,093	1,011	11,104	90.9	9.1	100.0
	2013	9,380	841	10,221	91.8	8.2	100.0
	2014	9,484	848	10,332	91.8	8.2	100.0
	2015	9,429	736	10,165	92.8	7.2	100.0
	2016	9,250	776	10,026	92.3	7.7	100.0

Source: BIBB, survey on the 30th of September

In 2010 all eastern Länder had a proportion of non-company vocational training places in the double-figure range (with Saxony having the highest figure of 25.1 % in 2010). In 2016 however, these figures ranged between 4.9 % (Berlin) and 7.9 % (Saxony) (see [Table 6](#)).

2.2.3 The trend in the number of company-based training places

In light of the growing difficulties many companies have in filling the training places they offer²⁶ the trend in the number of newly concluded training contracts as a proportion of all newly concluded company-based training places is also of interest. Both newly concluded company-based training contracts as well as vocational training contracts registered with the Federal Employ-

²⁶ See also [Chapter 2.1.2](#) and [Chapter 2.6.7](#)

Table 7: Developments in the number of company-based training places by sector from 2009 to 2016

	2009	2010	2011	2012	2013	2014	2015	2016	Development 2016 to 2015	
Germany	536,070	538,719	569,366	559,405	542,486	541,076	544,888	546,259	1,371	0.3 %
Trade and Industry	319,251	320,527	345,258	339,498	325,502	322,161	321,067	320,051	-1,016	-0.3 %
Skilled Trades	143,719	145,948	151,265	147,036	145,071	146,750	149,137	149,604	467	0.3 %
Public Sector	13,732	13,689	12,460	12,196	12,426	12,523	13,360	13,911	551	4.1 %
Agriculture	12,797	12,523	12,628	12,474	12,522	12,661	13,058	13,121	63	0.5 %
Other ¹⁾	46,571	46,032	47,755	48,201	46,965	46,981	48,266	49,572	1,306	2.7 %
Western Länder	457,211	461,832	491,275	482,470	468,675	466,529	469,017	469,369	352	0.1 %
Trade and Industry	270,004	273,205	296,202	291,301	280,064	276,389	275,315	274,112	-1,203	-0.4 %
Skilled Trades	125,091	127,008	132,315	128,547	126,944	128,235	129,605	129,627	22	0.0 %
Public Sector	10,587	10,824	9,958	9,677	9,834	10,029	10,665	10,950	285	2.7 %
Agriculture	10,362	10,034	10,353	10,078	10,087	9,978	10,469	10,608	139	1.3 %
Other ¹⁾	41,167	40,761	42,447	42,867	41,746	41,898	42,963	44,072	1,109	2.6 %
Eastern Länder	78,729	76,772	77,958	76,813	73,739	74,464	75,804	76,876	1,072	1.4 %
Trade and Industry	49,165	47,232	48,963	48,117	45,371	45,739	45,714	45,933	219	0.5 %
Skilled Trades	18,627	18,936	18,950	18,488	18,126	18,514	19,528	19,977	449	2.3 %
Public Sector	3,145	2,865	2,502	2,519	2,592	2,494	2,695	2,961	266	9.9 %
Agriculture	2,435	2,489	2,275	2,396	2,435	2,683	2,589	2,513	-76	-2.9 %
Other ¹⁾	5,357	5,250	5,268	5,293	5,215	5,034	5,278	5,492	214	4.1 %

¹⁾ Further differentiation is not possible at this point.

Due to the retrospective inclusion of dual training places offered as part of "special training for Abitur holders" there may be discrepancies compared with earlier representations.

Source: BIBB, survey on the 30th of September; Federal Employment Agency statistics, special evaluation in preparation for the Report on Vocational Education and Training, retroactive adjustment to the period series to include "special training for Abitur holders")

ment Agency (BA) as unfilled are taken into account in tracking this trend.

Of the 563,809 training places offered nationally in 2016, 546,259 were in companies, so the number of company-based training places rose (+1,371 or +0.3 %) compared with the previous year.

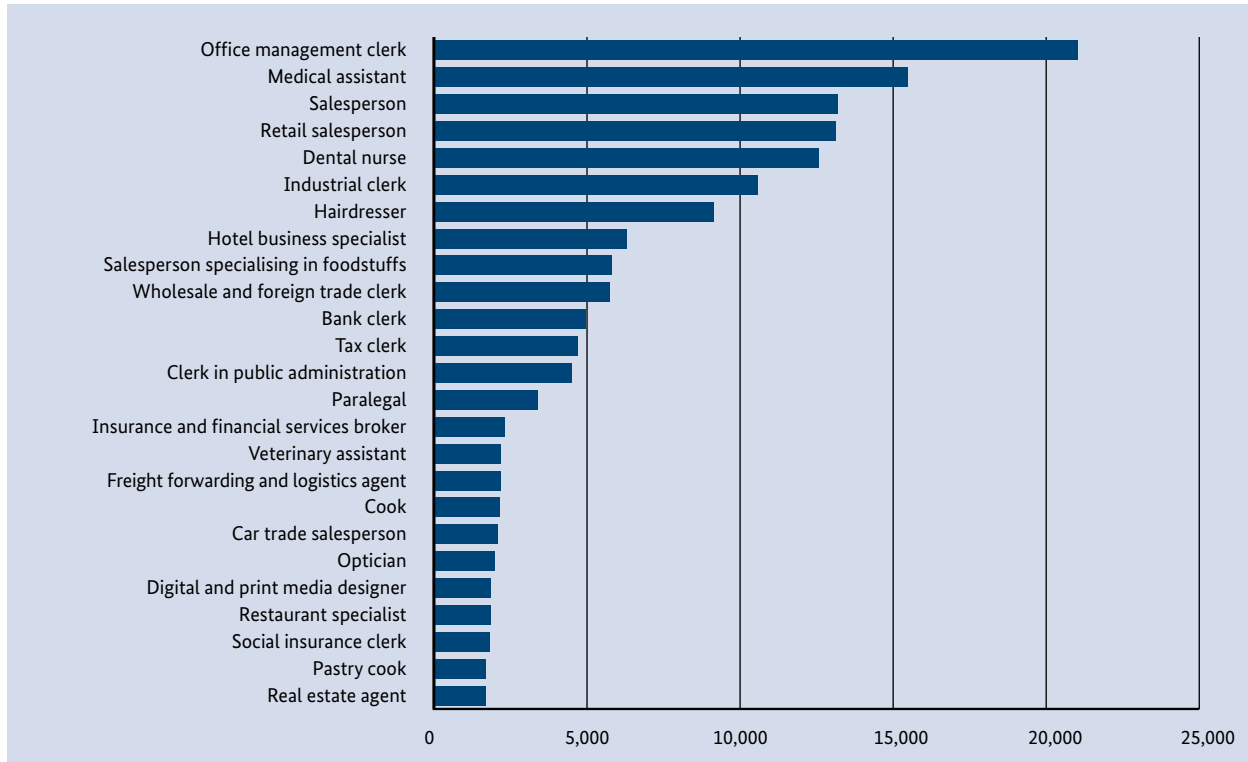
Table 7 shows the trend in numbers of company-based training places by sector. The number of company-based training places offered in Trade and Industry was slightly lower than the previous year's figure (-1,016 or -0.3 %). The Skilled Trades sector recorded a marginal increase in the number of company-based training places of 467 (+0.3 %). More company-based training places were also registered in the Public Sector

(+551 or +4.1 %) and Agriculture (+63 or +0.5 %) than in the year before²⁷

It should be noted that only unfilled vocational training places that are registered with the BA can be taken into account here, so the Federal Government recommends that companies register their unfilled vocational training places with local employment offices (Agenturen für Arbeit) and Jobcenters. Young people would also be well-advised to make use of the BA's services in their search for training places.

²⁷ Comparable calculations for the Professional Services sector are possible only to a certain extent due to data privacy legislation. According to BIBB estimates there may have been around 46,700 company-based training places nationally in the Professional Services sector in 2016 (+1,400 or +3.1 %) so the strong growth in their numbers recorded in 2015 continued in 2016.

Chart 5: The 25 occupations most frequently chosen by young women in 2016



Source: BIBB, survey on the 30th of September 2016

2.2.4 Gender-specific differentiation

Of the 520,331 new training contracts concluded in 2016, 204,134 (39.2 %) were concluded with young women and 316,197 (60.8 %) with young men (ratio of 39.8 % to 60.2 % in 2015).

Among the seven training sectors, the Professional Services had the highest relative share of contracts concluded with young women at 92.8 %, followed by Housekeeping (90.0 %) and the Public Sector (63.8 %). 38.4 % of contracts were concluded in the Trade and Industry sector were concluded with young women. A fairly low proportion of young women started training in the Skilled Trades and Agriculture sectors (23.3 % each) and Shipping (8.8 %).

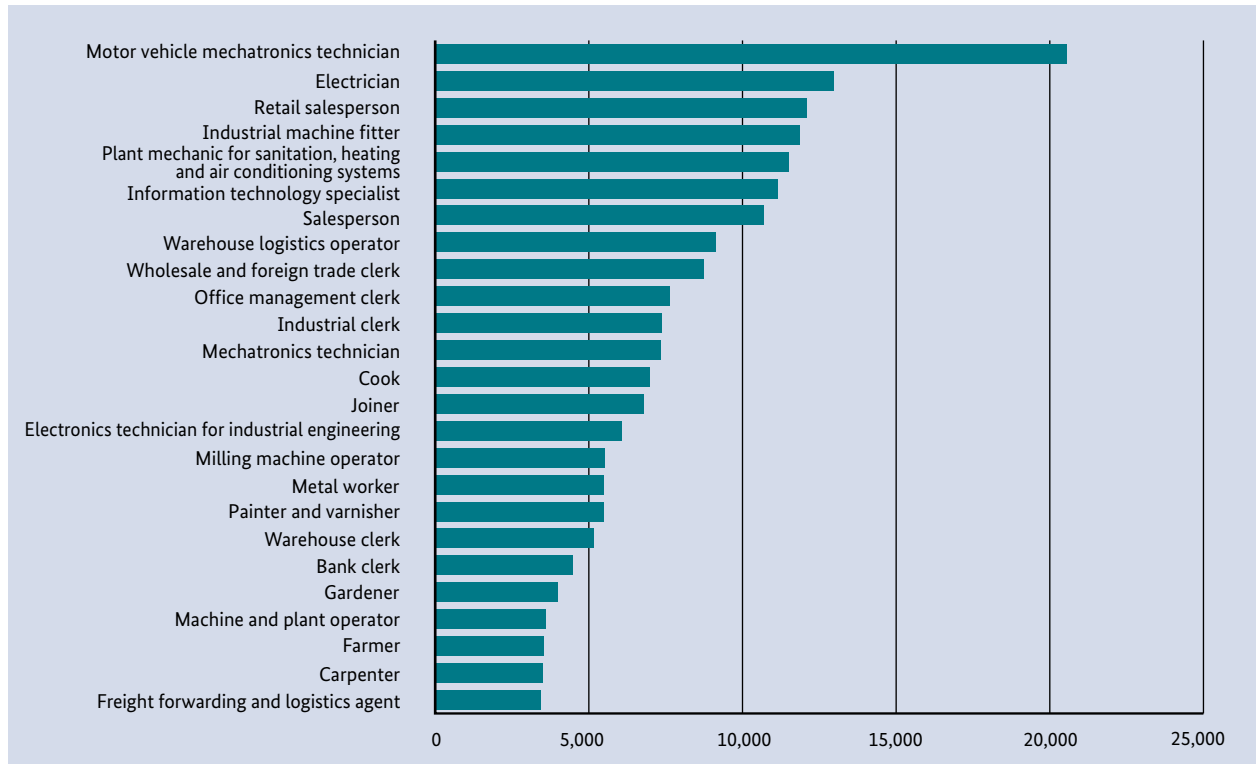
Women are not only underrepresented in dual vocational training, they are also concentrated in fewer training occupations. Despite slight increases in numbers of young women starting training in occupations in the industrial-technical sector in recent

years, they still enter such occupations far less often²⁸ In 2016 74.5 % of all young women starting training did so in just 25 occupations while only 61.7 % of young men started training in the 25 occupations most frequently chosen by young males.

Chart 5 and **Chart 6** show information on the 25 occupations most often chosen by young women and by young men.

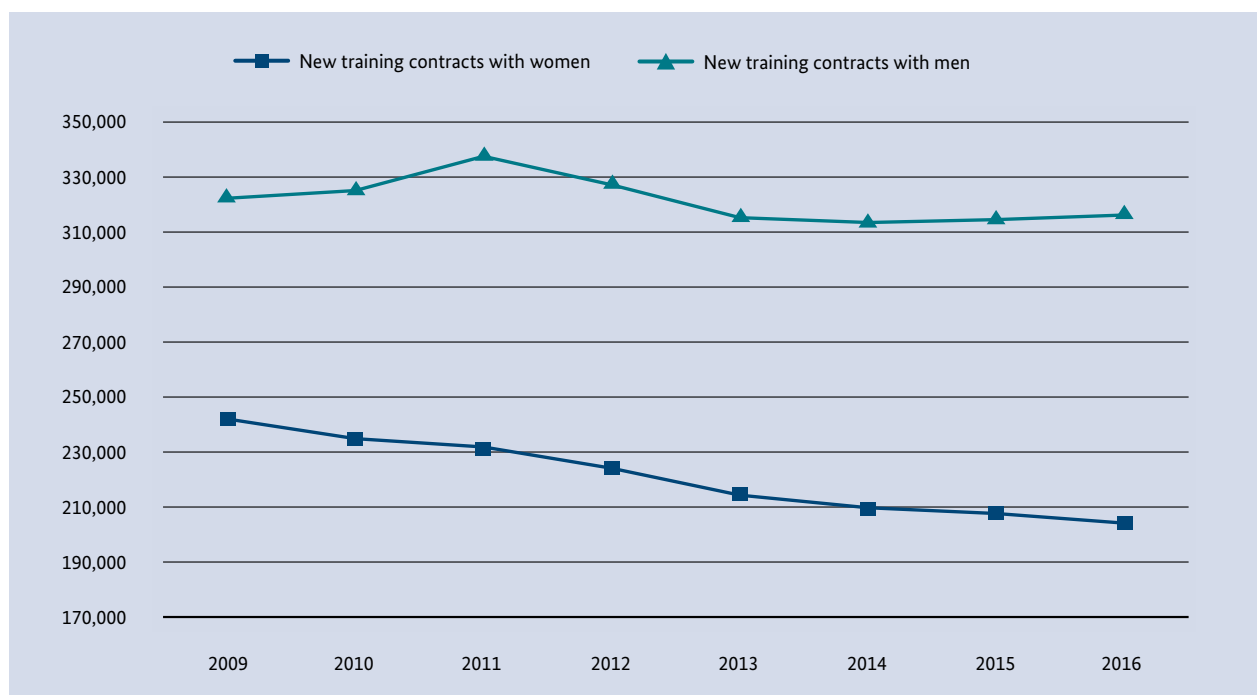
28 See also Lohmüller, Lydia; Mentges, Hanna; Ulrich, Joachim Gerd (2016): "Männerberufe" sind für Männer nicht mehr ganz so typisch. Entwicklung des Frauenanteils in männlich dominierten Berufen 2004–2015 (www.bibb.de/dokumente/pdf/a24_hintergrundpapier_girl-day_2016.pdf).

Chart 6: The 25 occupations most frequently chosen by young men in 2016



Source: BIBB, survey on the 30th of September 2016

Chart 7: Trend in the proportion of newly concluded training contracts by gender



Source: BIBB, survey on the 30th of September

Compared with the previous year, the number of training contracts concluded with young women fell by 3,502 (–1.7 %) to 204,134 in 2016. In contrast, the number of training contracts concluded with young men rose slightly by 1,672 (+0.5 %) to 316,197, continuing a trend that has been observed for some time. Increasingly few training contracts are being concluded with young women, with their number falling by 37,886 (–15.7 %) compared with the 2009 figure. Conversely, the number of new training contracts concluded with young men fell only to 6,090 (–1.9 %) (see **Chart 7**).

One reason for this decline is decreasing demand for dual vocational training from young women. Since 2009, when 228,696 female training applicants were registered with the Federal Employment Agency (BA), their ranks have thinned by 34,028 (–13.0 %), while the number of registered male applicants for training has increased (+18,879 or +6.3 % to 319,031).²⁹

Earlier Reports on Vocational Education and Training have also reported on this trend and linked it with young women's greater pursuit of alternative education and training paths.³⁰ The Interim Report on Integrated Reporting on Training recorded 77.9 % of young women in school-based vocational training in the healthcare, education and social services professions in 2016. In absolute figures, 135,771 young women started training in this area compared with 38,609 young men in 2016.

Young women also more often complete secondary schooling. There were more young women in the “acquisition of a higher education entrance qualification” sector³¹ (271,812) than young men (243,063) in 2016.

If longer term figures (since 2005) are reviewed, it becomes evident that numbers of first year university students are becoming evenly balanced between the genders, with a more recent trend in favour young women. Although in 2005 more young women acquired a higher education entrance qualification than young men, the number of male first year students in 2005, at 187,965, was much higher than the number of female first year students, 178,277. In 2014 there were more female first year students than male first year students for the first time. In 2016 too, the number of female first year students (258,076) was higher than the number of male first year students (252,944). Young women's declining interest in dual vocational training must therefore be seen in the context of their higher school-leaving qualifications and growing tendency to study in the tertiary sector. **Chapter 2.4 (Table 10)** reports on trends in new trainee numbers according to gender.

Within dual vocational training, the different range of careers that young women and men choose is one major reason why young women are less likely to be placed in company-based training, as the BIBB analyses carried out based on data from the BA/BIBB survey of applicants have shown.³² While young women are more inclined to want careers in services and commercial occupations, young men more often seek training in industrial and technical occupations. Young men are however also interested in service industry and commercial occupations, so competition among training applicants is especially intense in these occupations. In industrial and technical occupations in contrast, there is very little competition from women for young men, so young women's lower chances of gaining training places in these areas are due to the more competitive situation in the occupations they want to train in.

It must also be noted here that dual vocational training is still generally dominated by the manufacturing sector. Current regional analyses carried out by the BIBB show that young women interested in training are more rarely placed in dual vocational training in regions where training in services occupations plays a relatively minor role. In areas that offer over 50 % of training places in the services occupations, placement rates for both genders start to converge and

29 The number of young women interested in training and seeking training has declined markedly. See Matthes, Stephanie; Ulrich, Joachim Gerd; Flemming, Simone; Granath, Ralf-Olaf (2016): Stabiles Ausbildungsangebot, leicht sinkende Nachfrage, mehr unbesetzte Plätze. Die Entwicklung des Ausbildungsmarktes im Jahr 2016 (www.bibb.de/dokumente/pdf/ab21_beitrag_naa-2016.pdf).

30 See also the 2016 Report on Vocational Education and Training, Chapter 2.4.3

31 Integrated Reporting on Training divides the training activities of young people who have completed lower secondary education into four overarching (training) sectors and sub-accounts (education programmes). See also **Chapters 2.4 and 2.6**.

32 See also Beicht, Ursula; Walden, Günter (2014): Berufswahl junger Frauen und Männer: Übergangschancen in betriebliche Ausbildung und erreichtes Berufsprestige. BIBB-Report 4/2014 (www.bibb.de/bibbreport-4-2014).

Table 8: Gender-specific differences in regional placement in dual vocational training depending on the proportion of training places in services occupations in 2016

Placement rate of people interested in dual training (BBiG/HwO)	Proportion of filled training places in the services occupations ¹⁾							all regions
	< 35 %	35 % – < 40 %	40 % – < 45 %	45 % – < 50 %	50 % – < 55 %	55 % – < 60 %	60 % and more	
Percentage of women	57.2	60.0	64.5	62.0	61.5	63.0	71.2	62.5
Percentage of men	70.5	68.6	70.2	65.3	63.0	60.8	66.1	66.8
Difference between female and male rates	-13.2	-8.6	-5.6	-3.3	-1.4	+2.2	+5.2	-4.3
Number of regions (employment agency districts)	10	15	45	46	25	9	4	154

¹⁾ Calculated on the basis of filled training places. Services occupations are those in the following areas: commercial services, mercantile trade, sales and distribution, hotel and tourism business, company organisation, accounting, law, administration, healthcare, social services, teaching, education, media, art and design (occupational fields 6 to 9 of the KldB 2010 German classification of occupations). The differences shown were calculated based on unrounded values so they may diverge from the apparent difference by a maximum of 0.1 %.

Source: BIBB, survey on the 30th of September; Federal Employment Agency statistics

where there is a proportion of training places in the services occupations of 55 % and more, young women interested in training begin dual vocational training more often than young men (see [Table 8](#)).

Now that this trend has been identified, interesting more young women in training for industrial and technical occupations becomes an even more essential task. Offering careers orientation without gender clichés and consulting for both genders can help to open up a wider range of potential career choices to all young people.

2.2.5 Occupations requiring two years of training

43,960 new training contracts were concluded nationally in occupations requiring two years of regular training³³ in 2016, 737 (-1.6 %) fewer than in 2015 (see [Chart 8](#)) so the proportion of places in training for occupations

requiring two years' training of the total volume of training places fell slightly (2015: 8.6 %; 2016: 8.4 %).³⁴

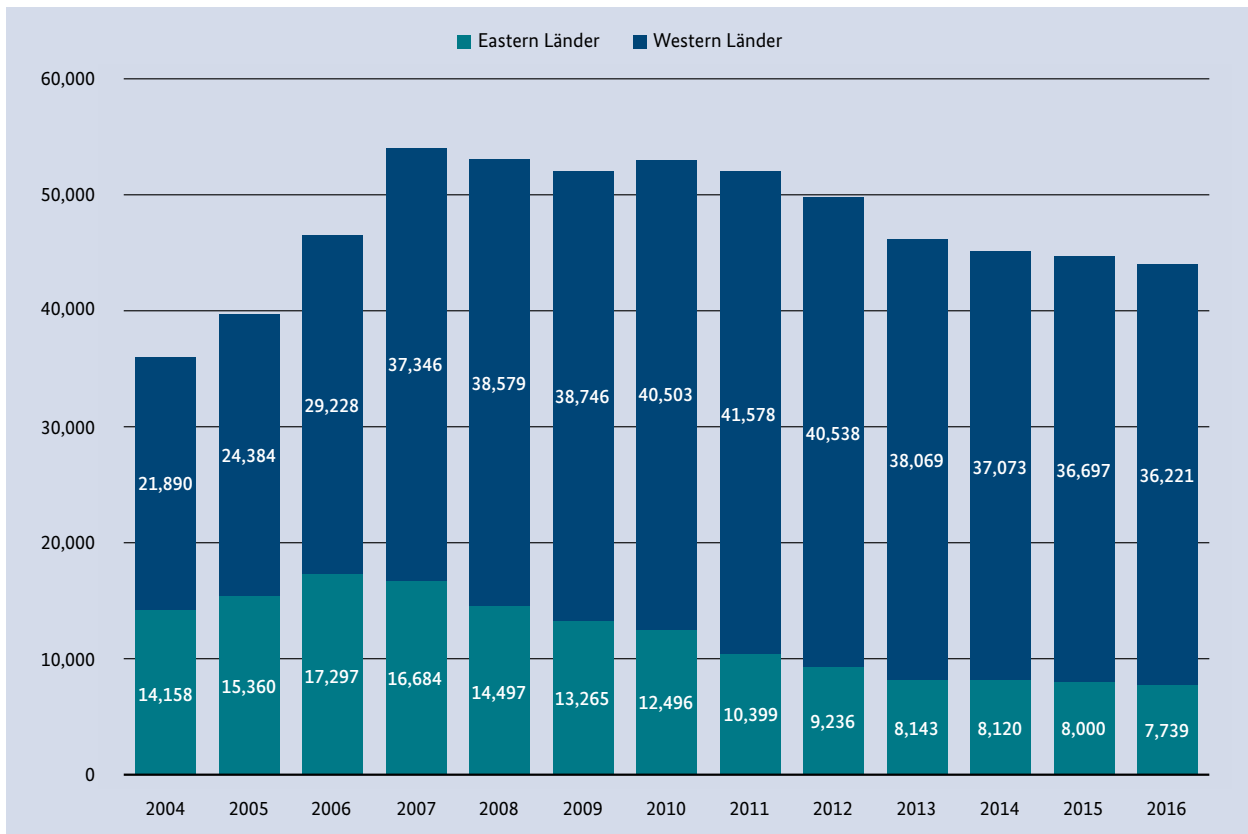
In western Länder 36,221 contracts were concluded for training in occupations requiring two years' training, a decrease of 476 (-1.3 %). The number of new contracts concluded for training in occupations requiring two years' training in eastern Länder also fell (-261 or -3.3 % to 7,739).

The proportion of new contracts concluded in training for occupations requiring two years' training was higher in eastern Länder at 10.5 % than it was in western Länder at 8.1 % in 2016. The fact that relatively more new training contracts were concluded for occupations requiring two years' training in eastern Länder than in western Länder is a consequence of the higher share of non-company training places offered in eastern Länder. Non-company training is comparatively often provided in occupations requiring two years' training, so in eastern Länder 18.2 % of the new training contracts in occupations requiring two years'

³³ Examples of occupations requiring two years of vocational training include salesperson, specialist in the hospitality services industry, service specialist in dialogue marketing, skilled express and postal services employee, building construction worker, machinery and plant operator, inventory clerk and metal technology specialist.

³⁴ Over a longer period the figure has developed follows: 2004: 6.3 %; 2005: 7.2 %; 2006: 8.1 %; 2007: 8.6 %; 2008: 8.6 %; 2009: 9.2 %; 2010: 9.5 %; 2011: 9.1 %; 2012: 9.0 %; 2013: 8.7 %; 2014: 8.6 %; 2015: 8.6 %; 2016: 8.4 %.

Chart 8: Newly concluded training contracts in occupations requiring two years of vocational training from 2004 to 2016



Source: BIBB, survey on the 30th of September

training in 2016 were concluded for mainly publicly financed (“non-company”) forms of training. This figure was much higher in previous years (2011: 37.1 %; 2012: 30.6 %; 2013: 27.3 %; 2014: 26.0 %; 2015: 22.3 %) ³⁵ reflecting again the deliberate reduction in the number of non-company training places in recent years.

The question of the extent to which young people continue vocational training after completing training for an occupation requiring two years’ training cannot be answered based on data from the BIBB survey on the 30th of September, the results of which are reported on elsewhere in the Report ³⁶

³⁵ By way of comparison, in western Länder 2011: 10.9 %, 2012: 9.5 %, 2013: 8.9 %, 2014: 8.5 %, 2015: 7.9 % 2016: 7.3 %.

³⁶ The vocational training statistics of the statistics offices of the Federal and Länder governments for the 31st of December also do not record the continuation of two-year dual vocational training courses, so only approximate calculations can be made. According to these, in the 2015 reporting year fewer than a quarter of trainees who had completed training for an

2.3 Schooling background of trainees with newly concluded training contracts

Definitive statements on the schooling background of trainees with new training contracts cannot be made based on the data from the BIBB survey of newly concluded training contracts on the 30th 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 31st of December) are therefore used as a source for the statements made below. The most current data available is for 2015.

occupation requiring two years of dual vocational training continued training in a dual training occupation regulated by a training regulation.

In 2015 42.7 % of trainees with a newly concluded training contract had an intermediate school leaving certificate, 26.7 % had a secondary general school leaving certificate and 2.8 % had no secondary general school leaving certificate. The proportion of young people qualified to enter higher education who had newly concluded training contracts was 27.7 % in 2015. Compared with 2009 (20.3 %) the proportion of those qualified to enter higher education rose (see **Chart 9**), which was due to the introduction of two-year final school classes. In contrast, the proportion of trainees with new training contracts whose highest school leaving qualification was a secondary general school leaving certificate fell slightly.

The proportions of different school leaving qualifications held by trainees with newly concluded training contracts vary greatly from sector to sector.

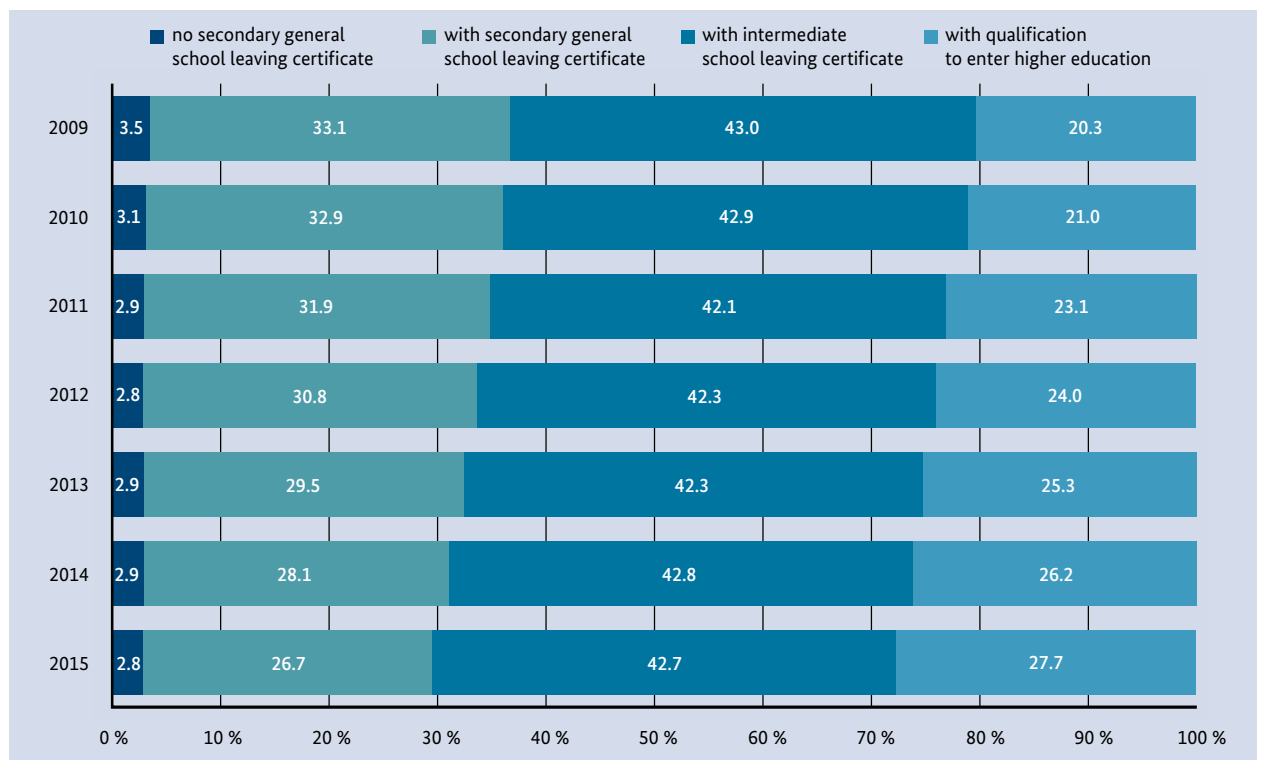
In the **Trade and Industry** sector, young people with an intermediate school leaving certificate (42.3 %) were

most strongly represented among trainees with newly concluded training contracts in 2015, followed by those qualified to enter higher education (33.9 %) and holders of a secondary general school leaving certificate (21.3 %). 2.5 % had no secondary general school leaving certificate.

In the **Skilled Trades** sector 43.4 % of trainees with new training contracts had a secondary general school leaving certificate, 40.5 % had an intermediate school leaving certificate, 12.5 % were qualified to enter higher education and 3.6 % had no secondary general school leaving certificate.

In the **Professional Services** sector the majority of trainees with new training contracts had an intermediate school leaving certificate (56.0 %). 27.9 % were qualified to enter higher education, 15.6 % had a secondary general school leaving certificate and 0.5 % had left school without a secondary general school leaving certificate.

Chart 9: Schooling background of trainees with newly concluded training contracts, 2009 to 2015



Source: BIBB "Database of trainees" based on data from the vocational training statistics of the Federal and Länder government statistics offices (survey on the 31st of December)

More than half the trainees with newly concluded training contracts in the **Public Sector** were qualified to enter higher education (52.6 %), 43.2 % had an intermediate school leaving certificate, 4.0 % a secondary general school leaving certificate and 0.2 % had no secondary general school leaving certificate.

In **Agriculture** trainees with an intermediate school leaving certificate were most strongly represented among those with new training contracts (39.1 %). 32.5 % had a secondary general school leaving certificate and 20.9 % were qualified to enter higher education. A comparatively large number of young people with no secondary general school leaving certificate (7.6 %) concluded training contracts in the Agriculture sector.

In **Housekeeping** the proportion of young people with a secondary general school leaving certificate (54.8 %) was the highest among all sectors. The proportion of trainees with no secondary general school leaving certificate was also much higher in this sector than in the others (28.8 %). 13.4 % of new trainees in this sector had an intermediate school leaving certificate and 3.0 % were qualified to enter higher education.

No **Shipping** trainees have been registered in the vocational training statistics since 2008, so no statements can be made about them.

Compared with the 2009 figures, numbers of new trainees with secondary general school leaving certificates fell while numbers of those qualified to enter higher education rose across all sectors.

These developments must be regarded in the context of falling numbers of school leavers leaving general education schools with a secondary general school leaving certificate and structural changes to the school system³⁷.

According to data from the schools' statistics, the number of school leavers with a secondary general school leaving certificate has fallen by 52,000 (-27.1) to 140,000 since 2009 (192,000). Over the same period the number of young people qualified to enter higher education rose by 7,000 (+2.5 %) to 289,000 (see **Chart 10**).³⁸ The higher numbers of young people quali-

fied to enter higher education recorded in 2011 to 2013 were due to the introduction of two-year final school classes.³⁹

As earlier Reports on Vocational Education and Training based on the results of the BA/BIBB 2012 survey of applicants have shown, the introduction of two-year final school classes did not result in a process of displacing young people whose maximum school leaving qualification was a secondary general school leaving certificate in the training place market. In fact, competition among applicants qualified to enter higher education for the often scarce places in occupations in high demand with them intensified.⁴⁰

The trend towards higher school leaving qualifications and greater participation in tertiary studies⁴¹ gives rise to more questions however, than that of possible displacement. Also of interest in this context is the question of whether falls in numbers of young people with a secondary general school leaving certificate can be compensated for by recruiting more young people qualified to enter higher education into dual vocational training to ensure a future supply of skilled staff. A special analysis carried out by the BIBB found that the interest of young people qualified to enter higher education in dual vocational training has grown in recent years and it is not only occupations that typically attract young people qualified to enter higher education that profit from this interest.

37 e. g. the merging of secondary general and intermediate secondary school forms.

38 It should be noted as well as school leavers leaving general education schools, other groups such as school leavers

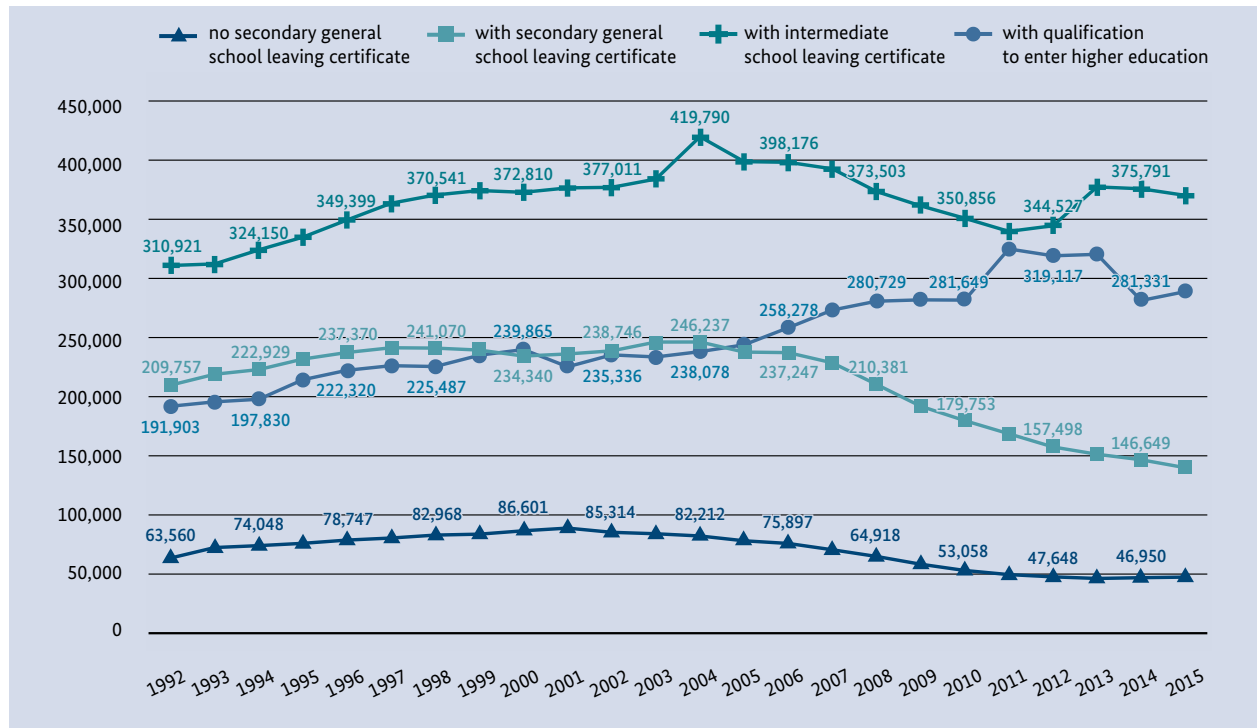
leaving vocational schools, unsuccessful applicants from previous years and university dropouts also seek training so the figures in Chart 9 and Chart 10 cannot be 1:1 correlated.

39 The following Länder changed from 13 to 12 years of school in the following years: Baden-Württemberg: 2012, Bavaria: 2011, Berlin: 2012, Brandenburg: 2012, Bremen: 2012, Hamburg: 2010, Hessen: 2013 and 2014, Mecklenburg-Western Pomerania: 2008, Lower Saxony: 2011, North Rhine-Westphalia: 2013, Saarland: 2009, Saxony-Anhalt: 2007. The growth in the number of holders of school leaving certificates after year 10 in 2013 is due to the certification of the school-based part of the entrance qualification for studies at a university of applied science (Fachhochschule) provided by the school leaving certificate after year 10 (2012: Saxony-Anhalt, 2013: all Länder).

40 See also the 2015 Report on Vocational Education and Training, Chapter 2.4.1

41 See also **Chapter 2.4**

Chart 10: School leaving qualifications held by school leavers leaving general education schools, 1992 to 2015



Source: Federal Statistical Office (StBA), Bildung und Kultur – Allgemeinbildende Schulen, Fachserie 11, Reihe 1

Compared with 2010, many more young people qualified to enter higher education were found in occupations that have traditionally trained high proportions of young people with secondary general school leaving certificates. Given the need to ensure a future supply of skilled workers, especially in occupations with a high proportion of unfilled training places,⁴² this growth will not be sufficient to compensate for the large fall in numbers of young people with lower school leaving qualifications, especially young people whose highest school leaving qualification is a secondary general school leaving certificate. The relatively narrow range of dual training occupations regulated by the Vocational Training Act (BBiG) and Crafts Code (HwO) that are chosen by many young people qualified to enter higher education also means that a growing number of them do not succeed in finding training places⁴³. There were far fewer applicants with secondary general school leaving certificates still looking for training places on

the reference date of the 30th of September but this is mainly due to the fact that the number of school leavers with secondary general school leaving certificates is also falling. No improvement of vocational training placement rates in areas in which they were seeking training was observed, even though many training places remain unfilled in occupations with high proportions of trainees with secondary general school leaving certificates.⁴⁴

2.4 Integrated reporting on training

While preceding chapters of this Report on Vocational Education and Training have described developments in dual vocational training as covered by the Vocational Training Act (BBiG) and Crafts Code (HwO), in accord-

42 See also [Chapter 2.6.2](#)

43 It should be noted that as well as dual vocational training other fully qualifying vocational training paths (e. g. tertiary studies, school-based vocational training) are open to holders of higher education entrance qualifications.

44 See also Kroll, Stephan; Lohmüller, Lydia; Ulrich, Joachim Gerd (2016): Erstmalig mehr Ausbildungsinteressierte mit Studienberechtigung als mit Hauptschulabschluss. Wachsendes Interesse von Studienberechtigten an dualer Berufsausbildung (www.bibb.de/veroeffentlichungen/de/publication/show/id/8154).

Table 9: New entries into integrated reporting on training sectors

	Vocational training sector	Transition sector	Acquisition of higher education entrance qualification sector	Tertiary sector
2005	739,168	417,649	454,423	366,242
2006	751,562	412,083	466,700	355,472
2007	788,956	386,864	463,464	373,510
2008	776,047	358,969	514,603	400,600
2009	728,484	344,515	526,684	428,000
2010	729,577	316,494	554,704	447,890
2011	741,023	281,662	492,696	522,306
2012	726,560	259,727	505,935	498,636
2013	716,042	255,401	537,740	511,843
2014	700,516	252,670	520,294	508,135
2015	698,419	266,194	519,446	509,821
2016	705,407	298,781	514,875	511,020

Note: The information provided here is not comparable with other representations in the 2015 Report on Vocational Education and Training. Here the vocational training sector includes the vocational training “accounts” in the dual system under the Vocational Training Act (BBlG) (recognised training occupations) including comparable vocational training (S. 3 Para. 2 No. 3 of the BBlG), vocational training at vocational schools under the BBlG/HwO, school-based vocational training at vocational schools outside the provisions of the BBlG/HwO governed by Länder law, school-based vocational training for students studying to gain a higher education entrance qualification (double qualifications), school-based vocational training in healthcare, early childhood development and social services occupations regulated by Federal or Länder law and vocational training under public law as part of civil service training (intermediate level). For further explanations on the sectors and details on the individual “accounts” please see the 2017 Data Report, Chapter A 4. Due to subsequent corrections to the data there may be discrepancies with earlier information.

Source: Federal Statistical Office (StBA), Integrated Reporting on Training (iABE) 2015 and the Interim Report on Integrated Reporting on Training (iABE) 2016

ance with its core statutory remit (under S. 86 of the Vocational Training Act (BBlG)), the following section will focus on developments in training impacting young people who have completed stage one secondary education as a whole, based on data from Integrated reporting on training (integrierte Ausbildungsberichterstattung – iABE).⁴⁵

Integrated reporting on training divides training into four sectors based on their main goals: vocational training, integration into training (transition system), acquisition of a higher education entrance qualification and tertiary studies.⁴⁶ Its initial findings are published in an interim report.

⁴⁵ The BMBF hat has funded and supported the establishment of the iABE since 2009. The inclusion of the iABE in the standard programme of the statistics offices from 2012 has secured the data supply for the Report on Vocational Education and Training and Data Report for the long term.

⁴⁶ The iABE’s classification system is different from that of the “Education in Germany” report by the Authoring Group Educational Reporting, which divides training activities into three sectors (“dual system”, “school-based vocational training system” and “transition system”) so the respective results are only partly comparable with each other.

Table 9 and **Chart 11** show information on developments in these sectors over time.

The number of new entries in the transition system rose again in 2016, with 298,781 young people beginning a transition measure, 32,587 (+12.2 %) more than in the year before. This rise was due mainly to increasing numbers of young refugees and migrants being placed in the transition system.⁴⁷

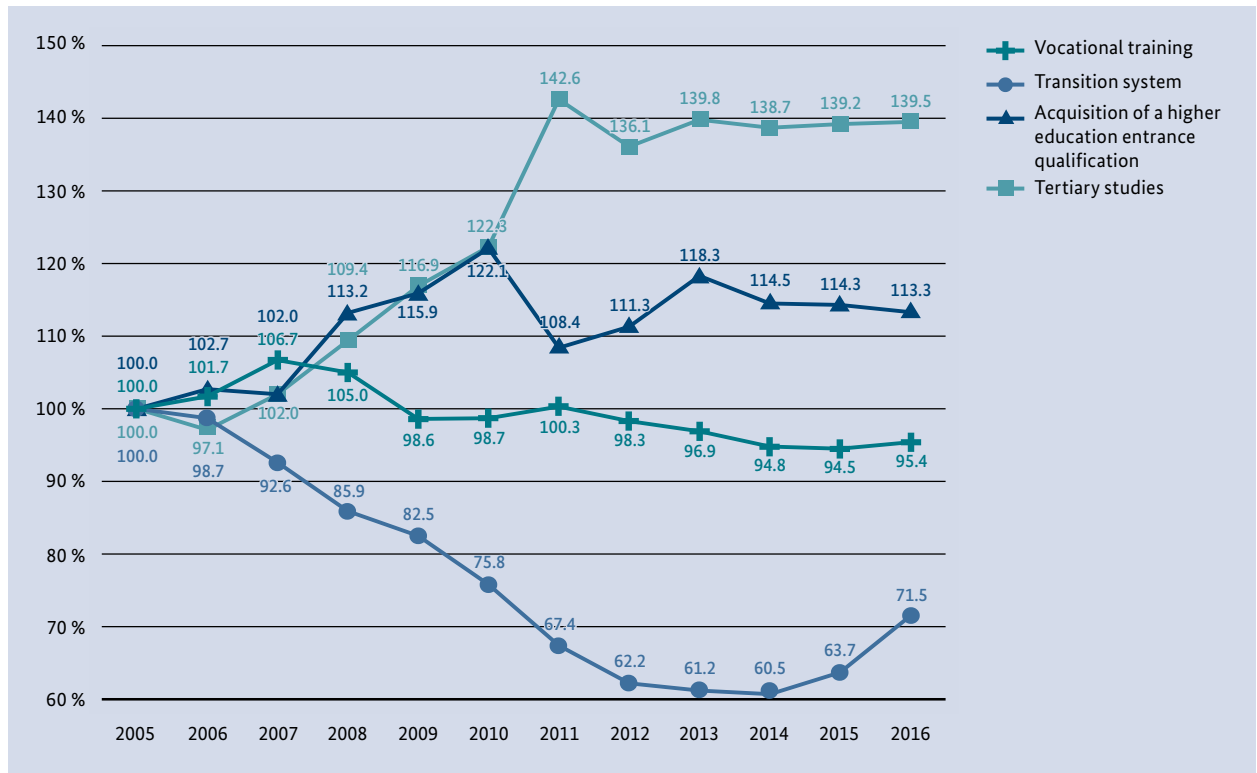
The number of young people starting stage II secondary education, which is designed to result in acquisition of a higher education entrance qualification, fell by 4,571 (–0.9 %) to 514,875.

Compared with 2015, numbers of first year students remained fairly steady at 511,020 (+1,199 or +0.2 %).

When new entries into the various systems over a longer period from 2005 are compared, the following trends emerge: the number of new entries into the tran-

⁴⁷ See also **Chapter 2.6.4**

Chart 11: Shifts between sectors, 2005 to 2016



Source: Federal Statistical Office (StBA), Integrated Reporting on Training (iABE) 2015 and the Interim Report on Integrated Reporting on Training (iABE) 2016 According to Integrated reporting on training figures, vocational training, with 705,407 new entries was again the largest sector in 2016. Compared with 2015 the number of new entries in the vocational training sector grew slightly (+6,988 or +1.0 %).

sition system has fallen compared with 2005 by 118,868 (-28.5 %) and the number of new entries in the vocational training sector has declined by 33,761 (-4.6 %). Stage II secondary education, which is designed to result in the acquisition of a higher education entrance qualification, recorded an increase in new entry numbers of 60,452 (+13.3 %). Compared with the 2005 figure, numbers of first year students grew substantially (+144,778 or +39.5 %).

These results reflect a general trend towards higher school leaving qualifications and growing rates of participation in university studies.

If the vocational training account in the dual system as defined in the Vocational Training Act (BBiG) and Crafts Code (HwO)⁴⁸ alone is taken into consideration,

it becomes clear that the number of new entries into training in the dual system remained fairly constant compared with the previous year's figure (+624 or +0.1 %). In a comparison of new entries over a longer period from 2005, numbers of new entries into dual vocational training decreased by 37,173 (-7.2 %) (see **Table 10**).

Numbers of new entries into training in health, education and social services occupations rose compared with the previous year (+7,050 or +4.2 %), so there were 31,670 (+22.2 %) more new entries compared with 2005. This development must be considered in the context of demographic change and an increasing need for skilled staff in the healthcare system, including in geriatric care.

48 It should be noted that the iABE uses vocational schools statistics to ensure a relatively consistent presentation of the dual vocational training system so iABE data on dual vocational training is not identical with the results reported on in the preceding chapters.

The vocational training sector's gender ratio was fairly balanced in 2016 (49.6 % of trainees were female, 50.4 % male), although there were major differences between accounts. While dual vocational training tends to be male dominated (60.2 %), most of the trainees training in health, education and social services occupations were female (77.9 %). Young women were also more often found in the sectors offering acquisition of a higher education entrance qualification (52.8 %) and in university studies (50.5 %), while there was a disproportionately high number of young men in the transition system (65.3 %).

Reviewing developments since 2005, it becomes evident that the number of women in dual vocational training as defined in the Vocational Training Act (BBiG) and Crafts Code (HwO) has fallen more sharply (-25,966 or -12.0 %) than the figure for men (-11,207 or -3.7 %).⁴⁹ Numbers of young men in training for health, education and social services occupations have grown since 2005 (+11,011 or +39.9 %) but remain at much lower levels than the figures for women.

Since 2013 the number of first year students in Germany has been higher than the number of new entries into dual vocational training (see **Chart 12**). Here it must be taken into account that among first year tertiary students are also non-national students who acquired their university entrance qualifications outside Germany (2015: 98,800 or 19.5 % of first year students⁵⁰) as well as young Germans (around 30,000 in 2014⁵¹) who go abroad to study after completing school.

According to BIBB calculations, the number of first year students, excluding non-national students who acquired their university entrance qualifications outside Germany and Germans studying abroad was 440,000, so it was lower than the number of new entries into dual training (480,169).

Dual vocational training is indispensable to Germany as a country where business and industry can thrive. Projections made by the BIBB and IAB have shown that there will in future be shortages of skilled workers with middle-level qualifications, so among skilled staff who have completed dual vocational training. Demand for these employees will decline slightly but a great many skilled workers with middle-level qualifications are also retiring from work.⁵² Future shortages can only be remedied by means of continuous vocational training.

2.5 Prognoses

Section 86 of Germany's Vocational Training Act (BBiG) requires the Report on Vocational Education and Training to not only report on developments in numbers of newly concluded training contracts, unfilled vocational training places and applicants seeking such places in the past year⁵³ but also to forecast how supply and demand will develop in the current calendar year. After a brief review of the prognosis for 2016 and actual developments in the supply of training places, a forecast of the development of supply and demand in 2017 will be presented.

2.5.1 A look back at the prognosis for 2016

Based on the results of PROSIMA, the econometric prognosis and simulation model that the BIBB uses to predict the training market situation, the prognosis published in the 2016 Report on Vocational Education and Training assumed that the number of training places offered would fall slightly to 560,400 (point estimate).

In fact, the number of training places offered in 2016 was stable compared with the previous year's figure (± 0.0 %) and was only slightly higher than the

49 See also **Chapter 2.2.4**

50 Data on non-nationals who have acquired university entrance qualifications outside Germany is not yet available for 2016.

51 Numbers of German first year university students abroad were estimated based on student numbers (current) (StBA: Deutsche Studierende im Ausland 2016. Wiesbaden 2017). Data on German university students abroad is currently only available until 2014.

52 See Maier, Tobias; Zika Gerd; Wolter, Marc Ingo; Kalinowski, Michael; Helmrich, Robert (2014): Engpässe im mittleren Qualifikationsbereich trotz erhöhter Zuwanderung. Aktuelle Ergebnisse der BIBB-IAB-Qualifikations- und Berufsfeldprojektionen bis zum Jahr 2030 unter Berücksichtigung von Lohnentwicklungen und beruflicher Flexibilität. BIBB Report 23/2014 (www.bibb.de/dokumente/pdf/a14_BIBB-report_2014_23.pdf)

53 See also **Chapters 2.1 and 2.2**

Table 10: New entries into integrated reporting on training sectors and accounts by gender

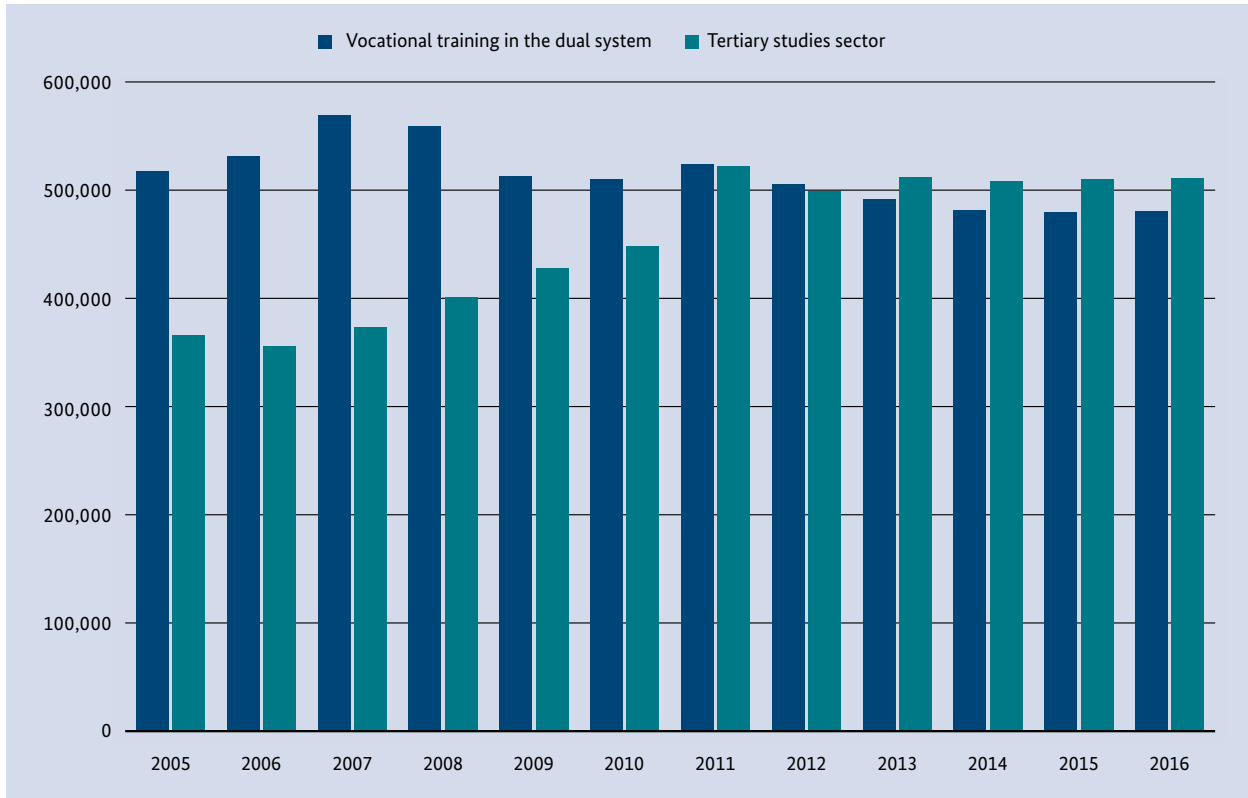
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Development 2016 to 2015	Development 2016 to 2005	
Vocational training sector	739,168	751,562	788,956	776,047	728,484	729,577	741,023	726,560	716,042	700,516	698,419	705,407	6,988	1.0 %	-33,761
female	374,150	378,208	394,498	389,864	376,297	370,182	367,183	363,344	359,304	349,591	345,128	350,082	4,954	1.4 %	-24,068
male	365,019	373,354	394,459	386,183	352,187	359,396	373,837	363,216	356,739	350,925	353,291	355,325	2,034	0.6 %	-9,694
of whom															
vocational training in the dual system under BBIG/HwO¹⁾	517,342	531,471	569,460	559,324	512,518	509,900	523,577	505,523	491,380	481,136	479,545	480,169	624	0.1 %	-37,173
female	217,115	222,979	238,061	235,750	220,593	214,070	213,747	206,521	199,476	194,719	191,919	191,149	-770	-0.4 %	-25,966
male	300,227	308,492	331,399	323,574	291,925	295,830	309,827	299,003	291,904	286,418	287,627	289,020	1,393	0.5 %	-11,207
School-based vocational training in the healthcare, educational and social services occupations governed by Federal or Länder law	142,710	140,484	143,144	142,407	153,840	159,850	160,141	164,776	171,081	166,407	167,330	174,380	7,050	4.2 %	31,670
female	115,112	112,568	115,645	115,355	123,840	126,139	125,191	129,168	134,088	129,465	129,643	135,771	6,128	4.7 %	20,659
male	27,598	27,916	27,499	27,052	30,000	33,712	34,950	35,608	36,993	36,942	37,687	38,609	922	2.4 %	11,011
Other school-based vocational training²⁾	73,163	74,739	71,685	68,682	55,684	52,513	49,476	47,304	44,521	43,626	41,494	40,808	-686	-1.7 %	-32,355
female	39,473	40,743	39,026	36,707	29,476	27,247	25,382	24,529	22,482	22,042	20,024	19,620	-404	-2.0 %	-19,853
male	33,690	33,996	32,659	31,975	26,208	25,266	24,094	22,774	22,039	21,582	21,470	21,188	-282	-1.3 %	-12,502
Vocational training for the civil service governed by public law (intermediate level)	5,953	4,868	4,667	5,634	6,442	7,314	7,829	8,957	9,061	9,347	10,050	10,050	0	0.0 %	4,097
female	2,450	1,917	1,765	2,052	2,388	2,726	2,863	3,126	3,258	3,364	3,543	3,543	0	0.0 %	1,093
male	3,504	2,951	2,903	3,582	4,054	4,588	4,966	5,831	5,803	5,983	6,508	6,507	-1	0.0 %	3,003
Transition sector	417,649	412,083	386,864	358,969	344,515	316,494	281,662	259,727	255,401	252,670	266,194	298,781	32,587	12.2 %	-118,868
female	177,361	176,935	168,605	157,635	148,536	133,976	119,924	109,857	106,054	102,226	100,707	103,759	3,052	3.0 %	-73,602
male	240,288	235,148	218,258	201,334	195,976	182,468	161,719	149,870	149,347	150,444	165,487	195,022	29,535	17.8 %	-45,266
Acquisition of a higher education entrance qualification (secondary level II) sector	454,423	466,700	463,464	514,603	526,684	554,704	492,696	505,935	537,740	520,294	519,446	514,875	-4,571	-0.9 %	60,452
female	244,577	252,989	248,721	275,311	279,684	293,182	260,758	267,195	283,458	273,842	273,768	271,812	-1,956	-0.7 %	27,235
male	209,846	213,710	214,743	239,292	247,000	261,522	231,938	238,739	254,282	246,453	245,677	243,063	-2,614	-1.1 %	33,217
Tertiary studies sector	366,242	355,472	373,510	400,600	428,000	447,890	522,306	498,636	511,843	508,135	509,821	511,020	1,199	0.2 %	144,778
female	178,277	175,063	185,369	198,519	213,321	221,518	243,228	246,365	254,747	254,162	255,844	258,076	2,232	0.9 %	79,799
male	187,965	180,409	188,141	202,081	214,679	226,372	279,078	252,271	257,096	253,973	253,977	252,944	-1,033	-0.4 %	64,979

¹⁾ Including comparable vocational training (S. 3 Para. 2 No. 3 of the Vocational Training Act - BBIG)

²⁾ At vocational schools under the BBIG/HwO, at vocational schools outside the BBIG/HwO under Länder law and at vocational schools outside the BBIG/HwO under Länder law and specialist grammar schools with the acquisition of a higher education entrance qualification (double qualifications)

Source: Federal Statistical Office (StBA), Integrated Reporting on Training (iABE) 2015 and the Interim Report on Integrated Reporting on Training (iABE) 2016

Chart 12: New entries in the dual system and in tertiary studies



Source: Federal Statistical Office (StBA), Integrated Reporting on Training (iABE) 2015 and the Interim Report for Integrated Reporting on Training (iABE) 2016

point estimate prediction, with 563,800 training places made available.⁵⁴ PROSIMA forecast that there would be 513,000 new training contracts⁵⁵ but 7,300 more training contracts were concluded, so the total figure was 520,300.

It should be noted that the model makes its estimates based on past empirical values, so PROSIMA could not directly predict special effects on training resulting from the integration of young refugees. PROSIMA can however simulate the effects of increased demand for training places from young refugees on numbers of newly concluded training contracts. To do this, various scenarios are assumed that have an incremental increase in applicant numbers, registered

training places and potential training places⁵⁶ as their target.⁵⁷ A comparison of actual developments and these assumptions indicates that the discrepancy between the forecast number of 513,000 new training contracts and actual number of 520,300 contracts is due to additional demand for training from refugees (10,300 registered applicants from a forced migration background⁵⁸), a rise in the number of registered training places of 16,000⁵⁹), and somewhat better economic growth (1.9 % instead of 1.7 %).⁶⁰

54 The figure was in the range of the usual margin of error (five percent probability of error) between 536,500 and 584,300.

55 Lower limit of the confidence interval: 492,400, upper limit of the confidence interval: 533,600.

56 Potential supply and demand are latent variables in the PROSIMA model that are estimated based on a statistical process. For more details please see the 2017 Data Report, Chapter A 2

57 See also the 2016 Report on Vocational Education and Training, Chapter 2.6 and the 2016 Data Report 2016, Chapter A 2.3

58 See also **Chapter 2.6.1.2**

59 See also **Chapter 2.1.2**

60 See also the 2017 Data Report, Chapter A 2.1

2.5.2 Prognosis for 2017

PROSIMA has predicted a slight fall in the number of training places offered to 560,100 training places (point estimate) for 2017,⁶¹ due mainly to marginally weaker economic growth.⁶²

In contrast to the prognosis for 2016, which described possible special effects due to the integration of young refugees means of supplementary scenarios, the prognosis for 2017 includes the assumption that the number of registered applicants and potential demand for places will increase with the addition of 20,000 refugees. Figures would decrease if these young refugees were not taken into account.⁶³

So the number of newly concluded training contracts will be around 523,100⁶⁴ and newly concluded training contract numbers will again increase slightly in 2017. According to PROSIMA there is a good chance that the number of unfilled training places will not increase for the first time in years.

Whether these scenarios are achieved depends largely on the extent to which young refugees can be enabled start vocational training. Measures designed to integrate them into training are described in [Chapter 3](#).

2.5.3 Trends in school leaver numbers and prospects for further developments until 2025

Earlier Reports on Vocational Education and Training⁶⁵ at this point reported on trends in school leaver numbers until 2025. This presentation will not be included in the 2017 Report on Vocational Education and Training because the Statistics Commission (Kommission für Statistik) of the Conference of Ministers of Education

and Cultural Affairs (KMK) of the Länder decided in March 2016 to suspend for the time being forecasts of school leaver and graduate numbers that would form a basis for an update due to uncertainties resulting from the influx of large numbers of (underage) refugees.

Developments in actual numbers of school leavers from 1992 to 2015 based on the type of school leaving qualification they hold are described in the 2017 Report on Vocational Education and Training in the section on the schooling background of trainees.⁶⁶

2.6 Current challenges

In 2016 the current training market situation was again characterised by two apparently contradictory developments. On the one hand companies are finding it increasingly difficult to fill the training places they offer. On the other hand, too many young people still do not succeed in finding a training place quickly. The Federal Government has identified a need for action for the following specific target groups⁶⁷ and in response to current developments and these are described below.

2.6.1 People from migrant backgrounds

There is still a substantial need for action to improve training opportunities for young people from migrant backgrounds so the following section deals mainly with this group. Not all education and training statistics record this characteristic, so some of the information in this section will also refer to young foreign nationals. In response to the current education and training policy significance of the integration of refugees into the German system, and despite a lack of reliable data on them, a separate section will describe efforts in this area.

61 Taking the usual margin of error into account, the lower limit of the confidence interval is 543,000 and the upper limit of the confidence interval 577,100.

62 Economic development remains positive but with growth forecast at 1.4 % it will not be as strong as it was last year. See also the annual economic report for 2017.

63 Demand for training places (expanded definition) between 587,700 and 621,900 (point estimate: 604.800), demand for training places (classic definition) between 526,100 and 559,100 (point estimate: 542.600).

64 Lower limit of the confidence interval: 507,100, upper limit of the confidence interval: 539,200.

65 See also the Report on Vocational Education and Training 2016, Chapter 2.6.4

66 See [Chapter 2.3](#)

67 It should be noted that the target groups listed for whom the Federal Government believes there is a need for action are not necessarily separate groups. The groups overlap in many areas and it may be for example, that young people from migrant backgrounds are also partly previously unsuccessful training applicants.

2.6.1.1 Integrating young people from migrant backgrounds into vocational training

According to estimates based on data from the 2015 micro-census, 21 % of people living in Germany are from a migrant background⁶⁸ so the percentage of people with migrant backgrounds is rising continuously (2011: 18.5 %; 2012: 19.1 %; 2013: 19.7 %; 2014: 20.3 %). The proportion of people from migrant backgrounds among younger people aged from 15 to under 20 is 28.5 % (2011: 25.9 %; 2012: 26.4 %; 2013: 27.3 %; 2014: 27.7 %).

Around a third of people from migrant backgrounds were born in Germany, the rest immigrated. More than half of those from migrant backgrounds had adopted German citizenship. 9.5 % of the German population are foreign nationals. This percentage increases to 9.7 % in the 15-to-under 20-year-old age group.

The microcensus random sample is taken from Germany's inventory of residential buildings and records only people living there. People living in temporary accommodation not registered as a residence are not surveyed, so most newly arrived refugees are currently not yet included in the microcensus.

The schools statistics and vocational training statistics of the statistical offices of the Federal and Länder governments (Statistische Ämter des Bundes und der Länder) do not record respondents' migrant backgrounds but do note their nationality, so only some groups of young people from migrant backgrounds are recorded in these statistics. As in earlier years, foreign young people leave general education schools with no school leaving qualifications more than twice as often as young Germans do (2011: 11.8 % to 5.0 %; 2012: 11.4 % to 4.9 %; 2013: 10.9 % to 4.6 %; 2014: 11.9 % to 4.9 %; 2015: 11.8 % to 5.0 %) and the school leaving

qualifications of young foreigners are generally lower than those of young Germans.⁶⁹

Despite the many support measures available to them, young people from migrant backgrounds are still significantly underrepresented in dual vocational training (see **Table 11**).⁷⁰

In 2015 the rate of new entries into training among young foreign nationals was 26.0 %, well below that of young German nationals (56.7 %).⁷¹ The percentage of young men of foreign nationality starting training was 25.8 % (66.8 % for young German men) while 26.2 % of foreign young women started training in that year (young German women: 46.1 %).

In evaluating the falling rate of new entries into vocational training among young foreign nationals in recent years it must be taken into account that in estimating the population all people who do not have German passports are counted as belonging to the resident population, regardless of their residency status and whether they have applied for asylum, so people who cannot necessarily be expected to be placed quickly in training are included in the percentage basis. The resident population of foreign nationals of an age to enter training has grown considerably as a result of the large increase in numbers of refugees, which has led to a strikingly large decrease in the rate of new entries into training in 2015 compared with 2014, especially among foreign men.

68 The following refers to migrant background in the narrow sense because annual data on this first became available in 2005 so a comparison over that period of time can be made. People from migrant backgrounds in the narrow sense are all immigrants and people born in Germany who are foreign nationals. People who were born in Germany and have been German nationals since birth but whose father or mother are from a migrant background are only classified as coming from a migrant background in the strict sense if they live with a least one parent in the same household and information is available on the parent. The number of people from migrant backgrounds in the narrow sense is therefore lower than the number of people from migrant backgrounds in the broader sense.

69 2015: Secondary general school certificate: 28.8 % foreign vs. 15.3 % German young people; Intermediate school leaving certificate: 43.9 % foreign vs. 43.7 % German young people; entrance qualification for studies at universities of applied sciences (Fachhochschule): 0.2 % foreign vs. 0.1 % German young people; non-restricted higher education entrance qualifications: 15.2 % foreign vs. 35.9 % German young people. The link between school leaving qualifications and the socioeconomic status of a student's parents should be noted in this context.

70 There may be discrepancies compared with earlier figures (e. g. 2014 Report on Vocational Education and Training) due to the taking of new population figures as a basis. Population census data was first corrected from 2011 based on the 2011 census, so rates before and after 2011 cannot be directly compared.

71 Here the proportion of Germans and foreign nationals entering training is calculated separately. This figure is calculated by means of the sum-quota process, i. e. subsets of people entering training from each age cohort are calculated as a ratio of the population and then added to produce the rate of people entering training. For more details please see the 2017 Data Report, Chapter A 5.8

Table 11: Rates of entry into training for German and foreign young women and men

Year	New entries into training in %						
	Total	Germans			Foreigners		
		Total	Women	Men	Total	Women	Men
2011	58.0	60.3	49.6	70.5	35.4	31.8	38.8
2012	56.5	59.0	48.6	68.9	33.7	30.9	36.3
2013	54.3	56.9	46.8	66.5	31.7	28.1	35.1
2014	53.4	56.3	46.0	66.0	31.1	28.8	33.2
2015	52.4	56.7	46.1	66.8	26.0	26.2	25.8

Source: BIBB "Trainee Database" based on data from the vocational training statistics of the statistics offices of the Federal and Länder governments (survey on the 31st of December); BIBB calculations

In absolute figures, the number of foreign nationals starting training in the dual system in 2015 rose compared with the previous year by 7.4 % to 34,431 (2014: 32,067). New German trainee numbers fell slightly by 0.5 % to 421,803 (2014: 423,795). Compared with the 2011 figure, the number of foreign nationals starting training grew by 20.6 % while there were 9.9 % fewer new German trainees.⁷²

Foreign nationals starting training are on average a year older (2015: 20.8 years old) than new German trainees (2015: 19.8 years old), which may be due to the longer and more difficult transition that young people from migrant backgrounds face when entering training.⁷³

Empirical surveys have come to the conclusion that young people from migrant backgrounds are just as interested in vocational training as those not from migrant backgrounds and that many of them try harder to find a training place than young Germans (e. g. BIBB Transition Study, BA/BIBB survey of applicants⁷⁴).

It is still much more difficult for young people from migrant backgrounds to find training places. According to the results of the 2014 BA/BIBB survey of applicants, far fewer training place applicants from migrant backgrounds registered with the BA were placed in company-based training, namely 29 % (applicants not from migrant backgrounds: 44 %). The generally lower school leaving qualifications of young people from migrant backgrounds are one major cause of their lower rates of training placement but even if they have the same school leaving qualifications, young people from migrant backgrounds are far less likely to be placed in training. The findings also show that there are major differences in the training placement rate among young migrants, depending on their country of origin. It is much harder for Turkish or Arab young people to find a training place.⁷⁵ The 2014 BA/BIBB survey of applicants also found that the application efforts made by young people from migrant backgrounds differed little from those made by young people not from migrant backgrounds. Applicants from migrant backgrounds enquired about training more often (41 % to 36 %) and with more companies (28 to 25) than applicants not from migrant backgrounds. Applicants from migrant backgrounds sent out written applications to companies less often (73 % to 80 %), but they sent more applications (36 to 29). Young people of Turkish or Arab origins sent the most applications (44). Applicants from migrant backgrounds were less likely to apply for training outside their home regions (7 % to 11 %). Turkish and Arab young people in particular,

⁷² See also the 2017 Data Report, Chapter A.5.8

⁷³ See Beicht, Ursula; Walden, Günter (2014): Einmündungschancen in duale Berufsausbildung und Ausbildungserfolg junger Migranten und Migrantinnen. BIBB Report 5/2014 (www.bibb.de/de/20883.php).

⁷⁴ It should be noted that the findings of the BA/BIBB Survey of Applicants and BIBB Transition Study do not differentiate between first, second and third generation migrants.

⁷⁵ See also the 2017 Data Report, Chapter A.8.1.3

applied to companies more than 100 km away from their homes much more rarely (3 %). Despite their intensive efforts, applicants from migrant backgrounds were more rarely invited to job interviews (47 % to 59 %, Turkish and Arab applicants 43 %).⁷⁶

Lower levels of school leaving qualifications, different careers choices, other circumstances such as the regional training market, and companies' selection processes in awarding training places have all been referenced as possible explanations for young people from migrant backgrounds being less likely to be placed in training.

Young people from migrant backgrounds remain disproportionately often without vocational qualifications. BIBB calculations based on the 2015 microcensus found that 29.8 % of 20-to-34-year-old migrants with direct experience of migration were defined as unskilled and that the percentage was especially high among Turkish migrants with direct experience of migration (58.8 %). Among people from migrant backgrounds who were born and grew up in Germany the rate was 19.7 % (by comparison it was 8.8 % for Germans not from migrant backgrounds).⁷⁷

When young people from migrant backgrounds are placed in training, there is a greater risk of their training ending prematurely. According to data from the vocational training statistics, the rate of premature training contract termination after the probationary period was 21.6 % for foreign national trainees in 2015 while for German trainees it was 15.7 %.

The BIBB's ongoing analyses of training conditions based on data from the 2011 BIBB Transition Study and BIBB-BAuA youth employment survey 2011/2012 indicate that young people from migrant backgrounds experience less favourable starting circumstances and training conditions. Migrants begin vocational training under more difficult conditions. They not only have lower level school leaving qualifications and lower social status, they are also less often placed in occupations they want to train in and more frequently

trained in occupations with less favourable training conditions.

The 2011 BIBB Transition Study also found that if young people from migrant backgrounds start training with the same preconditions (same social origins, school leaving qualifications, search for training, training market situation and training conditions), the likelihood of their successfully completing dual vocational training and obtaining good results is just as high as it is for young people not from migrant backgrounds. Young people from migrant backgrounds are in fact more often employed by the companies they trained with after they successfully complete training.

In view of demographic developments and to avoid potential shortages of skilled staff, the German economy will need all its young people. Companies are already having difficulties in filling the training places they offer. School education and vocational training are central instruments for integrating young migrants into the wider society so effective strategies must be developed to make it easier for young people from migrant backgrounds to transition into training.

As BIBB analyses based on the 2011 BIBB Transition Study and BA/BIBB survey of applicants show, individual and practically-oriented schemes such as careers start coaching and introductory training increase the likelihood of young people from migrant backgrounds who are interested in training being placed in vocational training.⁷⁸

At the same time, it is essential to support young people from migrant backgrounds through training so that despite their more challenging initial conditions they can successfully complete training. Practical experience has shown that individual mentoring of young trainees and of companies in programmes

76 See also Beicht, Ursula; Gei, Julia (2015): Ausbildungschancen junger Migranten und Migrantinnen. Aktuelle Situation 2014 und Entwicklung seit 2010 – Ergebnisse der BA/BIBB-Bewerberbefragungen. BIBB Report 3/2015 (www.bibb.de/veroeffentlichungen/de/publication/show/7829).

77 See also the 2017 Data Report, Chapter A 11.1

78 The results of career start coaching and introductory training are described in Beicht, Ursula (2015): Berufsorientierung und Erfolgchancen von Jugendlichen mit Migrationshintergrund am Übergang Schule – Ausbildung im Spiegel aktueller Studien, in: Scherr, Albert (ed.): Diskriminierung migran-tischer Jugendlicher in der beruflichen Bildung. Stand der Forschung, Kontroversen, Forschungsbedarf (S.82–114), in Weinheim; Beicht, Ursula; Gei, Julia (2013): Ausbildungschancen junger Menschen mit Migrationshintergrund nach Herkunftsregion and in: Cramer, Günter et. al. (ed.): Ausbilder-Handbuch (S.1-27). Köln; Ulrich, Joachim Gerd (2011): Übergangsverläufe von Jugendlichen aus Risikogruppen. bwp@Spezial 5, HAT 2011, WS 15.

such as Assisted Training is one promising method of achieving this goal.

2.6.1.2 Refugees and vocational training

Around 890,000 people seeking asylum arrived in Germany in 2015 and another 280,000 asylum seekers came in 2016.

Accommodating and integrating these people is an essential responsibility for German society and one that involves major challenges for the country's education and training system, given the comparatively young ages and very wide range of diverse preconditions of the refugees.

745,545 people applied for asylum in Germany in 2016 (722,370 initial applications and 23,175 follow-up applications). The applicants were people who had arrived in 2015 and 2016.⁷⁹

The main countries of origin of the asylum applicants were Syria (36.9 %), Afghanistan (17.6 %) and Iraq (13.3 %). People from those three countries lodged more than two thirds of all initial applications made in 2016. Almost two thirds of all initial applications were made by men and 73.8 % of the asylum seekers were aged under 30.

In the 2016 reporting year the BAMF made 695,733 decisions on asylum applications and 256,136 people were recognised as refugees under the Geneva Convention (36.8 % of all decisions on asylum applications). Another 153,700 people (22.1 %) were granted subsidiary protection under Section 4 Paragraph 1 of the Asylum Act (Asylgesetz) and 24,084 people (3.5 %) were given protection from deportation under Section 60 Paragraph 5 or Paragraph 7 Clause 1 of the German Residence Act so in 2016 a total of 433,920 people were granted one of these forms of protection (62.4 % of all decisions on asylum applications made by the BAMF).⁸⁰

People's pre-existing levels of education and training are crucial to efforts to integrate them into initial and advanced vocational training. The results of the 2016 IAB-BAMF-SOEP Refugee Study⁸¹ show that the highest educational achievement of 37 % of adults seeking protection in Germany from 2013 until the beginning of 2016 was the attendance of secondary school in their home country (32 % had a school leaving qualification) while 31 % had completed the middle years of secondary school (22 % holding a relevant school leaving qualification). 20 % had attended primary school as their highest educational achievement (10 %) or had no formal schooling (9 %). 19 % of refugees had been to university or another tertiary institution (13 % had a tertiary qualification) and 12 % had been trained in a company or undergone another form of vocational training (6 % had a vocational qualification).⁸² The study also showed that refugees had high educational aspirations. 46 % of adult refugees wanted to obtain a general school leaving certificate in Germany, 66 % wanted to acquire a vocational qualification and more than a third or 23 % wanted to gain an academic qualification. Many refugees however also wanted to work first and invest in education and training later.

Data on the integration of refugees into vocational training is still hard to find. What has been observed of the current cohort of refugees is that successful integration into training usually takes some time because essential preconditions such as language skills, the acquisition of knowledge about the education and training system and career choices must first be established.⁸³

Compounding these difficulties is the fact that the characteristic "refugee" is not separately surveyed

79 See also www.bmi.bund.de/SharedDocs/Pressemitteilungen/DE/2017/01/asylantraege-2016.html

80 See also BAMF, current asylum figures, December 2016 edition. www.bamf.de/DE/Infothek/Statistiken/Asylzahlen/AktuelleZahlen/aktuelle-zahlen-asyl-node.html

81 The IAB-BAMF-SOEP Refugees Survey is a representative longitudinal study of more than 4,500 people in Germany who are at least 18 years old. It is currently the most comprehensive survey of characteristics relevant to the analysis of forced migration and the integration of refugees. In its first phase it surveyed 2,349 people from June to October 2016. See also www.bamf.de/SharedDocs/Anlagen/DE/Publikationen/Kurzanalysen/kurzanalyse5_iab-bamf-soep-befragung-gefluechtete.pdf?__blob=publicationFile

82 It should be noted that most of these people's countries of origin do not have training systems comparable with the German vocational training system. Many people working in skilled trades, technical and commercial occupations in these countries have no formal training.

83 According to the BA statistics around 6,700 people from a forced migration background participated in standard pre-vocational and training assistance measures in 2016. See also **Chapters 1 and 3.3** and the 2017 Data Report, Chapter C 3

in most official training market statistics. Integrated Reporting on Training⁸⁴ offers an overview of training and qualification activities of young people who have completed stage I secondary education in Germany but does not collect data on refugees in the various education and training sectors. For 2016 only a further increase in numbers of young people entering the Transition System (+32,587 or +12.2 % to 298,781) has been recorded, which, as in the previous year, is due to programmes for teaching young refugees and migrants German. It should be noted that the rise in numbers of young people entering the Transition System at the national level is somewhat underreported because only data on the Transition System from the previous year is available for Bremen, Lower Saxony, Mecklenburg-Western Pomerania and Saarland.⁸⁵

The vocational training statistics of the Statistics offices of the Federal and Länder governments record only nationality, so they do cover nationals from relevant non-European who are seeking asylum⁸⁶ but do not indicate whether or not they were refugees.⁸⁷ The number of trainees with newly concluded training contracts who were seeking asylum from a non-European nation has almost doubled since 2013 (2013: 1,569; 2014: 1,908; 2015: 2,925) and almost tripled compared with 2008 (999). This may indicate that refugees are increasingly being counted among these people.⁸⁸

In contrast to the statistics cited above, Federal Employment Agency (BA) statistics have been recording applicants from a forced migrant background since 2016.⁸⁹ In the 2015/2016 reporting year the BA

registered 10,253 applicants as coming from a forced migrant background, 20.6 % of them female. 3,461 (33.8 %) of the applicants from a forced migrant background concluded a training contract, 2,206 (21.5 %) were still looking for a training place (943 unplaced applicants and 1,263 applicants with an alternative who still wanted to be placed in training) and 4,586 (44.7 %) were recorded as “other former applicants” (1,668 whose whereabouts was known and 2,918 whose whereabouts was unknown). These figures show that it is harder for applicants from a forced migrant background to be placed in training than it is for all other registered applicants.⁹⁰

To obtain further information on the integration of refugees in dual training and on the factors that impede and facilitate that integration, the BIBB, working together with the BA, carried out the BA/BIBB Migration Study (Migrationsstudie) at the end of 2016 to supplement the BA/BIBB survey of applicants.⁹¹ Initial interim analyses of outcome for refugee applicants seeking asylum from non-European nations show that just on a third (30 %) of those surveyed were placed in dual training. Almost a quarter (23 %) of refugees were in a qualification measure when they were surveyed (8 % in introductory qualification, 3 % in an internship and 12 % in another transition measure), 16 % were attending German language or integration courses, 10 % were working and 11 % were unemployed. Relatively few refugee applicants were in school based vocational training (2 %) studying (1 %) or attending a general education school (4 %).⁹²

The Federal Government has established a package of measures for integrating refugees into the German education and training system that includes language training, careers orientation, the recognition of

84 See also [Chapters 2.4 and 2.6.4](#)

85 See also the StBA press release of the 10th of March 2017 (www.destatis.de/DE/PresseService/Presse/Pressemitteilungen/2017/03/PD17_087_212.html)

86 Afghanistan, Eritrea, Iraq, Iran, Nigeria, Pakistan, Somalia and Syria.

87 These may be people who have been living in Germany for a long time or who have migrated to Germany in other ways (labour migration, subsequent immigration of family members).

88 For a table showing numbers of trainees, new training contracts, qualified trainees, examination participants, terminated training contracts and new training courses begun by nationality in Germany 2008 to 2015 see www2.bibb.de/bibbtools/de/ssl/1868.php. It should be noted that for some foreign trainees with newly concluded training contracts (2015: 1,086) there is no information available on their nationality or their nationality is undetermined (2015: 291).

89 People from a forced migration background are defined as third country nationals living in Germany with a fixed-term residency permit, a residency permit for a refugee or

leave to remain. The BA statistics also record foreigners by nationality. Here too, only those determined to be mature enough to start training are granted applicant status.

90 See [Chapter 2.6.2](#)

91 The BA/BIBB Migration Study gathers information on the situation of refugees in the transition into training using a random sample of non-German national applicants registered with the BA. To cover as many refugees as possible, a sampling concept was used that disproportionately represents nationals from the countries from which most refugees come (Afghanistan, Eritrea, Iraq, Iran, Nigeria, Pakistan, Somalia and Syria). The sample did not include the attribute “refugee” for data protection reasons but respondents could voluntarily disclose it in the survey.

92 For more information please see the 2017 Data Report Chapter C “Refugees and vocational training”.

pre-existing occupational skills, and the improvement of consulting structures. The government will also open up existing funding instruments to refugees and provide new measures. Young people from migrant backgrounds and refugees are also a particular focus of the Alliance for Initial and Further Training.⁹³

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

At the end of the training placement year, the BA recorded 20,550 unplaced applicants and another 60,053 young people for whom placement efforts were continuing (“applicants who had opted for an alternative by the 30th of September”). These were people who had begun an alternative to training in 2015/2016 but still wanted to be placed in training by the employment office or Jobcenter.

Since 2009 the number of applicants who had an alternative on the 30th of September but still wanted to be placed in training has decreased markedly (see [Chart 13](#)) although in recent years this decrease has attenuated slightly. The number of applicants who had an alternative on the 30th of September in 2016 was slightly below the previous year’s level (–202 or –0.3 %)⁹⁴ and their proportion among all registered applicants increased marginally.⁹⁵

The expanded definition of demand takes applicants who had begun an alternative on the 30th of September into account in the overall training market balance.⁹⁶ As reported in earlier Reports on Vocational Education and Training, it should be noted that the basic criterion underlying the expanded definition is the continuing desire of applicants for training, so it adopts the perspective of young people seeking training. In the context of placement however, not every applicant who has opted for an alternative but still wants to be placed in training is without a fully qualifying training place. Of the 60,053 applicants who had an alternative on the 30th of September 2016 but still wanted to be placed in training, 7,838 were continuing training they had already begun (1,149 un-

funded and 6,689 funded), while another 1,614 applicants were studying (see [Chart 13](#)).⁹⁷

The 80,603 applicants still looking for a training place on the 30th of September 2016 (20,550 unfunded and 60,053 applicants with an alternative on the 30th of September) were by no means young people with comparatively low-level school leaving qualifications. As [Chart 14](#) shows, 29.5 % of unplaced applicants and 27.1 % of applicants with an alternative on the 30th of September who still wanted to be placed in training were qualified to enter higher education and their proportion has risen continuously since 2009 (13.7 % or 15.9 %). This is due to factors such as the introduction of two-year final school classes, the single-minded focus of those holding university entrance qualifications on just a few occupations, and the tougher competitive situation in these occupations.⁹⁸ It may also be that current efforts to recruit university dropouts into dual vocational training mean that they are more frequently registered with the BA as applicants for training places.

The number of applicants in the BA statistics who no longer were seeking active help in their search for training, for whom no further placement efforts were ongoing, and about whom no more information was available (“other former applicants whose whereabouts is unknown”) remained relatively high, at 93,402. 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 future employability and opportunities to participate in society. Their number was however reduced by 617 (–0.7 %) and, at 17.1 % of all registered applicants, was the same as the 2015 figure.⁹⁹

The BA/BIBB survey of applicants offers some findings on the whereabouts of this target group. A special analysis carried out by the BIBB¹⁰⁰ based on data from the 2012 and 2014 surveys shows that the

93 See [Chapter 3](#)

94 See also [Chapter 2.1.3](#)

95 2009: 13,0 %; 2010: 12,2 %; 2011: 11,2 %; 2012: 10,7 %; 2013: 11,1 %; 2014: 10,8 %; 2015: 10,9 %; 2016: 11,0 %.

96 See also [Chapter 2.2.2](#)

97 Although the fact that they have applied elsewhere shows that the young person is or was dissatisfied with his or her situation during the year (so will possibly drop out), so it is justifiable to include these young people here.

98 See also [Chapter 2.5.1](#)

99 Since 2009 this percentage has developed as follows: 2009: 18.3 %; 2010: 17.3 %; 2011: 15.9 %; 2012: 16.1 %; 2013: 17.0 %; 2014: 17.5 %; 2015: 17.1 %; 2016: 17.1 %.

100 See also the 2016 Data Report, Chapter A3.1.1

proportion of applicants remaining outside the education and training system is much higher among those whose whereabouts is unknown (2014: 62 %) than it is among applicants on whose whereabouts information is available in the BA statistics (2014: 12 %). A high percentage of young people in this group are unemployed (34 % of those whose whereabouts is unknown but 4 % of those whose whereabouts is known). In contrast, the proportion of those who had been placed in measures resulting in partial vocational qualification was similar in both groups (23 % of those whose whereabouts is unknown and 24 % of those whose whereabouts is known). 16 % of those whose whereabouts is unknown had succeeded in starting fully qualifying training, although many more applicants whose whereabouts is known, 65 %, had started fully qualifying training.

The BIBB special analysis also shows that among those whose whereabouts is unknown, the proportion of people whose maximum school leaving qualification was a secondary general school certificate (38 %) was higher than it is for those whose whereabouts is known (28 %). More of those whose whereabouts is unknown (34 %) were from a migrant background (by comparison it was 24 % for those whose whereabouts is known). There was also a strikingly high proportion of unplaced applicants from previous years (40 %) among those whose whereabouts is unknown (as against 26 % for those whose whereabouts is known). The findings show that these young people are repeatedly not managing the transition into training or to complete training.

Analyses carried out by the BIBB also show that the situation of those whose whereabouts is unknown has deteriorated compared with 2012. In 2012, 20 % (2014: 16 %) of those whose whereabouts was unknown had been placed in fully qualifying training, while the proportion of people in measures resulting in partial vocational qualifications was slightly higher at 25 % (2014: 23 %). The percentage of people remaining outside the education and training system was 10 points lower than it was in 2014 at 52 %.

Initial analyses based on data from the 2016 BA/BIBB survey of applicants show that the proportion of unemployed people among those whose whereabouts is unknown was again relatively high in 2016 at 32 % (5 % for those whose whereabouts is known).¹⁰¹ It is all the more important then, that young people maintain contact with employment offices (Agenturen für Arbeit) and Jobcenters. One promising approach in this context is the establishing of “youth occupational agencies” (Jugendberufsagenturen) to reach young people at an early stage in their education and work and actively to ensure that those who need support do not “fall out” of the education and training system by setting up close, harmonised cooperation between employment offices (Agenturen für Arbeit), Jobcenters and youth welfare services and closely involving schools in these efforts.

These findings on the whereabouts of applicants registered with employment offices (Agenturen für Arbeit) and Jobcenters show that the transition into training is still difficult for a large number of young people. The Federal Government sees a need for action here and will intensify its focus on this target group. Young people still seeking a training place after the 30th of September are also an important target group for the Alliance for Initial and Further Training.

¹⁰¹ See also the 2017 Data Report, [Chapter A 8.1](#)

Chart 13: Whereabouts of applicants for training registered with employment offices (Agenturen für Arbeit) and Jobcenters on the 30th of September

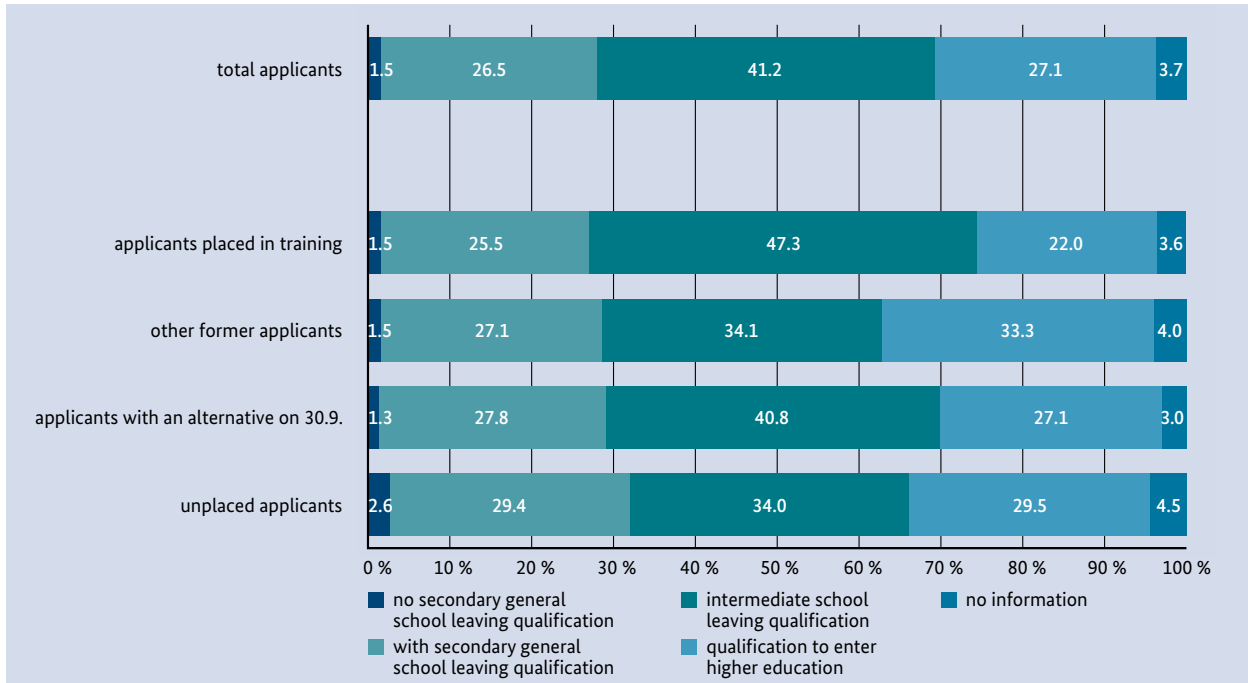
		2009	2010	2011	2012	2013	2014	2015	2016	
Applicants for vocational training places registered with employment offices or Jobcenters in 2016 547,728	Placement efforts concluded 467,125	“placed applicants” (applicants who have been placed in training) of whom	260,183	272,240	280,935	287,852	276,151	271,959	267,664	264,447
		unfunded	219,919	231,865	249,632	257,918	247,886	244,312	241,771	240,837
		funded	40,264	40,375	31,303	29,934	28,265	27,647	25,893	23,610
		“other former applicants* whose whereabouts is known”	111,253	110,150	106,850	108,369	107,013	109,393	108,190	109,276
	“other former applicants* whose whereabouts is not known”	102,800	96,815	87,071	90,965	95,935	98,405	94,019	93,402	
	Placement efforts continuing 80,603	“applicants with an alternative on the 30th of September”	73,130	68,423	61,051	60,446	62,655	60,456	60,255	60,053
		School	16,510	16,200	17,086	17,607	19,190	17,951	18,212	17,825
		Tertiary studies	590	641	769	1,280	1,401	1,453	1,587	1,614
		Prevocational year	591	773	636	860	999	1,067	1,137	1,381
		Basic vocational training year	1,508	1,856	1,316	1,394	1,732	1,577	1,010	717
Internship		6,546	6,188	5,011	4,850	3,917	3,598	3,339	3,010	
Previous vocational training of whom		8,231	6,394	5,885	6,226	7,086	7,411	7,829	7,838	
unfunded		1,350	1,001	1,006	1,166	1,170	1,105	1,105	1,149	
funded		6,881	5,393	4,879	5,060	5,916	6,306	6,724	6,689	
Employment		8,038	8,787	8,620	9,282	9,899	9,896	10,626	11,025	
Military/Civil service		1,198	869	427	309	234	216	201	178	
National/Youth voluntary year		1,301	1,433	2,711	3,038	3,641	3,594	3,827	3,798	
Prevocational training measure		20,272	18,411	13,628	11,939	11,374	10,672	9,667	9,785	
Prevocational training measure – Reha		85	78	74	84	103	145	148	159	
Introductory training		4,406	4,260	3,357	2,513	2,244	1,963	1,869	1,951	
Other support		3,831	2,518	1,506	1,048	816	892	777	750	
Other support – Reha	23	15	25	16	19	21	26	22		
“unplaced applicants”	15,510	12,033	11,366	15,673	21,087	20,932	20,782	20,550		
Total applicants for vocational training places	562,876	559,661	547,273	563,305	562,841	561,145	550,910	547,728		

* 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 an employment office or Jobcenter who sought training in a recognised training occupation in the reporting year and who have been assessed as able to undergo training (young people with the maturity required to undergo training).

Source: Federal Employment Agency (BA) statistics (special evaluation in preparation for the Report on Vocational Education and Training (with the period series retroactively adjusted to include “special forms of training for Abitur holders”)

Chart 14: Schooling background of applicants registered with employment offices (Agenturen für Arbeit) and Jobcenters



Source: Federal Employment Agency (BA) statistics, BIBB calculations.

2.6.3 Applicants for places in vocational training to begin by the end of 2016 – subsequent placement statistics

The placement activities of employment offices and Jobcenters do not end on the 30th of September, but continue in a “fifth quarter” (the so-called “subsequent placement” phase).¹⁰² Subsequent placement is designed for all young people who want to begin training between the 1st of October and 31st of December in the current ongoing training year. This means that not only previously unplaced applicants but also young people who were not previously registered as applicants register as seeking placement in training with employment offices and Jobcenters.

Placement efforts for training to begin by the end of the year were continuing for 68,347 people (see **Table 12**) in 2016, 895 (-1.3 %) fewer than in the previous year. 49,095 of them had been registered as applicants in the 2015/2016 year and the other

19,252 applicants were not registered as applicants in the previous reporting year.

Of the 49,095 people involved in subsequent placement who were registered as applicants in the 2015/2016 reporting year, 20,513 or 99.8 % of all 20,550 applicants unplaced on the 30th of September 2016 were unplaced. By the end of September, 14,320 had begun an alternative to training but still wanted to be placed in training so 23.8 % of the 60,053 registered applicants with an alternative on the 30th of September still wanted training places. It should be noted that only those applicants from the previous reporting year who still wanted to be placed in training after the 30th of September are counted here. Given the fact that the training year is almost over at this point, the group of people still looking for a training place for the current year in the months from October to December is much smaller but it can be assumed that most of them will again register as applicants in the new reporting year.

¹⁰² There may be many reasons for applicants to seek subsequent placement, such as not having found training yet or the desire to change out of training already begun.

As well as these two groups still looking for a training place on the reference date of 30th of September

and added new applicants, people for whom placement efforts were completed also registered for placement in training in the current and ongoing training year. 7,223 came from the group of “other former applicants” who had begun an alternative to training or whose whereabouts was unknown and no longer wished to be placed in training (3.6 % of all 202,678 “other former applicants”). 7,039 (2.7 % of the 264,447 applicants who had been placed by the 30th of September 2016) had applied, even though they had already begun a form of training.

As detailed analyses carried out by the BIBB based on BA data show, people with characteristics that experience has shown tend to make their placement in training more difficult were disproportionately represented among applicants in the subsequent placement phase. 53.4 % were aged 20 or older (34.4 % of applicants in the reporting year), 18.7 % were foreign nationals (13.7 % in the reporting year) and 32.3 % were young people whose maximum school leaving qualification was a secondary general school leaving certificate (28.0 % in the reporting year).¹⁰³

Table 12. Column 1 shows information on the results of subsequent placement for the 68,347 applicants. 6,113 (8.9 %) were placed in training while 28,122 (41.1 %) remained unplaced, so for the latter group and the 22,572 (33.0 %) applicants who had opted for an alternative efforts to place them in training continued. The other 11,540 applicants had opted for an alternative and efforts to place them in training had ended. Among them were 6,816 people whose whereabouts was unknown.

Taking just those two groups of applicants who were still looking for a training place (unplaced applicants and applicants with an alternative on the 30th of September) on the reference date of the 30th of September into account, the following can be stated:

- Subsequent placement greatly reduced the number of unplaced applicants (**Table 12**, Column 7). 20,513 applicants were unplaced when it began (100 %), but by January 2017 their number had been reduced to

11,754 (57.3 %). 1,512 (7.4 %) were placed in training. 2,287 (11.1 %) were in an alternative but still wanted a training place, and 4,960 (24.2 %) had opted for an alternative or their whereabouts was unknown and efforts to place them in training had ended.

- Of the 14,320 applicants with an alternative on the 30th of September who still wanted to be placed in training (100 %), 942 (6.6 %) were placed in training (**Table 12**, Column 6). Placement efforts had ended for 1,995 (13.9 %) of those with an alternative. 11,383, or more than three quarters of the applicants (79.5 %), were in an alternative to training but still wanted a training place and 1,522 (10.6 %) were unplaced and still looking for a training place.

It must be said that placing trainees in training several weeks or months after a new training year has begun is a major challenge. Companies that offer training places generally focus their efforts on the start of the training year. Training places offered after the 30th of September are usually offered for the next training year so subsequent placement offers mainly those training places that were not filled during the reporting year, although training places can open up due to premature termination of training contracts and new places can be registered. The statistics do not currently provide any data on companies that showed interest in training scheduled to begin by the end of the year.

¹⁰³ See also Matthes, Stephanie; Ulrich, Joachim Gerd; Flemming, Simone; Granath, Ralf-Olaf (2016): Stabiles Ausbildungsangebot, leicht sinkende Nachfrage, mehr unbesetzte Plätze. Die Entwicklung des Ausbildungsmarktes im Jahr 2016 (www.bibb.de/dokumente/pdf/ab21_beitrag_naa-2016.pdf).

Table 12: Whereabouts of applicants for vocational training to begin by the end of 2016 (subsequent placement) (Part 1)

	Already an applicant in the 2015/2016 training year								Not an applicant in the last reporting year							
	Total		Total applicants in the last reporting year			of whom										
	Col. 1 (Col. 2 + Col. 8)	Col. 2 (Sum of Col. 3 to Col. 5)	Col. 3	Col. 4	Col. 5 (Col. 6 + Col. 7)	Col. 6	Col. 7	Col. 8								
Germany																
Still looking for training on 01.10.2016 or again looking for training from 01.10.2016 or applicants starting the search over again of whom with status in January 2017:	68,347	100.0 %	49,095	100.0 %	7,039	100.0 %	7,223	100.0 %	34,833	100.0 %	14,320	100.0 %	20,513	100.0 %	19,252	100.0 %
▶ applicants placed in training	6,113	8.9 %	4,014	8.2 %	995	14.1 %	565	7.8 %	2,454	7.0 %	942	6.6 %	1,512	7.4 %	2,099	10.9 %
▶ unfunded vocational training	5,161	7.6 %	3,540	7.2 %	805	11.4 %	455	6.3 %	2,280	6.5 %	898	6.3 %	1,382	6.7 %	1,621	8.4 %
▶ funded vocational training	952	1.4 %	474	1.0 %	190	2.7 %	110	1.5 %	174	0.5 %	44	0.3 %	130	0.6 %	478	2.5 %
▶ other former applicants, of whom:	11,540	16.9 %	8,883	18.1 %	921	13.1 %	1,007	13.9 %	6,955	20.0 %	1,995	13.9 %	4,960	24.2 %	2,657	13.8 %
▶ whereabouts is not known	6,816	10.0 %	5,272	10.7 %	377	5.4 %	657	9.1 %	4,238	12.2 %	531	3.7 %	3,707	18.1 %	1,544	8.0 %
▶ applicants still looking for training, of whom	50,694	74.2 %	36,198	73.7 %	5,123	72.8 %	5,651	78.2 %	25,424	73.0 %	11,383	79.5 %	14,041	68.4 %	14,496	75.3 %
▶ with an alternative	22,572	33.0 %	16,809	34.2 %	2,958	42.0 %	1,703	23.6 %	12,148	34.9 %	9,861	68.9 %	2,287	11.1 %	5,763	29.9 %
▶ no alternative	28,122	41.1 %	19,389	39.5 %	2,165	30.8 %	3,948	54.7 %	13,276	38.1 %	1,522	10.6 %	11,754	57.3 %	8,733	45.4 %
Western Länder																
Still looking for training on 01.10.2016 or again looking for training from 01.10.2016 or applicants starting the search over again of whom with status in January 2017:	56,836	100.0 %	40,815	100.0 %	5,880	100.0 %	5,390	100.0 %	29,545	100.0 %	13,325	100.0 %	16,220	100.0 %	16,021	100.0 %
▶ applicants placed in training	4,955	8.7 %	3,244	7.9 %	794	13.5 %	430	8.0 %	2,020	6.8 %	880	6.6 %	1,140	7.0 %	1,711	10.7 %
▶ unfunded vocational training	4,219	7.4 %	2,892	7.1 %	650	11.1 %	344	6.4 %	1,898	6.4 %	844	6.3 %	1,054	6.5 %	1,327	8.3 %
▶ funded vocational training	736	1.3 %	352	0.9 %	144	2.4 %	86	1.6 %	122	0.4 %	36	0.3 %	86	0.5 %	384	2.4 %
▶ other former applicants, of whom:	9,316	16.4 %	7,152	17.5 %	761	12.9 %	721	13.4 %	5,670	19.2 %	1,822	13.7 %	3,848	23.7 %	2,164	13.5 %
▶ whereabouts is not known	5,362	9.4 %	4,118	10.1 %	301	5.1 %	472	8.8 %	3,345	11.3 %	491	3.7 %	2,854	17.6 %	1,244	7.8 %
▶ applicants still looking for training, of whom	42,565	74.9 %	30,419	74.5 %	4,325	73.6 %	4,239	78.6 %	21,855	74.0 %	10,623	79.7 %	11,232	69.2 %	12,146	75.8 %
▶ with an alternative	19,977	35.1 %	15,060	36.9 %	2,560	43.5 %	1,424	26.4 %	11,076	37.5 %	9,251	69.4 %	1,825	11.3 %	4,917	30.7 %
▶ no alternative	22,588	39.7 %	15,359	37.6 %	1,765	30.0 %	2,815	52.2 %	10,779	36.5 %	1,372	10.3 %	9,407	58.0 %	7,229	45.1 %

Table 12: Whereabouts of applicants for vocational training places for training to begin by the end of 2016 (subsequent placement) (Part 2)

	Already an applicant in the 2015/2016 training year							
	of whom				of whom			
	Total	Total applicants in the last reporting year	Applicants placed by 30.09	Other former applicants	Applicants still looking for training on 30.09.	Applicants with an alternative on 30.09.	Unplaced applicants	Not an applicant in the last reporting year
Col. 1 (Col. 2 + Col. 8)	Col. 2 (Sum of Col. 3 to Col. 5)	Col. 3	Col. 4	Col. 5 (Col. 6 + Col. 7)	Col. 6	Col. 7	Col. 8	
Eastern Länder								
Still looking for training on 01.10.2016 or again looking for training from 01.10.2016 or applicants starting the search over again of whom with status in January 2017:	11,444	8,224	1,156	1,832	5,236	990	4,246	3,220
▶ applicants placed in training	1,154	768	201	135	432	62	370	386
▶ unfunded vocational training	939	646	155	111	380	54	326	293
▶ funded vocational training	215	122	46	24	52	8	44	93
▶ other former applicants, of whom:	2,205	1,713	159	286	1,268	171	1,097	492
▶ whereabouts is not known	1,440	1,141	76	185	880	40	840	299
▶ applicants still looking for training, of whom	8,085	5,743	796	1,411	3,536	757	2,779	2,342
▶ with an alternative	2,589	1,745	396	279	1,070	608	462	844
▶ no alternative	5,496	3,998	400	1,132	2,466	149	2,317	1,498

Source: Federal Employment Agency (BA) statistics, subsequent placement until the end of January 2017; BIBB calculations

2.6.4 Young people in the transition system

The initial release of data from Integrated Reporting on Training for 2016 reported that the number of new entries into the transition system, at 298,781, was much higher in 2016 (+32,587 or +12.2 %) than the previous year's figure of 266,194 (see [Table 12](#)).¹⁰⁴ According to the Federal Statistical Office (StBA) this rise is due mainly to programmes teaching German to young refugees, asylum seekers and migrants, as it was in the year before. It should be noted however, that this rise is underreported at the national level, because the data available from Bremen, Lower Saxony, Mecklenburg-Western Pomerania and Saarland¹⁰⁵ only covers the previous year's transition system figures.¹⁰⁶

The pre-vocational training year¹⁰⁷ in particular (+45.4 %) has become more important. Among the young people starting a measure in the transition sector in 2016 were fewer women (34.7 %) than men (65.3 %). The percentage of young women in obligatory practical traineeships preceding teacher training at vocational colleges (84.0 %) was again disproportionately high while the basic vocational training year (76.7 %) followed by the pre-vocational training year including one-year careers entry classes (73.6 %) had the highest proportions of young men.

The transition system offers young people an opportunity to improve their individual chances of gaining training so it is unsurprising that most young people in the transition system have fairly low-level or no school leaving qualifications. According to data from Integrated Reporting on Training (iABE) for 2015¹⁰⁸ young people with a secondary general school certificate were the biggest group in the transition system at 42.6 %. 25.7 % of young people in the transition system had no secondary general school certificate while 22.7 % had an intermediate school leaving certificate or equivalent school leaving qualification. The percentage of young people with a higher education entrance qualification in the transition system was very low, at just 1.5 %.

Young people qualified to enter higher education were represented at above-average levels in introductory training (7.4 %), a measure that ensures high rates of integration into training. Those with no secondary general school certificate were often found in a pre-vocational training year including one-year careers entry classes (60.0 %) and in training courses at vocational colleges for students with no training contract who are employed or unemployed (37.9 %).

Chart 15 depicts the schooling background of young people entering the transition system.

¹⁰⁴ There may be discrepancies with earlier reports due to subsequent revisions of the data.

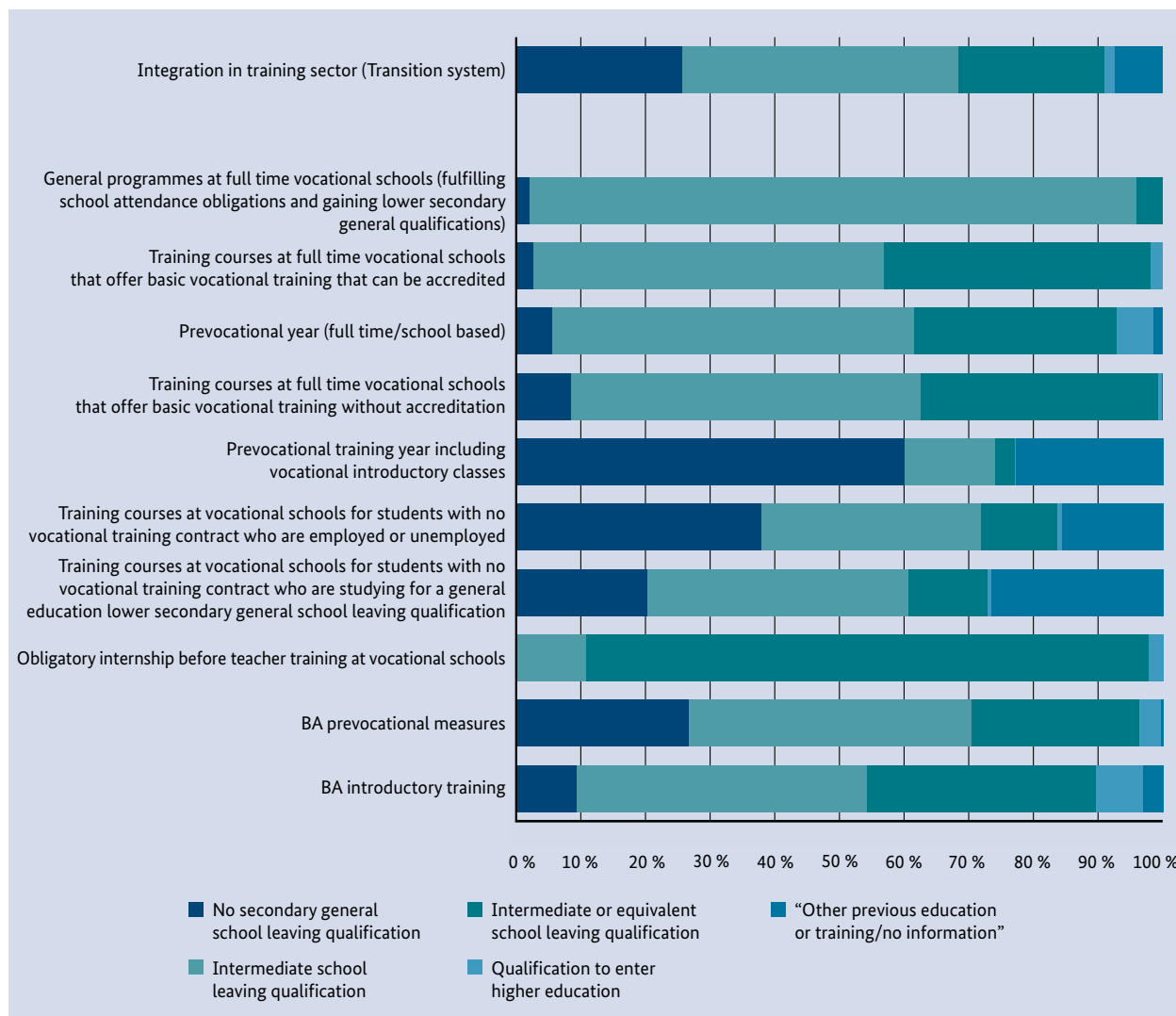
¹⁰⁵ Data for all Länder can be found in the StBA interim report (see www.destatis.de/DE/Publikationen/Thematisch/BildungForschungKultur/Schulen/SchnellmeldungAusbildungsberichterstattung.html). The interim report can also be found on the BIBB web page on the iABE (see also www.bibb.de/iabe).

¹⁰⁶ See also the StBA press release of the 10th of March 2017 (www.destatis.de/DE/PresseService/Presse/Pressemitteilungen/2017/03/PD17_087_212.html)

¹⁰⁷ A prevocational training year offers students the possibility of returning to education to gain a secondary general school certificate and they can also fulfil their obligation to attend school and acquire basic vocational skills and knowledge.

¹⁰⁸ Detailed data on schooling background for 2016 is not yet available.

Chart 15: Schooling background of young people entering the transition system in 2015



Source: Federal Statistical Office (StBA), Integrated Reporting on Training (iABE) 2015

26.4 % of young people in the transition system in 2015 were foreign nationals¹⁰⁹ (2014: 19.8 %). Young people entering the transition system who were not German nationals were most strongly represented in a pre-vocational training year including one-year careers entry classes (51.2 %) and disproportionately often in

training courses at vocational colleges for students with no training contract who are employed or unemployed and pursuing a general lower secondary level qualification (37.5 %). It should be noted that this is also due to the different qualification levels that German and foreign young people have attained when they leave general education schools.¹¹⁰

¹⁰⁹ Data on foreigners for 2016 is not available for all Länder, so the 2015 data is used here. The interim report for 2016 includes data on foreigners for 2016 but only data for the previous year is available for some Länder (Baden-Württemberg, Mecklenburg-Western Pomerania, Lower Saxony, Saarland) or 2013 data (Bremen). Calculating young Germans in the transition system as the difference between the sum of all new transition system entries minus foreign young people in the transition system is not appropriate for methodological reasons.

Data provided by Integrated Reporting on Training (iABE) makes it possible to report on the number of new entries into transition system measures and differentiate this group of young people in various

¹¹⁰ See Chapter 2.6.1.1

Table 13: New entries into the training system, 2005 to 2016

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Sector: Integration into training (transition system)	417,649	412,083	386,864	358,969	344,515	316,494	281,662	259,727	255,401	252,670	266,194	298,781
General programmes at full-time vocational schools (fulfilling school attendance obligations and gaining lower secondary general qualifications)	68,095	67,949	63,976	59,940	59,812	54,180	49,182	52,086	49,394	45,069	22,552	23,729
Training courses at full-time vocational schools that offer basic vocational training that can be accredited	58,706	59,341	55,548	51,776	49,821	47,479	44,051	35,708	36,119	35,581	47,355	47,348
Pre-vocational year (full time/school based)	48,581	46,446	44,337	42,688	32,473	30,620	28,144	26,938	27,325	28,408	6,285	6,005
Training courses at vocational schools that offer basic vocational training without accreditation	29,106	27,811	31,947	29,841	28,226	24,790	21,816	17,682	21,153	21,490	41,355	40,782
Pre-vocational year including vocational introductory classes	58,432	55,339	46,841	42,571	41,973	40,661	38,479	41,061	41,340	45,202	72,450	105,361
Training courses at vocational schools for students with no training contract who are employed or unemployed	27,035	28,671	25,789	21,364	20,875	19,186	16,250	16,285	15,331	14,393	17,370	14,956
Training courses at vocational schools for students with no training contract who are studying for a general lower secondary school leaving qualification	13,477	13,192	11,498	9,958	8,968	6,808	6,127	2,389	2,325	2,324	400	280
Obligatory internship before teacher training at vocational schools	3,525	3,561	3,391	3,531	3,724	3,854	3,821	3,835	3,890	3,841	3,829	3,764
Federal Employment Agency (BA) pre-vocational measures	91,811	86,171	80,193	78,080	77,934	69,933	58,389	51,274	47,264	46,149	44,760	44,200
BA introductory training	18,881	23,602	23,344	19,220	20,709	18,983	15,403	12,469	11,260	10,213	9,839	12,357

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

Source: Federal Statistical Office (StBA), Integrated Reporting on Training (iABE) 2015 and the Interim Report on Integrated Reporting on Training (iABE) 2016

ways (gender, nationality, schooling background) but it does not offer any information on individuals' progress through education and training. Additional supplementary surveys are required here.

2.6.5 Helping school leavers with a secondary general school certificate successfully transfer into training

In a pilot project funded by the BMBF, the BIBB evaluated the National Educational Panel Study (NEPS)¹¹¹ data in the context of vocational training policy issues.¹¹² The NEPS is currently monitoring the progress of around 15,500 young people as they complete general education schooling and transfer into (vocational) training.¹¹³ The BIBB study focuses on young people who have left the general education school system after completing year nine and on the factors that can contribute to successful transitions into training. These factors were identified based on comparisons made between school leavers who were placed in training and those who did not find training places.

The analyses covered 1,605 young people who left the general education school system after year nine in the summer of 2011. 5 % left school with no qualification, while the others had a secondary general school certificate.¹¹⁴ 53 % began fully qualifying (dual or school-based) vocational training. Just under half (47 %) did not start training and most of them were in transition system measures (e. g. school-based courses providing specific vocational qualifications, pre-vocational measures or introductory training).¹¹⁵ The proportion

of young people with no school leaving qualifications among young people who were not placed in training at 11 % was higher than among those who were placed in training (1 %).

Both groups, the young people placed in training and those not in training, regarded internships and part time jobs as particularly helpful in helping them to choose an occupation, followed by their families and vocational preparation measures at school. Young people who had started training however demonstrated levels of careers orientation at the beginning of their final year of school that were higher than that of those who were not in placed training. They considered internships and part-time jobs while they were still at school as important to their careers orientation. The young people who were starting training also had better support from their environment or that of their parents.

Both groups took part in careers consultation measures at school and individual careers counselling at around the same rate of 80 %. The young people starting training were of the opinion that they had been adequately informed about training options at school or through employment offices. Although the young people's assessments must be partly seen in the context of their own perceived success or failure in transferring into training, these results show the great significance of practice-based careers orientation and personal networking resources in helping young people successfully manage the transition into training.

111 The BMBF funded the NEPS from 2009 to 2013. Since 2014 the NEPS has been established as a permanent programme at the Otto-Friedrich University Bamberg (Leibniz Institut für Bildungsverläufe e.V.). For further information on NEPS go to www.neps-data.de/de-de/startseite.aspx

112 See the tabular presentation on measures to secure the future of initial and continuing vocational education and training, **Chapter 3.13**

113 Students from special needs schools are not included in the following analyses because the NEPS surveys those students differently from those from general education schools so data is only available for some of the relevant features in their case.

114 One fifth of those in the sample did not provide any information on the school leaving qualification they were pursuing.

115 Figures may diverge in part from those provided in the 2016 Report on Vocational Education and Training due to the interim addition of data to complete data that was previously lacking or to update data that was previously ambiguous.

2.6.6 Unplaced applicants from previous years

Statements on “unplaced applicants from previous years” can be made based on various sources and definitions. The conclusions that can be drawn on developments in numbers of unplaced applicants from previous years and on numbers of applicants who left school in the year(s) before the reporting year, based on data from the BA statistics on applicants from earlier reporting years are outlined below. This is followed by statements on findings from the BA/BIBB survey of applicants on unplaced applicants from previous years.

2.6.6.1 Applicants from earlier reporting years

In 2016 the BA’s national statistics recorded 185,150 people who had applied for a training place in at least one of the past five reporting years (see **Table 14**), 335 (–0.2 %) fewer than in 2015.

The number of all registered applicants declined more sharply (–3,182 or –0.6 % to 547,728), so the proportion of applicants from earlier reporting years of all applicants rose again slightly in 2016 (2014: 33.3 %; 2015: 33.7 %; 2016: 33.8 %).¹¹⁶

In western Länder the number of applicants from years before the reporting year fell by 459 (–0.3 %) to 154,607.¹¹⁷ although their number as a proportion of all applicants grew (2014: 33.4 %; 2015: 33.8 %; 2016: 34.0 %). As with the national figures, this was due to the steeper drop in the overall number of applicants.¹¹⁸

In eastern Länder the number of applicants from earlier reporting years rose by 298 (+1.0 %) to 30,401. Since overall applicant numbers¹¹⁹ increased to a similar extent, the share of applicants from earlier reporting

years of all registered applicants remained stable in eastern Länder in 2016 (2014: 33.6 %; 2015: 33.6 %; 2016: 33.6 %).

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

2.6.6.2 Applicants who left school in years preceding the reporting year

For a long time the BA training market statistics did not include any information on whether registered applicants had sought a training place in previous years with support from the BA or licensed local authority agencies. They only recorded whether current applicants had left school some time ago. Applicants who left school in years before the reporting year were defined as unplaced applicants from previous years in the BA statistics, even if it was known that this group were not necessarily unplaced applicants from previous years who had in fact sought vocational training before.¹²⁰

The national number of applicants who left school in years before the reporting year fell slightly by 276 (–0.1 %) to 231,289 so it decreased less than the total fall in applicant numbers (–0.6 %, see above). The proportion of these applicants of all registered applicants therefore rose slightly from 42.0 % in 2015 to 42.2 % in 2016.¹²¹

¹¹⁶ Reporting on applicants for vocational training places registered with licensed local authority agencies began in the 2008/2009 reporting year, so reporting on applicants from earlier reporting years only goes back to that year. A full range of figures is available from the 2013/14 reporting year.

¹¹⁷ The total number of applicants shown for western and eastern Länder is somewhat lower than the total number shown for the entire country due to cases that are not possible to classify.

¹¹⁸ Decline in the number of registered applicants in western Länder: 3,430 or 0.7 % to 454,688.

¹¹⁹ Rise in the number of registered applicants in eastern Länder: +1,012 or +1.1 % to 90,552.

¹²⁰ One example of this would be young people who apply for a training place for the first time after completing Voluntary Service. Conversely, applicants from the current cohort of school leavers can be “previously unsuccessful training applicants” if they have decided after applying unsuccessfully for training to improve their qualifications by going back to school, for example.

¹²¹ Since 2009 the figures have developed nationally as follows: 2009: 259,519 (46.1 %); 2010: 261,406 (46.7 %); 2011: 241,401 (44.1 %); 2012: 234,079 (41.6 %); 2013: 232,009 (41.2 %); 2014: 235,954 (42.0 %); 2015: 231,565 (42.0 %); 2016: 231,289

Table 14: Applicants from earlier reporting years, 2012 to 2016

	Total	Who were applicants in at least one of the past 5 reporting years	Who were applicants 1 or 2 years before the reporting year	Applicants		Applicants in at least 1 of the past 5 reporting years before the reporting year, compared with the previous year	
				Of whom		absolute	relative
				Applicants 1 year before the reporting year	Applicants 2 years before the reporting year		
National							
2012	563,305		163,814	142,770	21,044		
2013	562,841		166,070	145,971	20,099		
2014	561,145	187,043	173,131	151,031	22,100		
2015	550,910	185,485	171,186	148,745	22,441	-1,558	-0.8
2016	547,728	185,150	170,862	147,907	22,955	-335	-0.2
Western Länder							
2012	469,899		137,859	120,789	17,070		
2013	470,131		139,395	122,948	16,447		
2014	467,645	156,373	145,899	127,878	18,021		
2015	458,118	155,066	144,124	125,603	18,521	-1,307	-0.8
2016	454,688	154,607	143,509	124,497	19,012	-459	-0.3
Eastern Länder							
2012	93,198		25,915	21,946	3,969		
2013	91,395		26,632	22,982	3,650		
2014	90,432	30,376	26,939	22,863	4,076		
2015	89,540	30,103	26,749	22,839	3,910	-273	-0.9
2016	90,552	30,401	27,213	23,275	3,938	298	1.0

Source: Federal Employment Agency (BA) statistics, special evaluation in preparation for the Report on Vocational Education and Training, (retroactive adjustment to the period series to include "special training for Abitur holders").

In western Länder the number of applicants who left school before the reporting year was almost unchanged (+86 or ±0,0 % to 186,890) so the percentage of applicants who left school before the reporting year rose slightly in 2016 (2015: 40.8 %; 2016: 41.1%).¹²²

In eastern Länder the number of applicants who left school in years before the reporting year compared with 2015 rose slightly by 82 (+0.2 %) to 42,516.¹²³ Since applicant numbers grew more strongly (+1.1 %, see above), their proportion of all registered applicants decreased (2015: 47.4 %; 2016: 47.0 %).¹²⁴

¹²² Time series from 2009 for western Länder: 2009: 201,238 (44.5 %); 2010: 208,632 (45.0 %); 2011: 192,265 (42.2 %); 2012: 187,170 (39.8 %); 2013: 185,433 (39.4 %); 2014: 189,219 (40.5 %); 2015: 186,804 (40.8 %); 2016: 186,890 (41.1 %)

¹²³ Time series from 2009 for eastern Länder: 2009: 58,218 (52.6 %); 2010: 52,699 (54.7 %); 2011: 49,048 (53.5 %); 2012: 46,826 (50.2 %); 2013: 45,875 (50.2 %); 2014: 44,427 (49.1 %); 2015: 42,434 (47.4 %); 2016: 42,516 (47.0 %). Discrepancies in the figures shown for western and eastern Länder compared with national figures are due to cases that were not possible to classify.

¹²⁴ Further findings on applicants from earlier cohorts of school leavers, such as schooling background or whereabouts, can be found in the 2017 Data Report, Chapter A 1.3.

2.6.6.3 The results of the BA/BIBB applicants' survey

In contrast to the BA statistics, the BA/BIBB survey of applicants records young people as unplaced applicants from previous years when they state that they have in the past applied for a training place, regardless of whether or not they were registered with the BA as applicants for training at that time. The BA/BIBB survey of applicants therefore indicates when an applicant applied for a training place for the first time, whether or not he or she was registered with the BA.

Using data from the BA/BIBB surveys of applicants from 2006 to 2014, the BIBB has evaluated the training opportunities of unplaced applicants from previous years.¹²⁵ The 2016 Report on Vocational Education and Training reported on their results, which found that the percentage of unplaced applicants from previous years of all registered applicants had declined substantially in recent years (2006: 40 %; 2014: 28 %).¹²⁶

The group of unplaced applicants from previous years is very heterogeneous, with partly good but partly very bad training prospects. Their chances of being placed in training depend on various factors. The longer it is since the applicant left school, the lower the results that they achieved there were, and the older the applicant is, the worse their prospects of gaining a company-based training place will be.

Reviewed over a longer period, the chances of unplaced applicants from previous years of being placed in fully qualifying training have improved. This was the case for applicants who were unplaced in the previous year (2006: 54 %; 2014: 58 %) and for unplaced applicants from previous years who had first applied for training three or more years before (2006: 42 %; 2014: 46 %). However, 44 % of unplaced applicants from previous years who had applied for training for the first time three or more years ago were outside the education and training system in 2014 (by comparison the figure was 46 % in 2006).

Initial analyses based on data from the 2016 BA/BIBB survey of applicants identified a proportion of unplaced applicants from previous years of 27 %. There

were more young people from migrant backgrounds among unplaced applicants from previous years, with a percentage of 31 %, than there were among first-time applicants (28 %). In 2016 too, the survey showed that a long intervening period since an initial application had a negative effect on an applicant's chances of being placed in training. 41 % of unplaced applicants from previous years were placed in company-based training in 2016, while only 27 % of unplaced applicants from previous years who had applied for training three years ago or more found places. 9 % of unplaced applicants from previous years were unemployed or not in work but 21 % of those who had applied for training three years ago or more were without employment.

There is therefore a need for continuing action to integrate unplaced applicants from previous years into vocational training.

2.6.7 Companies cannot fill training places

Many companies are finding it increasingly difficult to fill the training places they offer. One indication of this is the clear and constant rise in the number of unfilled vocational training places registered with the BA, a trend that continued in 2016.¹²⁷

Surveys of companies also show that their search for trainees is becoming increasingly problematic.

According to the results of the 2016 BIBB Qualification Panel, 45 % of companies surveyed were partly or wholly unable to fill the vocational training places they offered (2015: 42 %) and this percentage increased compared with the figures in earlier surveys.¹²⁸ Smaller and the smallest companies found it much harder to fill the vocational training places they offered. The proportion of vacant training places is in inverse proportion to the

¹²⁷ 2009: 17,564; 2010: 19,802; 2011: 30,446; 2012: 34,051; 2013: 34,625; 2014: 38,269; 2015: 41,592; 2016: 43,478 (Source: BA statistics, special analysis of preparation for the Report on Vocational Education and Training (retroactive adjustment of the time series to include "training designed for Abitur holders", see also [Chapter 2.6.9](#)).

¹²⁸ The first three "waves" of the BIBB Qualification Panel between 2011 and 2013 each surveyed around 2,000 companies. Since the 2014 "wave" 3,500 companies have participated in the survey. In 2011 35 % of the companies surveyed were partly or completely unable to fill the training places they offered. For more findings from the BIBB Qualification Panel see the 2017 Data Report, Chapter A 7.3.

¹²⁵ See also the 2016 Data Report, Chapter A 3.1.2

¹²⁶ For more details please see the 2016 Report on Vocational Education and Training, Chapter 2.7.6.3

number of employees in the company (1–19 employees: 50 %; 20–99 employees: 38 %; 100–199 employees: 34 %; 200 employees and more, 20 %). Among the possible explanations for this are that large companies may be more attractive to young people as training providers and they have more funds available to spend on recruiting measures. The perceived attractiveness of training in the individual occupations on offer¹²⁹ or a company's image may also play a role in trainees' choices.

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

The problems that companies have filling training places vary greatly not only among companies of different sizes but also among various occupations (food trade and restaurant and catering occupations have high rates of unfilled places while office, administrative and commercial occupations have low percentages of unfilled places). Increasing the attractiveness of the training or occupation involved could mitigate this problem (e. g. improving trainees' remuneration, working hours and prospects for further training). Another possible answer might be for companies to embrace a paradigm shift by taking on trainees with secondary general school leaving certificates or those who have achieved lower marks and develop these young people's potential, taking advantage of the opportunity to secure a supply of skilled workers for themselves in this way.

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

Numbers of companies offering training continued to decline in 2015. This is the conclusion reached by the BIBB based on analyses of data from the BA employment statistics. Of the 2.14 million companies in Germany with at least one employee for whom they pay social insurance contributions, 427,496 companies offered training in 2015, 3,625 (–0.8 %) fewer than in 2014 (see Chart 16).

In contrast, the total number of companies again increased. Compared with the previous year this figure grew by 16,904 (+0.8 %) so the percentage of companies offering training¹³⁰ fell even more markedly by 0.3 % to 20.0 % in 2015 (2007: 24.1 %; 2012: 21.2 %; 2013: 20.7 %; 2014: 20.3 %).

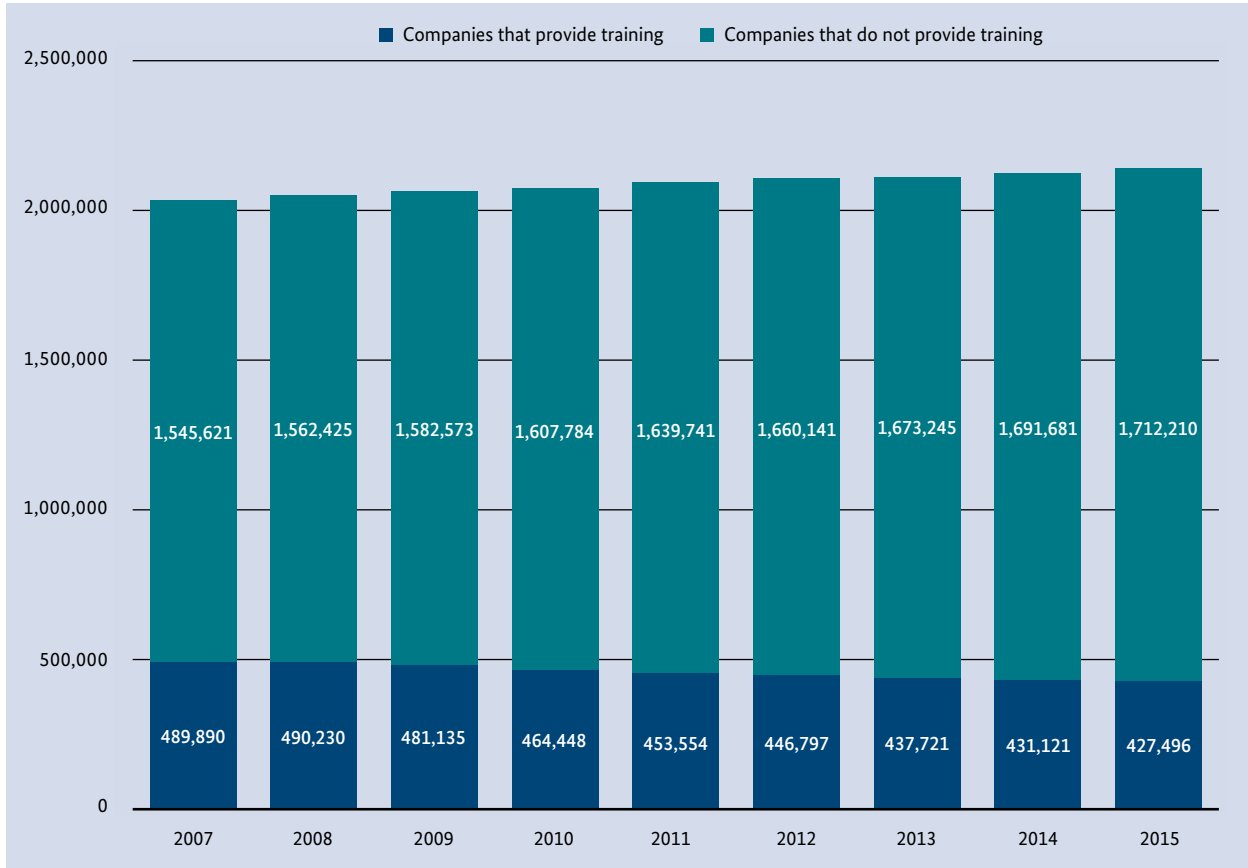
As in previous years, a drop in the number of the smallest companies (1–9 employees) offering training was again responsible for the fall in the overall number of companies providing training. The number of the smallest companies offering training decreased by 6,820 (–3.3 %) to 200,340. This development is in keeping with the increasing difficulties that the smallest companies have in filling their training places, which are outlined above.

Companies in all other size categories recorded growth in the number of companies offering training. 157,099 small companies (10–49 employees) provided training, 1,900 (+1.2 %) more than in the previous year, and the number of medium-sized companies (50–249 employees) offering training grew by 1,140 (+2.0 %) to 57,440. 12,617 large companies (250 and more employees) offered training, 155 (+1.2 %) more than in 2014. The increases in these size categories were however not enough to compensate for the decreases among the smallest companies.

129 A BIBB analysis has shown that income and career expectations and social prestige play a central role in people's choice of occupation. The analysis compared the closely related occupations of retail salesperson and salesperson specialising in foodstuffs. See Granato, Mona; Matthes, Stephanie; Schnitzler, Annalisa; Ulrich, Joachim Gerd; Weiß, Ursula (2016): Warum nicht "Fachverkäufer/-in im Lebensmittelhandwerk" anstelle von "Kaufmann/-frau im Einzelhandel"? BIBB Report 1/2016 (www.bibb.de/veroeffentlichungen/de/publication/show/id/7890).

130 The company training rate is the proportion of companies with trainees of all companies with employees for whom social insurance contributions are payable.

Chart 16: Companies that do and do not provide training in Germany



Source: Federal Employment Agency (BA) employment statistics, reference date 31st of December

The total number of small, medium-sized and large companies rose more sharply than the number of companies providing training, so the percentage of companies offering training fell not only among the smallest companies, but in all company size categories. Rates of companies providing training in 2015 classified by company size were as follows: smallest companies 12.0 % (2014: 12.4 %), small companies 43.4 % (2014: 44.1 %), medium-sized companies 66.4 % (2014: 67.0 %) and large companies 81.3 % (2014: 82.3 %).¹³¹

It should be mentioned here that not every company is authorised to offer training, as the 2016 Report on Vocational Education and Training observed. According to data from the 2014 IAB Establishment Panel, more

than half (57 %) of companies were entitled to provide training.¹³² The proportion of companies authorised to offer training increases with company size. While just on half of the smallest companies with fewer than ten employees are authorised to offer training, almost all large companies with more than 500 employees are.¹³³ If only those companies entitled to offer training are taken into account, the rate of companies actively involved in training is much higher. According to information provided by the IAB, 52 % of companies authorised to offer training participated in training in 2014 (2013: 53 %). In 2014 53 % of companies in western Länder entitled to provide training actively participated in training (2013: 55 %), many more than in eastern Länder, with a rate of 45 % (2013: 43 %).

¹³¹ Detailed analyses on trends in the proportion of companies providing training and training participation rate according to company size and industry can be found in the Data Report accompanying the 2017 Report on Vocational Education and Training, Chapter A 4.10.1.

¹³² The characteristic of “eligibility to provide training” is surveyed based on companies’ own information.

¹³³ See also the 2016 Data Report, Chapter A4.10.2. The next IAB special analysis will be published in the 2018 Data Report (2-yearly).

Chart 17: Types of problems on the training place market

		Number of unplaced applicants	
		low	high
Number of unfilled training places	low	No problem	Supply problem
	high	Problem filling places	Matching problem

Source: BiBB

Companies with more employees also tend to provide training more often. In 2014 38 % of the smallest companies authorised to offer training did so (2013: 40 %) while the figure for large companies with 500 employees and more was 97 % (2013: 95 %). Not all companies entitled to offer training provide it continuously, especially the smallest companies. A fluctuating need for skilled staff may be one reason why they do not offer training every year.¹³⁴

Trends in the rate at which companies constantly provide training, constantly do not provide training, and (temporarily) do or do not participate in training are essential to the training market's further development.

During the fourth round of the BIBB Qualification Panel in 2014 companies were asked about the development in numbers of new training contracts in their enterprise over the past three years. Companies whose participation in training had declined were asked about the reasons why.¹³⁵ According to the

resulting findings, 62 % of the companies surveyed did not provide training. 17 % of the companies reported stable numbers of newly concluded training contracts and 4 % had increased the number of new training contracts in the preceding three years. 17 % of companies had concluded fewer training contracts, including companies that had concluded fewer training contracts in the past three years (4 %) and companies that had not concluded any contracts over this period, in contrast to the situation in earlier years (13 %). The reasons most often given for declining participation in training were no current demand for new young workers (43 %), few or no applications (39 %), and unsuitable applicants (31 %). As well as issues involving the demand for skilled staff and experiences in the search for training place applicants, reasons such as doubts about the cost-benefit ratio of training and changing conditions in the company were also frequently given.¹³⁶

The BMBF is taking the decreases in companies' rate of participation in training and the particular difficulties that smaller companies are having in filling the training places they offer as an opportunity to increasingly focus on supporting small and medium-sized enterprises (SMEs) through its JOBSTARTER plus programme. The BMWi is also working to promote targeted filling of training places in small and medium-sized enterprises.¹³⁷

¹³⁴ According to findings from the IAB Establishment Panel collected between 2007 and 2013, 44 % of all companies authorised to provide training did so continuously, 37 % did so intermittently and 19 % provided no training. 25 % of the smallest companies provided training continuously and 48 % did so intermittently. 27 % did not provide any training during this period (see Dummert, S.; Frei, M.; Leber, U. (2014): Betriebe, Bewerberinnen und Bewerber finden schwerer zusammen, dafür sind Übernahmen häufiger denn je. IAB Interim Report 20/2014 (<http://doku.iab.de/kurzber/2014/kb2014.pdf>).

¹³⁵ The period of three years was chosen because smaller companies in particular do not conclude new training contracts every year and the researchers did not want to overestimate the proportion of these companies withdrawing from training.

¹³⁶ For more information please see Mohr, Sabine; Troeltsch, Klaus; Gerhards, Christian (2015): Rückzug von Betrieben aus der beruflichen Ausbildung. Gründe und Muster. BIBB Report 5/2015 (www.bibb.de/veroeffentlichungen/de/publication/show/id/7878).

¹³⁷ See also the tabular presentation of measures and programmes to strengthen dual vocational training, **Chapter 3.12**

2.6.9 Matching – a central challenge

In view of the fact that companies have increased the number of vocational training places they offer, that demand for training places from young people has declined slightly and the difficulties experienced in reconciling the training places companies offer with young people's desire for training, matching remains an important issue in current vocational training policy discussions.

In considering the rates of unfilled vocational training places and applicants still seeking training, three main types of training market problems emerge: supply problems, problems filling places and matching problems (see **Chart 17**).¹³⁸

In recent years the proportion of unfilled vocational training places of all places offered by companies has risen (2014: 7.1 %; 2015: 7.6 %, 2016: 8.0 %). Western Länder (2014: 6.7 %; 2015: 7.2 %; 2016: 7.6 %) and eastern Länder (2014: 9.2 %; 2015: 9.9 %; 2016: 10.3 %) both recorded increases. The ratio of applicants still looking for training places has however barely changed, with the 2016 national figure the same as the previous year's (2014: 13.5 %; 2015: 13.4 %; 2016: 13.4 %). Slight falls in western Länder (2014: 13.8 %; 2015: 13.7 %; 2016: 13.6 %) were again offset by marginal increases in eastern Länder (2014: 11.2 %; 2015: 11.9 %; 2016: 12.1 %).

Chart 18 shows the partly substantial regional disparities and trends in their development since 2014.¹³⁹

¹³⁸ To calculate the extent of matching problems, the number of unfilled training places of all company-based training places is offset against the number of applicants seeking training related to demand (expanded definition, see **Chapter 2.2**). The range of values can vary from 0 % * 0 % = 0 (no matching problems, no registered training places unfilled and no applicant looking for a training place at the end of the reporting year) to a possible but practically almost impossible figure of 100 % * 100 % = 10,000 (all registered places unfilled and all applicants looking for a training place at the end of the reporting year). The multiplicative linking ensures that the indicator shows no matching problems if there are extreme problems filling places, but no supply problems (in the extreme case 100 % * 0 % = 0) and conversely, if there are no problems filling places but supply problems are extreme (in the extreme case 0 % * 100 % = 0). See also Matthes, Stephanie; Ulrich, Joachim Gerd; Flemming, Simone; Granath, Ralf-Olaf (2016): Mehr Ausbildungsangebote, stabile Nachfrage, aber wachsende Passungsprobleme. Die Entwicklung des Ausbildungsmarktes im Jahr 2015. (www.bibb.de/dokumente/pdf/a21_beitrag_naa-2015.pdf).

¹³⁹ The key data is provided in the 2017 Data Report, Chapter A1.1.

There are major differences in the extent to which not only regions but also individual occupations experience these problems. Findings based on the results of the BIBB survey and BA training market statistics for the 30th of September identify occupations with a particularly high proportion of unfilled company-based training places of all in-company vocational training places (see **Chart 19**). Since these calculations include by definition only unfilled training places that were registered with the BA, the figures reported are somewhat lower than those identified in the survey of companies.

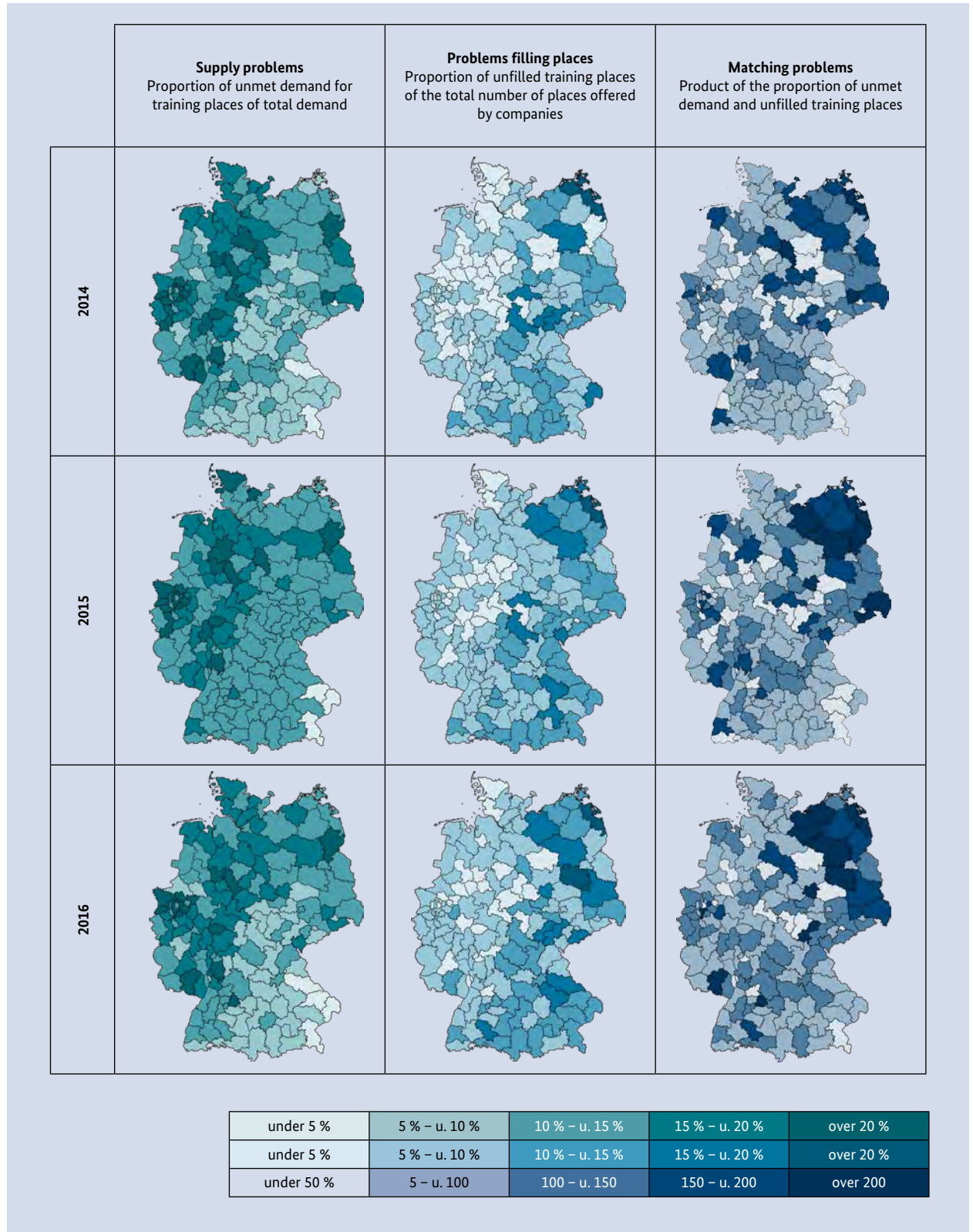
This data also makes it possible to identify occupations in which this situation is reversed. **Chart 19** shows occupations with high proportions of unsuccessful training place applicants.

The occupations with very high numbers of unfilled training places or unsuccessful applicants for training places were largely the same ones as those identified in the preceding year.¹⁴⁰

It should be noted that the relative proportions shown in **Charts 19 and 20** are based on different absolute numbers of unfilled training places or applicants still seeking training. In the occupation of scaffolder for example, 111 (23.1 %) of 481 in-company training places remained unfilled. 3,293 (32.7 %) of the 10,076 training places offered by companies in the occupation of salesperson specialising in foodstuffs were not filled, so this occupation recorded the highest national number of unfilled training places in 2016. The occupation of retail salesperson registered the second-highest number of unfilled training places at 3,078 (11.1 % of the 27,676 training places companies offered).

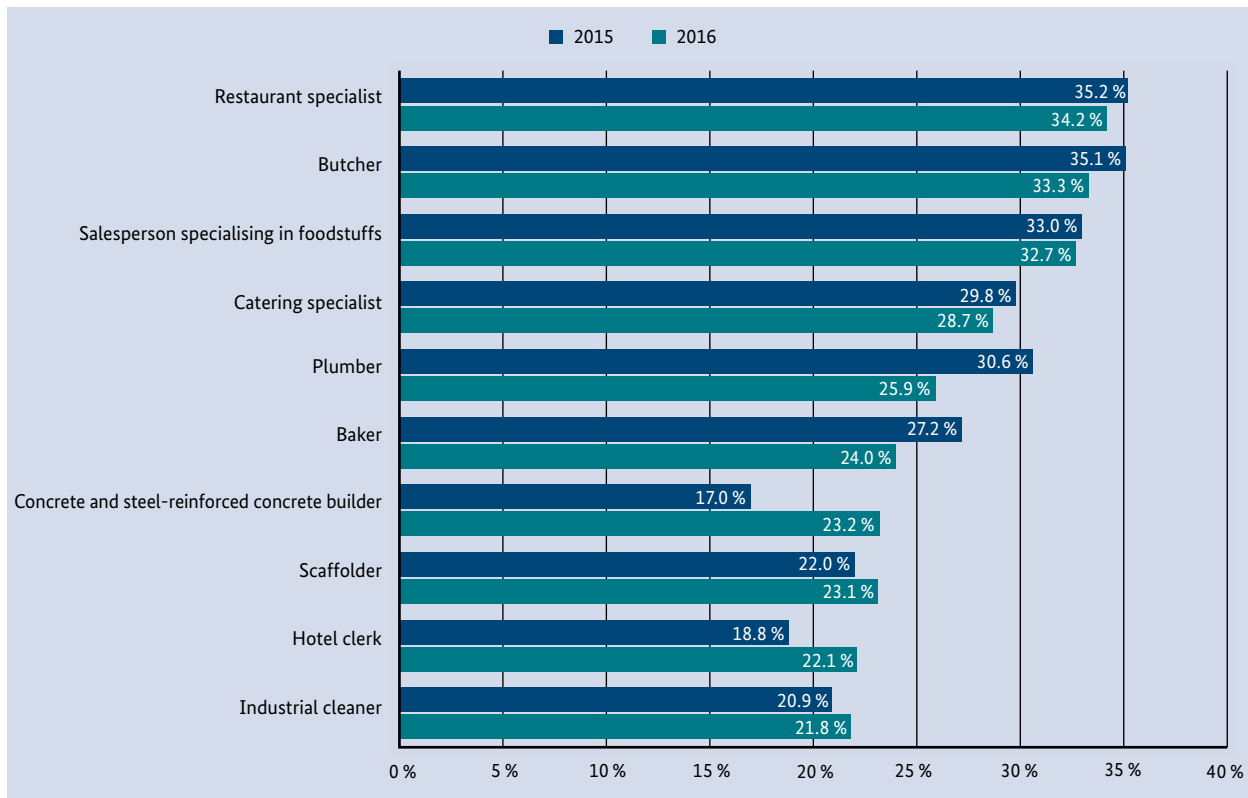
¹⁴⁰ See also the 2016 Report on Vocational Education and Training, Chapter 2.6.10

Chart 18: Regional disparities



Source: BIBB survey on the 30th of September; BA training market statistics, special evaluation carried out in preparation for the Report on Vocational Education and Training (retrospective adjustment of the period series to include “special training for Abitur holders”).

Chart 19: Occupations with a high proportion of unfilled training places of all company-based training places offered in 2015 and 2016



The survey covers occupations in which at least 400 training places were offered by companies in 2016.

Source: BIBB survey on the 30th of September, Federal Employment Agency (BA) statistics.

A comparatively large number of applicants, 5,997, were still looking for training places (19.2 % of total demand of 31,189 places) in the occupation of retail salesperson. Only the occupation of office manager (6,835 or 19.3 % of total demand of 35,492 places) recorded a higher absolute number of applicants still seeking training. **Chart 20** shows the absolute number of applicants still seeking training places in the occupation of animal keeper, at 571 (47.3 % of total demand of 1,206 places). The absolute number of applicants still seeking training in the occupation of designer of digital and print media was 1,270 (29.1 % of total demand of 4,360 places).

Possible approaches towards alleviating the specific occupational and regional problems in filling training places and supply and matching problems could include modifying the information services provided to applicants, changing the selection and recruiting practices

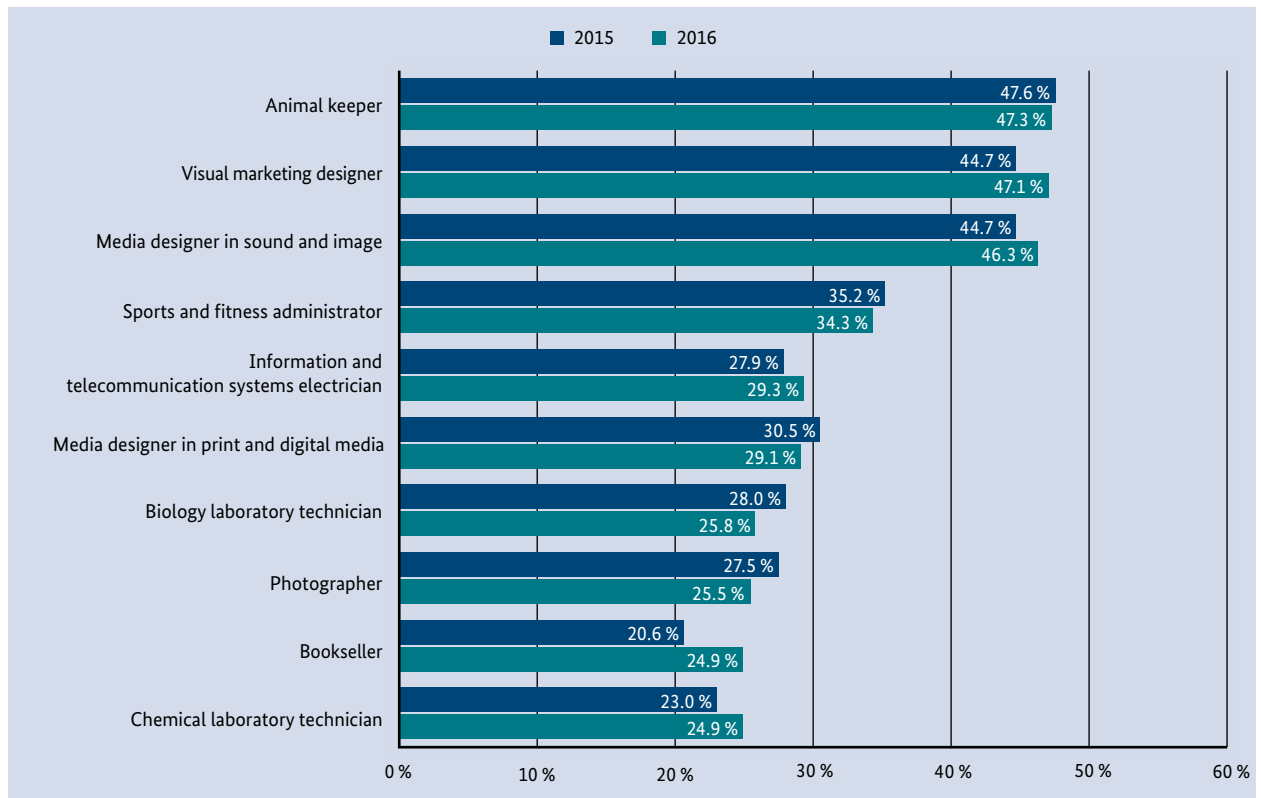
of companies in the training market, stronger regional and cooperative networking, and the dismantling of any institutional obstacles and impediments.

2.6.10 Attracting more university dropouts to dual vocational training

According to calculations carried out by the German Centre for Research on Higher Education and Science Studies (Deutsches Zentrum für Hochschul- und Wissenschaftsforschung – DZHW), more than a quarter of all Bachelors students (29 %) never complete their studies. The dropout rate is higher in Bachelors courses at universities (32 %) than it is at universities of applied sciences (27 %).¹⁴¹

¹⁴¹ Calculations made by the DZHW based on the 2014 cohort of graduates. The figure covers people who have left the tertiary education system without a degree or qualification. Those

Chart 20: Occupations with a high proportion of unsuccessful training place applicants in 2015 and 2016



The survey covers occupations in which at least 400 training places were offered by companies in 2016. (according to the expanded definition of demand)
Source: BIBB survey on the 30th of September, Federal Employment Agency (BA) statistics.

Practice-based careers orientation at grammar schools can play a major role in helping to reduce numbers of university dropouts. It is also important to provide opportunities for transfer between vocational and academic education and training, not only unilaterally, with options for transferring not only from vocational training into academic education, but also in the opposite direction.

The Federal Government and other actors want to attract more students who do decide to drop out of university studies into dual vocational training by instituting measures to achieve a win-win situation for both parties. University dropouts could be given the chance to obtain a vocational qualification through training and companies would profit not only from

who have changed subjects or institution are not included in the dropout rate figure.

a larger pool of applicants from which they could recruit trainees, alleviating their increasing difficulties in filling the training places they offer, they would also be able to employ these high-achieving and often suitably educated and motivated trainees.

2.6.11 Young adults with no vocational qualifications

In 2015, according to microcensus data, 13.4 % (or 1.95 million) of young people aged between 20 and 34 in Germany had no vocational qualifications¹⁴² and so lacked the prerequisites for qualified participation in

¹⁴² People who have not yet ended their vocational training (school students, trainees and students) and those engaged in a Voluntary Service year are not counted as people with no vocational qualifications.

Table 15: Young adults with no vocational qualifications 2011 to 2015

Year	20 to 24 year-olds		25 to 34 year-olds		20 to 34 year-olds		20 to 29 year-olds	
	Unskilled (in %)	Absolute figure (in millions)	Unskilled (in %)	Absolute figure (in millions)	Unskilled (in %)	Absolute figure (in millions)	Unskilled (in %)	Absolute figure (in millions)
2011	13.0	0.62	14.3	1.36	13.8	1.98	13.3	1.27
2012	12.6	0.59	14.2	1.37	13.7	1.96	13.1	1.24
2013	11.7	0.54	14.1	1.38	13.4	1.92	12.7	1.20
2014	12.0	0.54	13.8	1.39	13.3	1.93	12.7	1.20
2015	12.3	0.53	13.9	1.41	13.4	1.95	12.9	1.22

Source: Research data centre of the statistical offices, 2011 to 2015 microcensuses, BIBB calculations

working life.¹⁴³ This entails significant negative consequences for the individuals involved, for their opportunities to earn a living and for society as a whole. Given current demographic changes, these young people will also be needed as skilled workers.

The proportion of unskilled young people and the absolute number of young adults with no vocational qualifications did not improve compared with the previous year (see [Table 15](#)).¹⁴⁴

Reviewing the results according to age cohorts offers the following picture: there are fewer unskilled young adults (20 to 24-year-olds) than unskilled 25 to 34-year-olds.

The percentage of unskilled young women aged from 20 to 34 was 13.1 % and lower than the percentage for young men (13.7 %).

¹⁴³ This group is very heterogeneous. It is made up mainly of less-qualified people who tend to have problems in 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 or a course of studies when they have found prospective employment.

¹⁴⁴ Detailed calculations carried out by the BIBB show that given a 5 % probability of error it is not possible to prove statistically whether or not the percentage of people with no formal qualifications has changed compared with the 2014 figure. The percentage of people with no formal qualifications in 2014, 13.3 %, is within the confidence interval of 13.2 % to 13.6 %, so this may be a selection bias. The proportion of unskilled workers seems to be stagnant at the 2013 level after falling for several years in a row more recently. See also the 2017 Data Report, Chapter A 11.1.

Young people from migrant backgrounds more often lack vocational qualifications. While 8.8 % of 20 to 34-year-old Germans not from migrant backgrounds had no vocational qualifications in 2015, the proportion of unskilled migrants was 29.8 %, so more than three times as high.¹⁴⁵

Young people with no school leaving qualifications are at particular risk of not gaining vocational qualifications. 70.2 % of unskilled 20 to 34-year-olds were in this group in 2015. The higher a young person's school leaving qualifications are, the less likely they are to be unskilled (secondary general school certificate: 31.4 %, intermediate school leaving certificate: 9.3 %, higher education entrance qualification: 4.5 %).

Statements on young people with no formal vocational qualifications can be made based on data from the National Educational Panel Study (National Bildungspanel – NEPS).¹⁴⁶ Initial evaluations carried out by the BIBB as part of this pilot project, which is funded by the BMBF, also reveal differences in the schooling background in these young people's families of origin. The parents of young adults with no vocational quali-

¹⁴⁵ See also [Chapter 2.6.1](#)

¹⁴⁶ The NEPS accompanied 14,000 people in the 1944 to 1986 cohorts on their education and training, occupational and life paths. In the fourth "wave" of surveys carried out from the autumn of 2011 to the spring of 2012, 3,172 people aged between 25 and 35 were surveyed, of whom 369 (11.6 %) were classified in the group of those who did not (yet) have a vocational qualification and were also not in a fully qualifying school-based, vocational or academic training or education at the time of the survey. 136 people were in training at the time of the survey so the comparison group is made up of the remaining 2,667 people who already had a formally qualifying vocational qualification at the time of the survey. For more information on the NEPS go to www.neps-data.de/de-startseite.aspx

fications also often have no vocational qualifications (26 % of fathers and 44 % of mothers compared with 9 % and 17 % in the comparison group) and no school leaving qualifications (10 % of fathers and 21 % of mothers compared with 2 % and 4 % in the comparison group). The NEPS analyses confirmed the hypothesis that young people with no vocational qualifications also have fewer opportunities in the employment and training market. Surveying the young people's families of origin, also shows that the parents of young adults with no vocational qualifications tend to work in occupations with a lower socioeconomic status more often than the parents of the young people surveyed in the comparison group.¹⁴⁷

The number and qualifications of refugees arriving in Germany is expected to have a major impact on future developments in numbers of unskilled young people and those with no vocational qualifications.¹⁴⁸

2.6.12 Premature termination of training contracts and courses

According to the vocational training statistics provided by the Federal and Länder government statistics offices, 142,275 training contracts were prematurely terminated nationally in 2015 so the premature termination rate was 24.9 %¹⁴⁹ and in the upper range of fluctuations

147 For more detail please see the 2017 Data Report, Chapter A 11.4.

148 The German microcensus sample is taken based on residential buildings, so people living in temporary shelters that are not registered as residences are not surveyed so most newly arrived refugees are not currently included in this proportion of unskilled workers.

149 The termination rate is the proportion of prematurely terminated contracts of all newly concluded contracts. Since it cannot be known in the current reporting year how many trainees with newly concluded training contracts will prematurely terminate their contracts, a so-called "layer model" is used to calculate the training contract termination rate, approximately determining the training contract termination rate of the current group of trainees. With the conversion of the vocational education and training statistics provided by the statistical offices of the Federal and Länder governments to individual data collection (see the 2010 Report on Vocational Education and Training, 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 in which the contract began and expressed as a percentage of all newly concluded contracts with a similar start date (see www.bibb.de/dokumente/pdf/a21_dazubi_daten.pdf). Another new feature is that sets of data can be compiled for each cohort, making it possible to analyse the course of training until the training contract ends. Based on these data sets for each cohort, the proportion of prematurely

recorded since the early 1990s. In recent years the rate of premature termination of training contracts and courses has developed as follows: 2009 22.1 %, 2010 23.0 %, 2011 24.4 %, 2012 24.4 %, 2013 25.0 %, 2014 24.6 %, 2015 24.9 %. Analyses carried out by the BIBB have revealed a link between the development of the rate of premature termination of training contracts and courses and the training market situation. In years with a higher training market supply and demand ratio (ANR), the rate of premature termination of training contracts tends to be closer to 25 % and in years with a less favourable ANR from the point of view of trainees it is closer to 20 %. One reason for this may be that young people may be more likely to terminate a training contract and change training places when there is a larger supply of training places to choose from.¹⁵⁰

Vocational training statistics provide data on the extent of the premature termination of training contracts but do not yield any information on the reasons for them or on the young people's whereabouts. Various studies surveying trainees and companies providing training on the causes of the premature termination of training contracts have found that trainees terminating their contracts early gave reasons such as conflict with trainers and supervisors, a lack of quality in training, adverse working conditions, personal and health reasons, and a wrong choice of occupation. Companies tended to report mainly the inadequate performance of trainees, their lack of motivation or integration into the company, and mistaken ideas about the occupation as the reasons for premature contract termination.

Training contracts can also be ended early for a range of other reasons such as a change of the trainee's occupation, a move from non-company training into

terminated contracts can be calculated ex post without the need to resort to the relatively complex "layer model" calculation formula. The results show that the BIBB's formula for calculating the premature contract termination rate based on the layer model provides a very good approximate figure.

150 2009: 22.1 %; 2010: 23.0 %; 2011: 24.4 %; 2012: 24.4 %; 2013: 25.0 %; 2014: 24.6 %. BIBB analyses show here a connection between the trend in the premature training contract termination rate and the training market situation. In years with a higher supply and demand ratio (Angebots-Nachfrage-Relation – ANR) the premature training contract termination rate tends to be about 25 % while in years with a less favourable ANR from the point of view of trainees it is closer to 20 %. One reason for this may be that young people who can choose from a large number of training places may be more likely to terminate a training contract prematurely and start training in another place. See also the 2014 Data Report, Chapter A 4.7.

training with a company, or the insolvency and closure of the company, so they may end for reasons that cannot be equated with simple termination.¹⁵¹

Rates of premature termination of training contracts and courses also vary greatly among specific training occupations.¹⁵² In 2015 the occupation of restaurant specialist had the highest rate of premature training contract terminations (49.6 %). Other hotel and hospitality occupations also had very high levels of premature training contract terminations, such as cooks (48.1 %), professional caterers (41.3 %), hospitality services industry specialists (43.6 %) and hotel business specialists (40.2 %). Rates of premature training contract termination were also high in the occupations of hairdresser (48.6 %), safety and security specialist (48.3 %), industrial cleaner (48.0 %), beautician (44.6 %), building and object coater (43.9 %), scaffolder (43.5 %), parquet layer (43.5 %) and salesperson specialising in foodstuffs (43.4 %).

The rate of premature training contract termination was lowest for the occupation of clerk in public administration (3.6 %) and the occupations of media and information services specialist (5.0 %), notary clerk (5.1 %), specialist in labour market services (5.4 %), aircraft mechanic (5.9 %), bank clerk (6.8 %), chemical technician (6.9 %) and chemical laboratory technician (6.9 %) also recorded very low levels of premature training contract termination.

The lower a trainee's general school leaving qualification is, the higher their premature training contract termination rate will be (no secondary general school certificate: 37.1 %, with secondary general school certificate: 36.4 %, with intermediate school leaving certificate: 22.3 %, with higher education entrance qualification: 14.2 %).

There are also differences in rates of premature training contract termination between German trainees

and foreign nationals. 33.3 % of the training contracts of foreign trainees were terminated prematurely on average, while only 24.2 % of the contracts of German trainees ended prematurely. There are no precise analyses of these figures but the differences in these rates can be partly explained by the differences in the highest general school leaving qualifications achieved by each of these groups. Care must be taken in interpreting this data because the correlations are complex. Rates of premature training contract termination may be higher for one group because they are more often in training occupations, companies or regions that have high rates of premature contract termination. Conversely, premature contract termination rates may be higher in certain occupations because more young people who are more likely to terminate their training contracts early are training in those occupations.¹⁵³

The premature termination rate was slightly higher for contracts concluded with young women (25.2 %) than it was among those concluded with young men (24.7 %).¹⁵⁴

Premature training contract terminations cannot be entirely avoided and may even be necessary and reasonable. At the same time, the premature termination of training contracts causes uncertainty and a loss of time and energy and other resources for both parties involved (companies and young people). In the worst case, they could lead companies and young people to end their participation in training altogether.

The Federal Government has recognised the need for action here and initiated measures to promote careers orientation and the maturity young people need for training at any early stage of their general school education and to provide individual support and mentoring for both trainees and companies during training.¹⁵⁵

2.6.13 Recognition of vocational qualifications gained outside Germany

The Federal and Länder government laws for advancing the assessment and recognition of foreign

¹⁵¹ See also the 2016 Data Report, Chapter A 4.7. It should be noted here that in comparison the university dropout rate records the number of students who leave university without any qualification. According to calculations made by the German Centre for Higher Education Research and Science Studies (Deutsches Zentrum für Hochschul- und Wissenschaftsforschung) the dropout rate in Bachelors courses for the 2012 cohort was 28 %.

¹⁵² Occupations in which at least 300 trainees began with new training contracts were included in the calculations.

¹⁵³ See [Chapter 2.6.1](#)

¹⁵⁴ For more detailed analyses see the 2017 Data Report, Chapter A 5.6

¹⁵⁵ See [Chapter 3](#)

vocational qualifications (Anerkennungsgesetze) that came into force between 2012 and 2014 have for the first time made it possible for people to have foreign vocational qualifications in occupations not regulated by German law recognised in Germany. They have also made it easier for those with foreign qualifications in occupations that are regulated under German law, such as the healthcare and teaching professions, to have their qualifications recognised in Germany.

According to the official statistics compiled for the 6th of October 2016, around 20,000 national processes for recognising vocational qualifications regulated by the Federal Government were reported from January to December 2015. Since the Assessment and Recognition of Foreign Qualifications Act (Anerkennungsgesetz) came into force, over 63,000 applications to have qualifications recognised had been lodged by the end of 2015, 26 % of them involving non-regulated training occupations. In contrast to the recognition of equivalent qualifications in regulated occupations, this recognition is not a precondition for working in a particular occupation but is primarily a “transparency instrument”. Even a partial recognition of equivalence makes it easier for employers to evaluate foreign vocational qualifications and can offer a starting point for companies in possibly offering training and further training.

As in 2014, most of the 17,000 recognition processes adjudicated that involved vocational qualifications regulated by the Federal Government (74 %) resulted in complete recognition of the foreign vocational qualifications in 2015. Only 2.6 % were completely declined. These recognised vocational qualifications are regarded as completely equivalent to those for German occupations and the legal consequences are the same as for holders of German qualifications (e. g. access to higher education for holders of vocational qualifications).

Implementation and application of the Assessment and Recognition of Foreign Qualifications Act (Anerkennungsgesetz) and Federal Government regulations on the recognition of foreign vocational qualifications is subject to a continuing monitoring process carried out by the BIBB as the central monitoring and support agency.

2.6.14 Part time vocational training for young parents

For the past ten years, Section 8 of the Vocational Training Act (BBiG) has offered trainees the option of undergoing part time vocational training. This gives young parents in particular an opportunity to flexibly adapt periods of training and combine vocational training with their family responsibilities.¹⁵⁶

In 2015 50.4 % of all young mothers (around 100,000) and 34.1 % of all young fathers (around 17,000) aged from 16 to 24 had no vocational qualifications and were not attending school or participating in dual vocational training so the percentages of young mothers and young fathers in this group rose compared with the previous year (2014: young mothers: 50.3 %; young fathers: 37.6 %)¹⁵⁷ These young people represent high levels of unused potential, especially given the impending shortage of skilled workers. Young adults with family responsibilities are therefore another target group of the BMBF’s JOBSTARTER training structure programme.¹⁵⁸

According to data drawn from the Federal and Länder government statistics offices vocational training statistics (vocational training statistics for the 31st of December) just 2,043 new part time vocational training contracts in 2015, 0.4 % of all training contracts in that training year (2014 saw 2,259 new part time training contracts, also 0.4 %).

As in previous years, more female trainees were training part time (0.9 %) than male trainees (0.1 %).

Experience has shown that part time trainees are highly motivated. Many companies, doubtless in response to falling applicant numbers, are also interested in offering part time vocational training. To close the substantial gap between the number of part time vocational training contracts and the potential of young mothers and fathers, the partners in the Alliance for Initial and Further Training have resolved to work

¹⁵⁶ See also recommendation of the BIBB Board on shortening and extending training times/part time training (www.bibb.de/dokumente/pdf/ha-empfehlung_129_ausbildungszeit.pdf)

¹⁵⁷ Source: Special evaluation of the 2014 and 2015 microcensus by the StBA commissioned by JOBSTARTER

¹⁵⁸ See also www.jobstarter.de/de/Junge-Erwachsene-mit-Familienverantwortung-48.php

towards a more widespread implementation of part time vocational training.

2.6.15 Vocational training for people with disabilities

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

Trainers and instructors working as recognised specialist trainers regulated by S. 66 of the Vocational Training Act (BBiG) and S. 42m of the Crafts Code (HwO) must have an additional rehabilitation pedagogy qualification (ReZA). The statutory framework governing training regulations for people with disabilities provided by S. 66 of the Vocational Training Act (BBiG) and Ss.42m and 6 of the Crafts Code (HwO) provide various options for demonstrating such qualifications. These include cooperation between training providers and suitable training institutions or the taking of specific qualifications for training people with disabilities that trainers have acquired elsewhere into account.

8,679 (2015: 8,851) new contracts for training based on the regulations for training people with disabilities set out in S. 66 of the Vocational Training Act (BBiG) and S. 42m of the Crafts Code (HwO) were concluded nationally in 2016, although these figures do not record all the training contracts concluded by people with disabilities who opted for training in the dual system as defined in the Vocational Training Act (BBiG) and Crafts Code (HwO). People with disabilities also conclude contracts for training in state-recognised training occupations, which the BBiG provides for as standard. The relevant surveys and statistics (BIBB survey on the

30th of September and vocational training statistics of the Federal and Länder government statistics offices for the 31st of December) do not record personal characteristics such as disability so no statements can be made on the actual extent of the training of people with disabilities in the dual system.¹⁵⁹

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

If young people with disabilities (as defined in S. 19 of the German Social Code) (SGB III) cannot be trained in a company because of the type or degree 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 as defined in S. 35 of the German Social Code (SGB IX). An annual average of 38,000¹⁶⁰ people with disabilities participated in an employment promotion measure with the goal of a vocational qualification in 2016 (2015: 39,000). An annual average of 13,000 young people in rehabilitation were in prevocational courses, which was the same number as in 2015. A further annual average of 23,000 people received funding and support for participation in admissions procedures and vocational training in a workshop for people with disabilities (the same figure as for last year). This latter group are people who, because of their disability were not or not yet able to work in accordance with the demands of the ordinary labour market.

159 See also Gericke, Naomi; Flemming, Simone (2013): Menschen mit Behinderungen im Spiegel der Berufsbildungsstatistik. Grenzen und Möglichkeiten. Bonn. www.bibb.de/dokumente/pdf/ab21_dazubi_Kurzpapier_Menschen_mit_Behinderung_in_der_Berufsbildungsstatistik_201306.pdf and the 2014 Data Report, Chapter A 4.1.4.

160 Gliding 12-monthly average from December 2015 to November 2016 for the instruments of non-company vocational training as defined in S. 76 of the German Social Code (SGB III), subsidies for training allowances for disabled and severely disabled people as defined in S. 73 of the German Social Code (I, II SGB III) and special measures to promote training as defined in S. 117 of the German Social Code (SGB III).

Occupying an intermediate position between general company based training that does not provide specific support for people with disabilities and non-company vocational training with a training provider, supported training in companies offers people with disabilities opportunities for “inclusive training”. Supported training in companies is similar to assisted company based training but has been expanded to include a range of support services specifically designed for people with disabilities.

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 is. As part of this national action plan, especially through the “Initiative Inklusion” and “Inklusionsinitiative für Ausbildung und Beschäftigung” programmes, activities have been initiated to increase the proportion of young people with disabilities participating in company-based and company-related training. In the 18th legislative period too, the Federal government will particularly emphasise inclusion as a social policy goal, one prescribed in the Coalition Agreement. One expression of the Federal government’s commitment in this area is the decision it took in June 2016 to continue the national action plan. The national action plan 2.0 will again focus particularly on measures to promote the participation of people with disabilities in working life.¹⁶¹

Among the national action plan activities promoting the vocational training of people with disabilities the establishing and continuing development of structures and measures to improve vocational orientation for severely disabled students, especially those who need special educational support, through the “Initiative Inklusion”, with 80 million Euros of funding from the rehabilitation funds, should in particular be emphasised. This start-up financing is designed to enable the Länder to establish national careers orientation structures that they then maintain with their own funding when the Federal government funding period has been completed. This will be flanked by the “Educational Chains Initiative”, through which the Federal government works together with Länder governments to interlink successful funding and

support instruments to provide integrated and consistent funding and support for vocational orientation and the transition system. Taking inclusion as its guiding principle, the Federal government is working to ensure that this process involves young people with disabilities and takes their specific concerns into consideration where necessary. In combination with activities initiated as part of the national action plan to raise employers’ awareness of the training and labour market potential of people with disabilities, this will provide an essential basis for the most inclusive possible transition into working life for those with disabilities, preferably in the form of company based training.

The Federal Government’s new report on the life situations of people with disabilities and their participation in society, which was first published in 2013, completely restructured earlier reporting on people with disabilities. It investigates the opportunities of people with disabilities to participate in employment and in the wider society and offers an empirically substantiated information basis for both policy and practice.¹⁶² The second report was published in early 2017.

2.7 Training for the healthcare professions

Training in the healthcare professions including geriatric care is provided at healthcare vocational training schools and, due to the different structures of federal school systems, at vocational and trade and technical schools. According to the school statistics provided by the Federal Government statistics offices, 215,229 students were training in the healthcare professions in the 2015/2016 school year, 77.5 % of them women. The total number of students rose by 514 or 0.2 % compared with the previous year.

Developments in student numbers in different sectors of these professions varied widely. 63,611 students were training in registered and general nursing and their numbers were stable compared with the previous year’s figures (64,022 or -0.6 %).

¹⁶¹ See also www.bmas.de/DE/Schwerpunkte/Inklusion/nationaler-aktionsplan-2-0.html

¹⁶² See also www.bmas.de/DE/Service/Medien/Publikationen/a125-13-teilhabebericht.html

There was a 2.1 % increase in trainee numbers in in general and paediatric nursing to 7,074.

The school statistics show that the total number of students training in the area of geriatric care rose significantly again compared with the preceding year by 1,766 or 2.7 % to 68,051. Compared with the previous year, the number of new entries into geriatric nursing training grew by 299 or 1.3 % to 23,612. It should be taken into account though, that the school statistics do not include the increasing numbers of new trainees starting in shortened geriatric nursing training courses.

One reason for the increase in the overall number of students training to be geriatric nurses is the “Aged Care Training and Qualification” campaign, which was launched by the Federal and Länder governments and industry associations in December 2012 and ended in 2015. To record the increase in new entries into geriatric nursing training that is the campaign’s goal, the “Aged Care Training and Qualification” office is carrying out a detailed annual survey in the Länder that also includes trainees starting shorter training for geriatric nursing. This survey of the Länder estimated that there were 27,246 new geriatric nursing trainees nationally in the 2015/2016 school year.

During the campaign a special regulation provided for under Section 131b of the German Social Code (SGB III), gave students an opportunity of having a geriatric care retraining course fully financed by the BA for three years, an option initially offered until the 31st of March 2016 that has now been extended until the 31st of December 2017. This has resulted in a significant increase in the number of students retraining in the field of geriatric care and made a major contribution to securing a supply of skilled geriatric care professionals. Participants who successfully complete the training can look forward to good employment prospects in the labour market.¹⁶³ Amendments to the Federal Geriatric Care Act (Altenpflegegesetz) have expanded options for shortening the three-year geriatric care training course (for experienced nursing assistants, for example). Although the percentage of students in the shorter training courses grew over

the duration of the campaign, most of those starting training in this field (60 %) were entering unshortened training courses. In the 2014/2015 school year around a quarter of all students starting training to be geriatric nurses were funded by the BA.

In the 2015/2016 school year the total number of students training to be geriatric nursing assistants, general nursing assistants and nursing and care assistants, occupations regulated by Länder regulations, fell by 330 or 2.1 % to 15,349 compared with the previous year. 7,968 students (–188 or –2.3 %) are currently training to be geriatric nursing assistants, 4,441 (–76 or –1.7 %) to become general nursing assistants and 2,940 students are currently participating in nursing and care assistant training (–66 or –2.2 %).

Among the other healthcare professions there were substantial increases in numbers of students in training to become orthoptists to 131 (+14.9 % or +17), dietary assistants, up 1,677 (+0.8 % or +13) and in the field of medical-technical functional diagnosis, where there were 453 more trainees (+16.2 % or +63).

Once again, the number of students training to be speech therapists fell (–201 or –5.7 % to 3,470) and there was a substantial decline in trainee numbers in the area of massage and medical hydrotherapy (–73 or –4.3 % to 1,608), continuing a longer trend of fewer trainees training in the area of massage and medical hydrotherapy and more in training to become physiotherapists. After declining in recent years, numbers of trainee physiotherapists consolidated this year and have stabilised at a consistent level. There was a sharp drop in the number of trainee paramedics (–2,173 or –44.5 % to 2,705) although their number is offset by the 1,709 people training to be emergency paramedics nationally. The decrease in the number of trainee paramedics is due to the expiry of the law on paramedic assistants (Rettungsassistentengesetz), which ceased to be in force on the 31st of December 2014. Paramedic training was then replaced by the new emergency paramedic training. The number of emergency paramedic trainees was recorded for the first time during the reporting period.

¹⁶³ See also [Chapter 3.11](#)

3 Vocational training policy measures and programmes

The next chapter describes the Federal Government's new and continuing vocational education and training measures and programmes, including its activities as a committed partner in the Alliance for Initial and Further Training.¹⁶⁴ Through its "Educational Chains leading to vocational qualifications" (Abschluss und Anschluss – Bildungsketten bis zum Ausbildungsabschluss) initiative, the Federal Government is working together with Länder governments to support young people in successfully completing education and training through a range of preventative and comprehensive measures.¹⁶⁵ The Federal Government has also established a range of measures and programmes offering careers orientation and others designed to optimise young people's transition from school into training, to strengthen dual training and to ensure that the initial and continuing vocational training continues to be effective and sustainable in future.¹⁶⁶ Other Federal Government measures offer funding and support for individual continuing education and training, improve transparency and possibilities for transfer between sectors in the education and training system and promote equality of opportunity and participation in society.¹⁶⁷ The Federal Government is acting to secure the effectiveness and sustainability of the vocational training system, now and in future, through its commitment to promoting digitalisation in vocational training and to the validation and recognition of skills acquired in Germany and elsewhere.¹⁶⁸ At the end of this section long-term vocational training and labour market policy instruments, measures and programmes and specific vocational training policy measures and programmes are presented in table form.¹⁶⁹

164 See Chapter 3.1

165 See Chapter 3.2

166 See Chapters 3.3 to 3.5

167 See Chapters 3.6 to 3.8

168 See Chapters 3.9 to 3.10

169 See Chapters 3.12 to 3.13

3.1 Alliance for Initial and Further Training 2015–2018

Key data:

Period: 2015–2018

Internet: www.aus-und-weiterbildungsallianz.de

Training policy goals:

The Alliance for Initial and Further Training, which is made of the Federal Government (BMW, BMAS, BMBF and integration commissioners), the BA, business and industry, the unions and Länder governments, who joined forces at the end of 2014, has set itself the goals of strengthening dual vocational training in Germany and establishing the equivalence of vocational company-based and academic education and training. It aims to put every person interested in training on a path that can provide them with a vocational qualification as soon as possible, with company-based training a remaining a clear priority.

To achieve these shared goals, the partners in the Alliance for Initial and Further Training, working under the lead management of the BMW, exchange views and ideas on their measures on a regular basis, optimise the management of interfaces between their various activities and cooperatively launch new initiatives, most recently many for integrating refugees into training and employment.

Since the Alliance was founded, its partners have implemented the following central measures to strengthen dual training:

- a substantial expansion in the number of company based training places registered with the BA,
- a joint concept for the placement and subsequent placement of young people in training,
- the new funding instrument of Assisted Training to support both disadvantaged young people and companies in providing training, and
- improved opportunities for accessing assistance during training.

The Federal and Länder Governments and the BA have also agreed on joint careers orientation concepts, including for grammar schools, and initiated and expanded measures to improve young people's transition from school into education and training.

Further Alliance priorities:

At their summit meeting in June 2016, the partners in the Alliance for Initial and Further Training agreed to focus their work on the following central priorities in coming years. These are measures designed to benefit and support German nationals as well as migrants and refugees:

- securing a large number of training places in companies,
- reinforcing the vocational training path and its relevant support instruments,
- dealing with matching problems in the training place market,
- further improving the quality of dual training,
- increasing the attractiveness of vocational training for high-achieving young people and all others,
- raising the profile of vocational qualifications and improving the collation of data on refugees,
- expanding return-to-learn qualification measures,
- supporting vocational schools as language teaching centres,
- taking dual training in to the digital future and
- strengthening the exchange of ideas and experience among vocational education and training actors and promoting dual training.

In 2017 the Alliance partners will again continue their efforts to strengthen and enhance dual vocational training, particularly in the area of improving matching in the training place market. Successfully integrating both German nationals and young migrants and refugees in company based vocational training is one of the Alliance's core concerns. The Partners will also increasingly focus on available instruments to achieve this (such as Assisted Training) and on accompanying language skills teaching. With the launch of a joint Alliance for Initial and Further Training Internet presence¹⁷⁰ current developments in this area can now also be followed online.

¹⁷⁰ www.aus-und-weiterbildungsallianz.de

3.2 The “Educational Chains leading to Vocational Qualifications” (“Abschluss und Anschluss – Bildungsketten bis zum Ausbildungsabschluss”) initiative

Key data:

Period: since 2010–2020

Internet: www.bildungsketten.de;

www.berufsorientierungsprogramm.de

Training policy goals:

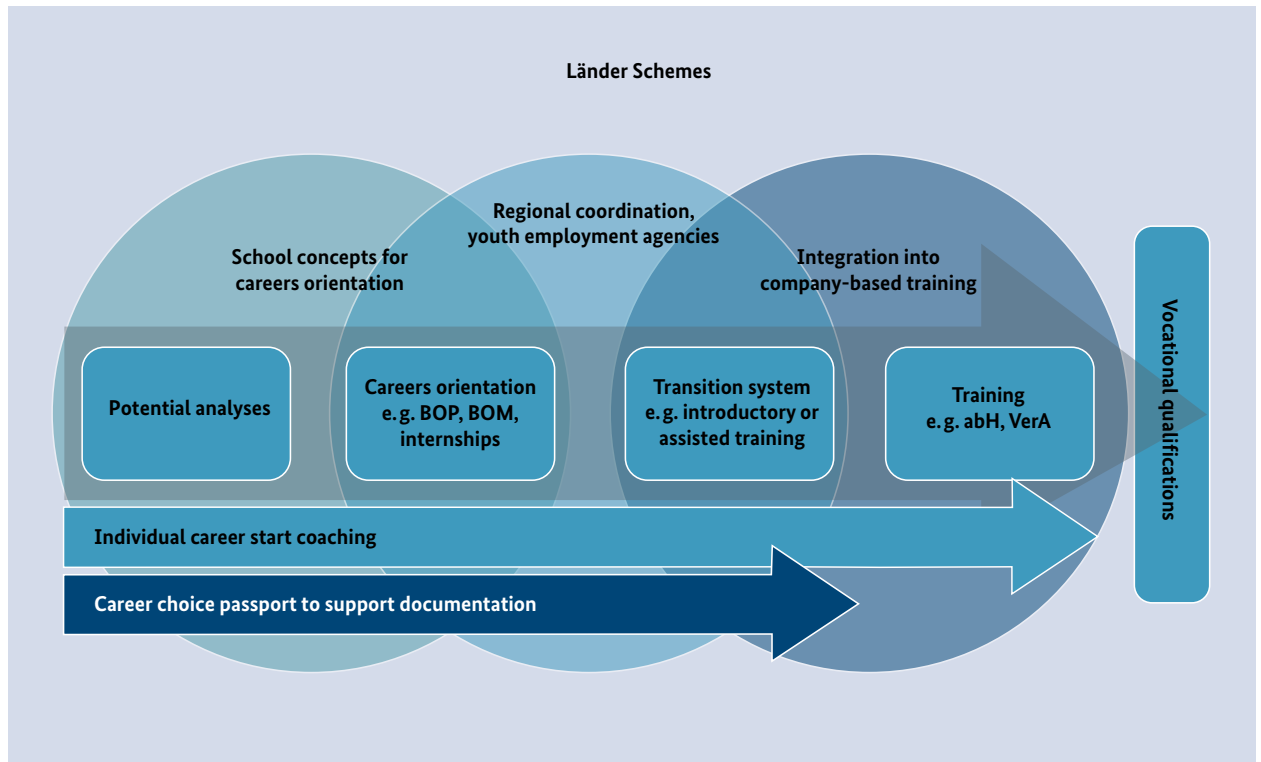
The goals of the “Educational Chains leading to vocational qualifications” (“Abschluss und Anschluss – Bildungsketten bis zum Ausbildungsabschluss”) initiative are to comprehensively ensure the success of young people in education and training by successively developing a structured and coherent funding and support policy involving the Federal Government (BMBF and BMAS), BA and Länder governments covering the areas of careers orientation and the transition system. The core elements of the Educational Chains initiative are analyses of young people's potential at an early stage, action-oriented careers orientation such as the careers guidance programme (Berufsorientierungsprogramm – BOP), individual career start coaching, introductory qualification and careers orientation measures (Berufsorientierungsmaßnahmen – BOM) as defined in S. 48 of the German Social Code (SGB III)¹⁷¹, mentoring through training by volunteers¹⁷², introductory training, support during training and assisted training¹⁷³.

¹⁷¹ See the tabular presentation on measures and programmes for careers orientation and optimising management of education and training transitions, **Chapter 3.12**

¹⁷² See also the “VerA” Initiative for preventing premature training termination

¹⁷³ See the tabular presentation on measures and programmes to strengthen dual training, **Chapter 3.12**

Chart 21: The overall concept of the “Educational chains” programme



Source: BMBF

Results of the Federal funding and support:

To expand the range of the Educational Chains initiative the BMBF started a process of establishing Federal Government-Länder and BA agreements in 2014. By the end of 2016 agreements had been concluded between the Federal Government and eight Länder (Hessen, Hamburg, Rhineland-Palatinate, North Rhine-Westphalia, Baden-Württemberg, Thuringia, Brandenburg and Mecklenburg-Western Pomerania). The Federal Government supports the Länder by providing subsidiary funding to enable them to trial and develop structures, to introduce and develop broad-based innovative projects and instruments, such as those designed to reinforce and expand analyses of young people’s potential, to develop and initiate language-neutral and culturally neutral skills diagnostics¹⁷⁴, to support school-age refugees,

to comprehensively introduce practice-based careers orientation like that offered in the BMBF’s careers guidance programme (BOP), and to extend the range of existing instruments to reach more target groups.

A Federal and Länder government advisory group (Bund-Länder-Begleitgruppe – BLBG) provides support for the processes described above. The BIBB “Educational Chains service point” (“Servicestelle Bildungsketten”) functions as the BLBG office and underpins the Educational Chains initiative with scientific research. In November 2016 the Educational Chains initiative conference, “Jugendliche stärken – Übergänge schaffen – Zukunft gestalten”, was held in Berlin. The two hosting ministries, the BMBF and BMAS, and the Federal Employment Agency (BA) gave presentations on the initiative’s future prospects and called for a joint policy approach in cooperation with Länder ministries. Representatives from the fields of politics, education and training practice, business and industry and science and research discussed current and future issues involving the transition from school into employment at the conference.

174 For more information on the 2P process go to www.2p-bw.de/Lde/Startseite. Other Länder are considering implementation of the process. Rhineland-Palatinate is already involved in a pilot project to do so. For more information on the kompass³ process go to www.willkommen-bei-freunden.de/fileadmin/Redaktion/Programm/Dokumente/FF1_Mutschall.pdf; this is designed for use in integrational classes and is being trialed in Lower Saxony and North Rhine-Westphalia.

Working under the aegis of the Educational Chains initiative, the BMBF supports the work of the Career choice passport working group (Bundesarbeitsgemeinschaft Berufswahlpass) by providing it with resources in the form of a service office, which has been integrated into the Educational Chains Service Point since 2014. In 2016 the BMBF provided support for the process of beginning the relaunch of the Career choice passport and commissioned the Service Point to manage the process. The process aims to formulate and develop proposals for implementing a digital Career choice passport. A draft proposal is due for submission in April 2017.

The initiative for preventing premature training termination (Verhinderung von Ausbildungsabbrüchen – VerA) provided by the Senior Expert Services, which is also supported by German business organisations, is another element of the “Educational Chains” initiative. Since 2015 11 million Euros in funding has been allocated for this initiative over a period of four years. In 2016 the number of mentorships to support young people undergoing training offered through VerA was increased and the expert volunteers mentored more than 3,000 trainees through training.¹⁷⁵

In addition to the cooperation agreement concluded between VerA and the “Qualifizierte Ausbildungsbegleitung in Berufsschule und Betrieb” training mentoring project in Hessen,¹⁷⁶ a second agreement on constructive collaboration was reached with the Bremen training mentoring project “Ausbildung – Bleib dran”. Cooperation between VerA and the welcome mentors (Willkommenslotsen) funded by the BMWi was also extended and a programme to increase the deployment of VerA mentors in the “Paths into training” (“Wege in die Ausbildung”)¹⁷⁷ scheme is in preparation.

3.3 Measures and programmes to support careers orientation and optimise management of the transition from school into training

3.3.1 Careers orientation for refugees (Berufsorientierung für Flüchtlinge – BOF) – paths into vocational training for refugees

Key data:

Period: 2016–2018

Funding volume: 40 million Euros

Internet: www.Berufsorientierung-für-Flüchtlinge.de

Training policy goals:

The “paths into training for refugees” (“Wege in Ausbildung für Flüchtlinge”) initiative, which the BMBF, Federal Employment Agency (BA) and ZDH launched in early February 2016, is designed to offer young refugees a very practical preparation for training in a skilled trade by putting them in direct contact with companies in the field. It seeks to sustainably integrate young people eligible for asylum who are no longer of school age and young recognised refugees, asylum applicants and those with leave to remain in Germany who are permitted to work into training for a skilled trade.

Under this initiative, the BA funds measures for integrating young refugees into the training market in accordance with S. 45 of the German Social Code (SGB III), while the BMBF funds intensive vocational orientation measures. In June 2016 the first young refugees completed BA measures before starting in the BMBF’s “careers orientation for refugees” (“Berufsorientierung für Flüchtlinge – BOF”) programme, which provides them with intensive specialist careers orientation and vocational language training to prepare them to start training in a skilled trade company. The BOF programme is also open to refugees from vocational preparation courses at vocational schools, as long as they have the requisite knowledge and skills.

Results of the Federal funding and support:

Skilled trades companies have provided the required training places enabling every refugee who meets the appropriate preconditions to start training in a suitable enterprise. The initiative aims to place up to 10,000 young

¹⁷⁵ For more detail please see the 2016 Report on Vocational Education and Training, Chapter 3.6.6

¹⁷⁶ See also www.quabb-hessen.de/

¹⁷⁷ See **Chapter 3.3.1**

refugees in training in a skilled trade company and the first trainees are due to start training in 2017.

3.3.2 The JUGEND STÄRKEN initiative

Key data:

Period: various, depending on the programme

Funding volume (all programmes): 52 million Euros of Federal funding annually and 25.5 million Euros of ESF funding

Internet www.jugend-staerken.de

Training policy goals:

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

Results of the Federal funding and support:

The number of youth migration services (Jugendmigrationsdienste – JMD), which advise and mentor 12-to 27-year-olds from migrant backgrounds on integration into school, training, society and the German language, with a particular focus on the transition from school into work, has been increased to around 450 nationally. In 2015 and 2016 the Federal Government provided 50.6 million Euros in funding to the JMD. Around 91,000 young people benefited from the programme's mentoring and advisory services in 2015 and roughly 110,000 people were provided with support in 2016.

As part of the "jmd2start – Begleitung für junge Flüchtlinge" model project, 24 youth migration services opened their counselling and mentoring services up to young refugees aged between 12 and 27 who are still undergoing asylum proceedings or have leave to remain in Germany in a pilot phase starting at the end of

2015 and continuing until 2017. Specific services focusing on the priorities of training and the employment market, health, living situation or integration into school are developed and trialed. In 2016 3,600 young refugees were supported with special assistance services focusing on issues involving school and training, and on general living, health and gender issues.

The ESF's "JUGEND STÄRKEN im Quartier" model programme started in January 2015. In its first funding round from 2015 until 2018, it has around 52.5 million Euros of ESF funding and 1.25 million Euros from the BMFSFJ and BMUB annually. Lead-managed by local public youth social welfare services providers, 177 local authorities in 15 German Länder develop socio-educational counselling and mentoring services for young people who need special support to manage the transition from school into work but are hard to reach (S. 13 of the German Social Code – SGB VIII, youth social work). Young refugees and recent immigrants in need of additional support can also profit from these measures. The programme focuses on areas covered by the "Soziale Stadt" urban development funding programme and other socially disadvantaged areas. Micro-projects are established to not only strengthen the personal development of young people, but also to create added value for the local area so "JUGEND STÄRKEN im Quartier" also contributes to integrated, socially-just urban development. Since programme started in 2015 it has reached more than 22,000 young people, 37.3 % of them from migrant backgrounds. Of the 12,320 young people who have now ended their participation in the "JUGEND STÄRKEN im Quartier" projects, 58.9 % have recently found employment or are in school-based or other vocational training.

In the "JUGEND STÄRKEN: 1000 Chancen" project, run jointly by the BMFSFJ and Junior Chamber International Germany (Wirtschaftsjunioren Deutschland), young entrepreneurs and business leaders work on a voluntary basis together with social and educational experts to offer local, low-entry-level services to disadvantaged young people, providing them with practice-based insights into the world of work and impetus and prospects for their future careers. Since the project started in early 2012 it has reached more than 5,000 disadvantaged young people. Continuing under the title of "JUGEND STÄRKEN: 1.000 Chancen im Quartier", the project will be sustained as a supplementary component of the JUGEND STÄRKEN initiative in 2016 and

2017. Its main goals are to work more closely with the local authorities involved in “JUGEND STÄRKEN im Quartier” and intensify its focus on the target groups of young people from migrant backgrounds and young refugees.

3.4 Measures and programmes to strengthen dual training

3.4.1 Starting training and receiving benefits under the German Social Code (SGB II)

Key data:

Period: since the 1st of August 2016, unlimited
Regulation entitlement to benefits to secure subsistence
Internet: www.bmas.de

Training policy goals:

Trainees whose training is eligible for funding through BAföG training funding benefits, a vocational training grant, or funding provided for training under the German Social Code (SGB III), had until the 31st of July 2016 no entitlement to subsistence benefits as defined in the German Social Code (SGB II) beyond the benefits for trainees specified in S. 27 of the German Social Code (SGB II). It has become clear however, that it can be harder to trainees to start vocational training or a prevocational training measure if they are receiving unemployment benefits (Arbeitslosengeld II) when they begin vocational training. Funding is essentially available for initial training and in some cases also for a second course of training, but it must be applied for and approved. Possible gaps in payments due to the processing period involved could then impede or jeopardise the security of the subsistence of trainees beginning vocational training. A trainee’s subsistence was also not ensured during a second round of vocational training if the trainee was not entitled to funding for training for the second training measure.

Amendments introduced in the “Ninth Amendment to the German Social Code – legislative simplification and provisional suspension of the duty to file insolvency proceedings” (“Neuntes Gesetz zur Änderung des SGB II – Rechtsvereinfachung – sowie zur vorübergehenden Aussetzung der Insolvenzantragspflicht”)

of the 1st of August 2016 further the goals of the basic income support for job seekers scheme (“support and promote”). Starting vocational training can be an appropriate way of reducing or eliminating dependency and benefits recipients who are able to work, have not yet completed their 25th year, and have no vocational qualifications should be placed in training as quickly as possible.

Results of the Federal funding and support:

This amendment to the law makes it possible for young people to start in-company or school-based training despite a lack of entitlement to funding for training. Due to the usual duration of training, this will be subject to a regular integration agreement if supplementary benefits as defined in the German Social Code (SGB II) are likely to be paid during training.

It should be noted here that continuing vocational training continues to be the priority and that special individual and funding eligibility conditions may apply to specific measures that aim to ensure that prerequisites of high quality continuing training that is appropriate for adults are fulfilled. Supplementary unemployment benefits (Arbeitslosengeld II) can therefore only be paid during school-based training if the recipient is in fact receiving BAföG funding support for training.

3.4.2 JOBSTARTER

Key data:

JOBSTARTER plus
Period: 01.01.2015–30.06.2019
Funding volume: 109 million Euros, 61 million Euros of it ESF funding

JOBSTARTER

Period 01.09.2013–30.09.2016 (6th round of funding)
Funding volume: around 8 million Euros (not including ESF co-financing)
Internet: www.jobstarter.de

Training policy goals:

The BMBF funds and supports projects in the national JOBSTARTER plus training structural programme to improve regional training structures and trial innovative training policy approaches. The programme is designed to flexibly and actively respond to current

training market developments with a range of variable funding priorities.¹⁷⁸

Results of the Federal funding and support:

Initial results of the evaluation of projects in the 6th round of JOBSTARTER funding and the first rounds of JOBSTARTER plus funding

An interim balance based on an external evaluation shows that the 3,400 companies provided with consultancy services were highly satisfied with their quality and that based on these consultancy services 1,400 training places were filled.

JOBSTARTER plus – 2nd round of funding

Based on the second funding announcement made in July 2015, 34 new projects were initiated from the beginning of 2016. This funding aims to increase the potential of vocational training to integrate a wide range of young people into society and employment and to improve the attractiveness and quality of company based training in SMEs to help stabilise regional training markets and reinforce vocational training as an essential pillar in efforts to secure a future supply of skilled staff.

The projects also aim to improve regional cooperation to alleviate problems in matching training places and trainees and in filling training places in selected industries and to enhance the significance and potential of vocational training in existing business and research or clusters. Training and migration are also the focus in additional projects working to integrate young refugees into vocational training. Interlinking initial and further training is the third main priority. In this context, the development of additional qualifications in initial training is designed to heighten the attractiveness of vocational training occupations. The projects also aim to make dual vocational training more attractive for high-achieving young people and support companies in their efforts to attract skilled staff through training in the context of technological and digital change. Another smaller project will use its funding to trial ways of supporting the inter-regional mobility of trainees.

JOBSTARTER plus – 3rd round of funding

In 2016 two funding announcements (Part A/Part B) were published as part of the third round of funding for

the JOBSTARTER plus training structural programme. Their purpose is to support small and the smallest companies in providing training and help to increase their participation in training. The projects will also support SMEs in adapting their company's initial and continuing training schemes to the increasing automation and digitalisation of work processes.

KAUSA training and migration coordination centres

In 2016 the KAUSA service centre network was expanded, with the programme's counselling and support services now extended into 13 Länder. 29 KAUSA service centres now support the target groups of companies and young people and their parents from migrant backgrounds, including young refugees, in managing the transition into vocational training. A further extension of the network and establishing of Länder offices in Rhineland-Palatinate, Thuringia and Brandenburg is planned for 2017, so KAUSA service centres will then be actively operating in all Länder.

The service centres aim to strengthen regional networks and work together with politicians, business and industry federations, vocational training institutions, migrant organisations and parents' association to develop structures to ensure the continuing involvement of young people from migrant backgrounds in vocational training. The centres' counselling activities also specifically address parents from migrant backgrounds because they have a special influence on young people's decision-making processes. Another of KAUSA's goals is to recruit self-employed workers from migrant backgrounds into vocational training. Initial and referrals counselling remain central pillars of the service centres' work and their remit has now been expanded to include activities to promote the integration of young refugees into the labour market and the wider society through vocational training.

Initial figures on the counselling and support activities offered by the current 29 KAUSA service centres show that they have succeeded in reaching their target groups. Around 6,500 people have been provided with counselling, among them 4,000 young people from migrant backgrounds, 1,000 refugees and 1,500 companies, and 559 new training contracts were concluded.¹⁷⁹

¹⁷⁸ See also the 2016 Report on Vocational Education and Training, Chapter 3.6.7.1

¹⁷⁹ Evaluation of the 13 KAUSA services offices (JOBSTARTER 6. FR and JOBSTARTER plus 1. FR), November 2016.

The “Flüchtlinge und Ausbildung – ein Leitfaden” website was developed for the new target group of refugees in 2016 to provide an overview of the legal prerequisites for refugees to start training. The website¹⁸⁰ provides information for entrepreneurs who want to offer training to refugees, for those counselling young refugees, and for anyone involved in guiding refugees on this path.

3.4.3 Welcome mentors (Willkommenslotsen)

Key data:

Period: 2016–2018

Integrated into the “Support for small and medium sized enterprises in filling training places and integrating skilled foreign workers (Unterstützung von kleinen und mittleren Unternehmen bei der passgenauen Besetzung von Ausbildungsplätzen sowie bei der Integration von ausländischen Fachkräften)” directive of 30.01.2015

Available Federal funding for 2016: up to 7.1 million Euros (as well as 3 million Euros for the “Passgenaue Besetzung” funding segment)

Internet: www.bmwi.de, search word – “Willkommenslotsen”

Training policy goals:

The “welcome mentors” programme pursues the economic policy goal of supporting SMEs in securing a supply of skilled workers. At the same time, welcome mentors support the wider social task of integrating refugees into the German employment market.

Among the welcome mentors’ range of tasks is the provision of the following counselling and support services for SMEs:

Welcome mentors advise enterprises on ways in which employing and training refugees can help to secure a supply of skilled staff and inform companies about regional and national funding and support programmes.

1. They also offer support to enterprises on all issues involving employing and training refugees such as the necessary legal framework and administrative processes.

2. Welcome mentors also support SMEs to develop an open culture of welcome in their company as required.

3. The welcome mentors network with relevant local actors to secure synergies, especially in the areas of building up a pool of potential applicants and providing support for companies after refugees have been placed in training with them.

The BMWi funds and supports welcome mentors as part of its broader range of measures for integrating refugees into work and training, which were agreed on at the Alliance for Initial and Further Training summit talks on the 18th of September 2015.

Results of the Federal funding and support:

In 2016 150 specially trained welcome mentors were actively providing support and consultancy services at around 100 Chambers and other business and industry organisations all over Germany. From March to December 2016 the welcome mentors hosted 4,421 information events, held 16,715 counselling sessions with SMEs and 11,017 with refugees, and placed 3,441 refugees in training or employment (3,186 of them male, 255 female, 1,787 of them in internships, 289 on vocational observation visits, 545 in introductory training, 463 in training and 357 in employment).

3.4.4 Vocational training without borders (Berufsbildung ohne Grenzen)

Key data:

Period: 2016–2018

Total funding volume: 5.65 million Euros

Internet: www.mobilitaetscoach.de

Training policy goals:

In 2016 the “Vocational training without borders” national programme, initially funded by the BMAS and ESF and since early 2015 funded by the BMWi, comprised 29 projects all over Germany that deploy mobility consultants from Chambers of Skilled Trades Industry and Commerce to inform SMEs about opportunities for their trainees and young skilled staff to spend time working in another EU country and help them organise such trips. The programme’s overall goal is to help SMEs provide training places that meet the challenges of global markets and to make these companies attractive to young people as potential employers. The mobility

¹⁸⁰ www.jobstarter.de/fluechtlinge-und-ausbildung

consultants also arrange internships in companies in Germany for trainees and young skilled workers from outside the country.

The BMWi funds the mobility consultants through national budget funding as part of an Alliance for Initial and Further Training measure. New and revised programme guidelines were issued on the 1st of January 2016 and will remain in force until the end of 2018.

Results of the Federal funding and support:

In 2016 around 16,500 consultancies were provided, mainly to SMEs, trainees and young skilled staff (including multiple consultancies). For another 2,400 trainees and young skilled workers practical training abroad (outgoing) was initiated and organised and trainees and young skilled staff from other European countries were taken on in German companies (incoming). The mobility consultants also held 530 information events.

The “Vocational training without borders” programme has succeeded in creating a national enterprise-related consultancy for companies around the essential topic of learning abroad. The participating companies rated the general quality of the consultancy very highly.

3.4.5 Vocational training for sustainable development 2015–2019

Key data:

Period: 2015–2019

Funding volume: approx. 6 million Euros

Internet: www.bibb.de/MV-BBNE; www.bmbf.de/de/nachhaltigkeit-in-der-beruflichen-bildung-3518.html

Training policy goals:

The BMBF regards itself as the “engine” for implementing the Federal Government’s national sustainability strategy and is the ministry responsible for applying the United Nations “Education for sustainable development” global action programme in Germany. The BMBF is therefore funding the BIBB to carry out two pilot projects on issues represented in two areas for action in the UNESCO roadmap, part of the “Education for sustainable development” global action programme, in the government’s “Vocational training for sustainable development 2015–2019” funding priority.

Results of the Federal funding and support:

The pilot projects focus on developing learning and teaching concepts for disseminating sustainability-oriented knowledge and skills in vocational training for those involved in commercial occupations in the fields of wholesale, retail and foreign trade and logistics (Funding line 1) and on establishing sustainable places of learning and developing an appropriate range of indicators (Funding line 2) for the German Sustainability Code (Deutsche Nachhaltigkeitskodex). The collaborative projects in the two funding lines began their work, which has been funded to continue for three years, in the spring of 2016.

3.5 Measures to prepare the vocational education and training system for the future

3.5.1 New and modernised training regulations

The system of regulated vocational training occupations as defined in the Vocational Training Act (BBiG) and Crafts Code (HwO) forms an essential basis for those setting out on career paths into the world of work. The shared goal of the Federal Government, business and industry stakeholders and Social Partners is to make this system more attractive and continue to develop it. New technological, technical and labour organisational demands arising out of the daily practice of companies are incorporated into the modernising of upgrading training regulations. This ensures that companies are able to adequately meet their need for skilled staff at the middle level as well as in higher-level executive and managerial roles.

In 2016 the master (Meister) craftsman regulations in the Skilled Trades sector¹⁸¹ as defined in the Crafts Code (HwO), nine training regulations, eight upgrading training regulations¹⁸² and one retraining regulation as defined in the BBiG/HwO were modernised in the proven cooperative process carried out by the BIBB, business and industry stakeholders and the Social Partners.

¹⁸¹ www.bmwi.de/Redaktion/DE/Textsammlungen/Mittelstand/handwerk.html

¹⁸² www.bmbf.de/de/fortbildungsordnungen.php

Training regulations for the following occupations were modernised:

- Plant mechanic for sanitation, heating and air conditioning systems
- Roofer
- Event technology specialist
- Fish farmer
- Engraver
- Hearing aid audiologist
- Designer of digital and print media
- Decorative metal worker
- Roller shutters and sunshade mechatronic technician

Examination regulations for following recognised upgrading training qualifications were also amended:

- Certified industrial supervisor specializing in candy production
- Certified vocational training specialist
- Certified business management specialist under the Vocational Training Act (BBiG)
- Certified business management specialist under the Crafts Code (HwO)
- Certified senior commercial clerk under the Crafts Code
- Certified diver
- Certified technical business management specialist
- Certified sales manager in the food trade

The regulations governing the following retraining were also upgraded:

- Certified ground services specialist in air traffic

New regulations for master craftsman's (Meister) examinations in the Skilled Trades sector were also issued for:

- Boat and shipbuilder master craftsman (BootsbMsterV)

3.5.2 Transfer initiative local authority education and training management (Transferinitiative Kommunales Bildungsmanagement)

Key data:

Period: 01.09.2014–31.12.2022

Funding volume: up to 10 million Euros annually

Internet: www.transferinitiative.de

Training policy goals:

“Transferinitiative Kommunales Bildungsmanagement” is a structural funding programme. Building on the results of the BMBF’s “Local learning” (“Lernen vor Ort”) funding programme (2009 to 2014), it supports the dissemination and implementation of proven data-based local government training management concepts. The fundamental idea of this programme is to optimise local government coordination of education and training by interconnecting three fields of activity.

- Bring together education and training institutions managed by local government and establish inter-departmental management structures (staff units, steering groups etc.) to create coordinated local government education and training management.
- Constitute and expand local government training monitoring and reporting on training and establish it as a steering instrument of local government education and training management.
- Bundle locally active forces by systematically involving locally active civil society (education and training) actors.

To help local governments integrate the current influx of refugees, asylum seekers and migrants into Germany, the BMBF issued a new funding directive on “Local government coordination of education and training services for recently-arrived immigrants and refugees” in January 2016. The funding directive is embedded in the “Transferinitiative Kommunales Bildungsmanagement” programme and aims to improve management in and around the area of integration through education and training.

Results of the Federal funding and support:

A national network of nine Transfer Agencies at 13 locations has been advising and supporting local governments from all over Germany free of charge on building up, further developed and establishing data-based local government education and training management since mid-2014.¹⁸³ Transfer Agencies have so far concluded binding cooperative agreements with 160 local government authorities to provide them with targeted advice on building up data-based local government education and training management. The

¹⁸³ www.transferinitiative.de

BMBF's ESF-co-financed "Bildung integriert" funding programme provided 90 districts and towns with financing to help them build up and further develop education and training monitoring and management.¹⁸⁴

The "Foundations, education and training network" ("Netzwerk Stiftungen und Bildung")¹⁸⁵ coordination offices assist and monitor the Transfer Agencies' work by supporting local foundations and local government authorities in setting up cooperative local government education and training management programmes.

Districts and towns submitted around 320 applications for funding for 450 local government coordinators as part of wider funding for local government coordination of education and training services for recently arrived immigrants. By the end of 2016 283 funding proposals had been approved.

3.5.3 Innovative approaches to forward-looking continuing vocational training (Innovative Ansätze zukunftsorientierte beruflicher Weiterbildung)

Key data:

Period: November 2015–November 2018
Funding volume: 5 million Euros annually
Internet: www.bibb.de/de/39040.php

Training policy goals:

The "Innovative approaches to forward-looking continuing vocational training" ("Innovative Ansätze zukunftsorientierter beruflicher Weiterbildung") funding priority examines and evaluates current forms of continuing vocational learning with a view to reforming them. To do this it takes not only formal but also non-formal and informal vocational learning and skills development into account in a binding way that is also recognises their inherent value.

The project is funded to reflect the increasing relevance of social contexts to learning over the course of people's lives, especially adults.

To re-orient continuing vocational training, the funding priority examines changes in continuing

vocational training culture that have resulted from digitalisation, technological change and the relativization of the role of lifelong careers, or have emerged due to the adoption of flexible work practices.

Results of the Federal funding and support:

34 projects have been approved covering three funding priorities. The BIBB has been commissioned with the provision of administrative and scientific research support for the projects.

The launch event was held in April 2016 and the first two-day workshop, in which all projects in the funding priority participated, took place in November 2016.

3.5.4 Legislation to strengthen continuing vocational training and insurance cover in the employment insurance system (Gesetz zur Stärkung der beruflichen Weiterbildung und des Versicherungsschutzes in der Arbeitslosenversicherung – Arbeitslosenversicherungsschutz – und Weiterbildungsstärkungsgesetz – AWStG)

Key data:

Period: partly until the 31st of December 2020, otherwise unlimited (legislation)
Internet: www.arbeitsagentur.de

Training policy goals:

The law on strengthening continuing vocational training and insurance cover in the employment insurance system (Arbeitslosenversicherung und Weiterbildungsstärkungsgesetz – AWStG), which came into force on the 1st of August 2016, implements resolutions made in the Coalition Agreement to make labour market policy more preventative and proactive and use it to actively engage employees and job seekers. The law focuses on strengthening continuing vocational training instruments in legislation designed to promote employment (German Social Code – SGB III und SGB II). Other new provisions in the law regulate insurance cover in the employment insurance system.

This statute's explicit goal is to improve the access of low-skilled employees and the long-term unemployed to continuing vocational training that will provide them with qualifications. It also enhances funding and

¹⁸⁴ www.transferinitiative.de/bildung-integriert.php

¹⁸⁵ www.netzwerk-stiftungen-bildung.de

support for continuing vocational training in SMEs by making funding more flexible.

Results of the Federal funding and support:

Employees with no vocational qualifications can receive funding to support them through the acquisition of basic skills in preparation for continuing vocational training resulting in qualifications from employment offices (Agenturen für Arbeit) or Jobcenters to help them successfully participate in continuing vocational training that will provide them with qualifications.

To motivate more low-skilled employees to take part in continuing vocational training that will provide them with qualifications and strengthen their perseverance, they are paid a bonus when they pass their interim and final examinations. Support can also be provided to help people through company-based retraining.

Funding and support for continuing vocational training for employees in SMEs has also been made more flexible. To increase the incentives for continuing vocational training in the smallest companies, the requirement that employers co-finance continuing vocational training costs for their employees receiving funding for continuing vocational training from the BA has been dispensed with for companies with fewer than ten employees (amendment to the flexibilised pensions law (Flexirentengesetz) of the 1st of January 2017).

The legislation also offers employees in transfer companies that are impacted by restructuring measures faster access to continuing vocational training. This means that older employees aged 45 and over and those with low-level qualifications can be funded and supported to obtain the qualifications they need while they are still. This funding is also available for measures leading to a training occupation qualification.

The permitted duration of activation and vocational integration measures that an employee undergoes with an employer have been extended from six to twelve weeks. This amendment applies to the long-term unemployed and unemployed workers facing major obstacles to placement in training and work.

3.5.5 The “You and your training – practically unbeatable!” information campaign (Du + Deine Ausbildung = Praktisch unschlagbar! – IKBB)

Key data:

Period: 2016–2018

Funding volume: 6 million Euros annually

Internet: www.praktisch-unschlagbar.de

Training policy goals:

This information campaign, which the BMBF launched in April 2016, aims to persuade more young people of the benefits of dual training and the wide range of career prospects and opportunities for development that continuing vocational training offers. Addressing young people in ways appropriate to their age with a wide range of media activities, the campaign is raising awareness of dual training among them, inspiring them to participate in vocational training and the dual system, and actively highlighting its excellence. People aged from 15 to 22 are the information campaign’s main target group.

Results of the Federal funding and support:

- The campaign started by positioning a motivational message designed to appeal to young people on posters all over Germany and on social media channels.
- On a tour all over Germany with around 90 stops trained consultant gave young people advice on careers orientation and the opportunities that initial and continuing vocational training offers ‘on the spot’ in 2016. The main partners in hosting the stops are general and vocational schools, the advisory offices of local employment offices (Agenturen für Arbeit), and the Chambers of Trade and Industry and Skilled Trades.
- In 2016 the programme is being reinforced by a campaign website, a strong presence on social networks, competitions and prize draws, and other measures such as cinema advertising and comprehensive press and media features in youth magazines and national newspapers, among others, all of which will have a major public impact.

3.6 Measures and programmes to secure financing for individual continuing education and training

3.6.1 Amendment of the Upgrading Training Assistance Act (Aufstiegsfortbildungsförderungsgesetz – AFBG)

Key data:

Period: unlimited (legislation)
 Budget allocation in 2016: 213,430 million Euros;
 78 % from the Federal Government (BMBF)
 and 22 % from the Länder
 Funded in 2015: 162,013 people
 Internet: www.aufstiegs-bafög.de

Training policy goals:

The AFBG (“Aufstiegs-BAföG”) supports participants in vocational upgrading training measures by providing financial assistance to cover training measure as well as living costs. It is designed to establish and expand participation in higher vocational qualification, strengthen the motivation of young skilled staff of Germany to get involved in continuing training and increase every individual’s opportunities for occupational promotion through vocational upgrading training measures. It ensures an individual’s legal entitlement to funding for vocational upgrading training with certain preconditions.

558 million Euros of funding was made available for this scheme in 2015. 181 million Euros of that was in the form of subsidies from the Federal and Länder governments and 377 million Euros was provided in the form of loans from the ‘Kreditanstalt für Wiederaufbau’, Germany’s state-owned development bank.

Results of the funding:

The AFBG, as an equivalent to student grants BAföG for the dual vocational training system, has become an essential ‘pillar’ in ensuring equality of opportunity and a ‘driver’ of vocational skills upgrading and occupational promotion. It is the most comprehensive and successful instrument for funding continuing vocational training.

According to the Federal Government statistics published in July 2016, 162,013 people received

funding through the AFBG to help them participate in upgrading training in the vocational system in 2015 (a fall of 5.7 % compared with the previous year after a rise of 0.2 % in 2014 from the 2013 figure). 72,000 (44 %) of those who received funding took part in a full-time measure and 90,000 (56 %) in a part-time measure. 83 % of funding recipients were aged between 20 and 35 and 32 % of them were women. Almost half the measures funded were carried out in the Trade and Industry sector, while just on 27 % of funding recipients received training in the Skilled Trades sector, a sector in which a very high proportion of trainees go on to work as freelancers.

Amendments to the AFBG, which came into force on the 1st of August 2016, represent the Federal Government’s prompt response to an expected decline in numbers of funding recipients under this scheme and will make a major contribution to increasing the attractiveness of careers in vocational training occupations in Germany and to securing a supply of specialist staff and young skilled workers for the economy and the wider society. The funding benefits have been markedly and comprehensively improved and expanded to reach new target groups and relevant structures have been modernised.

3.6.2 The BMBF careers counselling phone service

Key data:

Period: 2015/2016
 Internet: www.der-weiterbildungsratgeber.de

Training policy goals:

The BMBF continuing training consultancy telephone information service helps people to actively and independently plan their education and occupational biographies as part of efforts to establish continuing training consultancy as a (user-friendly) service. Until the end of 2016 the phone service trial scheme successfully informed people on all issues involving continuing training from a single national telephone number ¹⁸⁶. From January 2017 the continuing training consultancy telephone information service has become a regular service offered by the BMBF to anyone seeking expert advice on all aspect of continuing training.

¹⁸⁶ The phone number is 030/20 17 90 90

Results of the Federal funding and support:

The continuing training consultancy telephone information service is like a personal continuing training consultant, supporting individuals in making concrete plans for continuing training, identifying their need for further training and finding adequate continuing training services. Qualified consultants inform people on all issues involving further training and if they need beyond more specific individual advice the national continuing training consultancy telephone information service can directly refer them to regional continuing training advisory offices. The scheme offers a barrier-free and provider-neutral consultancy service free of charge to anyone seeking advice on all issues concerning individual continuing vocational training and qualification.

3.6.3 Federal Employment Agency (BA) careers counselling measures**Key data:**

Pilot project from the spring of 2015 until the spring of 2016

Training policy goals:

From the spring of 2015 until the spring of 2016 BA trialed a further training consultancy service for the unemployed and employees. In the context of increasingly specialised and swiftly changing qualification and skills requirements, a professionalised consultancy service on all issues concerning further training was trialed involving three organisational forms at 15 locations. The programme is designed to strengthen consultancy services in the area of vocational orientation for adults. Building on the experiences and research findings gained from this further training consultancy pilot project, the BA has planned the trial of another, more comprehensive “Lifelong vocational training consultancy” (“Lebensbegleitende Berufsberatung”) project from April 2017.

Results of the Federal funding and support:

Interest in and demand for further training consultancy was particularly high among workers with “discontinuous” occupational biographies. These people can especially profit in the long term from preventative consultancy on training that is oriented towards their current individual life situation.

3.7 Increasing transparency and opportunities for transfer in the education and training system**3.7.1 The “Advancement through education: open universities” competition****Key data:**

Period: 2011–2020

Funding volume: 250 million Euros

Internet: www.wettbewerb-offene-hochschulen-bmbf.de

Training policy goals:

The Federal and Länder governments are working together to increase opportunities for transfer between vocational and academic education and training and help companies secure the skilled staff they need through the “Advancement through education: open universities” competition. The BMBF is providing funding for researching, developing and trialing various practical and in-service study courses to enable institutions of higher education to sustainably establish continuing scientific education and training, even after the project ends. This will also help to establish open higher education institutions that provide a range of different continuing training options for people with different needs and various target groups that institutions of higher education and the courses they offer have rarely focused on.

Funding has been allocated for two rounds of competitions, each lasting six years (2011–2017, 2014–2020).

Results of the funding:

73 individual and collaborative projects with 122 funding recipients at 95 German institutions of higher education (60 universities of applied sciences and 35 universities), four non-university research institutions and other institutions received funding as part of the competition project from the 1st of May 2015 until the 30th of September 2017. One in four German universities is now on the way to becoming an open university. Institutions of higher education from all Länder are represented in the projects.

The institutions of higher education fund and support various target groups (most of them employees,

people with family responsibilities and those returning to work). They develop and trial study courses in the forms of (accumulative) modules, combinations of modules (certificate courses) and courses of study for people in employment (Bachelors and Masters degrees). Digitally-supported education and training services such as online learning materials, MOOCs and virtual seminars have been designed to make it easier for people to combine work, continuing training and private life and to promote lifelong learning and support measures (consultancy) and institution-internal access and accreditation procedures have been (further) developed and trialed. These activities have been accompanied by the further development of higher education institution structures to ensure sustainable implementation of the courses of study that have been developed and other support measures and processes after the end of the projects.

The effects of this competition have now become apparent. 71 % of institutions of higher education now regard this range of issues as relevant to them. This changed approach is also reflected in the 110 new courses of study that have been incorporated into the standard operations of universities and universities of applied sciences all over Germany.

3.7.2 Initiative to attract university dropouts into vocational training

Key data:

Period: 2014–2018

Funding volume: around 15 million Euros

Internet: www.bmbf.de/de/neue-chancen-fuer-studienabbrecher-1070.html

Training policy goals:

In May 2014 the BMBF launched an initiative to attract university dropouts into vocational training. In the context of the forecast shortage of skilled workers with middle-level qualifications, young people's increasing tendency to gain higher education qualifications and the relatively high dropout rates of students in Bachelors courses in Germany, at 29 %, the initiative aims to open up new opportunities in vocational training for university dropouts. University dropouts often have substantial pre-existing qualifications that can be accredited in vocational training and used to achieve rapid success in a non-academic career. Conversely, given the impending

issues around corporate succession, vocational training can open up interesting expert and managerial roles to university dropouts.

As well as instituting measures to prevent students from dropping out (since 2010 through the Quality Pact for Teaching and from 2016 through the Higher Education Pact) and making the wrong decisions in choosing occupations and courses of study (through intensive careers orientation at schools that offer students higher education entrance qualifications, for example) the BMBF is pursuing the following goals in its efforts to integrate university dropouts into vocational training:

- Deploying the unused potential of university dropouts by focusing on recruiting them into dual and continuing vocational training and in this way combating the foreseeable shortage of skilled staff (win-win situation),
- Improving the situation of university dropouts by enabling them to gain a vocational qualification (not only certificates) in a relatively short period through vocational initial and/or continuing training and
- ensuring the quality of vocational training by offering this group appropriate practical work experience in companies.

Results of the Federal funding and support:

The following goals in the initiative's central areas for action were achieved in 2016.

1. Improving information services for students considering dropping out and university dropouts on alternative paths to qualification in and outside institutions of higher education with the launch of a central online information website¹⁸⁷ in July 2016.
2. Establishing cooperative counselling services for these target groups at the main institutions of higher education in the Länder by initiating funding for more national 'lighthouse projects' as part of Federal and Länder government agreements on the "Educational Chains" initiative. Hessen has been receiving funding since 2015 and North Rhine-Westphalia, Berlin and Hamburg since 2016. It will be up to the Länder to consolidate counselling services established with the support of Federal government funding.

¹⁸⁷ www.studienabbruch-und-dann.de

3. Bringing together university dropouts and companies offering training, especially small and medium-sized enterprises, in regional integration and placement projects funded through the JOBSTARTER plus programme since 2015.¹⁸⁸
4. The commencement of a study as part of the vocational research initiative¹⁸⁹ on the “Attractiveness of vocational training for university dropouts” (“Attraktivität der beruflichen Bildung bei Studienabbrechern/-innen”) in June 2016.

3.7.3 Pilot project on joint curriculum development at DQR Level 5

Key data:

Period: 01.12.2013–30.09.2016

Funding volume: 863,774 Euros

Training policy goals:

The project “DQR-Bridge5 – funding and support to improve opportunities for transfer and attract skilled staff – development of measures across education and training sectors at Level 5 of the German Qualifications Framework (Deutscher Qualifikationsrahmen - DQR)” was set up to examine the potential of DQR for promoting opportunities for transfer between vocational training and institutions of higher education in both directions. It focused on the questions of whether and how, based on DQR, skills could be described for concrete measures that would be valid for both vocational and academic education and training and how, based on these specifications, vocational training providers and higher education institutions could collaboratively develop joint curricula covering a wide range of education and training sectors. The project consisted of two sub-projects which took the only vocational training qualifications that were classified in DQR Level 5 when the project started as their basis, namely IT specialist and Vehicle service engineer. Chambers and institutions of higher education worked at the regional level to achieve the project goals.

¹⁸⁸ See also [Chapter 3.4.1](#)

¹⁸⁹ See the tabular presentation on measures to secure the future of initial and continuing vocational training in [Chapter 3.13](#)

Results of the Federal funding and support:

The results show that DQR is a good basis for developing joint curricula for a range of education and training sectors. While DQR Level 5 can be a useful ‘bridge’ in the transition from vocational training into higher education studies, Level 5 vocational training qualifications are a bridge for those with prior experience of academic education into vocational training to a far more limited extent. Making the joint education and training offered more attractive and highlighting the concrete benefits and prospects for development it offers users therefore remain major challenges.

3.8 Measures and programmes to promote equality of opportunity and social inclusion

3.8.1 The ESF and Federal Government Integration Directive

Key data:

Period: October 2014–December 2019

Funding volume: 93.5 million Euros of Federal Government funding and 105.7 million Euros of ESF funding

Internet: www.integrationsrichtlinie.de

Training policy goals:

The ESF and Federal Government “ESF-Integrationsrichtlinie Bund” programme solicits the active cooperation of companies, public administration agencies, Jobcenters and employment offices (Agenturen für Arbeit) to help gradually and sustainably integrate young people experiencing particular difficulties in accessing employment or training into work or training or to make it possible for them to gain a school leaving qualification.

The measures are devised for young people and young adults facing challenges in accessing work and training for various individual or structural reasons, such as long-term unemployment, inadequate school education and/or vocational training or migrant background, and who are not or no longer effectively reached by the integration services offered by Jobcenters (SGB II) and employment offices Agenturen für Arbeit (SGB III).

Results of the Federal funding and support:

128 cooperative consortia projects were funded with 500 sub-projects across Germany. The programme supported projects focusing on three priority areas for action:

- **Integration instead of exclusion (Integration statt Ausgrenzung – IsA)** for the target group young people and young adults aged from 18 to 35 (55 projects):
22 of the IsA projects funded work to integrate citizens from other EU countries who have moved to Germany into the labour market in areas with large numbers of other EU nationals.
- **Integration through exchange (Integration durch Austausch – IdA)** with a focus on international mobility for the target group of young people and young adults aged from 18 to 35 (32 projects):
IdA offers funding for participants to undergo vocational training during a stay in another European country for two to six months, activities embedded in intensive preparations and follow-up. Programmes like IdA have now started in several other EU countries and regions and IdA cooperative projects in Germany offer mobility opportunities to some young people from elsewhere in the EU. Coordination between cooperative alliances (or project alliances) in Germany and partner organisations in other European countries is supported by the international “Learning Network on Transnational Mobility Measures for Disadvantaged Youth and Young Adults” (“Transnationale Mobilitätsmaßnahmen für benachteiligte Jugendliche und junge Erwachsene”, which has contributed greatly to the adoption of the IdA approach in other EU countries.
- **Integration of asylum seekers and refugees (Integration of Asylbewerber und Flüchtlingen – IvAF)** for the target group of asylum seekers, people with leave to remain in Germany and refugees with at least restricted access to the labour market (41 projects):
IvAF offers funding and support to this target group without any age restrictions. As well as measures directly involving participants, it implements activities for companies, public administration agencies and other institutions working with asylum seekers, those with leave to remain in Germany and refugees, that aim to make structural improvements to that target group’s access to work and training. Based on an agreement with the head office of the Federal Employment Agency (BA) it also provides consistent national training for Jobcenter and employment office (Agenturen für Arbeit)

staff on the residency and employment situation of refugees. By October 2016 9,000 employees from Jobcenters and employment offices (Agenturen für Arbeit) had been provided with training. 6,400 participants in IvAF projects were also taking part in the German language courses provided by the BAMF.

3.8.2 Einstieg Deutsch**Key data:**

Period: 2016–2018

Funding volume: up to 19 million Euros annually;

actual funding provided in 2016: 1.4 million Euros

Internet: <https://portal-deutsch.de/unterrichten/einstieg-deutsch-projektfoerderung/>

Training policy goals:

The national “Einstieg Deutsch” programme of the German Adult Education Association (Deutscher Volkshochschulverband – DVV) offers refugees and asylum seekers initial German language skills, training around 3,200 volunteer learning coaches and up to 45,000 refugees annually for this purpose. The “Einstieg Deutsch” language learning app is a low-entry level supplement to the language learning courses. It is offered in the participants’ various native languages, can be used with a smartphone or tablet, and is linked to the DVV’s language learning platform¹⁹⁰. The app and platform are also designed to supplement the entry level language courses and give participants opportunities for blended learning.

Course teachers and volunteer learning coaches cooperate to offer mainly refugees with good prospects of being able to remain in Germany an opportunity to quickly acquire basic German comprehension and speaking skills. Volunteer learning coaches and immigrants with appropriate knowledge of German are also provided with qualifications enabling them to run courses.

Course teachers without the relevant intercultural prerequisites receive training on these aspects before they begin their work.

¹⁹⁰ www.ich-will-deutsch-lernen.de

Results of the Federal funding and support:

The “Einstieg Deutsch” programme started in June 2016 and grown continuously since then. In 2016 530 training courses were held or begun and 10,500 refugees provided with language training.

23.5 % of the course participants were female and most participants came from countries in situations that mean their nationals have good prospects of being able to remain in Germany, namely Syria (36 %), Iraq (19 %), Iran (12 %), Eritrea (8 %) and Somalia (6 %). 19 % of course participants came from countries whose nationals do not have such certain prospects of being able to remain in Germany.

3.8.3 ESF vocational language tuition programme for people from migrant backgrounds**Key data:**

Period: 2015–2017

Funding volume: 16 million Euros Federal Government funding and 233 million Euros of ESF funding

Internet: www.bamf.de

Training policy goals:

The core mission of the “ESF programme vocational language tuition for people from migrant backgrounds” (an ESF-BAMF programme) is to sustainably improve the chances of people from migrant backgrounds of being integrated into the mainstream labour market. To achieve this improvement, German language tuition is linked with elements of vocational training in measures ranging from classic language learning courses including specialist occupational vocabulary through to specific internships in companies. Vocational language training measures usually supplement the integration courses offered by the Federal Government (funding for participants up to the B1 level of the Common European Framework of References for Languages), which usually precede them, and so contribute to opening up the potential for skilled employment of a wider group of people.

The main groups participating in these measures are people eligible for benefits under the German Social Code (SGB II and SGB III). As well as benefits recipients as defined in the German Social Code (SGB II), those entitled to asylum and recognised refugees are also increasingly being provided with access to the courses

the programme offers. People entitled to asylum and refugees participating in the Federal Government’s “ESF Federal Integration Directive” (“ESF-Integrationsrichtlinie Bund”)¹⁹¹ programme can receive funding to take part in the courses, but around three quarters of course participants are benefits recipients as defined in the German Social Code (SGB II).

In June 2016 the range of those eligible for funding for participation in these measures was expanded. Young people in employment market measures such as introductory qualification or pre-vocational training courses or vocational training can now take advantage of the programme’s language tuition courses without having to pay the costs themselves.

Results of the Federal funding and support:

The programme has achieved a high public profile and has been very well received by participants. The original ESF funding allocation of 180 million Euros (2015 to 2017) was increased to a total of 249 million Euros in 2016 after reallocations in the ESF and the addition of supplementary national budget funding from the German government. This will enable to 90,000 people to take part in the ESF-BAMF programme over the entire programme period from 2015 to 2017. In 2015 24,000 participants received funding to take part in measures and in 2016 more than 29,000 participants benefited from the funding and support offered by the programme.

Since mid-2016 the ESF-BAMF programme has been successively replaced by a national Federal Government-financed vocational language tuition programme under S. 45a of the Residency Act (AufenthG).

3.8.4 Federal Government programme to support vocational German language learning**Key data:**

Period: Standard support from July 2016

Funding volume in 2016: 170.5 million Euros

Internet: www.bamf.de

Training policy goals:

The Act to accelerate asylum proceedings (Asylverfahrensbeschleunigungsgesetz) of the 20th of Octo-

¹⁹¹ See [Chapter 3.8.1](#)

ber 2015 anchored support for vocational German language tuition in legislation for the first time (S. 45a of the Residency Act – AufenthG). The end of ESF-BAMF programme at the end of 2017¹⁹² has made it necessary to establish a standard regulatory instrument financed by the Federal Government because the need for vocational German language tuition has increased greatly in recent years due to the large numbers of refugees arriving in the country.

This programme to support vocational German language tuition, which is financed exclusively by the Federal Government under S. 45a of the Residency Act (AufenthG), started in parallel with the ESF-BAMF programme on the 1st of July 2016. It is implemented by the BAMF and builds on the skills imparted in integration courses. Participants in vocational German language tuition programmes require sufficient knowledge of the German language at around B1 level of the Common European Framework of References for Languages, which is what is taught in integration courses.

Results of the Federal funding and support:

Findings gained from the ESF-BAMF programme have been incorporated into the structure of the regulation on the promotion of German language skills (Deutschsprachförderverordnung). Courses are offered in the form of modules to better accommodate individuals' needs for support in language learning, to help learners resume learning if it is disrupted, and to make it easier to integrate language learning into wider training, employment and active labour market policy measures.

Anyone registered with an employment office as seeking work or training or who is unemployed or in a prevocational or Assisted Training measure as defined in the German Social Code (SGB III) can take part in the programme's courses. People receiving benefits under the German Social Code (SGB II), those requiring German language skills in connection with the recognition of foreign vocational qualifications, who need to reach a certain German language level to enter an occupation, or who are trainees can also participate in the courses. Support for vocational German language tuition can also be combined with the benefits paid to integrate people into employment as defined in the German Social Code (SGB II) and for those in measures stipulated in the German Social Code (SGB III).

¹⁹² See [Chapter 3.8.3](#)

3.8.5 The “Zukunftsstarter” initial vocational training for young adults initiative

Key data:

Period: August 2016–end of 2020

Internet: www.arbeitsagentur.de/web/content/DE/BuergerinnenUndBuerger/Weiterbildung//index.htm

Training policy goals:

The BMAS and BA joint initiative to provide initial vocational training for young adults (“AusBILDUNG wird was – Spätstarter gesucht”) was launched in 2013 and scheduled to continue for three years. Starting from the 1st of August 2016 it has been further developed and continued under the name of “Zukunftsstarter”. The expanded possibilities for funding offered under the new law on strengthening continuing vocational training and insurance cover in the employment insurance system (Gesetz zur Stärkung der beruflichen Weiterbildung und des Versicherungsschutzes in der Arbeitslosenversicherung)¹⁹³, which also came into force on the 1st of August 2016, provide another basis for recruiting 120,000 25 to under 35-year-olds defined as eligible for support under the German Social Code (SGB II and SGB III) into training resulting in qualification by the end of 2020. Like the preceding initiative, this initiative focuses on provided precisely targeted funding for continuing training resulting in a vocational qualification (e. g. full and part time training measures, courses that prepare participants for external examinations, modular qualification courses and measures providing basic skills training). It aims to offer more retraining measures in individual companies with a focus on training places that companies have not immediately been able to fill due to a lack of applicants. It also seeks to provide more funding and support for modular qualification measures, reduce the rate at which training contracts are prematurely terminated and attract more long-term unemployed people into continuing vocational qualification measures. The initiative is designed not only for the unemployed, but also for employees who do not yet have a vocational qualification. Young adults with disabilities and refugees can also profit from this initiative. It offers funding on the basis of existing statutory regulations (SGB II and SGB III) and the budget allocated for them.

¹⁹³ See [Chapter 3.5.4](#)

Results of the Federal funding and support:

Since the new initiative began and up until November 2016 around 26,000 people (not including licensed local authority agencies) had started training under the initiative, either in the form of unfunded training or in a funded measure.

3.8.6 The Federal Government's "RESPEKT" initiative, a BMAS pilot programme for young people who are hard to reach

Key data:

Period: October 2015–December 2017

Funding volume: up to 30 million Euros for the programme's entire period; 10 million Euros in 2016

Internet: www.bmas.de/DE/Themen/Arbeitsmarkt/Modellprogramme/respekt-pilotprogramm.html

Training policy goals:

The target group addressed by the Federal Government's RESPEKT programme are young people aged from 15 to 25 who are experiencing social disadvantage or individual adversity. These are young people whose individual situation makes it harder for them to start or complete school or training, gain a vocational qualification or enter the world of work. Another characteristic of these young people is that they find it difficult to deal with governmental, institutional and regulated structures so they are not reached by the usual social services offered or do not accept them.

Funding is provided for project providers (contracting entities) that can establish the concepts, personnel and organisation required to link socio-educational occupational and life situation assistance services with the activating and stabilising services of employment promotion measures. The goal is to get young people who have not yet participated in employment promotion measures, in prevocational measures or in training or have no experience of employment to engage in regular support and funding measures through proactive and open services and thereby to initiate, prepare, accompany and support their transition into training and work through further measures.

Results of the Federal funding and support:

18 project providers and groups of providers were provided with funding through this Federal programme. The funded projects began in October 2015 and

June 2016 and the programme provided continuous support for over 1,000 young people aged from 15 to 25. It addressed a large number of young people every month, many of whom were established in regular services, training or work after taking advantages of the funding and support services.

The young people's most frequent problems were those involving family conflict, health-related limitations, a lack of basic skills, (impending) homelessness, debt and addiction issues.

The Federal Government's RESPEKT programme was also scientifically evaluated to obtain findings on this target group's needs and on approaches that proved successful in achieving the programme's goals.

3.8.7 ESF "Securing a skilled labour base: continuing vocational education and training and promoting equality" programme (Social Partner Directive)

Key data:

Period: 2015–2020

Funding volume: up to 8 million Euros of Federal funding and up to 70 million Euros of ESF funding

Internet: www.esf.de and www.regiestelle-weiterbildung.de

Training policy goals of the Federal government funding (2015–2020):

The ESF "Securing a skilled labour base: continuing vocational education and training and promoting equality" ("Fachkräfte sichern: weiter bilden und Gleichstellung fördern") programme, a joint initiative of the BMAS, the Confederation of German Employers' Associations (Bundesvereinigung der deutschen Arbeitgeberverbände) and German Trade Union Confederation (Deutsches Gewerkschaftsbund) came into effect on the 8th of April 2015. Its goal is to support the efforts of Social Partners to improve the rate of participation in continuing vocational training and promote equality of opportunity in companies.

The programmes main areas of action include establishing structures to promote personnel development, networking continuing vocational training structures in SMEs, initiating intra-industry dialogue, strengthening the potential for action among stake-

holders from companies to promote equality of opportunity, and developing working hours models that fit in with various phases of life and career path planning. A further focus of this directive compared with the earlier ESF “weiter bilden” programme is the promotion of equality in companies.

Results of the Federal funding and support:

The programme was implemented in partnership with employer and employee representatives (Social Partners), which worked together in a series of projects to improve working conditions in companies.

By end of 2016 three rounds of funding applications had been held. Projects from the first two rounds of funding applications began their work in 2016 and more projects were selected for funding after a third round of funding applications in March 2017.

The first two rounds of funding applications involved 879 companies from 15 industries and 14,247 participating employees.

3.8.8 The ESF “rückenwind+ – personnel development in the social economy” (“rückenwind+ – für die Beschäftigten in der Sozialwirtschaft”) programme

Key data:

Period: 2015–2019

Funding volume: up to 4 million Euros of Federal Government funding and up to 30 million Euros of ESF funding

Internet: www.bagfw-esf.de

Training policy goals:

The “rückenwind+” programme funds personnel and organisational development in the social economy and was developed and is implemented by the BMAS working together with the Federal Association of Non-Statutory Welfare Associations (Bundesarbeitsgemeinschaft der Freien Wohlfahrtspflege). The programme aims to fund, support and maintain the employability of employees in the social economy working in institutions and associations. It provides funding for integrated personnel development projects to improve workers’ adaptability and employability and organisational development to ensure that enterprises will be able to meet the challenges posed by demographic change.

Results of the Federal funding and support:

The programme provides funding and support for the trialing of innovative personnel and organisational development projects and testing of promising methods and tools in practice in non-profit organisations. In 2016 the third and final call for funding applications was issued and 27 projects were invited to submit applications. Projects funded in the first and second rounds of funding applications in 2016 started their work, beginning the first series of qualification activities and initial organisational change measures in institutions and non-statutory welfare services bodies (establishing measures in the areas of in-house health management, senior management development, careers promotion and diversity management). 73 projects from the three rounds of funding applications were funded and supported by the rückenwind+ programme.

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

Key data:

Period: ESF funding period 2014–2020 (2 rounds of funding: 2015–2018 and 2019–2022)

Funding volume 2014–2020: up to 64.5 million Euros Federal Government funding and up to

90 million Euros of ESF funding

Internet: www.bmub.bund.de/biwaq, www.biwaq.de

Training policy goals:

The BMUB and ESF “Education, economy and employment in the local neighbourhood” (“Bildung, Wirtschaft, Arbeit im Quartier – BIWAQ”) programme has succeeded in becoming established as a complementary element to the “Soziale Stadt” urban development funding programme. Continuing in the EU’s new 2014 to 2020 funding period, the programme aims to improve the work and training opportunities of people from migrant backgrounds and those not from such backgrounds who are long-term unemployed (and over 27 years old) and strengthen local economies in disadvantaged urban areas covered by the “Soziale Stadt” urban development funding programme. The involvement of further integrated fields of urban development activity and investment (e. g. the upgrading of residential environments) aims to strengthen neighbourhoods and improve social cohesion in inner cities.

Results of the Federal funding and support:

75 local authorities were provided with funding in the current 2015 to 2018 round of funding. The added value that the programme brings to urban neighbourhoods is particularly evident in the area of integration. An initial interim evaluation (as of August 2016) found that 47 national projects (or 63 %) were working with refugees. The broad portfolio of services offered ranges from indirect activities such as reading sessions in kindergartens through to direct involvement with “employable” refugees and asylum seekers in activities such as vocational language tuition, counselling on qualifications recognition or (second round) re-qualification and the coordination of volunteer efforts.

3.8.10 The ESF programme to promote vocational training for sustainable development (“Berufsbildung für nachhaltige Entwicklung befördern. Über grüne Schlüsselkompetenzen zu klima- und ressourcenschonendem Handeln im Beruf”)

Key data:

Period: 2015–2021

Funding volume: 14.42 million Euros of Federal Government funding and 20.65 million Euros of ESF funding

Internet: www.esf.de/portal/DE/

Foerderperiode2014-2020/ESF-Programme/bmub/berufsbildung-entwicklung-bbne.html?nn=31220

Training policy goals:

Planned ESF measures in the areas of environmental education and vocational qualification aim to enable workers to work in a climate-friendly way by teaching the key competencies required. This funding programme, carried out as part of the remit of the BMUB in harmony with the UN Decade and Global Action Programme for Education and Sustainable Development makes vocational training for sustainable development an essential priority.

Results of the Federal funding and support:

14 projects were selected for the first round of funding to provide practice-oriented, non-formal education and training measures on sustainability issues in training and employment in the form of further training courses, workcamps and exhibitions.

3.9 Digitalisation in vocational training – VET 4.0

3.9.1 Skills for the digital workplace of tomorrow

Key data:

Period: 2016–2018

Funding volume: 2.75 million Euros

Internet: www.bmbf.de/de/berufsbildung-4-0-3246.html

Training policy goals:

The joint BMBF and BIBB “Qualifications and competencies of skilled workers for the digitalised work of tomorrow” initiative, which was launched in April 2016 is designed to

- Recognise the quantitative and qualitative implications of digitalisation for qualification requirements in selected dual training occupations at an early stage, predict future qualification requirements and make appropriate recommendations for regulatory action,
- Provide impetus for the continuing development of vocational concepts and structural models,
- Influence the ongoing development of initial and continuing training in companies and
- Support continuing training initiatives for trainers and shed light on the importance of digital skills in helping trainees and trainers to successfully complete vocational training.

The initiative consists of three “pillars”:

In **Pillar 1** occupations in which digitalised working processes are already partly established are analysed with a view to creating recommendations for the development future-oriented occupational profiles (initial and continuing training regulations).

Occupations:

- Agricultural services specialist
- Farmer
- Warehouse logistics operator
- Industrial clerk

- Agricultural and construction machinery mechatronic technician
- Machine and plant operator, food technology specialist and textile machine operator – finishing
- Designer of digital and print media
- Media designer for images and sound
- Orthopaedic technical mechanic
- Road builder
- Sewage engineering technician
- Water supply engineering technician
- Process mechanic for plastics and unvulcanised rubber
- Plant mechanic for sanitation, heating and air conditioning systems (from 2017)

Findings and results from the preliminary investigations and training regulation modernisation procedures that the BIBB has completed or is still continuing will be incorporated into the initiative.

Pillar 2 deals with IT and media skills as key competencies across occupations in vocational training. What digital skills do trainees and trainers need to successfully initiate and complete training?

Pillar 3 builds on a monitoring and projection system to identify the qualifications needed for “Vocational training 4.0”. It makes quantitative and qualitative analyses of future developments in industries occupations and professions that are and will be particularly affected by digitalisation from a labour market and qualification perspective.

Results of the Federal funding and support:

In November 2016 around 200 experts exchanged views and ideas at the first conference held under the title of “Vocational Training: Automation – Digitalisation – Polarisation” (“Berufsbildung: Automatisierung – Digitalisierung – Polarisierung”) and discussed issues including the findings from the preliminary investigations into dual training IT occupations, the development of an Automated Maintenance Specialist occupational profile in a joint project carried out by Volkswagen AG and the BIBB, and the importance of IT and media skills in new key qualifications in vocational training. Trends involving quantitative and qualitative changes were also identified and discussed based on examples from selected construction and commercial occupations.

3.9.2 Special Programme on Digitalization in Inter-Company Vocational Training Centres and Competence Centres

Key data:

Period: BMBF special programme from 2016 to 2019
 Funding volume in 2016: up to 14 million Euros (in addition to regular funding for inter-company training centres (ÜBS)¹⁹⁴) plus applicants' own funds
 Internet: BMBF www.bmbf.de/de/digitalisierung-in-der-beruflichen-bildung-2418.html
 BIBB www.bibb.de/uebs-digitalisierung

Training policy goals:

Increasing digitalisation is making new demands on vocational training and requires an appropriate up-grading of equipment in inter-company training centres (überbetriebliche Berufsbildungsstätten – ÜBS) and their competence centres. Through its ÜBS digitalisation special programme the BMBF is helping to accelerate the digitalisation of processes in the training of specialist staff in the context of “Vocational Training 4.0”.

The special programme consists of two lines of funding:

Funding line 1: The provision of funding for selected digital equipment is designed to help companies, especially SMEs, modernise their training of skilled staff.

Funding line 2: The programme funds pilot projects in competence centres and their networks that identify opportunities to design vocational training teaching and learning processes to meet the demands of the worlds of education training and employment resulting from digitalisation, now and in future.

Results of the Federal funding and support:

67 applications for funding under the special programme were approved in the first programme year of 2016. Applications for funding for digital equipment under funding line 1 can be lodged until the 30th of September 2019.

The eight pilot funding line 2 projects started their work in the fourth quarter of 2016 and a first networking meeting was hosted by the BIBB.

¹⁹⁴ See the tabular presentation on measures to secure the future of initial and continuing vocational training in **Chapter 3.12**

3.9.3 Digital Media in Vocational Training

Key data:

Period: 2012–2019

Funding volume 2016: 11.8 million Euros of Federal Government funding and up to 1 million Euros of ESF funding

Internet: www.qualifizierungdigital.de

Training policy goals:

The “Digital media in vocational training” programme offers funding for developing and trialing qualification, networking and information services to open up the potential of digital media use in vocational education and training. Findings and experience gained from the projects funded will help modernise initial and continuing vocational training and increase the proportion of trainees, trainers and teachers and working operating in a digital context in the medium term.

Results of the Federal funding and support:

So far the “Digital media in vocational training” programme has provided funding for over 250 innovative projects developing and trialing the use of digital media and media skills training.

In early 2016 the programme’s diverse range of activities in the area of media skills training was supplemented by the publication of a funding directive that aims to improve digital media skills and future-oriented media skills training in vocational education and training. The directive focuses on providing funding and support for critical media skills concepts that can be integrated into initial and continuing vocational training measures to activate the resulting organisational processes of change and establish new cultures of learning.

Based on the findings from the wide-ranging dialogue process on anchoring open education and training materials in Germany, a funding directive on open education and training materials (OERinfo) was also issued at the beginning of 2016. One central element of the directive is the establishing of an information office to bundle information and disseminate it to a wider public. Funding was also allocated to 23 projects that will raise awareness and qualification levels among multipliers.

By establishing transfer networks for digital learning in vocational education and training, the BMBF is

supporting SMEs in their efforts to create structures for implementing digital learning and systematically utilise the potential of digital training and education methods in their own training schemes. Funding for DigiNet was announced in August 2016. The transfer of knowledge and technology among companies will strengthen the broad impact of existing effective approaches and solutions and further enhance the image of issues in and around digital learning.

3.10 Validating and recognised vocational skills

3.10.1 The Professional Qualifications Assessment Act (Anerkennung ausländischer Berufsqualifikationen – BQFG)

Key data:

Period: unlimited (legislation)

Actual expenditure in 2016: 4.55 million Euros, incl. 0.7 million Euros for monitoring of the Act¹⁹⁵

Internet: www.anerkennung-in-deutschland.de

Training policy goals:

The Federal Government’s Professional Qualifications Assessment Act, which came into force on the 1st of April 2012, contains general criteria for assessing the equivalence of vocational qualifications gained outside Germany and governs the process of recognising such qualifications for non-regulated professions, especially in recognised training occupations as defined in the Vocational Training Act (BBiG) and trades for which qualification is not mandatory, creating a general legal entitlement to the assessment of vocational qualifications acquired outside Germany in these occupations. German vocational training is the benchmark in this process and vocational training completed abroad is compared with German training for the same occupation (reference occupation). Applicants’ other verified vocational qualifications, especially previous employment experience, are also taken into account, but the Act does not prescribe any further assessment of informal qualifications.

¹⁹⁵ See the tabular presentation on the validation and recognition of vocational skills, [Chapter 3.12](#)

Results of the Federal funding and support:

The Professional Qualifications Assessment Act has proven to be an effective instrument in securing a supply of skilled staff in Germany within a short period. It helps people with qualifications acquired outside Germany to integrate into the labour market and is part of a culture of welcome in Germany. In its first three years, over 63,400 applications for a recognition of vocational qualifications were made, three quarters of which were judged to be fully equivalent. Most of the qualifications recognised were in the regulated professions, especially healthcare professions.

The Länder professional qualifications assessment statutes, which are all now in force, have created a legal basis for recognising qualifications in occupations regulated by Länder law (e. g. teacher, early childhood educator). In September 2016 a central assessment office for the healthcare professions was set up at the Central Office for Foreign Education of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder (KMK) to assess and evaluate qualification documents from non-member states. This should also help to streamline processes and make them more consistent.

Specific and accurate information and consultation are essential to the success of the recognition process. The Federal Government has established a range of comprehensive information and consultancy services, such as the “Recognition in Germany” website, the consultancy network of the “Integration through Qualification (IQ)”¹⁹⁶ funding and support programme, and the “Working and Living in Germany” telephone hotline, a project run jointly by the BA and BAMF. Another BMBF project in collaboration with the DIHK (“ProRecognition”) offers personal consultation to people interested in having their vocational qualifications recognised in Germany while they are still in their countries of origin. Eight selected Chambers of Foreign Trade in Africa, Asia and Europe offer this service.

In early 2016 the BMBF initiated the “Unternehmen Berufsanerkennung” project with the DIHK and ZDH to inform companies on the opportunities and options arising out of the recognition of vocational qualifications in a national communication campaign, raising their awareness of the possibilities it can open up, and

actively engaging them in promoting the recognition of vocational qualifications in their own organisations.

The funding options available for skills upgrading qualification measures for people whose foreign qualifications are not entirely equivalent with German ones were greatly expanded in 2015 with a new priority field of action in the “Integration through Qualification (IQ)” funding programme. As of December 2016, low income earners who meet specific preconditions can receive subsidies to help them meet the costs of the recognition process from the Federal Government. Funding is offered to help defray the costs (up to 600 Euros per person) incurred in making an application, especially fees and translation costs.

In April 2016 central information on this topic was made available in an app designed to more effectively inform refugees on opportunities for the recognition of qualifications. The app is provided in German, English, Arabic, Dari, Farsi, Tigrinya and Pashto and is offered for Android, iOS and Windows phones. An Arabic language version of the “Recognition in Germany”¹⁹⁷ website has been launched and a French version will be added in 2017.

3.10.2 Assessing vocational skills – opportunities for people with no vocational qualifications: the ValiKom joint Chambers project

Key data:

Period: 01.11.2015–31.10.2018

Funding volume: 1.5 million Euros

Internet: www.validierungsverfahren.de

Training policy goals:

The EU Council recommendation on the “Validation of non-formal and informal learning” of the 20th of December 2012 calls on member states to establish processes to validate and recognise skills acquired in non-formal and informal ways by 2018.

In July 2013 the BMBF set up the “Validation of non-formal and informally acquired vocational skills” working group to bundle expertise from the fields of politics, practice, science and the Social Partners. The validation working group identified pilot topics for

¹⁹⁶ See [Chapter 3.10.3](#)

¹⁹⁷ www.anerkennung-in-deutschland.de

the sub-working groups who will go on to discuss and develop appropriate skills recognition processes.

Working to meet the goals set in the Coalition Agreement, the BMBF, in cooperation with the DIHK and ZDH as umbrella organisation of the relevant agencies (Chambers), initiated the “Validation of non-formal and informally acquired vocational skills” (“Abschlussbezogene Validierung non-formal und informell erworbener Kompetenzen” – ValiKom) structural project.

The pilot initiative is oriented towards regulated initial and continuing training regulations and avoids setting up a parallel regulatory system in addition to the formal examinations system to recognise skills with the goal of establishing their equivalency with competencies acquired in the German education and training system. It also makes use of instruments used in the practice of measures operating under the Assessment and Recognition of Foreign Qualifications Act (Anerkennungsgesetz).¹⁹⁸

The project opens up access to measures and prospects for development in the initial and continuing training system not just to groups without formal qualification but also to those with low-level qualifications, people changing careers or seeking promotion, and to refugees with vocational skills.

The West German Chambers of Crafts and Skilled Trades Council (Westdeutschen Handwerkskammertag – WHKT) is the project coordinator and the Chambers of Commerce (HWK) in Munich, Dresden, Munster, Hanover and Chambers of Trade and Industry (IHK) in Munich, Halle Dessau, Cologne and Stuttgart are all participating. The Research Institute for Vocational Education and Training in the Crafts (Forschungsinstitut für Berufsbildung im Handwerk) at the University of Cologne is scientifically evaluating the project. The ZDH and DIHK are responsible for the strategic steering of the project.

The project advisory board is made up of members from the BMWi, BMAS, the Standing Conference of Länder Ministers of Economics (Wirtschaftsministerkonferenz der Länder), the Federal Board of the German Trade Union Confederation (DGB-Bundesvorstand), the BIBB, BA, the IQ specialist unit (IQ-Fachstelle) at

the Research Institute for Vocational Education and Training (Forschungsinstitut Betriebliche Bildung), the German Rectors' Conference (Hochschulrektorenkonferenz), the WHKT, ZDH, DIHK, the Confederation of German Employers' Associations (Bundesvereinigung deutscher Arbeitgeberverbände) and the BMBF.

Results:

Modelling of validation processes and the design of trials was completed at the end of 2016 and trials with 160 candidates were scheduled to take place in the Chambers in the first quarter of 2017.

The outcome of the reference project on establishing a validation system will be a set of guidelines for action containing a description of processes, admission criteria, instruments, a validation certificate and recommendations.

3.10.3 The “Integration through Qualification (IQ)” funding programme

Key data:

Period: Current round of funding 2015–2018 (total ESF period – 2014–2022)

Funding volume: 170.6 million Euros of Federal Government funding, 75 million Euros of ESF funding
Internet: www.netzwerk-iq.de

Training policy goals:

The “Integration through Qualification” (“Integration durch Qualifizierung – IQ”) funding programme aims to sustainably integrate people from migrant backgrounds into vocational education and training and the labour market. Working cooperatively, the BMAS, BMBF, BAMF and BA have established an effective structure to do this in all German Länder. The current funding phase is focusing on the following priorities for action in the programme’s 400 sub-projects:

- Comprehensive counselling on the recognition of pre-existing skills and qualifications,
- Qualification measures that can lead to recognition of vocational qualifications or integration into the labour market commensurate with training, and

¹⁹⁸ See also [Chapter 3.10.1](#)

- Development of intercultural skills of labour market actors (in Jobcenters, employment offices (Agenturen für Arbeit), in public administration agencies and in companies), to sustainably open up and create a culture of welcome in Germany.

The growing numbers of refugees and people from migrant backgrounds arriving in Germany pose particular challenges for the Federal and Länder governments in terms of integrating new arrivals into the employment market and providing them with the support, assistance, counselling and qualification measures they need. The IQ funding programme is also helping to integrate refugees into the labour market.

Results of the Federal funding and support:

1,200 training measures were held from January 2015 until the end of September 2016 in employment offices (Agenturen für Arbeit), joint institutions and licensed local authority agencies (zugelassene kommunale Träger). In 2016 the IQ funding programme also provided funding and support for 115 regional consultancy offices located all over Germany, which provide counselling services to people seeking the recognition of the qualifications or qualifications, refer people to the relevant authorities, advise them on possible paths towards qualification, and offer training to statutory institution staff. From the 1st of January 2015 to the 30th of September 2016 the regional consultancy offices provided counselling services to around 169,400 people on the recognition of foreign vocational qualifications and on the general topic of qualification. Another 140 national qualification sub-projects working on qualification issues as a priority area of action provide services designed to help people have their vocational qualifications recognised in the context of the Assessment and Recognition of Foreign Qualifications Act (Anerkennungsgesetz).

3.11 Vocational training measures in the care and nursing sector

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

Key data:

Period: 2012–2015

Internet: www.altenpflegeausbildung.net/ausbildungsoffensive.html

Training policy goals:

At the end of 2012 the Federal Government, with lead-management from the BMFSFJ and the participation of the BMAS, BMG and BMBF working together with Länder governments and industry associations¹⁹⁹ launched a geriatric nursing qualification and training campaign. This first geriatric care and nursing ‘Training Pact’ was to bundle the forces of all geriatric care stakeholders into a joint initiative and reach agreement on concrete measures to strengthen initial and continuing vocational training in this area and increase the attractiveness of geriatric nursing and care as a vocational and professional field. Around 240 measures in ten areas of activity were agreed on, some of which continued during the period of the campaign until 2015 and many scheduled for long-term implementation. Building on the campaign’s achievements, the Federal Government is planning a joint initiative on new forms of nursing and care training and nursing and care as a professional field to accompany the taking effect of a law reforming the nursing and care professions²⁰⁰.

Results:

The signing of an agreement text was also the starting signal for implementation of the “Geriatric nursing and care advisory team” (“Beratungsteam Altenpflegeausbildung”) set up by the BMFSFJ at the Federal Office for the Family and Civil Society Functions (BAFzA)

¹⁹⁹ As well as the Federal and Länder governments, welfare associations, private institution operator associations, geriatric care and nursing professional associations, funding agencies, the Federal Association of German Cities (Bundesvereinigung der kommunalen Spitzenverbände), the Employers Liability Insurance Association for Health and Welfare Work (Berufsgenossenschaft für Gesundheitsdienst und Wohlfahrtspflege), the ver.di union and the Federal Employment Agency (BA) are partners in the Pact.

²⁰⁰ See [Chapter 3.11.2](#)

for the Geriatric nursing qualification and training campaign and the launch of a new geriatric nursing qualification and training information website²⁰¹.

One central goal set in the Geriatric nursing qualification and training campaign was to increase numbers of new entries into geriatric nursing and care training by 10 % in every year over the course of the campaign. While no increases were recorded in the campaign's first year, the 2012/2013 school year, compared with the agreed reference school year of 2010/2011, but only the decline in numbers of new entries into this training from the 2011/2012 school year were compensated for, their number rose by 14 % in the 2013/2014 school year. The rise in the figure for the 2014/2015 school year was lower, at 0.3 %, but the number of new entries into geriatric nursing and care training was still kept at a very high level. According to interim reports from the Länder, the growth in figures for the 2015/2016 school year was stronger, with an increase of 1.6 %.²⁰²

The Act to strengthen initial and continuing vocational training in geriatric nursing and care (Gesetz zur Stärkung der beruflichen Aus- und Weiterbildung in der Altenpflege) of the 13th of March 2013, which enables employment offices and Jobcenters to provide funding for three-year retraining courses that begin from the 1st of April 2013 and the 31st of March 2016 and expands options for shortening further vocational training in the area of geriatric care and nursing for trainees with relevant existing skills, has played an important role in increasing the number of trainees entering geriatric nursing and care training. From December 2015 to November 2016 a floating annual total of 6,400 new trainees started funded retraining in geriatric care and nursing courses (in the preceding year there were 6,500 new entries). Over a third (38.5 %) of the retraining measures funded during this period were shortened training measures so the number of funded shortened training measures rose slightly (+1 %) compared with the previous year. Building on the experiences gained in the Geriatric nursing qualification and training campaign, the offer of funding for a three-year geriatric care

and nursing retraining course has been extended until the 31st of December 2017²⁰³.

3.11.2 Occupational and training policy developments in care and nursing

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

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

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

Geriatric care is one of the most strongly growing service sectors and offers secure employment prospects. According to care and nursing statistics, the number of people employed in outpatient healthcare services and nursing homes grew between 1999 and 2015 by 74 % to 1,086,000. Employee numbers grew especially strongly in the field of geriatric care and nursing, increasing by 126 % to around 246,000 over the same period. As well as geriatric care and nursing staff, 135,000 registered and general nurses and 12,000 paediatric and general nurses were employed in outpatient healthcare services and nursing homes in 2015. Of the 393,000 employees working in the three fields of geriatric care and nursing, paediatric and general nursing and general nursing, around 36 % were employed in geriatric nursing.

²⁰¹ www.altenpflegeausbildung.net

²⁰² To record the increase in new entries into training in this professional field that is the campaign's objective, the Geriatric care training qualification campaign (Ausbildungs- und Qualifizierungsoffensive) office collects detailed data from the Länder in an annual survey that also includes new entries into shortened geriatric care and nursing training courses.

²⁰³ See **Chapter 3.11.2**

Given current demographic developments, demand for qualified geriatric care and nursing personnel will continue to grow. The number of benefits recipients in the social care insurance system will have increased by 20 % compared with the benchmark year of 2015 to 3.5 million by 2030. At the same time, the number of young people entering the training market will decline steeply in future. There is already a national shortage of qualified nursing staff in the area of geriatric care and to a lesser extent in general nursing. This shortage will only intensify in future unless prompt and decisive countermeasures are taken.

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

Demands on nursing and care 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 healthcare institutions is increasing steeply. New potential and prospects could be opened up if qualified nursing staff could be more universally and flexibly deployed because they had gained the broadest possible qualification profile in training and were enabled to focus their skills in certain areas. In hospitals demand is already growing for staff with the specific skills required for the care and nursing of older people, especially those with dementia. Registered general nurses have for a long time been employed in inpatient care facilities and both occupational groups work in outpatient services. Current occupational legislation and practice show that the qualifications of skilled nursing staff overlap in certain areas and that groups with different qualifications often perform similar tasks.

In the context of these developments, the Federal Cabinet adopted draft legislation to reform the care and nursing occupations on the 13th of January 2016. This draft legislation was presented for a first reading and consultation in the German Parliament (Bundestag) on the 18th of March 2016.

As part of a wider reform of the care and nursing occupations, training in geriatric care and nursing, registered and general nursing and care and general and paediatric nursing and care will be regulated in a new law on care and nursing occupations (Pflegeberufsgesetz) and be consolidated in consistent generalist care and nursing training. Training should be free of charge for all trainees. Nursing and care personnel who have undergone three years of training at a vocational school will remain the strongest and most important 'pillar' of this professional field in future. Supplementary fundamentals for academic care and nursing training will also be created. These activities are designed to address new target groups and open up additional career paths as well as strengthening care and nursing as an independent profession. The consolidation of care and nursing training and accompanying measures to improve the quality of training will increase the attractiveness of this occupational field. More career development opportunities will be open to those who complete the new care and nursing training because they will be able to be more flexibly deployed in a range of areas. Subsequent specialisation, continuing training and lifelong learning will continue to be integral elements of this occupational field in future.

Once the legislation to reform the care and nursing occupations is passed, further preconditions will have to be provided, including supplementary legal regulations, the establishing of an expert commission and the introduction of new funding systems, before the new training can start. Comprehensive transition measures and regulations to safeguard existing standards will ensure that people currently working in the care and nursing sector are not disadvantaged.

3.12 Permanent vocational training and labour market policy instruments, measures and programmes

Measure/Programme	Goals	Results	Key data
Vocational orientation measures and programmes to optimise the management of the transition from school into training and work			
The BMBF's Vocational orientation in inter-company vocational training centres and comparable institutions programme (Berufsorientierungsprogramm des BMBF in überbetrieblichen und vergleichbaren Berufsbildungsstätten – BOP)	Practice-based vocational orientation at an early stage for students from general education schools to improve their study course and career choice skills. Provision of careers orientation for young refugees in special classes at vocational schools to support their integration into German society, work and training.	In 2016 measures for more than 250,000 school students were approved. Six Länder were also provided with support for offering vocational orientation to young refugees in integration classes.	Funding volume in 2016: 77 million Euros Internet: www.berufsorientierungsprogramm.de
Federal Employment Agency (BA) careers counselling and careers orientation measures (Berufsorientierungsmaßnahmen – BOM)	The Federal Employment Agency (BA) offers careers counselling to young people and young adults who are in work or want to be and helps them to prepare to choose a career that is right for them through careers orientation measures (Berufsorientierungsmaßnahmen – BOM). The stronger preventative labour market policy approach taken by the BA in recent years is being resolutely continued. BA intensive careers orientation measures help students at general education schools to prepare to choose an occupation. These careers orientation measures can include the provision of comprehensive information on occupational fields, investigation of students' interests, tests of their suitability, the development of strategies for choosing an occupation and making decisions, the acquisition of practical experience in various fields and help for students to carry out self-assessments. In designing measures, the particular requirements of students with special educational needs and severely disabled students should be explicitly taken into account. Funding is available for careers orientation measures if third parties provide co-financing of at least 50 %.	The great flexibility of vocational orientation measures has proven their worth. In establishing and consolidating this funding instrument, the BA has strengthened the preventative impact of careers orientation and is supporting the goals of the Alliance for Initial and Continuing Training.	Actual expenditure on vocational orientation measures under S. 48 of the German Social Code (SGB III) in 2016: 37.2 million Euros Internet: www.arbeitsagentur.de

Measure/Programme	Goals	Results	Key data
<p>Career start coaching provided by the Federal Employment Agency (BA) as defined in S. 49 of the German Social Code (SGB III)</p>	<p>Career start coaching provides individual and continuous support for students from general education schools in managing the transition from school into vocational training, usually from their penultimate class until the first half year of training or, if they do not immediately make the transition, for up to 24 months after they leave school.</p> <p>In the 2014–2020 ESF funding period career start coaching is being co-financed through ESF funding made available to the BMAS.</p> <p>The national ESF programme started in mid-March 2015 and will be offered to five cohorts of school leavers. 113,000 young people at 3,000 schools are expected to participate in the programme in the 2014/2015 to 2018/2019 school years.</p>	<p>In 2016 career start coaching provided support for 62,000 participants, around 2,000 of them through the “Educational Chains” initiative special programme. 28 % of participants were in employment subject to social security contributions six months after completing the measure (Integration rate).</p> <p>In 2016 the “Educational Chains” services offices, working with career start coaches and other central actors (employment offices and Länder representatives) held eight basis seminars for around 400 participants.</p>	<p>Actual expenditure in 2016: 135.3 million Euros</p> <p>32.2 million Euros from the BMBF’s “Educational Chains” special programme (external funding).</p> <p>Internet: www.arbeitsagentur.de, www.bildungsketten.de</p>
<p>Prevocational education and training measures</p>	<p>Prevocational education and training measures as defined in the German Social Code (SGB III) prepare young people who need extra support for vocational training or, if they cannot or cannot yet start training for inherent personal reasons, to enter employment in the mainstream labour market.</p> <p>Prevocational education and training measures give participants opportunities to assess their skills and abilities as part of the process of choosing a possible occupation and making a decision on one and provide them with the capabilities and skills they need to start initial vocational training (supporting them in preparation for the acquisition of a secondary general school leaving certificate or equivalent school leaving qualification) or, if this is not or not yet possible, helps place participants in employment and sustainably integrate them into the training and/or labour market.</p> <p>Since the Integration Act came into force in August 2016, people with leave to remain in Germany who have good prospects of being able to stay have also been entitled to receive funding to undergo prevocational education and training measures at an early stage of their residency in the country, usually after three months.</p>	<p>67,000 young people in need of extra support were provided with access to Federal Employment Agency (BA) prevocational education and training measures in 2016.</p> <p>Around 49 % of the participants were in employment subject to social security contributions six months after completing the measure (integration rate).</p> <p>In 2016 19,000 young people started prevocational education and training measures, which are funded as part of measures to help young people to participate in training and work.</p>	<p>Actual expenditure in 2016: 220.1 million Euros</p> <p>Internet: www.arbeitsagentur.de</p>

Measure/Programme	Goals	Results	Key data
Introductory training (Einstiegsqualifizierung – EQ)	<p>Introductory training (EQ) provides young people whose prospects of being placed in training are limited due to individual reasons with an opportunity to acquire or enhance vocational skills and gives companies offering training the chance to get to know these young people.</p> <p>Business and industry has made a commitment to providing 20,000 introductory training places in companies annually as part of the “Alliance for Initial and Further Training” to build bridges into training. Specific forms of introductory training (EQ-Plus) are also offered to disadvantaged young people and those from migrant backgrounds and companies are recruited to get involved in providing them.</p> <p>To make it easier for young refugees to learn German during an introductory training measure, the Administrative Board of the Federal Employment Agency (BA) has amended the Introductory Training Funding Regulation so that with the appropriate tariff agreement a total period in the company of at least 50 % is sufficient to render young people participating in German language courses eligible for support.</p>	<p>In 2016 20,000 young people began an EQ measure.</p> <p>Company-based introductory training has been continuously evaluated since 2009. Findings from the accompanying research show that introductory training has opened doors to vocational training for unplaced applicants. 69 % of those completing introductory training had transferred into training six months after completing the introductory training measure.²⁰⁴</p>	<p>Actual expenditure in 2016 (SGB III and SGB II): 37.3 million Euros</p> <p>Internet: www.arbeitsagentur.de</p>
Measures and programmes to strengthen dual training			
Training placement pursuant to the German Social Code (SGB III and SGB II)	<p>German Social Code (SGB III and SGB II) is a standard benefit for promoting employment and basic social security benefits for jobseekers. It is a comprehensive service offered by employment offices (Agenturen für Arbeit) and Jobcenters. All young people can access the services, regardless of whether they are entitled to subsistence benefits under the provisions of the German Social Code (SGB II). The agencies also offer employers specific consultancy services and approach them to enquire about training places. Employers are free to register any training places they are offering.</p>	<p>In the 2015/2016 reporting year 546,947 vocational training places were registered with the BA and 547,728 training place applicants.</p>	

²⁰⁴ The final report of the evaluation from March 2012 can be downloaded from the BMAS website: www.bmas.de/DE/Service/Publikationen/Forschungsberichte/fb-eq-abschlussbericht-maerz-2012.html

Measure/Programme	Goals	Results	Key data
<p>Basic vocational training allowance (Berufsausbildungsbeihilfe – BAB)</p>	<p>Basic vocational training allowance is a form of financial support offered by the Federal Employment Agency (BA) to people undergoing training and prevocational training measures to help them overcome economic difficulties that can stand in the way of appropriate vocational qualification, to ensure a more balance training market and to secure and improve occupational mobility.</p> <p>Since the Integration Act came into force in August 2016, people with leave to remain in Germany who have good prospects of being able to stay have also been entitled to receive basic vocational training allowances at an early stage of their residency in Germany, usually after 15 months.</p>	<p>In 2016 92,000 people received a basic vocational training allowance during vocational training and 25,000 received it to fund participation in a prevocational training measure.</p>	<p>Actual expenditure in 2016: 310 million Euros</p> <p>Internet: www.bafög.bmbf.de, www.arbeitsagentur.de</p>
<p>Assisted Training (Assistierte Ausbildung – AsA)</p>	<p>The Assisted Training statutory employment promotion instrument, which will apply for a limited period, was established to help more disadvantaged young people to successfully complete company based vocational training in the dual system.</p> <p>A prevocational training phase can be undertaken before vocational training in a company as part of a consistent Assisted Training measure to open up the possibility of integration into company based vocational training, ensuring continuing support from the same provider.</p> <p>Since the Integration Act came into force in August 2016, people who have been granted leave to remain in Germany for humanitarian reasons and have good prospects of being able to stay have also been entitled to receive Assisted Training funding at an early stage of their residency in the country, usually after three months. People with leave to remain in Germany can also receive Assisted Training funding after twelve months living in Germany.</p>	<p>In introducing Assisted Training the Federal Government has fulfilled the commitments it made in the “Alliance for Initial and Further Training”, during the period of which this instrument will continue. Four cohorts of young people, including the first one in the 2018/2019 training year, will receive funding and support through this programme.</p> <p>11,600 young people have begun one of these measures.</p> <p>Assisted Training supports young people who need extra support and the companies offering them training during company based vocational training. The mentoring of trainees involves content similar to that offered in the Support during training (Ausbildungsbegleitende Hilfen) programme, but its content is structured and intensity adapted to provide more individual and continuous support and stabilise participation in training.</p>	<p>Actual expenditure in 2016 (SGB III and SGB II): 33.9 million Euros</p> <p>Internet: www.arbeitsagentur.de</p>

Measure/Programme	Goals	Results	Key data
<p>Support during training (Ausbildungsbegleitende Hilfen – abH)</p>	<p>Support during training (Ausbildungsbegleitende Hilfen) aims to ensure trainees' success in training or introductory training and prevent them from dropping out. Special classes and accompanying social and educational mentoring helps trainees overcome languages and educational deficits and help them acquire specialist theoretical knowledge. It can be offered at the beginning of vocational training if required or at any time during training or introductory training.</p> <p>In accordance with agreements made in the "Alliance for Initial and Further Training" 2015–2018 and in the Coalition Agreement, the group of people eligible for Support during training was expanded as of the 1st of May 2015.</p> <p>Since the Integration Act came into force in August 2016, people who have been granted leave to remain in Germany for humanitarian reasons and have good prospects of being able to stay can receive funding and support in the form of Support during training at an early stage in their residency in the country, usually after three months. Other people with leave to remain in Germany become eligible for funding and support after twelve months.</p>	<p>Employment offices (Agenturen für Arbeit) and Jobcenters provided 36,500 young people with funding and support in the form of Support during training during their vocational training or introductory training in 2016. The programme has helped to prevent trainees from dropping out of courses, stabilised their participation in training and successfully complete training. 81 % of participants were in employment subject to social security contributions six months after completing a Support during training measure (Integration rate).</p>	<p>Actual expenditure in 2016 (SGB III and SGB II): 97.2 million Euros</p> <p>Internet: www.arbeitsagentur.de</p>
<p>Non-company training</p>	<p>Non-company training is provided not by a company, but by a training provider. Funding for non-company training is available from employment offices and Jobcenters for disadvantaged young people and disadvantaged young people with disabilities who have not yet been successfully placed in training in a company, not even with assistance from Support during training or Assisted Training measures. Efforts are made during these measures to help young people successfully manage the transition into vocational training in a company.</p>	<p>In 2016 27,000 young people took part in a non-company training measure funded by an employment office or Jobcenter.</p> <p>53 % of participants were in employment subject to social security contributions six months after completing the measure (integration rate).</p> <p>In 2016 1,000 trainees also started a form of non-company training that is enabling people with disabilities to participate in working life.</p>	<p>Actual expenditure in 2016 (SGB III and SGB II): 298.3 million Euros</p> <p>Internet: www.arbeitsagentur.de</p>

Measure/Programme	Goals	Results	Key data
Funding for residential homes for young people	Funding for residential homes for young people is available under S.s 80a and 80b of the German Social Code (SGB III) to pay for construction measures to repair and modernise residential homes and in exceptional cases rebuild and extend residential homes. Home operators can receive payments in the form of interest subsidies and one-off grants if they are required to balance the training market. Residential home operators or third parties must help to defray the costs to an appropriate extent.	In 2016 the BA provided consultation to many operators of residential homes for young people on the funding available for repairing and modernising residential homes.	Actual expenditure in 2016 3.3 million Euros Internet: www.arbeitsagentur.de
Support for SMEs in filling training places and integrating foreign skilled staff ("Passgenaue Besetzung")	The "Passgenaue Besetzung" programme, financed jointly by the ESF and BMWi, works to counteract matching problems in the training market. The programme provides funding for consultants who support SMEs in filling the training places they offer with suitable local and foreign young people and young refugees and migrants.	In 2016 the consultants succeeded in placing 5,515 young people, 4,347 in training and 1,168 in introductory training.	Funding volume in 2016: 7.5 million Euros, 4.5 million Euros of ESF funding (plus 7.1 million Euros of Federal Government funding for the "Welcome mentors") segment Internet: www.foerderdatenbank.de
Funding for inter-company training centres (überbetriebliche Berufsbildungsstätten – ÜBS) and their further development into Competence centres	<p>Inter-company training centres supplement training provided in companies and vocational schools with practice-based education and training courses. They help SMEs to teach all the necessary training content and to offer training places. Inter-company training centres also have an essential position in further and continuing training in SMEs, especially in the commercial and technical sectors.</p> <p>The Federal Government's infrastructure funding for inter-company training centres has created a comprehensive network of multi-functional education and training providers, which will help to secure a future supply of skilled staff.</p> <p>Funding is provided for the modernising and restructuring of inter-company training centres to adapt them to changing education and training policy and economic conditions. With the help of Federal Government funding, suitable inter-company training centres are developed into competence centres.</p>	In 2016 the BMBF provided funding and support for 207 projects and the BMWi funded and supported 74 projects, further strengthening Germany's national network of inter-company training centres and adapting it to modern demands.	Funding volume in 2016: BMBF 56 million Euros (up to 14 million Euros of it for the ÜBS digitalisation ²⁰⁵ special programme), 37 million Euros from the BMWi, plus Länder funding and applicants' own contributions Internet: BMBF/BIBB www.bmbf.de/de/regelungen-der-beruflichen-bildung-1078.html ; www.bibb.de/uebs BMW/BAFA www.bafa.de/DE/Wirtschafts_Mittelstandsfoerderung/Fachkraefte/Foerderung_ueberbetrieblicher_Berufsbildungsstaetten/foerderung_ueberbetrieblicher_berufsbildungsstaetten_node.html

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Measure/Programme	Goals	Results	Key data
Inter-company training centres in the Skilled Trades (Überbetriebliche berufliche Bildung im Handwerk – ÜLU)	Funding for sector-wide apprentice training aims to both increase the willingness of skilled trades companies, which often end up training more trainees than they need, to provide training and ensure a consistently high quality of training in these companies	Inter-company training courses support dual vocational training in the skilled trades sector. The courses aim in particular to adapt vocational training in skilled trades to technical and economic developments, balance regional differences in training and ensuring a consistently high level of company based training, and save companies from having to teach difficult, time-consuming training content. In 2015 funding was provided for around 48,600 courses for 423,000 participants.	Funding volume in 2016: 45.1 million Euros from the BMWi and a third each from the Länder and the skilled trades Internet: www.bmwi.de/DE/Themen/Mittelstand/Mittelstandspolitik/handwerk.html
Measures to secure the future of initial and continuing vocational education			
BA consultancy on qualification for employers	Funding and support for personnel development measures in SMEs with a particular focus on workers with low level qualifications and older employees.	Information and consultancy on meeting current and future needs for skilled staff for employers in SMEs, taking a preventative approach to securing a supply of skilled workers.	Internet: www.arbeitsagentur.de
Measures and programmes to secure financing for individual continuing education and training			
The continuing education bonus (Bildungsprämie)	The continuing education bonus is designed to increase the participation in continuing training of groups of people who for financial reasons have been underrepresented in continuing training, make individuals more responsible for their own ongoing training and improve individual engagement in the employment market.	Since this Federal Government programme started in 2008 around 300,000 bonus vouchers have been issued and 28,000 education savings plans established. 75 % of participants were women and 25 % were men. The high percentage of women in the continuing education bonus programme may be due to the fact that many bonuses were issued for training in the healthcare professions, in which most employees are women. A disproportionately large number of women also work part time and/or have low incomes. In 2016 14,368 bonus vouchers were issued and 173 education savings plans established.	Funding volume in 2016: 3.1 million Euros of ESF funding, plus the same amount of co-financing from participants Internet: www.bildungspraemie.info
Continuing training grants (Weiterbildungsstipendium)	The BMBF's continuing training grant programme supports young people obtaining further vocational qualifications after the successful completion of vocational training.	The programme provides funding for specialist further training, non-specialist training and for courses for employees that build on training or employment. Grants are awarded to 6,000 new recipients every year and over 126,000 have been provided since the programme started.	Fördervolumen 2016: 21,4 Mio. Euro Internet: www.bmbf.de/de/das-weiterbildungsstipendium-883.html
The upgrading scholarship (Aufstiegsstipendium)	Through the upgrading scholarship the BMBF funds and supports skilled workers with training and professional experience to undergo their first university studies	Scholarships are awarded to 1.000 new recipients every year and almost 9,000 were provided from 2008 until 2016. 40 % of recipients have gone on to successfully complete their studies.	Funding volume in 2016: 22.0 million Euros Internet: www.bmbf.de/de/das-aufstiegsstipendium-882.html

Measure/Programme	Goals	Results	Key data
Increasing transparency and opportunities for transfer in the education and training system			
Further development of the German Qualification Framework (GQR) (Deutsche Qualifikationsrahmen – DQR)	The DQR for lifelong learning is a comprehensive framework of reference for lifelong learning across education and training sectors. The classification of qualifications in the DQR and the European Qualifications Framework (EQF) will make the German education and training system transparent and comparable in a national and a European context.	The process of implementing the DQR began with its introduction on the 1 st of May 2013. The indication of DQR/EQF levels on vocational training certifications and certificate supplements and in the Diploma Supplement for the tertiary education sector has been successively introduced since January 2014. The adoption of the 160 recommendations of the BIBB Board on the structure and constitution of training regulations, training occupation descriptions and framework training curricula, which have been applied to all new regulation processes since 2015, has anchored the DQR skills definitions in all training regulations and the recommended structural regulations have been implemented. In 2016 further vocational upgrading training qualifications as defined in S. 53 of the Vocational Training Act (BBiG) and S. 42 of the Crafts Code (HwO) were classified under DQR levels 5 to 7.	Internet: www.dqr.de
Measures and programmes to improve equality of opportunity and participation in society			
Literacy and basic education decade	This project aims to highlight the issue of functional illiteracy in society, anchor it in the public's awareness and network actors at the Federal and Länder government levels. People affected by this issue will be offered appropriate services in various everyday environments to improve their literacy.	In 2016 the “ich-will-lernen” and “ich-will-deutsch-lernen” language learning websites were augmented and updated to adapt them to mobile use and the current technical state of the art and the “Nur Mut” information campaign was carried out. A “Decade coordination office” was set up to carry out activities in and support the “Literacy Decade” (Dekade für Alphabetisierung).	Funding volume for 2016–2026: 180 million Euros Internet: www.mein-schlüssel-zur-welt.de/
Promoting continuing vocational training (Förderung der beruflichen Weiterbildung – FbW)	Funding and promoting continuing vocational training as defined in the German Social Code (SGB III) is one of the BA's classic labour market policy instruments for improving participants' chances of employment through the acquisition of vocational qualifications. Funding for continuing vocational training is available not only to the unemployed or employees under threat of imminent unemployment but also to employees, as long as they fulfil certain preconditions.	In 2016 324,000 people received funding for continuing vocational training. While the number of measures resulting in a vocational qualification (49,000) was roughly the same as last year's figure, there were 63,000 qualification-oriented measures (FbW with qualification, part-qualifications and external examinations) so 3 % more than in the previous year. The average number of participants with disabilities who took part in funded continuing vocational training to help them participate in working life was 7,000 in 2016.	Actual expenditure in 2016: 1.77 billion Euros (incl. SGB III and SGB II and FbW-Reha) In 2016 the BA also spent around 1.1 billion Euros on unemployment insurance for vocational training Internet: www.arbeitsagentur.de

Measure/Programme	Goals	Results	Key data
The WeGebAU (Weiterbildung Geringqualifizierter und beschäftigter älterer Arbeitnehmer in Unternehmen) programme	The Federal Employment Agency (BA) has been funding and supporting this special programme to promote continuing vocational training for workers with low-level qualifications and employees in SMEs since 2006. Funding is provided as part of the statutory funding instrument specified in S.s 81, 82, and 131a of the German Social Code (SGB III).	Around 15,000 people started continuing vocational training under the WeGebAU programme in 2016, which was around the same number as the previous year.	Actual expenditure in 2016: 227.4 million Euro Internet: www.arbeitsagentur.de
The initiative for responding to structural change (Initiative zur Flankierung des Strukturwandels - IFlaS)	IFlaS is designed to increase the supply of skilled workers in occupations with promising futures to benefit regions with inherent structural problems. The initiative provides funding for participation in measures that provide recognised vocational qualifications or certified partial qualifications. The target groups of this BA programme are the unemployed, people at risk of becoming unemployed and people returning to work who have no vocational qualifications or have not worked in the occupation they trained for over four years. Funding is provided as part of the statutory funding instrument specified in S. 81 of the German Social Code (SGB III).	In 2016 around 29,000 started training with the help of IFlaS funding, a figure similar to the previous year's levels.	Actual expenditure in 2016: 340.7 million Euros Internet: www.arbeitsagentur.de
Validation and recognition of vocational skills			
Monitoring of the Assessment and Recognition of Foreign Qualifications Act (Anerkennungsgesetz) by the BIBB	Implementation of the Federal Government's Assessment and Recognition of Foreign Qualifications Act, which came into force on the 1 st of April 2012, is being monitored by the BIBB, which examines issues such as utilisation of the skills recognition process and the development of framework conditions.	Federal and Länder government laws on the assessment and recognition of foreign qualifications (Anerkennungsgesetze) have proven their worth as effective instruments for securing a supply of skilled staff in Germany. The annual monitoring reports indicate approaches for further strengthening a culture of skills recognition that can be implemented in various BMBF projects. Among these have been the expansion of consultancy on skills recognition outside Germany with the ("ProRecognition" project), a communications campaign for companies ("Unternehmen Berufsanerkennung" project) and, since December 2016, the "Recognition grant" ("Anerkennungszuschuss") which reduces barriers to applying for skills recognition.	Funding volume in 2016: 0.7 million Euros Internet: www.anerkennung-in-deutschland.de (Information in the form of the BIBB monitoring reports)
The BQ website – information on the recognition of foreign vocational qualifications	The BQ website offers accompanying support measures in the context of the Assessment and Recognition of Foreign Qualifications Act (Anerkennungsgesetz). It offers Chambers and companies a comprehensive online knowledge and work platform to help them better assess and evaluate foreign vocational qualifications based on dual initial or continuing training qualifications for reference occupations regulated under German national law.	The BQ website improves the transparency, consistency and speed of the evaluation of foreign qualifications.	Funding volume in 2016: 0.6 million Euros Internet: www.bq-portal.de

3.13 Target-group specific vocational training policy measures and programmes

Measure/Programme	Goals	Results	Key data
Measures and programmes providing careers orientation and optimising management of the transition from school into training and employment			
Girls' Day (Mädchen-Zukunftstag)	Every year on the national Girls' Day technical companies, universities and research centres open their doors to girls aged from 10 to 17 to offer them insights into their work and opportunities to make contact with those responsible for traineeships and personnel at an early stage. The Day is designed to motivate girls to think about working in occupations that they may hitherto rarely have considered.	Since 2001 around 1.7 million girls have participated in Girls' Day, 100,000 of them in 2016. 94 % of participants surveyed in 2015 assessed Girls' Day as very good or good, as did 87 % of companies. 33 % of the companies that had participated in several of these events received applications for internships or training places from young women who had visited them on Girls' Day. The image of technical occupations among young women has been improved ²⁰⁶ and companies and institutions that have participated in several of these events are far more engaged recruiting young female staff into STEM occupations than other organisations are. Girls' Days based on the German model have now been held in more than 20 other countries.	Period: 2014–2017 Funding volume: 1.2 million Euros Internet: www.girls-day.de
Boys' Day (Jungenzukunftstag)	Boys' Day opens up new options for planning boys' lives and careers by expanding the range of occupations presented to boys aged 10 to 17. It offers activities in and outside schools specifically for boys that focus on early childhood education, care and nursing, and social services occupations as well as contacts with people in companies and institutions who boys can later approach with applications for work and training.	Since Boys' Day was launched in 2011 its exceptionally broad impact has resulted in an expansion in the number of activities specifically for boys and in networking. Since 2011 194,000 boys have taken part in Boys' Day, 30,000 of them in 2016. 94 % of boys surveyed in 2015 found the day good or very good. More than 56 % said they had found out about an occupation that interested them on Boys' Day. 27 % of participants could imagine going on to work in that occupation. 84 % of the participating institutions and companies stated that they were 'satisfied' or 'very satisfied'.	Period: 2014–2017 Funding volume: 2.2 million Euros Internet: www.boys-day.de
ESF national model "Quereinstieg – Männer und Frauen in Kitas" kindergarten staff training programme	This programme aims to open up the field to older people and men and women interested in switching careers to become early childhood educators. Kindergarten providers are trialing adequately remunerated training designed for adults to accompany work in a kindergarten resulting in a qualification as a state-certified early childhood educator (Staatlich geprüfte Erzieher/in).	Funding was provided for the design, coordination and execution of training courses accompanying employment in the field at 12 locations. In parallel to work in a kindergarten, employees train for three years at a social education technical training college or academy.	Period: 2015–2020 Funding volume: 17.4 million Euros of ESF funding Internet: www.chance-quereinstieg.de/

²⁰⁶ See also the analysis "Männerberufe' sind für Männer nicht mehr ganz so typisch. Entwicklungen des Frauenanteils in einseitig männlich dominierten Berufen von 2004 bis 2015"; www.bibb.de/de/8475.php

Measure/Programme	Goals	Results	Key data
Careers orientation as part of the “Initiative Inklusion” funding programme	<p>This programme is designed to improve careers orientation for severely disabled students, especially those who need special educational support. It aims to fund careers orientation measures for 40,000 severely disabled young people.</p> <p>Follow-up financing is being provided to enable the Länder to establish vocational orientation structures across Germany. There are plans to make the programme a standard funding benefit offered by Federal and Länder governments under S. 48 of the German Social Code (SGB III) after it ends.</p>	<p>By the 30th of September 2016 around 29,800 severely disabled students had begun careers orientation measures.</p> <p>To promote inclusion in education and training the Federal Government is committed to integrating young people with disabilities into measures subject to Federal and Länder government agreements in the “Educational Chains” Initiative as a matter of course and meeting their specific concerns where necessary. Its efforts are particularly focused on reinforcing careers orientation measures financed with follow-up funding as part of the “Initiative Inklusion” scheme</p>	<p>Period: 2011–2018</p> <p>Funding volume: 80 million Euros from the national rehabilitation fund (Ausgleichsfonds)</p> <p>Internet: www.bmas.de</p>
Green Day (Schulen checken grüne Jobs)	Orientation day in companies, research institutions and universities to inform students on occupations and study courses that focus on the climate and environmental protection.	Green Day was held annually from 2012 to 2015 on the 12 th of November and over 13,000 students took part.	<p>Period: 01.02.2012–31.01.2016 (two rounds of funding)</p> <p>Funding volume: 864,786 Euros</p> <p>Internet: www.green-daydeutschland.de</p>
Towards 2050 – the innovative education laboratory on “climate-friendly mobility” for young people in training and studies	Funding for sustainable mobility for trainees and students.	A range of different events, action days, courses, competitions and creative workshops on the topic of sustainable mobility in vocational and academic education and training.	<p>Period: 01.01.2014–30.04.2017</p> <p>Funding volume: 969,234 Euros</p> <p>Internet: mobilitaet2050.vcd.org/</p>
Measures to secure the future of initial and continuing vocational training			
Labour market prognosis	The “Labour market prognosis 2030”, which is commissioned by the BMAS, provides a scientifically-based evaluation of developments in the supply of and demand for workers in Germany until 2030.	The report was presented to the public on the 16 th of July 2016.	<p>Period: 2011–2016</p> <p>Funding volume: 112,158 Euros</p> <p>Internet: www.bmas.de/DE/Presse/Meldungen/2016/arbeitsmarktprognose.html</p>
The BIBB IAB qualification and occupational projection project (QuBe)	This project aims to reveal potential developments in qualification and occupational requirements based on model calculations and highlight possible labour market shortages and make factors influencing these developments quantifiable.	The results of the QuBe project’s fourth set of projections were published in 2016 and cover developments until 2035. For the first time they also cover issues such as the influx of refugees and demand for classified requirements levels.	<p>Period: research service provided by the BIBB and IAB since 2007</p> <p>Internet: www.qube-projekt.de</p>
The BIBB companies panel on qualification and skills development (Qualification Panel)	The Qualification Panel is an annual survey of initial and continuing training activities in companies	In 2016 the sixth survey focusing on the consequences of digitalisation for initial and continuing training and the integration of refugees into work and training was carried out and preparations were made for the seventh survey in 2017	<p>Period: since 2009</p> <p>Internet: www.bibb.de/qp</p>
Identifying the costs and benefits of company based training	Representative survey on cost-benefit ratio of training from the point of view of companies	The 2012/2013 survey was concluded in 2016 and detailed findings were published in the “Reports on vocational training” (“Berichte zur beruflichen Bildung”) series. Preparations also began for the 2017/2018 survey	<p>Period: research service provided by the BIBB since 2016</p> <p>Internet: www.bibb.de/de/11060.php</p>

Measure/Programme	Goals	Results	Key data
Research into environmental education in vocational training (Forschungsvorhaben MINT the gap: Umweltbildung in der beruflichen Bildung – eine Bestands- und Bedarfsanalyse)	Survey by the Institute for Ecological Economy Research (Institut für ökologische Wirtschaftsforschung) on qualifications and qualification requirements in current STEM occupational fields	Study on experiences and conditions that will ensure success in the area of STEM qualifications and recommendations for vocational training measures for STEM occupations	Period: 2014–2016 Funding volume: 162,000 Euros
Making use of the potential of the NEPS National Education Panel Study- (National Bildungspanel) in current education and training policy issues (NEPS-BB)	The BIBB has been commissioned by the BMBF to investigate the potential of NEPS data for developing reporting on vocational education and training and to develop a set of long-term indicators to use in this reporting.	Expansion and updating of analyses on the whereabouts of school leavers whose maximum school leaving qualification is a secondary general school leaving certificate ²⁰⁷ , carrying out of initial analyses on young adults with no vocational qualifications. ²⁰⁸	Period: 01.08.2015–31.07.2018 Funding volume: 0.4 million Euros
The BMBF's vocational training research initiative (BBFI)	Bundling of the BMBF's vocational training research	Ongoing projects: Needs and potential for improvement in study and careers orientation at grammar schools Developing upgrading training for the media sector Future prospects for the tertiary sector in vocational training by 2040 Increasing the attractiveness of vocational training to university dropouts Acceptance of the 'Certified senior business specialist' further training certificate	Period: August 2006 – December 2018 Funding volume: as required, usually up to 800,000 Euros annually Internet: www.bmbf.de/de/13567.php

207 See Chapter 2.3

208 See Chapter 2.6.11

4 International vocational training cooperation – current status and future prospects

Interest from other countries in cooperation with Germany as a partner in initial and continuing vocational training was again high in 2016. There is particular interest in Germany's dual vocational training system, which enjoys an excellent reputation all over the world for its effectiveness and relevant impact on the country's labour market.

In June 2016 the European Commission published the New Skills Agenda for Europe (Skills Agenda)²⁰⁹, which consists of ten initiatives. The Skills Agenda and its individual initiatives aim to more closely integrate vocational training and employment policy, consolidate various EU instruments designed for different target groups under the 'umbrella' of a new "EUROPASS", to streamline committee structures at the European and national levels, and to renew the mandate of the European Centre for the Development of Vocational Training (CEDEFOP). Negotiations in the Council on the Skills Agenda and its initiatives began at the end of 2016 and, given the number of open questions, will continue well into 2017.

In December 2016 the Council adopted the individual proposal for a recommendation to introduce "Upskilling pathways" (formerly "Skills guarantee"), although the EU Commission's preferred term of "guarantee" was not adopted.²¹⁰

Another focus of activities in 2016 was implementation of the European Alliance for Apprenticeships, which has been reinforced with a number of cooperative policy projects, including a number in which Germany is participating. In the context of the European Alliance for Apprenticeships and the programme of relevant activities adopted by European education and training ministers in Riga 2015, the EU Advisory Committee on Vocational Training adopted a unanimous opinion on A Shared Vision for Quality and Effective Apprenticeships and Work-based Learning²¹¹,

which prescribes framework conditions for successful apprenticeships, in December 2016.

In December 2016 the first EU "Vocational Skills Week" was also held in Brussels with a variety of events and is scheduled to be held again in coming years.

Outside Europe, the OECD was again an important partner for the German government in the area of vocational education and training policy cooperation in 2016. OECD analyses and studies make an essential contribution to education and training policy developments in the world's major industrialised nations and the OECD Directorate General for Education actively supports the BMBF's activities in the area of vocational training, especially in the field of "work-based learning".²¹²

4.1 Cooperative education and training ventures in Europe

Since 2015 the European Commission has been funding and supporting ten projects run by national ministries and their service organisations to support apprenticeships. After consultation with the BMBF, the BIBB was recruited as a partner in six of the ten funded project consortia²¹³, with the project to develop an "Online Apprenticeship Toolbox"²¹⁴ a particularly important venture. Working together with ministries from Denmark, Austria, Luxembourg and Switzerland, the BMBF, supported by the BIBB, developed a dual system with sustaining structural elements and comparative consultancy to support political decision makers in Europe who want to reform their country's vocational training systems and introduce elements of dual training. The toolbox was released in Septem-

²⁰⁹ <http://ec.europa.eu/social/main.jsp?catId=1223&langId=en>

²¹⁰ [http://eur-lex.europa.eu/legal-content/DE/TXT/PDF/?uri=CELEX:32016H1224\(01\)&from=DE](http://eur-lex.europa.eu/legal-content/DE/TXT/PDF/?uri=CELEX:32016H1224(01)&from=DE)

²¹¹ <http://ec.europa.eu/social/main.jsp?langId=de&catId=89&newsId=2691&furtherNews=yes>

²¹² See [Chapter 4.2.1](#)

²¹³ Partner countries are Slovakia Portugal, Belgium, Denmark, Italy and Greece

²¹⁴ www.apprenticeship-toolbox.eu/

ber 2016 at an event in Brussels on the occasion of the sixth EAfA²¹⁵ Stakeholder Meeting.

Excellent vocational training was also the guiding principle of bilateral cooperation on issues in the Berlin Memorandum of December 2012 with Greece, Portugal, Italy, Slovakia, Latvia and Spain. Cooperation with Spain concluded as scheduled in July 2015 and is continuing with the other countries. One successful project developed in Slovakia was made possible by a new Slovakian vocational training law. Five German and Slovakian medium-sized companies and a vocational training college started a pilot project in Nove Mesto, near Bratislava to train industrial and construction mechanics in SMEs there from September 2015. The trainees receive a vocational training college qualification and Slovakian apprentices certificate as well as a certificate issued jointly by the Slovakian Chamber of Foreign Trade and the German Chambers of Commerce and Industry (DIHK) when they complete their training.

4.1.1 Erasmus+: The EU education, training, youth and sport programme (2014–2020)

The Erasmus+ programme's central instrument is funding for projects in the "Individuality, Mobility" and "Strategic Partnerships" key action projects. The European Commission has allocated a total budget of just on 14.8 billion Euros for the programme until the end of 2020. A minimum of 17 % of the total budget is allocated for mobility and other vocational education and training projects.

An estimated 170,000 trainees and students in vocational schools and 20,000 trainers and vocational school teachers in Germany will have received funding under the Erasmus+ programme by 2020. Around 4.5 % of all trainees and students in vocational schools currently have experience of international mobility.

19,000 students and trainees in Germany received funding through the key "Mobility" vocational training action programme for a trip abroad in 2016, a rise of 4 %. 4,000 vocational training teachers and trainers also received funding from this programme and 35 companies and vocational training institutions

were accredited, so 83 companies and institutions now provide Erasmus+ Mobility Charta vocational training. The Charta is awarded to companies and institutions that have demonstrated good training practice and an effective internationalisation strategy and makes it easier for organisations to access funding outside the regular funding application processes.

With the application of ECVET principles to improving the quality of vocational trips abroad, the number of mobility projects that use ECVET elements is growing continuously. This trend continued after the consultancy activities of the ECVET coordination office were transferred to the portfolio of the National Agency in 2016, with a 25 % rise in the number of ECVET mobility projects, up from 15.8 % in 2015.

33 strategic partnerships have also been launched under Erasmus+ to support innovation and nine strategic partnerships to promote and exchange of views on and experiences of good practice, including topics such as new skills for new occupations, equality of opportunity and inclusion, entrepreneurship, teaching and training personnel, digital education and training, consultancy and transparency. One series of projects support European activities to strengthen work-based learning. For the next round of funding applications, the instrument of national priorities will be reintroduced (as part of European priorities) in coordination with the BMBF. Here the priorities will be inclusion and Work-based Learning.

In 2016 separate selection processes were introduced for product-oriented and exchange-oriented strategic partnerships for the first time. The National Agency at the BIBB initiated a project selection process that separated projects in accordance with this distinction and reserved 30 % of the funding allocated for partnerships for exchange-oriented partnerships. This is designed to make it easier for smaller organisations to access the programme. Nine projects profited from this amended process in 2016. Long trips abroad for mobility purposes will be much better funded and supported from 2017.

Integrating refugees into national education and training systems is a challenge that was tackled in this programme as a European priority. In 2016 a number of new strategic partnerships addressed this priority and are working in areas such as education and training

²¹⁵ European Alliance for Apprenticeships

consultancy, skills recognition, intercultural learning, political education and active citizenship. In April 2016 the National Agency at the BiBB and the German National Agencies hosted the European conference on “Education, Participation, Integration – Erasmus+ and Refugees” with more than 300 participants from 23 European countries.

Complementing the European Alliance for Apprenticeships, the National Agency at the BIBB is heading the “Work-based Learning and Apprenticeships (NetWBL)” network, in which 29 National Agencies are participating. Working together they developed the WBL-TOOLKIT²¹⁶ Web platform to provide work-based learning materials and instruments for education and training practice.

4.1.2 The European Qualification Framework for Lifelong Learning (EQF)

In establishing the European Qualification Framework for Lifelong Learning (EQF), EU education and training ministers and the European Parliament have created a shared reference framework to mediate between different qualification systems and their standards and make qualifications in Europe more transparent, comparable and transferrable. The EU’s 2008 recommendation on EQF requires member states to link their qualification standards in a transparent way with EQF levels and develop national qualification frameworks. Of the 39 countries voluntarily participating in EQF, 31 have developed national qualification frameworks and linked them with EQF as part of the referencing system. In Germany EQF is implemented through the German Qualification Framework for Lifelong Learning.²¹⁷

As part of the new European Skills Agenda, the European Commission submitted a proposed recommendation to revise the EQF in June 2016 to replace the 2008 recommendation. The new proposal’s main goals are an effective allocation of national qualification frameworks to EQF, making citizens’ qualifications more transparent, comparable and comprehensible, more consistently implementing EQF in participating countries, improving information and

communication on EQF, making qualifications from countries outside Europe and their comparability with European qualifications more transparent and comprehensible, and more effective management of EQF at the EU and national levels. The Council of Education Ministers is scheduled to adopt a new recommendation on EQF in May 2017.

4.1.3 EQAVET: a quality framework for vocational training

34 European countries now belong to the European Network for Quality Assurance in Vocational Training (EQAVET) and 29 of them have established a National Reference Point for quality assurance in vocational training. Their work is based on the 2009 recommendation of the European Parliament and Council on establishing a quality assurance reference framework.²¹⁸

In Germany, the BMBF funds and supports the “German Reference Point for Quality Assurance in Vocational Training” (DEQA-VET) at the BIBB. In 2016 the Reference Point held two events in Hessen and Lower Saxony, maintaining its regional focus.²¹⁹

4.1.4 Europass

In January 2005 the resolution of the Council and EU Parliament on creating the overarching Europass framework concept came into force.

The overarching document is the Europass CV, more than 74 million of which had been issued online Europe-wide by mid-2016, and there are four other Europass documents. Time spent in education and training abroad is documented by Europass Mobility. With 217,000 documents applied for since 2005, Germans have made the most of Europass Mobility compared with other European. Europass Certificate Supplements help to clarify vocational qualifications across European borders. They are available in German, English and French for over 380 training courses. Skilled workers from outside the country

²¹⁶ www.wbl-toolkit.eu

²¹⁷ See the tabular presentation of measures to increase transparency and opportunities for transfer in the vocational training system, **Chapter 3.12**

²¹⁸ www.deqa-vet.de/_media/PDF_allgemein/Recommendation_2009_deutsch.pdf

²¹⁹ www.deqa-vet.de/de/deqa-vet-regionaltagungen-4425.php

are increasingly applying for positions in Germany with this additional document. The Europass Diploma Supplement is used to clarify academic qualifications. The issuing of Diploma Supplements to graduates is now anchored in the laws governing tertiary education in twelve German Länder and has become an accepted standard at many institutions of higher education across the entire Bologna higher education area. The Europass Language Passport enables holders to describe and verify their language skills in detail.

In Germany the “National Europass Center” (NEC) was established in the National Agency at the BIBB to create information materials and carry out Europass training courses.²²⁰

In 2016 their activities focused on use of Europass in the areas of personnel recruiting and job applications. All Federal Employment Agency (BA) careers information centres have been sent an information package on Europass and EURES consultants have been informed about Europass.

As part of the new European Skills Agenda the EU Commission submitted a proposal for restructuring Europass in October 2016, which was criticised by many member states. A final resolution in the Council of Education Ministers and European Parliament is scheduled for the first half of 2017.

4.1.5 European skills, competences, qualifications and occupations (ESCO)

To make the European labour market more transparent for jobseekers and companies the EU launched the “European skills, competences, qualifications and occupations (ESCO)” project to establish an interactive classification of occupations, abilities, skills and qualifications that is available in all EU languages. It aims primarily to improve placing in training and employment and the matching of supply and demand across the European labour market and build a terminological ‘bridge’ between the world of work and the world of education and training and their respective qualifications. ESCO has also been incorporated into the amended the EURES regulation, which came into force on the 12th of May 2016. EURES (European

Employment Services) is a cooperative network of public employment authority administrations set up to improve vocational mobility in partner countries in Europe and ensure fair conditions.²²¹ The EU plans to make ESCO terminology an element of the restructuring of EUROPASS.

ESCO’s monitoring structure was greatly changed in this reporting year. The EU has informed member states and Social Partners in the new “Member States Working Group” on the development status of ESCO at the EU level. In the summer of 2016 the EU carried out a consultation process on a preliminary version of ESCO (before a first full version listing over 3,000 occupations and 12,000 skills and abilities) for the 1 (Occupations) and 2 (Skills) thematic ‘pillars’ in English. Further consultation will follow in 2017.

No conclusive process has been agreed on yet for the development of pillar 3 (Qualifications). The Federal and Länder governments and Social Partners have called for ESCO to carefully trial the development of qualification pillars without pressure of time and to establish a basis of learning outcome descriptions and developments in the area of education and training before decisions are made on further steps to integrate the pillar with labour market-relevant abilities and skills.

²²⁰ www.europass-info.de

²²¹ The European professional mobility website: <https://ec.europa.eu/eures/public/de/homepage>

4.1.6 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)”

Through the BMAS special programme on “Funding to promote the professional mobility of young people with an interest in training and unemployed young skilled workers from Europe” (MobiPro-EU) the Federal Government is helping to combat youth unemployment in Europe. The programme supports young people interested in training and young adults from the EU through the successful completion of vocational training in Germany.

178 project applications were submitted for the training cohort starting in 2016. Eleven of them were withdrawn and five rejected and in four cases two projects merged. There are currently just on 2,000 participants in the 155 remaining projects (as of February 2017). In terms of occupations and countries of origin the 2016 training cohort was similar to that in 2015. By far the largest number of trainees came from Spain (60 %), followed by Italy (about 10 %) and Greece, Croatia and Poland (6 % each). Most were funded to training in the hotel and catering industry, particularly in the occupations of restaurant specialist und cook, followed by machine and plant engineering and metalworking.

In the summer of 2016 the first participants who had been provided with individual funding in the 2013 training cohort too their final exams and left the project. Whether they have been employed in the companies that trained them as skilled workers, have sought another position in the occupation they have qualified for or have left Germany, is uncertain due to a lack of statistics on them and remains to be seen.

The results from two cohorts of individual and project funding will be available in future, starting with the current 2016 cohort of trainees. After four cohorts of trainees, the pilot project moved into the phase of securing and preparing findings with the cohort beginning training in 2016. The BMAS and BA, working together with project leaders, will make use of the programme’s remaining period until 2019/2020 to evaluate the results and experiences gained in it and develop and secure them to make them transferable for further use. The findings and the results of

the scientific evaluation will also be used to develop a “Transnational Mobility in Vocational Training” handbook to support the implementation of similar programmes, including those designed for different target groups.

4.1.7 The international mobility service point (Informations- und Beratungsstelle für Auslandsaufenthalte in der beruflichen Bildung – IBS)

Young people in training make use of international training services far less often than students at tertiary institutions so they are missing out on a range of opportunities for personal and vocational development and orientation and professional qualification. Around 4.5 % of trainees currently in initial vocational training in Germany spend time training in another country. In 2012 the German Parliament (Bundestag) recommended that the number of trainees spending time training in another country should increase to 10 % by 2020. To enable more young people to obtain experience worldwide in vocational training in future, the International mobility service point (Informations- und Beratungsstelle für Auslandsaufenthalte in der beruflichen Bildung – IBS) provides independent information and consultancy on suitable quality programmes and financial assistance free of charge.

Since 2013 the IBS has been established at the Education for Europe National Agency at the BIBB. Its online platform²²² bundles and provides information to help trainees plan and carry out trips abroad for vocational training. In 2016 it registered 24,000 database queries and provided 1,500 people with advice by telephone and more than 700 in writing. The IBS also presented its consultancy services at eight regional training trade fairs. High quality time spent training abroad has a sustainable effect on young people’s personality development. Working together with other, mainly government-funded actors in the area of international education and training mobility, the IBS supports coordinated information dissemination and the removal of obstacles to mobility. The IBS also moderates an exchange of views and ideas on good practice around the issues of quality assurance and the further development of international training activities. In 2016 the IBS focused its activities

²²² go-ibs.de

on providing more intensive support for training organisations in building up international networks.

Advisors from the Federal Employment Agency (BA) working in the EUROGUIDANCE network (European training and careers counselling) keep end users and multipliers (such as careers counsellors and teachers) informed on the diverse range of training opportunities available in Europe. Services provided in the EURES network can also be combined to cover often closely succeeding phases of mobility in training and employment in the context of joint counselling services.

4.2 Multilateral vocational education and training cooperation

4.2.1 OECD studies

The OECD carries out international comparative studies that set important benchmarks for assessing the performance of Germany's education and training system, especially the long-term studies PISA (Programme for International Student Assessment) for young people aged 15 and PIAAC (Programme for International Assessment of Adult Competencies), for adults aged from 16 to 65. The studies measures skills levels in the areas of mathematics, reading and science. The German government contributes around 8 % of the OECD's financing for its programmes (195 million Euros in 2015).

The BMBF is also a major contributor of funding for long-term OECD studies, providing 1 million Euros per cycle for PISA, for example. The newest PISA findings, which were published in early December 2016, show that the skills development of young Germans has improved. One finding relevant to vocational training was that 17 % of the sample are still in the lowest performing range and probably not mature enough to start training when they leave the general education school system.

The PISA and PIAAC findings on general skills offer only limited conclusions on the significance of vocational training, so the German government advocates in OECD committees (the Education Policy Committee, the Centre for Educational Research and

Innovation and the Group of National Experts on Vocational Training) for the inclusion of vocational training topics in the OECD's research agenda. The importance and advantages of a functioning vocational training system are now undisputed in the OECD.

The OECD regards a future-oriented skill mix as a central challenge in the area of vocational training so it has formulated a comprehensive Skills Strategy to help member states to optimise their vocational training systems. In past years the BMBF has financed several OECD studies on this issue. In the programme biennium (2015 to 2016) now ending, these included studies on the issues of work-based learning, with a focus on cost/benefit analyses, on consultancy and consultancy services, and on the recognition and certification of vocational training qualifications.

At the end of 2016 the OECD proposed detailed studies into the current range of problems involving migration and the integration of refugees into vocational training. The BMBF regards this proposal positively, so this priority for action will probably be included in the 2017–2018 programme biennium.

Germany has not given up its hopes of carrying out an OECD-wide international study comparing vocational training benchmarks along the lines of PISA und PIAAC. Preliminary work on this has been carried out at the national level in the BMBF's ASCOT skills research initiative and in the development of test models to record the vocational training skills developed. These measures were continued in 2016 in planning for a follow-up ASCOT+ project.

4.2.2 DIHK “ProRecognition – Professional and Vocational Qualifications for Germany” funding project

Key data:

Period: 01.10.2015–30.09.2018

Funding volume: 3.2 million Euros

Internet: www.dihk.de/themenfelder/aus-und-weiterbildung/bildung-international/auslaendische-abschluesse/anerkennung/pro-recognition

Training policy goals:

At the end of 2015 eight selected Chambers of Foreign Trade began establishing a personal counselling and support services for people applying for recognition of vocational qualifications in Germany, expanding consultancy and information services for skilled workers living outside the country who are interested in working in Germany. People planning to migrate to Germany can obtain help from a contact person in their home country in investigating possibilities of having their vocational qualifications recognised in Germany and assessing their prospects in the German labour market. This will also make it easier for people with vocational qualifications from the Middle East to migrate to Germany, beyond the scope of the asylum process. Appropriate communication and marketing channels made to broadly appeal to people interested in having their qualifications recognised and multipliers were also established in the host countries (government authorities, media etc.).

4.2.3 UNEVOC

Key data:

Period: 2015–2017 (with an option to extend from 2018–2020)

Funding volume: 785,000 Euros annually

Internet: www.unevoc.unesco.org/go.php

Training policy goals:

The UNESCO International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC) is one of seven UNESCO institutes and centres active in the area of education and training and maintains a global network of international vocational training cooperation centres. UNEVOC is UNESCO’s point of contact on vocational training issues and a platform for international and regional cooperation.

UNEVOC was opened at the UN Campus in Bonn in 2002. As part of its medium-term 2015 to 2017 vocational training strategy UNEVOC has focused on three areas of activity:

1. Further developing institutional and specialist capacity (capacity building) in the global network of vocational training organisations. People can contact the network for information on vocational training issues and it is a platform for international and regional cooperation. In Germany the BIBB and Gesellschaft für Internationale Zusammenarbeit GmbH are part of the network.

Projects in this context included the “TVET Leadership Programme” and the three-day programme event held in Bonn in October 2016 and the “Capacity Building Programme” for vocational college students in Latin America and Arab countries in November/December 2016.

2. The joint research initiatives of network partners focused on three priorities: costs/benefits analyses of vocational training, the image of vocational training, and work-based learning.

3. Further developing the online-based “TVETipedia” communication tool (a collaboratively developed online glossary).

UNESCO’s new vocational training strategy was adopted in July 2016 in the Bonn UNEVOC Center. The public profile of UNEVOC’s work and awareness of the importance of vocational training in central debates at the United Nations have both been raised significantly.

4.2.4 The international occupational skills championship

After the 2015 WorldSkills in Sao Paulo, Brazil, the 44th world vocational championships will be held from the 14th until the 19th of October 2017 in Abu Dhabi in the United Arab Emirates. More than 1,200 participants in 50 occupations from the over 70 WorldSkills nations will be competing. The BMBF funds and supports the German team’s participation and the team seeks to participate in competitions in as many occupational areas as possible. A vocational education and training conference will also be held in Abu Dhabi in connection with WorldSkills. The German team will be provided with support for the event by WorldSkills Germany.

EuroSkills, a European “offshoot” of the WorldSkills competition, which has been held since 1950, has been held every two years since 2008. The last EuroSkills was held in Goteborg, Sweden, from the 1st to the 3rd of December 2016 with 450 participants from 28 European countries and regions competing to demonstrate their skills in 35 different occupations. The German team was provided with support by the ZDH and WorldSkills Germany. 22 skilled young German trainees competed in 16 individual and three team events. Germany won three gold, three silver and two bronze medals and came third in the national rankings after Austria and Switzerland. In eight other events they were awarded a “Medallion of Excellence” for performances well above average (scoring at least 500 out of 600 points). Half of Germany’s EuroSkills competitors came from the skilled trades and their participation was funded by the BMWi.

4.3 Bilateral Programmes

The German-French vocational exchange programme is a binational scheme run by the Deutsch-Französische Sekretariat²²³ to support the mobility of young people and adults in initial and continuing vocational training in each of the partner countries. The exchange programme began in 1980 and is financed jointly by the BMBF and the French Ministry of National Education and Ministry of Social Affairs. In 2016 2,610 people received funding through the programme and since 1980 more than 100,000 people have taken part in an exchange. Thanks to the extensive involvement of business and industry, the exchange projects are closely linked with industry practice and contribute significantly to improving trainees’ specialist skills. The principle of reciprocity underlying this bilateral exchange programme makes a major contribute to international networking and to the exchange of information, views and ideas among participants.

The German-Israeli vocational training cooperation programme is run by the Israeli Ministry of Economy and Industry and the BMBF and has two main goals; to provide impetus for further developing vocational training at various levels and to contribute to the

success of the many cooperative ventures between Israel and Germany. It opens up opportunities for vocational training experts and trainees from various occupational areas to learn from each other about their respective technical fields, to experience a hitherto unknown everyday reality and deepen people’s understanding of each other. Since 2013 the National Agency at the BIBB has been responsible for carrying out the programme in Germany on behalf of the BMBF.

In 2016 vocational training experts from Germany and Israel got to know the vocational training system in each other’s countries under the aspect of “Assessments of competencies and examinations in Vocational Education and Training (VET)”. During an international trainee exchange a group of Israeli trainees trained in the occupations of cook and baker as part of their three-week stay in Erfurt and Hamburg. This programme also included a visit to the Culinary Olympics in Erfurt, training courses and specific occupational internships. As part of a German-Israeli cooperative team project that has been active since 2014, a study on “Promoting Research and Innovation in VET in Israel” was also completed.

4.3.1 International cooperation on vocational training

The BMBF has maintained close cooperative relationships in the area of vocational training with ministries in partner countries for many years and these relationships were built on again in 2016. As well as cooperative ventures with Greece, Italy, Latvia, Portugal and Slovakia it has relationships with 13 leading industrialised nations and with China, India, Mexico, Russia, South Africa and the USA. In 2016 new cooperative programmes were agreed on with Costa Rica and Georgia and cooperative relationships with Italy and South Africa were renewed. At the instigation of the BMBF a peer learning platform was initiated with EU partner countries that builds on bilateral activities in this area and successfully complements them through an intensive multilateral exchange. The potential for cooperation with Iran was also sounded out during preliminary discussions and workshops.

²²³ www.dfs-sfa.org

GOVET²²⁴, the Federal Government's central international vocational training cooperation office at the BIBB, has been commissioned by the BMBF to support these cooperative relationships by providing consultation on systems, cooperative research projects and exchange activities. GOVET also organises the "International vocational training cooperation round table". At the international vocational training cooperation round table, which was lead-managed by the BMBF, the Federal government departments involved in cooperative ventures in this area and Länder and Social Partners representatives exchanged views and ideas on activities and agreed to coordinate them. As well as the BMBF the AA and BMZ also participated in GOVET.

Working together with the DIHK, DGB and the skilled trades (ZDH and ZWH), the BMBF provides funding and support for strategy projects to accompany its bilateral cooperative ventures. The VETnet (DIHK) and Unions4VET (unions) strategic projects and the SCIVET project all began in 2016. SCIVET is working to build capacity in the skilled trades sector in the context of international vocational training cooperation and develop suitable quality assurance instruments.

Germany's Federal Ministry of Food and Agriculture (BMEL), having recognised the importance of initial and continuing vocational training in strengthening the agriculture sector, is providing funding and support for a consultancy project to create a national agricultural vocational training strategy in South Africa. Another agreement to offer joint funding and support for vocational training at agricultural colleges will be concluded with Ukraine in 2017.

4.3.2 Exporting vocational training services

Germany has many years of experience and outstanding systemic strengths in providing initial and continuing vocational training. An already acute shortage of skilled workers poses a serious risk to the current and future economic development of many countries so training services "Made in Germany" are in demand all over the world. The BMBF supports German vocational training companies in opening up the dynamic and growing international market for the initial and continuing vocational training services they provide. Skilled employees who have undergone dual vocational training also directly help German companies penetrate foreign vocational training services markets.

The BMBF is continuing its activities in this area with the funding directive on internationalising vocational training that was published in September 2016 involving measures focusing on the following priorities:

- Bilateral investigations of the prerequisites for and issues around cooperation on vocational training,
- Measures for supporting and model implementation of bilateral cooperative ventures in the area of vocational education and training,
- Demand-oriented development and model implementation of initial and continuing vocational training services for international markets.

Promising project concepts will be chosen for funding and the projects will start in 2017.

The BMBF's "International Marketing of Vocational Education" (iMOVE) initiative, which was launched in 2001, is a central partner with many years of expertise for German providers of vocational training services and people abroad seeking these services. It provides support for market studies, conferences, seminars and workshops, delegation trips and participation in trade fairs.²²⁵ The initiative also campaigns in other countries to raise the profile of German companies' effectiveness in providing initial and continuing vocational training services and showcases the "Training – Made in Germany" brand abroad.

224 www.govet.international

225 www.imove-germany.de/cps/rde/xchg/imove_projekt_de/hs.xsl/anbieter_datenbank.htm

4.3.3 International vocational training development cooperation

Labour market-oriented initial and continuing vocational training improves people's employability and with it their chances of gaining employment and an income. The availability of skilled, qualified workers in many countries involved in German development cooperation is an essential prerequisite for sustainable economic development that will be viable in the long term in the partner countries.

For these and other reasons, vocational training remains a central focus in German development cooperation activities. The amount of funding allocated by the BMZ for efforts in the area of vocational training more than doubled between 2010 and 2015 (from 56 million Euros in 2010 to around 120 million Euros in 2015). This makes Germany the world's largest bilateral donor in the field of vocational training.

Germany's international development policy engagement in vocational training is making a vital contribution to implementing the Agenda 2030 Sustainable Development Goals, which were adopted at the United Nations General Assembly in New York in September 2015 to replace the Millennium Development Goals (MDGs). Vocational training is playing a central role in achieving the Sustainable Development Goals.

In 2016 the BMZ took the initiative and ordered a review of German international development policy involvement in vocational training. In 2016 more than 100 separate vocational training measures were carried out in 63 countries as part of bilateral inter-government development cooperation. The initiative aims to put the BMZ commitments in the area of vocational training on an even broader footing so vocational training will be anchored in all the BMZ's work in cooperation with its partner countries in future.

The BMZ is particularly involved in vocational training in the contexts of migration and people fleeing their countries of origin, gender equality, the informal economy, and rural areas. In the context of migration and people fleeing their countries, vocational training can help to alleviate the causes of crises, migration and the flight of populations so it is a central element in the BMZ's special "Stabilisation and development in North Africa" ("Stabilisierung und Entwicklung in

Nordafrika"), and "A world without hunger" ("Eine Welt ohne Hunger") initiatives and in the "Combat the causes of flight – reintegrate refugees" ("Fluchtursachen bekämpfen – Flüchtlinge reintegrieren") initiative. In Turkey the BMZ has also launched an initiative for providing Syrian refugees and disadvantaged Turkish young people with vocational qualifications that is coordinated with sequa gGmbH and has allocated up to 15 million Euros for the initiative for the next three years.²²⁶ The German government also campaigns among international donors to improve the economic situation of women through vocational training. The goal agreed on during Germany's presidency of the G7 in June 2015, of providing a third more women and girls in developing countries with vocational qualifications by 2030, continued to be successively pursued in 2016.

Africa and Asia are key regional priorities in the BMZ's activities in the area of vocational training and Africa in particular is becoming an increasingly important focus of development activities in this field. In 2016 the BMZ launched a vocational training initiative for Africa. At the core of this initiative is a new inter-regional project with the African Union that will expand bilateral vocational training cooperation partnerships with more than 18 countries in the region in the areas of agriculture, gender, green innovation centres and vocational training. Further vital impetus was provided for German vocational training cooperation in Asia at the Asian Development Bank (ADB) annual meeting in May 2016 with the signing by the ADB and BMZ of a joint declaration on expanding and intensifying their cooperative vocational training activities in the region.

As well as bilateral and regional projects carried out by the Deutsche Gesellschaft für Internationale Zusammenarbeit and the Kreditanstalt für Wiederaufbau, Germany's state-owned development bank, the BMZ is involved in cooperative vocational training ventures with private development services providers and civil society as one of its funding priorities. German development cooperation agencies regard private development services providers as an essential partner in their vocational training activities. The BMZ has been providing funding and support for vocational training partnerships with private services providers

²²⁶ www.sequa.de/index.php/de/kammern-verbaende/162-aktuell/sequade/1840-tuerkei-deutsche-unterstuetzung-zur-beruflichen-qualifizierung-syrischer-fluechtlinge

since 2010. sequa gGmbH is currently implementing 33 vocational training partnerships in Africa, Asia, Latin America and Europe with representatives from various areas of trade and industry and the skilled trades, for which 8.3 million Euros was allocated in 2016. The involvement of civil society in vocational training is also very important to the BMZ. In 2016 it funded and supported 29 projects run by churches and 60 projects run by private development providers.

There is great interest in dual vocational training in many developing countries. To make better use

of experience and expertise in this area, the BMZ, working together with the Austrian Development Agency, the Liechtenstein Development Service and the Swiss Agency for Development and Cooperation, initiated the Donor Committee for dual Vocational Education and Training (DC dVET) in 2016. The Donor Committee was set up to help improve vocational training programmes in the partner countries of its members. In 2016 a joint Donor Committee secretariat was established and an interactive learning platform on vocational training systems launched.

Bonn, 10th of March 2017

Opinion of the Board of the Federal Institute for Vocational Education and Training on the Report on Vocational Education and Training 2017

The Board of the Federal Institute for Vocational Education and Training thanks the Federal Government and Federal Institute for Vocational Education and Training (BIBB) for creating the 2017 Report on Vocational Education and Training, which provides a good, comprehensive overview of the current vocational education and training situation in Germany and the German government's training and education policy approaches and priorities.

The Board members appreciate the fact that the Report on Vocational Education and Training has explicitly dealt with vocational education and training policy priorities in compact form and the main developments and results in this field as well as areas in which there is still a need for action. The Board would like to particularly emphasise the following points:

- The continuing decline in young women's interest in dual vocational training is a concerning trend, even though full time training courses at vocational colleges and academic studies still play a major role in their comparatively lower rate of participation in training. The Board takes the view that more efforts must be made to recruit young women into dual training occupations.
- The percentage of young adults with no vocational qualifications, at 13.4 % (in 2015), is still too high and even rose slightly over the previous year (13.3 %). In absolute figures, this means that 1.95 million young people aged from 20 to 34 are without vocational qualifications. This group represents a challenge in terms of finding other means and concepts for offering them access to vocational qualifications that will improve their labour market opportunities in the medium term.
- The Board welcomes the fact that the Report on Vocational Education and Training has covered the issue of integrating the large number of refugees who have recently arrived in Germany into education

and training. In 2016 many of these people were still participating in integration and language courses and their asylum application processes were in many cases not yet concluded, so the issue of preparing refugees in Germany for vocational training and integrating them into it in 2017 and beyond will increasingly become an issue for vocational training actors in future. 70 % of the refugees are under 30 years old.

- Continuing digitalisation is another major challenge facing vocational training. The Report on Vocational Education and Training deals with this issue in the context of modernising training but the Board believes that future Reports should deal with this topic in a separate chapter.
- The Alliance for Initial and Continuing Vocational Training is a shared platform for organising and coordinating the activities of all vocational education and training partners so the Board applauds the Report on Vocational Education and Training's descriptions of the Alliance's main measures.

The Board would like to stress that the well trained and qualified skills workers that the dual vocational training system produces are the backbone of the German economy. The system offers young people broad-based, high quality vocational qualifications that are closely oriented towards everyday practice in companies and ensures their ongoing access to a supply of outstanding young skilled staff. Trainees complete training in the system with the best prerequisites for a successful transition into working life and a broad range of opportunities for careers and personal development in the wide-ranging skills upgrading training system.

Against a background of the increasing digitalising of services and production and administrative processes, the modern initial and continuing training occupations that trainees in the dual system train for are up-to-date and forward looking. Developments in the

modernising of training and vocational training regulations need to be consistently and promptly carried out and more widely highlighted.

These aspects are also essential to the further development and future sustainability of the Federal Institute for Vocational Education and Training (BBIg).

The shared responsibility and cooperative effort put into vocational training by business and industry, unions and the Federal and Länder governments is anchored in the Federal Institute for Vocational Education and Training (BBIg), Works Constitution Act (Betriebsverfassungsgesetz) and the Länder laws regulating schools and is an advantage of this vocational training systems in companies and vocational schools. This lived partnership ensures a fair balance between the interests and wishes of individual companies, the needs of entire industries and the interests of young people and young adults.

This shared responsibility is also evident in the financing of dual vocational training. Funding for training is partly provided through Federal and Länder government budgets, but the companies offering training meet most of the costs of the training of their young skilled workers in form of training allowances and costs for training personnel and equipment.

Länder and local governments also pay a substantial proportion of the costs of training as a result of their responsibility for vocational schools and are helping to strengthen vocational training with a wide range of specific Länder funding and support measures.

The key data for 2016 reveals a similar picture to the one prevailing in 2015, although there are still various current and future challenges that all vocational training actors will face together to support the attractiveness of dual vocational training and to reinforce it:

- The number of applicants for vocational training places (around 547,700) fell slightly compared with the previous year by 3,200 (0.6 %). The continuing trend towards higher school leaving qualifications and higher education entrance qualifications has resulted in a further slight rise in the number of first year students and their number also increased as a proportion of those signing new training contracts in 2015 from

20.3 % in 2009 to 27.7 %. Dual vocational training is also playing a significant role in these young people's range of post-schooling options and must be more widely represented, including in grammar schools, in careers and studies choice orientation measures.

- The number of newly concluded training contracts fell slightly by 520,331 or 0.4 % compared with the previous year. The number of training places that companies offered was fairly stable with a marginal minus of 0.1 % compared with the previous year, so the slight fall was mainly in the number of training places in companies. This overall result does however include some major regional differences.
- The number of unfilled training places registered with BA in 2016 was around 43,500 so it increased by 1,900 or 4.5 % over the previous year. The problems in filling training places that have been apparent in recent years are continuing, although there are major regional and occupation-specific differences in supply of and demand for dual training places. The problems in filling training places are also concentrated in small and the smallest companies, with the result that they tend to withdraw from training altogether.
- The number of unplaced applicants was 20,550, 1.1 % lower than the previous year's figure. Another 60,000 young people had pursued another option or found an alternative but still wanted to be placed in training by the Federal Employment Agency (BA).
- Interest in vocational training in companies is still high. This is demonstrated by the fact that far more young people than the 547,700 or so applicants recorded in the BA's business statistics were interested in training. 803,600 young people were classified in the statistics (for 2016) as interested in training. Some of these young people decided to pursue alternative education and training paths (e. g. tertiary studies, vocational college etc.) or they were unplaced, or their whereabouts was unknown so is there potential here for recruiting more young people into dual vocational training. Our shared goal is to put every person interested in training on a path that can lead to a vocational qualification as quickly as possible.
- The decline in numbers of young people entering the transition system flattened out considerably due to

demographic change between 2012 and 2014 but their number rose in 2015 to 266,200 and this rise continued in 2016 to 298,800. These young people often find it hard to achieve vocational qualifications. The impact of young refugees entering school-based vocational training preparation measures is also apparent in these figures.

- There are still major regional and industry-specific differences in the training place market and different supply and matching problems and problems filling training places. Varying levels of mobility in the Länder and the availability of companies and vocational schools as places of learning play a substantial role in these differences.

In the Alliance for Initial and Continuing Training, which was concluded in December 2014 by the Federal and Länder governments, business and industry and unions, the following central goals were agreed on as the focus for measures in 2016:

- further strengthening dual vocational training and continuing training
- and putting every person interested in training on a path that can lead to a vocational qualification as quickly as possible in keeping with the objectives agreed on in the Alliance.

Other successes achieved under the Alliance in 2016 included

- with the introduction of the new “Assisted Training” statutory instrument, funding and support was provided for 9,932 vocational training places for low-achieving young people from January to September 2016, a substantial increase over the instrument’s launch year of 2015.

- a joint (4-wave model) training and subsequent placement concept was implemented.

It remains now for all parties to consistently pursue the shared path that the actors in the area have set out on, to better reconcile open training places with applicants seeking training and provide more company-based training places.

The Board welcomes and supports the Alliance activities and, given the regional differences in the training market and solution strategies already developed to implement Alliance measures, urges stakeholders to ensure that new approaches can be adapted to specific regions. The various Federal and many Länder funding programmes and prevocational measures must be meaningfully integrated with each other and a funding measure “jungle” avoided. This will require coordination between Federal and Länder governments and other partners at an early stage and also applies to the continuation of the “Assisted Training” statutory funding instrument. The Board is in favour of continuing this funding instrument, of making it more flexible and of making use of the experience and expertise of implementing partners.

If Germany is to meet the supply of skilled staff it needs in future it will have to continue to further develop needs-based further training to strengthen people’s abilities to embark on specialist technical and managerial careers and increase participation in continuing vocational training. These are essential factors in securing an attractive and effective initial and continuing vocational training system.

Bonn, 10th of March 2017

Opinion of the group of employee representatives on the draft Report on Vocational Education and Training 2017

The main facts in brief:

- The supply of training places was stable in 2016 at 563,808, but fewer new training contracts, (-1,800) or 520,300, were concluded than in the previous year. The substantial drop in numbers of new training contracts from 2011 to 2014, despite strong economic growth, has slowed so the training place market situation has stabilised but there seems to be no change in the general trend.
- There were around 80,600 young people seeking training and 43,500 available training places. Another 109,276 young people applied for training but were not able to sign a training contract. The Federal Employment Agency (BA) did not know the whereabouts of the other 93,402, so around 283,000 young people interested in training did not sign a training contract in 2016.
- The commitment of business and industry umbrella organisations to register 20,000 extra training places in companies with the BA compared with 2014 has resulted in shifts in the statistics. More training places were registered, but there were just 5,100 more company training places compared with 2014.
- The fall in the number of companies offering training continued unabated, recording a continuous decline from 24.1 (2007) to 20.0 % (2015).
- The Alliance for Initial and Continuing Training goal of providing up to 10,000 training places in Assisted Training every year, was almost achieved in 2016, with 9,932 places offered.
- In 2015 around 270,000 young people were stuck in one of the many measures at the interface between school and training²²⁷. Most of them had a secondary general school leaving qualification (47.7 %) or a school leaving certificate after year ten (26.8 %). According to the interim report published in March 2017 this figure rose to 298,800 in 2016.
- Only 45.3 % of young people with a secondary general school leaving qualification manage to go directly from school into training. 62.3 % of training place offers posted in the IHK's national list of available apprenticeships require a school leaving certificate after year ten as a minimum precondition. 70.4 % of all trainees had a higher education entrance qualification or a school leaving certificate after year ten. These qualifications are "key currency" in the training place market.
- According to Federal Government statistics 1.95 million people aged from 20 to 34 have no vocational qualifications, which is 13.4 % of people in this age group.
- Dual training is attractive to high-achieving young people. The percentage of trainees qualified to enter higher education has grown from 20.3 (2009) to 27.7 % (2015). This means that there were more young people with a higher education entrance qualification than those with a secondary general school leaving certificate (26.7 %) in the dual system for the first time in 2016.
- The low wage sector must be contained to keep dual training attractive. 5.1 million workers or 20.9 % of those with vocational qualifications earn less than 10 Euros gross an hour. In eastern Länder this percentage is 38.8 %. Collective wage agreements must be strengthened and made more binding.
- Alliance for Initial and Continuing Training measures have stabilised the training market but this does not seem to represent a change in the overall trend. New, more ambitious measures will be required in coming years.

²²⁷ See Authoring Group Educational Reporting: Education in Germany 2016, funded by the KMK and BMBF, Frankfurt am Main/Berlin, May 2016 (Nationaler Bildungsbericht), page 102

- The Vocational Training Act (BBiG) must be reformed to provide more quality, more opportunity for transfer between sectors and to increase volunteers' involvement in vocational training.
- The inclusion of the healthcare professions in the Report on Vocational Education and Training is appreciated. Developments in the healthcare, education and social services occupations that do not require academic training should also be included in the Report on Vocational Education and Training, starting next year.

1) Introduction

In many western democracies the mood is tense. In the United States, Europe and in Germany authoritarian, nationalist right-wing populists are recording considerable successes in elections. It is not only by people with low-level education and training qualifications and the unemployed who are voting for these right-wing parties. Many skilled workers with intermediate-level education and prosperous people have voted for right-wing populist candidates.

Initial analyses have shown that these voters do not seem to find the parties' programmes particularly convincing. Most of these people do not think that right-wing populists can provide solutions to their problems yet they still vote for them. Radical change in becoming an end in itself, the goal is of secondary importance. These developments are signs of a serious crisis in political representation in western democracies.

French sociologist Didier Eribon, himself from a working-class family, explores the question of why many workers in Northern France voted for the extreme right-wing Front National in his partly autobiographical book "Returning to Reims". He describes a discussion with his mother, who says that she voted for the party not out of conviction but that her vote was a 'warning shot' for the other parties because the voices of ordinary people are no longer being heard. Eribon asks himself, "How can it be that large sectors of the population are no longer being listened to in everyday politics?"²²⁸

Those who want to defend an open society must deal with people's social concerns, among them many

young people's poor opportunities for training. In 2016 around 298,800 young people were stuck in the many transition measures between school and training. In 2015 most of them had a secondary general school leaving certificate (47.7 %) or a school leaving certificate after year ten (26.8 %). The Federal Government Statistical Office (StBA) records 1.95 million people aged from 20 to 34 with no vocational qualifications²²⁹. Many of people may face a lifetime of unemployment or precarious employment. 20.3 % of people with low-level qualifications are unemployed. Many people, 46 % of workers in western Länder and 60 % in eastern Länder, earn less than ten Euros gross an hour.²³⁰

"The German education and training system is becoming increasingly polarised, comprising a large majority with average education levels and a small minority (between 20 and 30 %) with low levels of education and training whose opportunities for occupational and social participation risk becoming increasingly precarious", writes Martin Baethge, one of the authors of the National Report on Education at the presentation of the data²³¹. His conclusion; if almost a third of the population is not to be further marginalised, education and training policy will have to concentrate on the lower-level education and training sectors.

2) Trend in the number of new concluded training contracts and training places offered

The number of training places offered and new training contracts concluded fell steeply from 2011 to 2014 (See [Table 1](#)).

229 See BIBB: Data Report 2016, Bonn, May 2016, page 287.

230 See German Federal Government: Niedriglöhne in der Bundesrepublik Deutschland, Deutscher Bundestag Drucksache 18/10582, Berlin, October 2016, page 10

231 See also Baethge, Martin: Presentation at the "Education in Germany" ("Bildung in Deutschland 2016") conference, Berlin, June 2016, page 5

228 See Eribon, Didier: Returning to Reims, English edition, 2013

Table 1: Numbers of training places offered, 2012 to 2016

	2016	2015	2014	2013	2012
Total number of training places	563,808	563,754	561,471	564,168	585,309
Total number of training places offered in companies	546,258	544,887	541,077	542,487	559,404
Number of training contracts concluded	520,322	522,162	523,200	529,542	551,259

Source: Matthes, Stephanie; Ulrich, Gerd Joachim; Flemming, Simone; Granath, Ralf-Olaf: Die Entwicklung des Ausbildungsmarkts im Jahr 2016, BIBB, Bonn, 14th of December 2016, page 3

In 2016 the number of available training places stabilised, although the number of training contracts concluded compared with the previous year fell by 1,800 (-0.4 %), so there were 515 fewer training contracts concluded with companies. Business and industry umbrella organisations did keep the promise they made to offer 20,000 more training places in companies than in 2014, but it must be said that this has improved mainly the reporting statistics and not benefited young people in the form of extra training contracts. Stakeholders in the Alliance for Initial and Continuing Training will have to discuss what the purpose of such commitments is in future.

One positive development is the achieving of an essential Alliance goal with the provision of 9,932 funded Assisted Training places. These training places directly benefit young people and stabilise the training place market.

The continuing decline in the number and proportion of companies offering training is also significant in this context. This figure has fallen continuously from 24.1 (2007) to 20.0 % (2015).

At the same time, the number of companies that could not fill their training places rose significantly, with the number of vacant training places growing to 43,487. Closer examination shows however, that there are major disparities in the training place market. While some occupations are in demand and companies in these sectors had almost no recruiting problems, companies looking for trainee restaurant specialists, butchers, salespersons specialising in foodstuffs, plumbers, professional caterers, bakers and scaffolders

had considerable problems finding them and as in previous years, training places in these occupations were left unfilled.

These occupations are however also plagued by massive quality problems. The rate of premature training contract terminations and failure in these training occupations has been well above the average for years. These training occupations have also scored particularly badly in surveys of trainees on the quality of training for years (see the DGB Youth Training Report). Companies and the relevant agencies must work to improve the quality of training.

There were however also vacant training places in occupations attractive to young people such as retail sales, office management and motor vehicle mechanics technicians. The reasons for this may vary and include regional matching problems, applicants that seem unsuitable to companies and companies not meeting young people's expectations. A regional analysis of this situation is required to better evaluate it and initiate measures for dealing with it. Federal Employment Agency (BA) training data and data collected by the BIBB on regions must be consolidated. Current efforts to do this have unfortunately failed due to data protection regulation concerns expressed by the BA. The Alliance for Initial and Continuing Training should work to help the Federal Employment Agency (BA) and the BIBB find a shared solution to this problem.

More training places are also needed in attractive STEM occupations. More than four fifths of the roughly 7.5 million people working in STEM occupations have not had an academic education. The Federal Employ-

ment Agency (BA) believes that there will be a growing need for non-academically trained skilled workers in these fields, although in 2015 the number of trainees in these occupations fell by 3 %.²³²

There will be a major generational change in STEM occupations in coming years, although many young people are interested in training in this area so there is much to be said for increasing the number of training places offered in STEM occupations.

3) Trends in the training placement rate for young people interested in training

A realistic look at the actual training market situation can be gained by examining the category of young people interested in training, which was developed by the BIBB. It is made up of the number of new training contracts and of young people and young adults who applied for but did not gain a training place.

The quota of young people interested in training consists of young people in the following categories:

Officially unplaced applicants: In 2016 20,550 young applicants gained neither a training place nor a place in an alternative measure. These young people must indubitably be counted as unplaced.

Applicants in alternative measures for whom placement efforts were continuing: Young people who the Federal Employment Agency (BA) has declared to be “mature enough for training” but who were nonetheless “parked” in alternative measures (internships, introductory training and prevocational measures etc.) are however still counted as “placed”. In 2016 alone however, 60,053 of these young people reported to the BA that they were still looking for a training place. To gain a more realistic image of the training place market situation, the authors of the National Education Report are of the opinion that these young people must be classified as “unplaced”. According to these criteria, 80,603 applicants had no training places in 2016.

Applicants in alternative measures for whom placement efforts were not continuing: 109,276 young applicants were unable to sign a training contract. They were also “parked” in alternative measures but had not indicated to the BA that they were still looking for a training place in the current year. The BIBB assumes that many of these young people have simply postponed their desire for training because at that point on the 30th of September just eight weeks remain in the training year.

Applicants whose whereabouts is unknown: In the 2016 training year there were 93,402 young applicants whose whereabouts was unknown to the Federal Employment Agency (BA).

The statistics show that of the 803,613 young people who had a serious interest in training and were declared to be “mature enough for training” in the 2016 reporting year, 520,332 had signed a training contract so 64.7 % of these young people found a training place. (see [Table 2](#)).

4) The school leaving qualifications of new trainees

According to the Vocational Training Act (Berufsbildungsgesetz), young people’s school leaving qualifications do not play a formal role in their entry into training and there are no formal barriers preventing them from starting training in a company, so young people with no school leaving qualifications can also begin training. Reality in the training place market looks however very different. “Since 2000 the dual system has been the domain of holders of school leaving certificates after year ten and higher education entrance qualifications”, noted the 2012 National Education Report²³³.

Unions have criticised companies for “cherry-picking” the best school leavers in the past decade, an option made possible by the high numbers of training applicants from 2000 to 2010. The percentage of school leavers with higher education entrance qualifications in the dual training system has risen from 20.3 (2009) to 27.7 % (2015). A third of trainees in the Trade and Industry sector hold a higher education entrance

²³² See also the BA analysis of “The labour market in Germany – STEM occupations” (“Der Arbeitsmarkt in Deutschland – MINT-Berufe”) of March 2016

²³³ See Authoring Group Educational Reporting: Education in Germany 2016, funded by the KMK and BMBF, Frankfurt am Main/Berlin, May 2016 (Nationaler Bildungsbericht), page 103

Table 2: Whereabouts of young people interested in training from 2012 to 2016 as defined by the BIBB

	2016	2015	2014	2013	2012
Applicants with an alternative on 30.09.	60,053	60,079	60,316	62,530	60,379
Applicants with an alternative	109,276	107,749	109,018	106,640	107,393
Applicants whose whereabouts was unknown	93,402	93,734	98,102	95,622	89,993
Officially unplaced applicants	20,550	20,712	20,872	21,034	15,615
Total number of applicants interested in and “mature” enough for training with no training place	283,281	282,274	288,308	285,862	273,380
Training contracts concluded	520,332	522,165	522,420	529,542	551,259
Placement rate	64.7 %	64.9 %	64.4 %	64.9 %	66.7 %

Source: Matthes, Stephanie; Ulrich, Gerd Joachim; Flemming, Simone; Granath, Ralf-Olaf: Die Entwicklung des Ausbildungsmarkts im Jahr 2016, BIBB, Bonn, 14th of December 2016, page 30

qualification (33.9 %). According to the 2017 Report on Vocational Education and Training, 42.7 % of new trainees had a school leaving certificate after year ten, so this group represented the majority.

Numbers of young people with a secondary general school leaving certificate in the dual system have been falling steeply. In 2009 they made up 33.1 % of trainees while in 2015 this percentage was 26.7 % well under 30 %, and was for the first time lower than the percentage of trainees with higher education entrance qualifications.

The percentage of young people with no school leaving qualifications who concluded training contracts was negligible in 2015, at just 2.8 %.²³⁴

In 2015 70.4 % of the trainees in the dual system were young people with a school leaving certificate after year ten or higher education entrance qualification. In 2009 this percentage was 63.3.

One possible cause for the declining numbers of young people with a secondary general school leaving certificate in the dual system is that the overall percentage of young people leaving school with a secondary general school certificate fell from

25.2 (2010) to 21.0 % (2014), according to the 2016 National Education Report²³⁵. The Report also states however, that 47.7 % of young people with a secondary general school leaving certificate were in the “transition system”²³⁶, so declining numbers of school leavers cannot be the explanation for this development. Instead companies’ selection processes should be considered as a potential reason for the fall in the numbers of young people with a secondary general school leaving certificate in the dual training system.

The (“Education in Germany 2016”) (“Bildung in Deutschland 2016”) report also noted that “...relatively stable recruiting patterns in the filling of training places have evolved in companies over time.”²³⁷ The BIBB has also carried out an analysis in which it came to the conclusion that “less than half (45.3 %) of young people who left the general education school system after year nine with the maximum school leaving qualification of a secondary general school leaving

²³⁴ See also Kroll, Stephan: Höchster allgemeinbildender Schulabschluss bei Auszubildenden mit Neuabschluss. In the 2016 Data Report, BIBB, page 165

²³⁵ See Authoring Group Educational Reporting: Education in Germany 2016, funded by the KMK and BMBF, Frankfurt am Main/Berlin, June 2016 National Education Report (Nationaler Bildungsbericht), page 96

²³⁶ See Authoring Group Educational Reporting: Education in Germany 2016, funded by the KMK and BMBF, Frankfurt am Main/Berlin, June 2016 National Education Report (Nationaler Bildungsbericht), page 105

²³⁷ See Authoring Group Educational Reporting: Education in Germany 2016, funded by the KMK and BMBF, Frankfurt am Main/Berlin, June 2016 National Education Report (Nationaler Bildungsbericht), page 112

Table 3: Training places offered by the IHK Lehrstellenbörse/school leaving qualification required

49,052	Open training places/all occupations
47,631	With a qualification to enter a university of applied sciences
41,741	School leaving certificate after year ten
18,514 (37.7 %)	Secondary general school leaving certificate
1,595 (3.25 %)	No school leaving qualifications

Source: IHK-Lehrstellenbörse, as of 20th of February 2017

certificate were placed in fully-qualifying vocational training.”²³⁸

5) Opportunities for young people whose highest school leaving qualification is a secondary general school leaving certificate

One central factor in young people’s training opportunities is companies’ selection of applicants. This gives rise to the question of whether companies have grown used to “cherry picking” the best trainees in the past decade, leaving young people with a secondary general school leaving certificate with poorer prospects from the outset. One main indicator of this is the IHK “apprenticeships exchange” (Lehrstellenbörse), a national training place exchange offered on the DIHK website at www.ihk-lehrstellenboerse.de. The exchange is of particular relevance because it is the only national, rapidly accessible website of this kind and with 58.5 % of newly concluded training contracts, the “Trade and Industry” sector is by far the biggest in the training market.

Of the 49,052 training places offered, only 18,514 or 37.7 % were open to young people with a secondary general school leaving certificate. This effectively means that young people with a secondary general school leaving certificate are de facto excluded from 62.3 % of the training places on offer. They needn’t bother even applying. The situation is even more dramatic for young people with no school leaving qualifications, to whom 96.75 % of training places offered in the IHK “apprenticeships exchange” (Lehrstellenbörse) are closed off from the outset (see [Table 3](#)).

6) Trained but still poor: the low-wage sector and people with vocational qualifications

Trained but still poor: this is the situation for 5.1 million people in Germany who have a vocational qualification yet still earn less than 10 Euro gross an hour so 20.9 % of workers with a vocational qualification in Germany are paid only a low wage. In eastern Länder, where binding collective bargaining coverage is at an especially low level, this percentage is almost 38.8 %. With millions of trained workers earning so little, glossy ad campaigns for vocational training will be largely futile, so the skilled trades and Federal Government may as well save the millions they spend on such PR campaigns. Those complaining of a supposed shortage of skilled staff should not be paying poverty-level wages.

Only stronger binding collective bargaining coverage will make dual training more attractive. Whether young people decide to enter tertiary studies or vocational training is also up to companies. What is important in this context are good training, a decent wage, fair employment and training conditions and solid prospects for professional development.

According to information provided by the Federal Government (DS 18/10582), around 7.65 million employees were working in the low wage sector in 2014 (21.4 %). The OECD defines a low wage as a gross wage of less than two thirds of the average gross wage (median) so in Germany a low wage is 10 Euro gross an hour or a gross monthly wage of 1,993 Euros for an employee working full time.

²³⁸ See also BMBF: Report on Vocational Education and Training 2016, page 60

7) The evaluation of the Vocational Training Act (BBiG): Open questions remain

In a departure from earlier practice, a scientific institute was not commissioned to carry out the evaluation of the Vocational Training Act (BBiG). The BMBF made it clear that it would evaluate the BBiG with help from the BIBB and in conjunction with other departments. The evaluation would cover not only topics specified in the Coalition Agreement, but also review new developments and reforms arising out of the 2005 amendment and current issues. In short, the evaluation report is first and foremost a political and legal assessment of the BBiG's functionality by the ministry responsible for it.

What is striking is that the evaluation excluded many important issues from the outset. At the beginning, it states that the dual system has contributed to a low youth unemployment rate in Germany compared with other European countries and is very important to the recruiting of skilled workers. On the other hand, the still high number of young people in transition measures between school and work and falling numbers of newly concluded training contracts and of companies offering training is not mentioned. This gives the impression that a statutory regulation of important issues is not regarded as politically desirable in the BMBF.

The evaluation report also demonstrates some weaknesses. Statutory regulations on vocational training and prevocational training measure conditions are not mentioned and not reviewed in the report. The topic of quality of training is also dealt with only superficially. Other conditions in the training landscape such as the accreditation of time spent in vocational college and the provision of training resources free of charge by companies offering training are not described in the report so the evaluation report lacks the perspective of trainees, those in companies and agencies who are directly impacted by laws in this area. There are lines of argumentation on important points such as volunteer examiners or quality assurance for further vocational training that are simply not plausible. We are of the opinion that these omissions and weaknesses in the arguments impair the evaluation report's validity.

We see the clear exposition of central principles of the vocational training system as the report's main strength. The conclusions reached in some areas make

it clear that the BMBF, like the employee representatives, adheres to the centrality of the vocational principle and the related principle of unified testing. The employee representatives note with approval the Social Partners' and Federal Government's appreciation for the principle of consensus mentioned at various points in the report, although the question of why this essential principle is not enshrined in the BBiG remains.

The employee representatives take the view that a reform of the BBiG is necessary.

8) Two-tier society in continuing training

The targets set at the Dresden education summit have been achieved, if only just, but the Federal Government's "Trend Report on Continuing Training" ("Trendbericht Weiterbildung") reveals a persistent sharp social divide in the continuing training system. Continuing training operates on the principle of, "For whoever has, to him more will be given". Well educated and trained young men with German passports are able to frequently upgrade their skills and knowledge. The marginally employed, people earning low incomes and those who do not have good school leaving qualifications or come from migrant backgrounds receive far fewer opportunities for continuing training. Facing the impact of demographic change, companies will in future have to offer opportunities for qualification to these hitherto disadvantaged groups in order to meet their needs for skilled workers.

In contrast to most other northern and western European countries, continuing training in companies in Germany is characterised by relatively brief adaptation measures, many of them required by law. Legally required or otherwise mandatory training measures in the area of "Health and safety" make up a fifth of all participation hours in training measures, putting Germany in the upper range of the scale compared with eleven other northern and western European countries. The proportion of time that staff spend in training measures that are not prescribed as mandatory for employers is a relatively small share of total the total number of hours spent in such measures in Germany.

9) Conclusions

In the 2016 training year 283,281 young people who were seriously interested in training and declared by the BA to be “mature enough” for training did not find a training place. Many of them were “parked” in alternative measures. Just 43,478 open training places were open to these young people. The large number of young people interested in training is proof of the attractiveness of dual vocational training and indicates the enormous potential for companies to train highly qualified skilled staff. Another factor that has not yet been taken into account is that more and more young refugees who are currently still in preparation and language courses will need training places in coming years. Major efforts will be required to place more young people in training in coming years to prevent society from becoming increasingly polarised and to expand people’s opportunities for education and training and full participation in society.

The following measures will be required to improve people’s opportunities for initial and continuing training:

- **Companies must provide more training**, including in the promising STEM occupations. They must also **stop “cherry picking”** and give young people whose highest school leaving qualification is a secondary general education certificate more opportunities to engage in training. Politicians, unions and employers agreed in the Alliance for Initial and Continuing Training to greatly expand assistance for companies and young people through **Assisted Training**. This new instrument helps companies to select young people and create training plans. Assisted Training supports young people who need extra assistance, such as language classes. It remains for companies to make use of the instrument. This instrument, which will be funded and supported until 2018, must also be made permanent and its target group expanded. Its concept should also be made more flexible.
- The proportion of companies providing training has been declining for years. Only one in five companies now offers training. Unions and employers should not simply resign themselves to this fact. If only 20 % of companies provide training but profit 100 % from qualified skilled workers, it is time for a **fair financial trade-off between companies that do and do not provide training**. An agreement to this effect was intro-

duced in the area of geriatric care and nursing with the result that the number of training places in that area has risen considerably.

- If companies will not provide all young people with training, other solutions must be found or as the authors of the 2016 National Education Report aptly noted, “New political considerations of forms of training across and outside companies will be required”. **In regions with a problematic training market young people at a disadvantage in the training market must be given a chance to gain a full vocational qualification through non-company training**. This training should be **more closely coordinated with companies** and with local Social Partners and the costs fairly apportioned among companies that do not provide training. Regional skilled staff and training monitoring instruments must also be developed to adapt measures to regional issues.
- To better bring young people and training places together, we must support young people’s mobility by providing **local public transport trainee tickets** for example. It is also important to offer them good, affordable housing. There are student residences at all university locations so we need more trainee residences for trainees.
- The inclusion of the care and nursing occupations in the Report on Vocational Education and Training is welcome. The situation in healthcare, education and social services occupations that do not require academic training should also be described in this report from next year.

We need to **reform the BBiG** to further improve **opportunities for transfer between sectors in vocational training** (binding transfer from two to three-year training occupations), **secure the commitment of the Social Partners and volunteers in vocational training, and improve the quality of initial and continuing training**.

Reform of the BBiG should in particular involve the following points:

- **Improving the quality of initial and continuing training**: A reliable system of quality assurance and development must be established in the relevant agencies (Chambers). Training personnel in companies must be further empowered through a binding trainer aptitude ordinance (Ausbildereignungsverordnung – AEVO) and

an entitlement to qualification and leave of absence from work for this purpose. A training institution aptitude ordinance (Ausbildungsstätteneignungsverordnung) should also be introduced. The tasks of training consultants must be specifically substantiated and vocational training boards in the Chambers must be given consultation rights on issues involving training quality. Quality standards for phases of practical work experience in companies during dual study courses must also be anchored in the Vocational Training Act (BBiG). Advanced further vocational training curricula must be anchored as part of the quality standards prescribed for further training providers in the Vocational Training Act (BBiG).

- **Improving vocational training regulations:** The commitment of the Social Partners and work of volunteers in vocational training must be reinforced. The principle of consensus must form the basis for regulatory activities.
- **Improving opportunities for transfer between sectors:** Binding transfers from two to three-year training occupations must be established.

More reforms in continuing training are also necessary to deal with the following issues in particular:

- **Increasing opportunities for subsequent and re-qualification:** Given the high number of people of working

age who have no formal qualifications, offering them opportunities to subsequently gain vocational qualifications and acquire occupational skills is a central element of continuing vocational training that we want to reinforce.

- **Opening up opportunities for career advancement:** Advanced further training is required to open up prospects of careers development in executive, managerial and specialist roles to people without academic qualifications and offer them opportunities to expand their professional skills. It must also be further developed.
- **Making occupational mobility possible:** Maintaining and developing occupational skills is becoming increasingly difficult for employees due to ongoing technical and structural change. Increasing specialisation and employment in jobs that tend to have a de-skilling effect often result in a loss of vocational skills. We need to offer workers better options for maintaining, renewing and adapting the qualifications they hold so that they can continue to work in the occupations for which they have qualifications and experience.
- **Introduce validation processes:** The recognition of non-formal and informally acquired occupational skills is a long overdue step. We need to introduce regulated skills validation processes to make these skills clear and useful for employees.

Bonn, 10th of March 2017

Opinion of the group of employer representatives on the draft Report on Vocational Education and Training 2017

The employer representatives on the BIBB Board thank the BIBB and BMBF for this comprehensive and detailed Report on Vocational Education and Training.

Training market situation remains stable

Young people's training prospects were from the point of view of employer representatives on the BIBB Board very good in the past year. The training place market situation seen from the perspective of young people continued to improve in 2016. Germany's dual vocational training system has shown itself to be stable and effective and makes a major contribution to the low rate of youth unemployment in Germany.

Vocational training is an excellent way into successful working life for many young people, a central factor in the economy's success, and the basis of efforts to secure a supply of skilled workers. Among its major goals are to losing any young person along the way or leaving any training place unfilled. Difficulties in reconciling the places companies are offering with demand from young people have increased in recent years.

On the 30th of September 2016 there were **more unfilled training places (43,500) than unplaced applicants (20,600)** registered with employment agencies (Agenturen für Arbeit) and Jobcenters for the ninth time in succession. The number of applicants still unplaced at the end of **subsequent placement** was reduced to 11,800 nationally. This result would have been even better if all applicants issued with invitations to participate in subsequent placement had taken advantage of the opportunity offered to them.

Business and industry is maintaining its commitment to training

Business and industry has contributed to the success of the training year and despite the fall in the number of school leavers registered 18,400 more training places than in the previous year with the Federal Employment Agency (BA), thoroughly exceeding the target set in the Alliance for Initial and Continuing

Training's declaration of intent. 28,100 more training places were registered than were recorded in 2014, the Alliance's reference year. The agreements reached on subsequent placement in the Alliance have also proven their worth. Young people who had no training place on the 30th of September and responded to an invitation to personal subsequent placement counselling were provided with three offers of a company-based training place.

The instruments of Support during training (ausbildungsbegleitende Hilfen – abH) and Introductory Training (Einstiegsqualifizierungen – EQ) have proven their value and been made available to the target group of young refugees. EQ and abH make a valuable contribution to countering matching problems in the area of qualifications and make it easier for the target group of young refugees to access the training market. The profile of the new Assisted Training (Assistierte Ausbildung – AsA) instrument must be raised further among companies and tailored more to fit SMEs so that it can be more successfully integrated into the funding and support “triad” in future.

The fall in the number of school leavers and resulting declining demand for training places due to demographic change pose major challenges for companies. Especially in rural areas and in small companies the training places offered often cannot be filled, which will result in shortages of skilled staff in the medium term and have negative effects on these companies' training activities. The number of newly concluded training contracts at 6 %, was well under the 2003 level but the number of school leavers also fell over the same period, especially the number of school leavers with secondary general school leaving certificates and intermediate school leaving certificates, who provide the most demand for training places, so training applicant numbers fell sharply by 23.8 % over this period accordingly. This has greatly improved young people's opportunities to gain training.

The survey carried out by the Federal Institute for Vocational Education and Training (Bundesinstitut für Berufsbildung) for the reference date of the 30th of September 2016 recorded 520,300 new training contracts, a similar figure to the previous year's (-0.4 %).

The percentage of companies offering training must be seen in a more nuanced way

Companies are still highly committed to providing training. Taking into account the fact that only 57 % of all companies are authorised to offer training and most of the 17,000 new companies founded in the past year are not yet providing training, the percentage of companies offering training must be regarded in a more nuanced manner.

Apart from the smallest company sector, the number of companies offering training grew by 1 %, significantly more than in the previous year, and by 2 % among companies with 50–249 employees so around 3,200 companies outside the smallest company sector offer training places.

The **percentage of companies that constantly provide training** has grown continuously for over ten years and is now just on 50 %.

The **percentage of companies that provide training and directly employ their trainees** has also **grown considerably** in all companies of all sizes.

These facts are often overlooked when the decline in the proportion of companies offering training is represented as an unwillingness on the part of companies to

provide training. Companies that are repeatedly unable to fill the training places they offer will tend to withdraw from training altogether in the medium term.

Persistent challenges

In recent years many **young refugees** have arrived in Germany, many of whom will probably remain in our country in the medium term. Integrating these young people into our education, training and employment system will be a unique challenge. Most of these young refugees are still taking part in German language courses or (vocational) schooling so only a few have been able to work in companies so far. If integration is to succeed, it is essential to identify these young people's skills and interests as quickly as possible, to offer them German language training and careers orientation and motivate them to take part in vocational training.

Business and industry is contributing to activities in this area.

The economy's continuing **digitalisation** is another major challenge affecting education and vocational training. Vocational training has always dealt with changing qualification requirements and modernised training and advanced training occupations as necessary. Given the strong dynamism of digitalisation, vocational training is called upon promptly draw the right consequences for measures and is institutionally best equipped to do so. Continuing training during employment remains the central instrument for managing the continuous changes in qualification and occupational requirements.

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