



Federal Ministry
of Education
and Research

Report on Vocational Education and Training 2012



EDUCATION

The BMBF is participating in the Federal Government's training offensive as a partner and actor and therefore deployed trainees in producing the Report on Vocational Education and Training 2012. Trainee offset printers were involved in printing the Report on Vocational Education and Training in the Ministry's own printing works.

Publisher

Federal Ministry of Education and Research
(Bundesministerium für Bildung und Forschung – BMBF)
Department of general vocational education and training issues
(Referat Grundsatzfragen der beruflichen Bildung)
53170 Bonn

Orders

in writing to Publikationsversand der Bundesregierung
Postfach 48 10 09, 18132 Rostock, Germany

or by

Phone: +49 (0) 1805 – 77 80 90

Fax: +49 (0) 1805 – 77 80 94

(0.14 euros/min from the German fixed network,
max 0.42 euros/min from German mobile networks)

E-mail: publikationen@bundesregierung.de

Internet: <http://www.bmbf.de>

Picture credits

Title: Thinkstock

Bonn, Berlin 2012



Federal Ministry
of Education
and Research

Report on Vocational Education and Training 2012

Table of contents

List of charts	2
List of tables	2
Resolution of the Federal Cabinet on the Report on Vocational Education and Training 2012	3
1. Introduction	4
2. The training market situation in 2011	9
2.1 Newly concluded training contracts and the training situation on the 30 th of September	9
2.2 Newly concluded training contracts categorised according to structural characteristics	11
2.3 Prognosis	21
2.4 Training for the healthcare professions	23
2.5 Current challenges	24
2.6 Vocational training statistics	38
3. Vocational training policy measures and programmes	41
3.1 Strengthen dual training, intensify careers orientation, ensure the maturity of prospective trainees, facilitate transitions in training, and secure training qualifications and a supply of young skilled staff	41
3.1.1 National Pact for Training and Young Skilled Staff	41
3.1.2 Measures and programmes for improving the careers orientation and maturity young people need for training, individual mentoring of young people	42
3.1.3 Measures and programmes for optimising transition management, the transition system and innovative approaches to training for adults without vocational qualifications	47
3.1.4 Further measures and programmes for strengthening dual training	52
3.2 Improving employability through continuing education and training and lifelong learning, promoting transfer opportunities in the education and training system	55
3.2.1 Measures and programmes promoting continuing vocational education and training	56
3.2.2 Continuing education and training and lifelong learning	60
3.2.3 Measures and programmes to promote transition opportunities in the training and education system	61
3.3 Orienting vocational training towards the future	64
3.3.1 New and modernised training regulations	64
3.3.2 New and modernised further training regulations	64
3.3.3 The BMBF's Vocational Training Research Initiative	65
3.3.4 Early identification of qualification requirements	66
3.3.5 Skills assessment in vocational training – ASCOT	67
4. International cooperation on vocational training – status and prospects	68
Opinion on the draft Report on Vocational Education and Training 2012 submitted by the Board of the Federal Institute of Vocational Education and Training (BIBB)	77
Opinion on the draft Report on Vocational Education and Training 2012 submitted by the group of employer representatives	77
Opinion on the draft Report on Vocational Education and Training 2012 submitted by the group of employee representatives	79
Opinion submitted on the draft Report on Vocational Education and Training 2012 by the group of Länder representatives	84
Index	86

List of charts

Chart 1	Expanded supply and demand ratio 2009 to 2011	14
Chart 2	Computed placement rate (REQ) and placement rate of young people interested in training (EQI) 1992 to 2011	14
Chart 3	The 25 occupations most frequently filled by young women in 2011	19
Chart 4	The 25 occupations most frequently filled by young men in 2011	19
Chart 5	Newly concluded training contracts in occupations requiring two years of training	21
Chart 6	Trend in the numbers of schoolleavers leaving general education schools from 2000 to 2025	23
Chart 7	Whereabouts of applicants registered with the Federal Employment Agency (Bundesagentur für Arbeit) on 30.09.....	25
Chart 8	School background of new entries into the transition system	29
Chart 9	Trend in the number of those beginning training courses in the transition system	31
Chart 10	Applicants who had looked for a training place in previous years with support from the BA	33
Chart 11	Occupations with a high proportion of unfilled training places of all in-company training places	34
Chart 12	Shifts between sectors 2005–2001	39

List of tables

Table 1	Newly concluded training contracts, supply and demand 1992 to 2011	12
Table 2	Newly concluded training contracts in 2011 according to Länder and sector	16
Table 3	Changes in numbers of newly concluded training contracts from 2011 to 2010 according to Länder and sector	17
Table 4	Newly concluded training contracts according to financing form	18
Table 5	Whereabouts of applicants for training places for training to begin by the end of 2011 (subsequent placement)	27
Table 6	New entries into the transition sector 2005 to 2011	28
Table 7	New entries in Integrated reporting on training sectors	39

Resolution of the Federal Cabinet on the Report on Vocational Education and Training 2012

The Federal Government has adopted the Report on Vocational Education and Training 2012 submitted by the Federal Ministry of Education and Research.

1. Introduction

Pleasant development of the training market in 2011 – political priority on opening up access to vocational training, improving transitions between education and training sectors, and making training more attractive

Vocational training in Germany, of which the dual training system is a cornerstone, is increasingly highly esteemed and in growing demand internationally and more recently has taken on a new role, providing orientation for other countries in the context of European cooperation. The new EU vocational training goals to be achieved by 2020, which are aimed primarily at reforming national systems, are based on the dual training principle, closely integrating school and industry to provide training that is relevant to the labour market.

The dual system's high standing is due not only to its relative stability, despite the global economic and financial crisis, but also to Germany's top youth unemployment ranking¹, its highly qualified workers, and the good range of options available to them for transition into the labour market after training. Several EU countries, including Sweden, Hungary and Romania, have introduced reforms that will move their systems more towards dual vocational training. The OECD too, so strongly focused on tertiary education and training in the past, has heavily emphasized the dual system's efficient performance in an international OECD comparative study, also launching a further international study on the performance of continuing vocational training.

Above-average economic growth in 2011, falling numbers of applicants due to demographic change, and the success of the National Pact for Training work carried out by the Federal and Länder governments and industry have further improved the training market in Germany for young people seeking work. Companies are now increasingly unable to fill the training places they are offering. This is especially the case for SMEs.

Across Germany 570,140 new training contracts were concluded from the 1st of October 2010 to the 30th of September 2011, an increase of 1.8 percent (previous year, 559,960). The increase in the number of company-based training contracts was much higher (4 percent compared with 2010), but is not apparent in the overall balance because of the simultaneous deliberate reduction in funded non-company training places. At the end of the training year there were again more unfilled training places (an increase of 51.4 percent to 29,689 in 2011) than unplaced applicants (2011: 11,550, 2010: 12,255).

1 According to EUROSTAT, Germany has the lowest unemployment rate among under 25 year-olds, recording 7.8 percent in December 2011, (compared with 22.1 percent in the EU27 and 21.3 percent in the Euro area. Highest rates: Spain 48.7 percent, Greece 47.2 percent).

In the subsequent placement measures after the 30.09.2011 agreed on in the National Pact for Training, at least one qualification option was made available to every young person² who appeared requesting placement. Applicants in pre-vocational training measures who had already started another training course but still wanted to be placed in training, or who had already registered for a pre-vocational training measure, were especially addressed here.

The perceptible increase in competition for school leavers strengthens their market position and broadens their range of options. Numbers of young people in the transition system are accordingly falling steeply (decrease of 123,353 or 29.5 percent compared with 2005), while the number of unplaced applicants from previous years³ has also dropped sharply (fall of 5.7 percent to 174,285 compared with the previous year).

Despite these good training market developments, there is still a need for further action. The fall in the number of school leavers due to demographic changes is already exacerbating the foreseeable shortage of skilled workers now making itself felt in some industry sectors. According to the Federal Government's prognoses, economic growth will be weaker in 2012 compared with the preceding year. A large number of young people also still have difficulties in making the transition into vocational training, despite the generally good training market situation, and need further support in making that change. The Federal Government relies on the dual vocational training system as an important instrument in securing a supply of skilled workers, so the dual system must adapt to new developments, be continuously developed through structural reforms, and be made future-proof. We are facing a range of challenges, the responses to which must come from the dual system and its further development.

- Higher qualification requirements as a result of the changing demands of work (according to CEDEFOP a disproportionate increase in the number of jobs requiring very high level qualifications to 34 percent by 2020 (2007: 26 percent), a decline in the number of jobs requiring only low-level qualifications from 27 to 18 percent⁴)

2 The word "young people" is used in this report as a synonym for "youth or young person". This term does not refer to a legal definition or concrete age range.

3 Defined here as applicants registered with the Federal Employment Agency (Bundesagentur für Arbeit), who have already made an application in at least one of the previous five reporting years (not including licensed local authority agencies), see also **Chapter 2.5**.

4 cf. www.cedefop.europa.eu/EN/Files/8016_de.pdf

- Shifts between different industry sectors, proportionate growth in the service industries and in new industries with an insufficiently developed training culture
- Changes to the education and training streams in vocational and academic training, a decline in demand for training due to demographic changes, and the growing importance of continuing vocational training
- Development of a shared European employment and education and training area with indirect structural effects on the national vocational training system.

Demographic developments in particular, which are currently lightening the load on the training market, will in future pose a major challenge for vocational training, for future vocational training infrastructure, and for securing a supply of skilled labour in Germany.

By 2030, the age group of young people aged from 17 to 25 will have shrunk by around a fifth,⁵ and young people's education and training decisions will have changed. The trend towards higher school-leaving qualifications is continuing, while university course reforms are increasing the attractiveness of academic training. Competition between dual vocational training and academic education and training is increasing.

To reinforce dual vocational training and improve transitions into training, the Federal Government has in recent years specifically advanced Federal initiatives and programmes. It has also set new benchmarks, affirming its 10-percent goal for investment in education and research, and investing around 12 billion EUROS additionally in the current legislative term in this central area that is so vital to the future. In this context, funding for vocational training has been considerably increased with a specific focus on improving the transition into training and transfer opportunities. As well as the financial increase in investment in education and training, there is an increasing emphasis on making qualitative and structural improvements to the education and training system.

The policy priorities in 2011 were in five areas:

1. Dismantling the transition system; integrating the transition system with dual training

As well as focusing on the quantitative goals of securing training places in 2011, the National Pact for Training has prioritized improving the transition from school into training and optimizing transitions, accompanying these goals with new measures such as the 'Education Chains' initiative, and strengthening in-company pre-vocational training measures (through introductory training, introductory training plus and measures accompanying training). This will continue to be a focus of the National Pact for Training in 2012.

The BMBF "Education chains leading to vocational qualification" initiative continued to be promoted throughout 2011. It aims to holistically secure young people's education and training success, prevent dropouts, especially among students from secondary general and special needs schools, and to successively develop a structured and coherent funding and support policy in the transition system at Federal and Länder government levels. BMBF funding of around 460 million EUROS is earmarked for this area.

The programme part of the "Education chains" initiative, with its three integrated instruments, potential analyses, careers orientation and mentors to accompany young people making the transition from school into working life, has been significantly extended, and the systematic and long-term mentoring of young people from their penultimate year at school and into vocational training reinforced.

Funding and support for career start coaches has also been continued through the Employment Promotion Act (Arbeitsförderungsrecht).

In total (BA funding and "Education chains") approximately 1,900 full-time career start coaches were deployed for around 38,000 students at 2,000 schools in 2011.

As part of the "Education chains" initiative and the BMBF's related careers orientation programme, around 120,000 students were supported with careers orientation measures from grade 8 onwards in 2011. With support from the BMBF, around 1,000 Senior Experts also volunteered to mentor trainees and young students.

⁵ cf www.bmbf.de/pub/auswirkungen_demografische_entwicklung_berufliche_ausbildung.pdf

The Federal and Länder governments agreed on quality standards for the coherent implementation of instruments in an advisory group to accompany the “Education chains” initiative in 2011 and successful Länder concepts have been transferred beyond the borders of individual Länder. This Federal-Länder advisory group has thus contributed greatly to increasing synergy and efficiency in the structuring of measures. The BMBF also concluded or prepared a number of bilateral Federal-Länder agreements on comprehensively anchoring “Education chains” instruments in the regular education system with the Länder of Hessen, Thuringia, Baden-Württemberg, Bremen, Hamburg and Bavaria in 2011. This process will continue with the Länder in 2012.

In 2011 the Federal Government, working in a inter-ministerial working group under the direction of the BMAS, reviewed the coherence of the Federal Government’s portfolio of funding instruments in the transition system for vocational training and agreed on a new early warning and coordination process for future Federal Government programmes and on general criteria towards which the Federal Government’s portfolio of future programmes and legislative changes to the Employment Promotion Act (Arbeitsförderungsrecht) are to be oriented.⁶ The working group’s results were also included in a reform of instruments in the German Civil Code (SGB). Funding instruments have been reduced or bundled and proven instruments, (such as career start coaches, careers orientation measures and introductory training), anchored as statutory benefits and integrated with each other in the context of “Education chains”.

In 2012 the Federal Government will undergo a structured consultation process with the Länder to adapt and fund measures in the transition system for the future, including future funding from Federal and Länder programmes in the European Social Funds.

To optimise the transition system locally, the BMBF’s “Regional Transition Management” (“Regionales Übergangsmanagement”) initiative was continued with 55 local governments in 2011. Its goal is to improve the state of regional data collection and transparency, to systemise and coordinate the funding on offer, and strengthen cooperation among all the relevant parties involved in education and training in the transition system.

The “Education chains” initiative is accompanied by the use of national standardised training modules in 14 occupations. During 2012 the BMBF will review the creation of training modules in 15 to 20 further occupations that require formal training.

In 2011 the BIBB Board developed guidelines designed to improve the transition from school into working life, emphasizing the importance of individual funding and support, including active use of training modules, and of regular in-company training as a priority.

Integrated vocational training reporting, funded and supported by the BMBF, has further increased the possibilities for analysing developments in the transition system. According to current forecasts of possible scenarios made by the BIBB, the transition system will continue to clearly decline. It will however continue, even under the most favourable of circumstances, if only at a low level, so attention must be focused on increasing the efficiency of the relevant funding instruments in future.

2. Increasing the attractiveness of dual vocational training

As well as strengthening the dual system’s integrative power, there was a focus in 2011 on opening up the dual system specifically to high-achieving young people by introducing innovations and increasing its attractiveness.

The Federal Government is pursuing the goal of maintaining its high quality training and well qualified skilled staff in vocational training and in universities. Competition between vocational training and higher education institutions will intensify. First-year student numbers reached a new record high in 2011. 55 percent of that year’s group of school leavers started a university course in 2011⁷ (2005: 37 percent). New course structures with great practical relevance (Bachelors) have been widely introduced into higher education institutions. The dual system, into which just on two thirds of a school leaver age group traditionally go, and in which around 20 percent of trainees have a higher education entrance qualification (Abitur), must further strengthen its competitiveness. It must offer attractive additional options during the central period when young people deciding whether to go into dual training or an alternative form of education and training so as to attract them into the dual system. Approaches in this direction could include more closely integrating training and further training and utilizing the still largely unused statutory possibilities of the Vocational Training Act to create and broadly implement standardized additional qualifications, as well as using the existing range of regional and sectoral additional qualifications.

To increase vocational training’s attractiveness, the BMBF, with the BMWi and support from its Pact partners, started the national “Berufliche Bildung – Praktisch unschlagbar”

⁶ The concluding report can be found on the BMAS Internet site. www.bmas.de/DE/Themen/Aus-und-Weiterbildung/Ausbildungsfoerderung/inhalt.html

⁷ A major cause of the recent especially strong increase of 10 percent compared with 2010 (45 percent) is the introduction of two-year final classes.

(Vocational training – practically unbeatable) campaign in the autumn of 2011. A diverse range of instruments, including national ‘info tours’ and poster campaigns, youth-oriented appeals in social media, targeted info campaigns about attractive training occupations and Federal Government funding programmes and Internet advice platforms aim to create interest and attract high-achieving young people in particular to vocational training and further training.

Highlight of this campaign will be the hosting of the WorldSkills competitions in July 2013 in Leipzig, sponsored by the BMBF, at which the best trainees from 60 countries from all over the world will compete in around 45 occupations. The specialist programme accompanying the skills competitions will focus on the central theme of the attractiveness, excellence and efficient performance of vocational training and include a range of national and international meetings and conferences.

Improving the transfer opportunities of vocational training in institutions of higher education is another important area for action in increasing the attractiveness of vocational training. The decision of the Conference of Länder Ministers of Education and Cultural Affairs (KMK) on providing access to institutions of higher education for people with vocational qualifications provides a good basis for this. The BMBF has increased its expansion of upgrading scholarships, of funding for specific study programmes for workers with vocational qualifications but no higher education entrance qualification (Abitur) at institutions of higher education, and its initiatives for recognizing previously-acquired occupational qualifications in university courses.

3. Quality assurance, differentiating vocational training and making it more flexible

A further major area of action in 2011 was quality assurance and differentiating and making vocational training itself more flexible. The BMBF has promoted initiatives to ensure the quality of the dual training process, trainer qualifications, a systematic grouping of related occupations, and easier entry into the dual system for people with different vocational backgrounds by introducing better instruments for evaluating and transferring credits for skills previously acquired elsewhere, including and especially by migrants. The BMBF draft law on assessing and recognising foreign professional qualifications was passed by parliament in 2011 and comes into force on 1 April 2012. The creation and implementation of relevant advisory and assessment structures has also begun.

In 2011 there was also a continuing focus on modernising 15 training regulations and 5 further training regulations, orienting training regulations towards skills for the future implementation of a German Qualifications Framework, which is based on learning outcomes, on measures for the early

identification of qualification requirements, and on BMBF measures to support quality assurance in training.

4. Continuing training

Longer working lives, the increasingly short ‘half-life’ of knowledge, frequent changes of career and below-average participation in continuing vocational education and training by international standards, despite a looming shortage of skilled staff in Germany, were among the starting points for considerations on establishing a continuing vocational training initiative, which began in 2011, when the BMBF began preparing a specialist campaign to strengthen continuing vocational training within companies. The campaign is closely related to the overarching “Berufliche Bildung – Praktisch unschlagbar” (Vocational training – practically unbeatable) information campaign and began in March 2012. It aims to reinforce vocational training in companies and features specialist policy events, online advisory services, publications and target group-specific information and advertising.

To promote individual continuing training, the BMBF has extended the successful “Bildungsprämie” continuing education bonus project by two years. Its goal is to mobilise those who have hitherto been excluded from continuing training for financial reasons.

The Federal Government also developed a concept for securing a supply of skilled labour in Germany in 2011 that will focus on utilizing and promoting domestic potential, supplemented by qualified immigration from other countries. The Federal Government’s concept for securing a supply of skilled labour specifies concrete areas in which measures are to be intensified or newly created under five headings:

1. Activation and securing employment
2. A better family and work balance
3. A chance for education and training for all, from the outset
4. Qualification: training and continuing training
5. Integration and qualified immigration

In the context of securing a supply of skilled labour, the Federal Government also developed a new training and qualification campaign in the area of geriatric care in 2011, which will be signed and implemented by the Länder and relevant associations in the spring of 2012. Its goal is to counteract a forecast shortage of skilled workers in the field of aged care by means of ten areas for action, ranging from expanding training capacity through to improved recognition of foreign nursing care qualifications.

5. International opening up of vocational training

The German vocational training system must stay attractive and competitive, also by international standards.

The international and especially European trend of an orientation toward outcomes in vocational training, instead of input-oriented management and considerations, fits in with the dual system in various ways. It is connected with a stronger orientation of qualification requirements towards the labour market and allows for a comparison of skills, regardless of the education and training institutions and types of degrees in which they have been formally achieved. It is also connected with a potential for comparing qualifications acquired in non-academic training in Germany with those awarded after academic training in other countries and to treat them as equal.

In 2011 the most important EU initiatives to which the BMBF contributed and that were accompanied by symbiotic developments at the national level were,

- the European Qualification Framework and German Qualification Framework,
- the European Credit System for Vocational Education and Training, ECVET, the BMBF initiative to set up a German credit system, DECVET, and the initiative to promote training modules,
- the new EU initiative ESCO, which is creating a shared European taxonomy of occupations, skills and qualifications and thus a shared language between the labour market and education and training,

- the EU's EQAVET initiative for quality assurance in vocational training and its German counterpart, DEQA-VET,
- the EU's outcome orientation and the BMBF's national research initiative on learning outcomes-oriented skills assessment in vocational training, which started in 2011,
- increasing the transnational mobility of trainees in vocational training and promoting corresponding advisory structures among the Chambers
- The WorldSkills competitions, improving occupational competition infrastructure in Germany and preparing for the international skills competition in Leipzig in 2013.

Of particular importance nationally in 2011 was the eight-level German Qualification Framework spanning different educational sectors, which was agreed on by the Federal Government, Länder, institutions of higher education, and management and labour in early 2012. It has established a categorisation for a Master tradesperson/Technician qualification that is equivalent with a Bachelors university degree at the proficiency level of 6. Initial vocational training was categorised at Level 4 (3 and 3½-year training courses) and 2-year training courses set at Level 3. In a joint declaration by the Federal Government, Länder, and management and labour, the parties agreed to initially not include general educational qualifications in the German Qualification Framework.⁸

⁸ cf. http://www.bmbf.de/pubRD/Erklaerung_SpitzengespraechKMK_BMBF31_1_12logos..pdf

2. The training market situation in 2011

Overall the training market situation for young people continued to improve in 2011. The number of training places⁹ increased compared with the previous year by 20,264 or 3.5 percent to 599,829, which is pleasing. The number of in-company training places on offer¹⁰ increased by 30,813 or 5.7 percent. The training market has also profited from good economic developments. Compared with the previous year, the economy again grew strongly. Gross domestic product (GDP) grew in the first quarter of 2011 by 5 percent compared with the previous year, and increases were also recorded in the second (3 percent) and third quarters (2.5 percent).¹¹

On the other hand, the training market is increasingly clearly reflecting the effects of demographic developments. The number of school leavers not qualified to enter higher education – the main clientele of dual vocational training – has decreased further (by 19,699 or 3.5 percent compared with 2010). Since 2005 a fall of more than 154,000 has been recorded here. Two-year final school classes in Lower Saxony and Bavaria and the end of compulsory military and civil service have stimulated additional demand in the training market, but quantitatively this had only a slight overall impact.¹² It was still more difficult for companies to fill training places than it has been in previous years.

Many applicants still do not immediately succeed in making the transition from school into training however, with previously unsuccessful training applicants and young people from migrant backgrounds particularly affected. Improvements have however been made here compared with previous years.

In **Chapter 2** the development of the training place market is described and further need for action to utilise all existing potential for vocational training, which will secure a supply of young skilled workers in Germany, is identified.

2.1 Newly concluded training contracts and the training situation on the 30th of September

An increase in western Länder, a decrease due to demographic changes in eastern Länder

According to the results of a survey of the competent bodies by the BIBB for the period from the 1st of October 2010 to the 30th of September 2011, 570,140 new training contracts were concluded nationally, which is 10,180 or 1.8 percent more than in 2010.¹³

It is especially pleasing that this was an increase in company-based training contracts, especially in western Länder (see **Chapter 2.2**). With a total of 485,645 newly concluded training contracts, 17,348 (3.7 percent) more contracts were concluded there than in 2010 (468,297).

In eastern Länder the number of newly concluded training contracts fell by 7,168 or 7.8 percent to 84,495 (2010: 91,663). This does not indicate a deterioration in the training market situation from the point of view of young people, but rather reflects the consequences of demographic developments. A further decline was recorded among school leavers compared with 2010 (around 8,800 or 8 percent to around 102,100). A look back at past years shows how marked this decline was. In 2000 there were more than twice as many school leavers in eastern Länder (around 235,000).

⁹ The number of training places is calculated based on the 570,140 newly concluded training contracts from the BIBB Survey on 30.9. and the 29,689 unfilled training places registered with the Federal Employment Agency (BA) (cf. **Chapter 2.1**).

¹⁰ Not including publicly financed “non-company” training places. 2010: 538,522, 2011: 569,335.

¹¹ cf. Press release of the Federal Statistics Office (Statistisches Bundesamt) No.435 of 24.11.2011, which can be found at www.destatis.de/DE/PresseService/Presse/Pressemitteilungen/2011/11/PD11_435_811.html

¹² This is because students who have gained their Abitur (higher education entrance qualification) are not very interested in dual vocational training. According to the results of the BIBB's survey of school leavers, only a fifth of students with Abitur planned to go directly into dual vocational training (see also **Chapter 2.3**).

¹³ Due to corrections reported in the Public Service and Professional Services sectors, the BIBB has revised the data for 2010, so there may be discrepancies with previous information.

More unfilled vocational training places than unplaced applicants

29,689 of the vocational training places registered with the BA were still unfilled in September 2011, which is 10,084 or 51.4 percent more than in September 2010. For the first time the increase was higher in western Länder (up 54 percent to 24,398) than in eastern Länder (up 41.3 percent to 5,177), so it is clear that companies in western Länder are finding it increasingly difficult to fill their training places.

The situation for unplaced applicants¹⁴ was far more favourable than it was in the previous year. 11,550 applicants were unplaced in September 2011 (–705 or 5.8 percent compared with 2010). Numbers fell especially in eastern Länder (–17.8 percent to 3,090). In western Länder the number of unplaced applicants was 8,456, slightly (0.4 percent) below the previous year's level.

The surplus of places (18,139) increased considerably, by 10,789, compared with the previous year (surplus of places 2010: 7,350).¹⁵ In purely mathematical terms, each of the training places unfilled in 2011 could have been filled more than twice. That this did not occur is due to the fact that young people's desire for training and training places offered do not match in terms of occupations and regions.¹⁶

14 Since the 2008/2009 reporting year the BA's statistics on registered applicants have also includes information from licensed local authority agencies (zugelassene kommunale Träger – zkT) as standard. The total sum is calculated using information provided by the Arbeitsagenturen (AA), joint Agentur für Arbeit and local authority (gE) job centres, and licensed local authority agency job centres. The BA's statistics show that the total sum of zkT and AA/gE overlap slightly, i.e. applicants who were supported by and registered with the AA/gE and zkT in looking for a training place. Such overlaps are due to a recognition of the need for assistance as defined in the second volume of the German Social Code (Sozialgesetzbuch – SGB II), or conversely to the end of the need for assistance. They therefore conform with the system. It must also be taken into consideration that information on registered vocational training places does not include any zkT data so far. According to assessments of the BA statistics however, few training places that are registered with the zkT are not also registered with the AA and gE. It is therefore assumed that there are "no significant distortions" in the BA statistics, even if only those training places registered with the AA and gE are used. Taking into account only applicants registered with the AA and gE would however lead to "serious distortions" because applicants applying to zkT are not usually covered by the BA's training placement services. (see the BA's explanations statistics in their monthly training market report: <http://statistik.arbeitsagentur.de/Navigation/Statistik/Statistik-nach-Themen/Ausbildungsstellenmarkt/zu-den-Daten/zu-den-Daten-Nav.html>). At the end of the reporting year in September 2011 the zkT reported just over 800 unfilled training places; the number of people registered as applicants for vocational training places was over 21,000. For the sake of readability, the Federal Employment Agency is referred to as the 'BA' in this report. In the context of training placement services, reference is made to the employment offices (Agenturen für Arbeit) and agencies providing basic support.

15 The following section and **Chapter 2.5** provide (more detailed) information about applicants registered with the BA who had an alternative on 30.9 and still wanted to be placed in training.

16 See the data report accompanying the Report on Vocational Education and Training 2012, Chapter A1

The training market situation

Overall the training market situation for young people improved further in 2011. This is suggested by various indicators¹⁷ used to measure the training place market situation.

Supply and demand ratio

Following Section 86 Paragraph 2 of the Vocational Training Act (Berufsbildungsgesetz – BBiG), the number of training places is shown as the number of newly concluded training contracts in the BIBB survey plus the still unfilled training places registered with the BA. Demand is calculated using the number of newly concluded training contracts and the number of young people still registered as unplaced with the BA. According to this calculation, 599,829 training places were offered in 2011, an increase of 20,264 or 3.5 percent. Demand for training places was at 581,690, up 9,475 or 1.7 percent. Since supply grew more strongly than demand, the supply and demand ratio improved compared with the previous year (see **Table 1**). Nationally it was 103.1 (2010: 101.3). In 2011 the supply and demand ration was more favourable in western Länder, at 103.2 (2010: 101.5), than in eastern Länder, where it was 102.4 (2010: 99.9).

Expanded supply and demand ratio

The traditional definition of demand does not completely reflect the number of young people seeking training, so the Report on Vocational Education and Training and National Education Report incorporates an "expanded" definition of demand, which as well as unplaced applicants, includes young people who have begun an alternative to training (for example a pre-vocational measure or internship), but still want to undergo training.¹⁸ Their number fell from 72,342 in 2010 to 65,190 in 2011, so the expanded supply and demand ratio also improved compared with the previous year (see **Chart 1**). According to this definition, it was less favourable, at 92.7, (previous year 89.9) than the "classic" supply and demand ratio. Applying the expanded supply and demand ratio indicates a more favourable training market situation in eastern Länder.¹⁹ The expanded supply and demand ratio was 96 in eastern

17 The BIBB is currently making a systematic classification of the most vocational training indicators, see www.bibb.de/veroeffentlichungen/de/publication/show/id/6830

18 It must be taken into account that the basic criterion of this expanded definition of demand is applicants' continuing desire for training. In terms of "placement supply aspects", this does not mean that all of these young people were without a fully-qualifying training place. Of the 65,190 applicants with an alternative on the 30th of September who still wanted a training place, 5,980 had already begun training and another 797 were studying.

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

Länder (previous year 93,8) and 92.7 (previous year 89.9) in western Länder.

Computed placement rate

The computed placement rate (i.e. newly concluded training contracts per 100 school leavers) greatly oversimplifies market conditions, because demand for training places does not come solely from among current school leavers. In the past it has been argued that the advantage of this variable is that it corresponds fairly well with the size of the current year's group of school leavers. With the introduction of two-year final classes in populous Länder in 2011 however, this argument can no longer be maintained, because those with Abitur (higher education entrance qualification), who are not very interested in dual training, are thereby given too much statistical "weight". The computed placement rate has therefore become less meaningful but is still shown here for reasons of continuity of reporting (see **Chart 2**). In 2011 the national computed placement rate was 65.9 (2010: 66.5). It was much more favourable in eastern Länder at 82.8 (2010: 82.6) than in western Länder at 63.6 (2010: 64) as a result of falling overall figures due to demographic change.

Placement rate of young people interested in training (EQI)

In 2010 the BIBB developed a new indicator. The so-called "placement rate of young people interested in training" correlates the number of newly concluded training contracts as of 30.9 with the number of all institutionally recorded persons interested in training²⁰. According to this calculation, this rate increased to 68.4 in 2011 (2010: 66.3, see **Chart 2**). In western Länder the rate improved from 65.8 in 2010 to 68.5 in 2011. Eastern Länder recorded a slight decline with an EQI of 68.1 compared with the previous year (2010: 68.9). This does not however indicate a deterioration in the training market situation, but is a result of a deliberate reduction in non-company training courses in response to demographic developments and consequent falling demand. According to the BIBB's assessment, EQI is an alternative to the computed placement rate.

2.2 Newly concluded training contracts categorised according to structural characteristics

Developments in training sectors²¹

In what is by far the biggest training sector, **Trade and Industry**, 342,782 training contracts were concluded nationally in 2011, 60.1 percent of all new contracts in 2011 (2010: 59.1 percent). Compared with the preceding year, the number of new training contracts concluded nationally in Trade and Industry increased by 11,739 or 3.5 percent. The increase was due to developments in western Länder. Here, with a total of 289,428 newly concluded training contracts, 15,524 or 5.7 percent more contracts were concluded than in the previous year. The relative proportion of all newly concluded contracts grew from 58.5 percent in 2010 to 59.6 percent in 2011. In eastern Länder the number of training contracts concluded in Trade and Industry fell by 3,785 or 6.6 percent to 53,354. The proportion of newly concluded training contracts in Trade and Industry of all newly concluded training contracts also grew here compared with the previous year (2010: 62.3 percent, 2011: 63.1 percent)

20 This is comprised of the sum of newly-concluded training contracts and registered applicants plus registered applicants who have been placed in training (otherwise some would be counted twice). The figures cover all young people who have reported an interest in training over the course of the reporting year. On the key date of 30.9 some of the applicants who had registered for vocational training places over the course of the year had however given up trying to find a training place or their whereabouts was unknown. Some applicants had also applied although they already had a training place (cf. **Chapter 2.5**).

21 Actual training provided in individual sectors does not entirely match the figures reported for each training sector. Training contracts concluded by those in the Public Service or Professional Services in training occupations in the Industry, Trade or Skilled Trades sectors, do not fall within their own sectors, but are registered in the Industry, Trade and Skilled Trades sectors (for example: a training contract of someone training to become a vehicle mechatronics technician with the Federal military administration (Wehrverwaltung des Bundes) is registered in the Skilled Trades sector). In Hessen the Chambers of Industry and Commerce are in charge of some Public Service occupations, and in the Länder of Schleswig-Holstein and Hessen the Chambers of Industry and Commerce are also the bodies in charge of the Housekeeping training sector.

Table 1: Newly concluded training contracts, supply and demand, 1992 to 2011 (Part 1)

	New training contracts	Unfilled places	Unplaced applicants	“Supply”	“Demand”	“Supply and demand ratio”	Trend compared with the previous year					
							Contracts		“Supply”		“Demand”	
							absolute	percent	absolute	percent	absolute	percent
Nationally												
1992	595,215	126,610	12,975	721,825	608,190	118.7						
1993	570,120	85,737	17,759	655,857	587,879	111.6	-25,095	-4.2	-65,968	-9.1	-20,311	-3.3
1994	568,082	54,152	18,970	622,234	587,052	106.0	-2,038	-0.4	-33,623	-5.1	-827	-0.1
1995	572,774	44,214	24,962	616,988	597,736	103.2	4,692	0.8	-5,246	-0.8	10,684	1.8
1996	574,327	34,947	38,458	609,274	612,785	99.4	1,553	0.3	-7,714	-1.3	15,049	2.5
1997	587,517	25,864	47,421	613,381	634,938	96.6	13,190	2.3	4,107	0.7	22,153	3.6
1998	612,529	23,404	35,675	635,933	648,204	98.1	25,012	4.3	22,552	3.7	13,266	2.1
1999	631,015	23,439	29,365	654,454	660,380	99.1	18,486	3.0	18,521	2.9	12,176	1.9
2000	621,693	25,690	23,642	647,383	645,335	100.3	-9,322	-1.5	-7,071	-1.1	-15,045	-2.3
2001	614,236	24,535	20,462	638,771	634,698	100.6	-7,457	-1.2	-8,612	-1.3	-10,637	-1.6
2002	572,323	18,005	23,383	590,328	595,706	99.1	-41,913	-6.8	-48,443	-7.6	-38,992	-6.1
2003	557,634	14,840	35,015	572,474	592,649	96.6	-14,689	-2.6	-17,854	-3.0	-3,057	-0.5
2004	572,980	13,378	44,084	586,358	617,064	95.0	15,346	2.8	13,884	2.4	24,415	4.1
2005	550,180	12,636	40,504	562,816	590,684	95.3	-22,800	-4.0	-23,542	-4.0	-26,380	-4.3
2006	576,153	15,401	49,487	591,554	625,640	94.6	25,973	4.7	28,738	5.1	34,956	5.9
2007	625,885	18,359	32,660	644,244	658,545	97.8	49,732	8.6	52,690	8.9	32,905	5.3
2008	616,342	19,507	14,515	635,849	630,857	100.8	-9,543	-1.5	-8,395	-1.3	-27,688	-4.2
2009	564,307	17,255	9,603	581,562	573,910	101.3	-52,035	-8.4	-54,287	-8.5	-56,947	-9.0
New time series including zKt												
2009	564,307	17,255	15,679	581,562	579,986	100.3						
2010	559,960	19,605	12,255	579,565	572,215	101.3	-4,347	-0.8	-1,997	-0.3	-7,771	-1.3
2011	570,140	29,689	11,550	599,829	581,690	103.1	10,180	1.8	20,264	3.5	9,475	1.7
Western Länder												
1992	484,954	122,953	10,948	607,907	495,902	122.6						
1993	456,959	83,307	13,905	540,266	470,864	114.7	-27,995	-5.8	-67,641	-11.1	-25,038	-5.0
1994	435,388	52,462	16,902	487,850	452,290	107.9	-21,571	-4.7	-52,416	-9.7	-18,574	-3.9
1995	436,082	42,889	18,821	478,971	454,903	105.3	694	0.2	-8,879	-1.8	2,613	0.6
1996	434,648	33,642	23,896	468,290	458,544	102.1	-1,434	-0.3	-10,681	-2.2	3,641	0.8
1997	448,323	25,112	30,793	473,435	479,116	98.8	13,675	3.1	5,145	1.1	20,572	4.5
1998	468,732	22,775	22,297	491,507	491,029	100.1	20,409	4.6	18,072	3.8	11,913	2.5
1999	482,213	22,657	18,517	504,870	500,730	100.8	13,481	2.9	13,363	2.7	9,701	2.0
2000	483,082	24,760	14,214	507,842	497,296	102.1	869	0.2	2,972	0.6	-3,434	-0.7
2001	480,183	23,618	11,962	503,801	492,145	102.4	-2,899	-0.6	-4,041	-0.8	-5,151	-1.0
2002	447,426	17,123	13,180	464,549	460,606	100.9	-32,757	-6.8	-39,252	-7.8	-31,539	-6.4
2003	434,747	13,994	22,267	448,741	457,014	98.2	-12,679	-2.8	-15,808	-3.4	-3,592	-0.8
2004	448,876	12,533	29,319	461,409	478,195	96.5	14,129	3.2	12,668	2.8	21,181	4.6
2005	434,162	11,786	29,334	445,948	463,496	96.2	-14,714	-3.3	-15,461	-3.4	-14,699	-3.1
2006	452,215	13,556	33,237	465,771	485,452	95.9	18,053	4.2	19,823	4.4	21,956	4.7
2007	500,787	15,953	23,077	516,740	523,864	98.6	48,572	10.7	50,969	10.9	38,412	7.9
2008	502,604	16,664	10,154	519,268	512,758	101.3	1,817	0.4	2,528	0.5	-11,106	-2.1
2009	465,309	14,500	6,903	479,809	472,212	101.6	-37,295	-7.4	-39,459	-7.6	-40,546	-7.9
New time series including zKt												
2009	465,309	14,500	11,259	479,809	476,568	100.7						
2010	468,297	15,844	8,494	484,141	476,791	101.5	2,988	0.6	4,332	0.9	223	0.0
2011	485,645	24,398	8,456	510,043	494,101	103.2	17,348	3.7	25,902	5.4	17,310	3.6

Table 1: Newly concluded training contracts, supply and demand, 1992 to 2011 (Part 2)

	New training contracts	Unfilled places	Unplaced applicants	“Supply”	“Demand”	“Supply and demand ratio”	Trend compared with the previous year					
							Contracts		“Supply”		“Demand”	
							absolute	percent	absolute	percent	absolute	percent
Eastern Länder												
1992	110,261	3,657	2,027	113,918	112,288	101.5						
1993	113,161	2,430	3,854	115,591	117,015	98.8	2,900	2.6	1,673	1.5	4,727	4.2
1994	132,694	1,690	2,068	134,384	134,762	99.7	19,533	17.3	18,793	16.3	17,747	15.2
1995	136,692	1,325	6,141	138,017	142,833	96.6	3,998	3.0	3,633	2.7	8,071	6.0
1996	139,679	1,305	14,562	140,984	154,241	91.4	2,987	2.2	2,967	2.1	11,408	8.0
1997	139,194	752	16,628	139,946	155,822	89.8	−485	−0.3	−1,038	−0.7	1,581	1.0
1998	143,797	629	13,378	144,426	157,175	91.9	4,603	3.3	4,480	3.2	1,353	0.9
1999	148,802	782	10,848	149,584	159,650	93.7	5,005	3.5	5,158	3.6	2,475	1.6
2000	138,611	930	9,428	139,541	148,039	94.3	−10,191	−6.8	−10,043	−6.7	−11,611	−7.3
2001	134,053	917	8,500	134,970	142,553	94.7	−4,558	−3.3	−4,571	−3.3	−5,486	−3.7
2002	124,897	882	10,203	125,779	135,100	93.1	−9,156	−6.8	−9,191	−6.8	−7,453	−5.2
2003	122,887	846	12,748	123,733	135,635	91.2	−2,010	−1.6	−2,046	−1.6	535	0.4
2004	124,104	845	14,742	124,949	138,846	90.0	1,217	1.0	1,216	1.0	3,211	2.4
2005	116,018	850	11,154	116,868	127,172	91.9	−8,086	−6.5	−8,081	−6.5	−11,674	−8.4
2006	123,938	1,835	16,240	125,773	140,178	89.7	7,920	6.8	8,905	7.6	13,006	10.2
2007	125,098	2,338	9,576	127,436	134,674	94.6	1,160	0.9	1,663	1.3	−5,504	−3.9
2008	113,738	2,769	4,358	116,507	118,096	98.7	−11,360	−9.1	−10,929	−8.6	−16,578	−12.3
2009	98,998	2,644	2,697	101,642	101,695	99.9	−14,740	−13.0	−14,865	−12.8	−16,401	−13.9
New time series including zkt												
2009	98,998	2,644	4,417	101,642	103,415	98.3						
2010	91,663	3,665	3,760	95,328	95,423	99.9	−7,335	−7.4	−6,314	−6.2	−7,992	−7.7
2011	84,495	5,177	3,090	89,672	87,585	102.4	−7,168	−7.8	−5,656	−5.9	−7,838	−8.2

Discrepancies between the total “western Länder” and “eastern Länder” figures and national figures may be due to data that cannot be classified.

Data for 2010 may diverge from earlier information due to subsequent revisions.

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

Chart 1: Expanded supply and demand ratio, 2009 to 2011

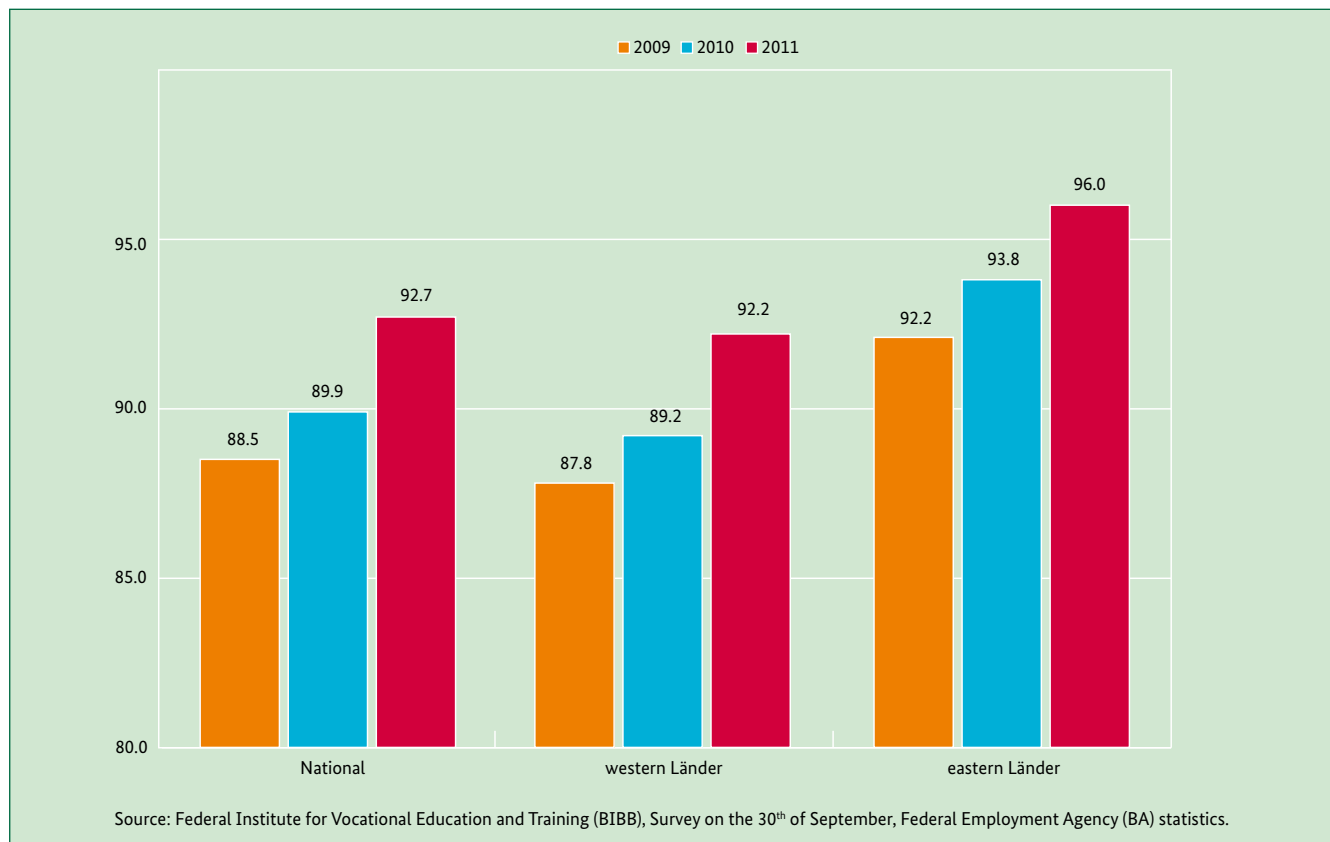
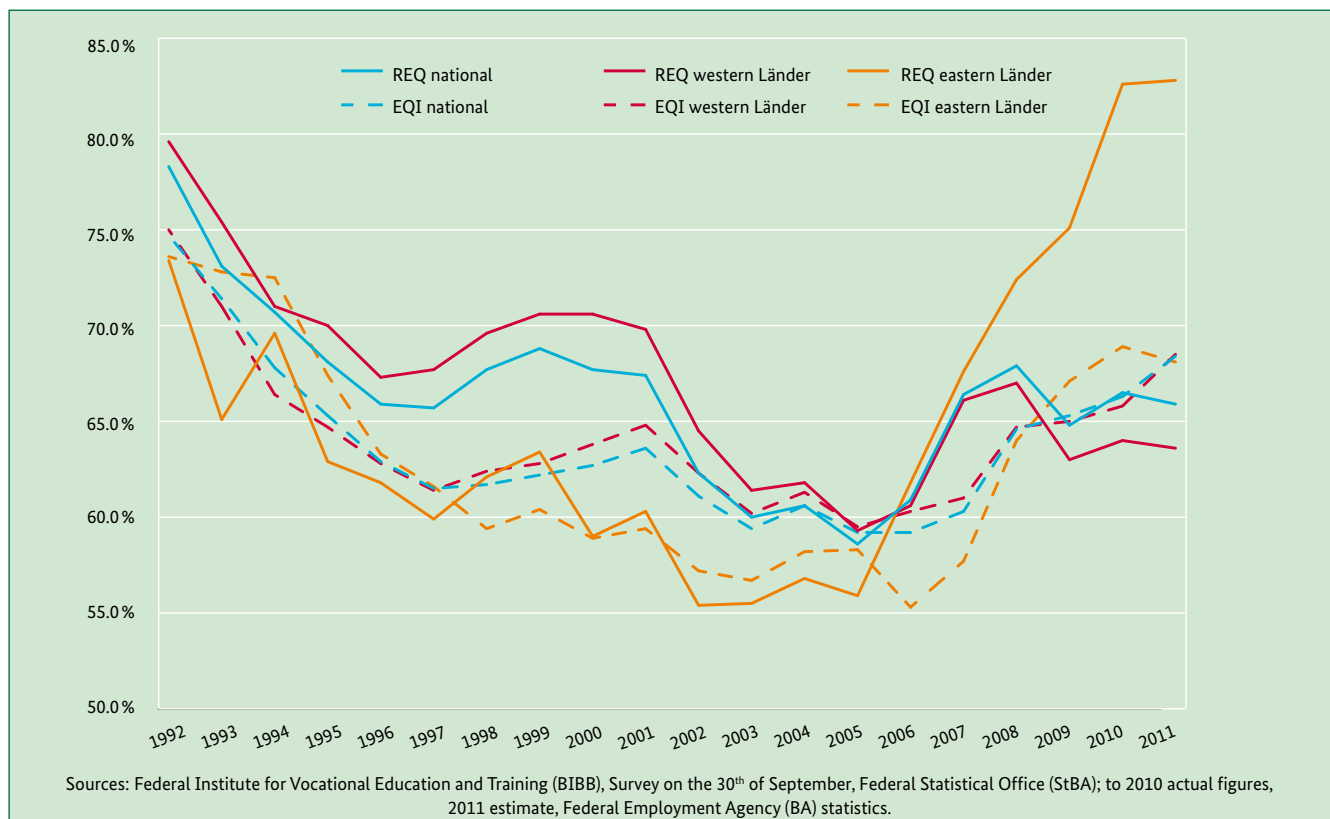


Chart 2: Computed placement rate (REQ) and placement rate of young people interested in training (EQI) 1992 to 2011



In the **Skilled Trades** a total of 155,245 new training contracts were concluded, maintaining numbers at about the same level as the previous year (+67 or 0 percent). Nationally, 27.2 percent of all new training contracts were concluded in the Skilled Trades sector (previous year: 27.7 percent). There were also more contracts in the Skilled Trades in western Länder (2,239 or 1.7 percent to 134,963). In eastern Länder the number of contracts fell further, with 20,282 new training contracts concluded (-2,172 or 9.7 percent compared with 2010).

With a total of 42,612, the number of contracts concluded nationally in the **Professional Services** was slightly above the previous year's level (+171 or 0.4 percent). An increase of 446 or 1.2 percent to 37,864 was recorded in western Länder. In eastern Länder the number of new contracts fell by 275 or 5.5 percent to 4,748. The proportion of training contracts concluded nationally in Professional Services as a percentage of all training contracts was slightly below the figure for the previous year at 7.5 percent (7.6 percent).

There was a sharp drop in the number of new contracts in the **Public Sector**. Here, with 12,403 new contracts, a total of 1,152 or 8.5 percent fewer contracts were concluded nationally than in 2010.²² This decrease was recorded in western Länder (805 or 7.5 percent to 9,892) and in eastern Länder (347 or 12.1 percent to 2,511).

The **Agriculture** sector reported 13,505 new training contracts, 417 or 3 percent fewer than in the previous year. In western Länder 10,772 new training contracts were concluded (+104 or 1 percent). Eastern Länder recorded a fall of 521 or 16 percent to 2,733.

3,345 training contracts were concluded in the **Housekeeping** sector, 237 or 6.6 percent fewer than in the preceding year. This decrease was due to developments in western Länder (168 or 6.3 percent to 2,494) and in eastern Länder (69 or 7.5 percent to 851).

In **Shipping** a total of 248 new training contracts were concluded, 9 contracts or 3.8 percent more than in 2011. The national growth resulted from an increase in western Länder (8 or 3.6 percent to 232). In eastern Länder one contract more was concluded than in the preceding year (1 or 6.7 percent, up to 16).

Table 2 shows the number of newly concluded training contracts categorised according to training sectors and Länder. Absolute and percentage changes compared with the previous year are shown in **Table 3**.

22 The Federal administration's training rate was 7.6 percent, so above the commitment made in the Training Pact of 7 percent (cf. **Chapter 3.1.1**).

Contracts for training in and outside companies²³

A pleasing increase in numbers of company-based contracts

Of the 570,140 new training contracts concluded nationally, 539,646 were for company-based training and 30,494 for training outside companies.²⁴

The number of in-company training contracts rose further compared with the previous year and a clear increase was achieved, with 20,729 contracts added (4 percent). This growth was recorded in western Länder (21,096 or 4.7 percent to 466,917). In eastern Länder the number of in-company training contracts fell minimally by 367 or 0.5 percent to 72,729.

Numbers of mainly publicly financed non-company training contracts fell significantly compared with 2010, falling nationally by 10,549 (25.7 percent) to 30,494. The number of newly concluded non-company training contracts declined especially sharply in eastern Länder (36.6 percent) but noticeable decreases were also recorded in western Länder (16.7 percent).

This resulted in a further improvement in numbers of company-based training places as a relative proportion of all training places (cf. **Table 4**).

In eastern Länder the proportion of non-company training contracts is much higher than it is in western Länder. The higher proportion of non-company training contracts in eastern Länder does not mean that the training market situation there is still less favourable than in western Länder. Rather it is the result of a different way of dealing with unsuccessful applicants for training places and a different funding policy. While qualifying vocational course modules in the transition system are provided for young people who have not found a training place in western Länder, in eastern Länder – partly as a reaction to a market situation that was very bad for many years – many fully-qualifying non-company or school-based vocational training places were provided. Now, in response to demographic developments and the associated decline

23 The parameter "financing form", which enables statements to be made on the proportion of company-based and mainly publicly-financed training contracts, was included for the first time as a regular category in the BIBB survey in 2008, although the provision of data, especially in eastern Länder, was still very incomplete. Data collection has greatly improved since then. There are however indications that data provision in some regions of western Länder is still patchy, so the total proportion of non-company training contracts may be slightly underestimated. This does not however detract from the core message that there has been noticeable growth in the number of company-based training contracts.

24 What is important in the classification here is the financing form and not the place of learning. "Non-company training places" are accordingly mainly publicly financed training places.

Table 2: Newly concluded training contracts 2011, according to Länder and sector

Land	Newly concluded training contracts															
	Of which in the sectors,															
	Total		Industry and Trade		Skilled trades		Liberal professions		Public service		Agriculture		Housekeeping		Shipping	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Baden-Württemberg	78,813	47,745	60.6	27.7	21,839	6.9	5,430	2.3	1,830	2.3	1,447	1.8	522	0.7	0	0.0
	97,746	57,249	58.6	29.3	28,659	8.0	7,855	1.5	1,424	1.5	2,146	2.2	413	0.4	0	0.0
Bavaria	18,396	11,223	61.0	23.7	4,356	9.6	1,768	3.5	647	3.5	256	1.4	146	0.8	0	0.0
Berlin	12,121	7,737	63.8	23.0	2,782	4.7	566	3.2	386	3.2	527	4.3	123	1.0	0	0.0
Brandenburg	6,475	4,171	64.4	24.0	1,551	7.4	478	2.1	135	2.1	53	0.8	65	1.0	22	0.3
Bremen	14,916	10,261	68.8	20.5	3,063	7.5	1,119	1.1	164	1.1	165	1.1	32	0.2	112	0.8
Hamburg	41,166	25,277	61.4	26.5	10,907	7.4	3,041	3.0	1,216	3.0	717	1.7	8	0.0	0	0.0
Hessen	8,909	5,632	63.2	22.7	2,018	5.4	478	3.3	295	3.3	369	4.1	101	1.1	16	0.2
Mecklenburg-Western Pomerania	60,847	34,050	56.0	30.1	18,324	7.5	4,555	2.2	1,366	2.2	2,070	3.4	407	0.7	75	0.1
Lower Saxony	126,553	77,914	61.6	25.5	32,236	8.5	10,813	2.1	2,596	2.1	2,425	1.9	569	0.4	0	0.0
North Rhine-Westphalia	28,970	16,302	56.3	30.8	8,916	7.5	2,174	2.0	591	2.0	717	2.5	270	0.9	0	0.0
Rhineland-Palatinate	8,613	5,116	59.4	28.8	2,480	7.2	620	1.1	99	1.1	223	2.6	75	0.9	0	0.0
Saarland	20,510	13,343	65.1	23.1	4,746	4.7	972	2.9	588	2.9	704	3.4	157	0.8	0	0.0
Saxony	12,884	8,031	62.3	26.7	3,441	3.8	494	2.5	322	2.5	456	3.5	140	1.1	0	0.0
Saxony-Anhalt	21,546	11,343	52.6	32.4	6,988	8.3	1,779	2.2	471	2.2	809	3.8	133	0.6	23	0.1
Schleswig-Holstein	11,675	7,388	63.3	25.2	2,939	4.0	470	2.3	273	2.3	421	3.6	184	1.6	0	0.0
Thuringia	485,645	289,428	59.6	27.8	134,963	7.8	37,864	2.0	9,892	2.0	10,772	2.2	2,494	0.5	232	0.0
Western Länder	84,495	53,354	63.1	24.0	20,282	5.6	4,748	3.0	2,511	3.0	2,733	3.2	851	1.0	16	0.0
Eastern Länder and Berlin	570,140	342,782	60.1	27.2	155,245	7.5	42,612	2.2	12,403	2.2	13,505	2.4	3,345	0.6	248	0.0
Nationally																

Source: Federal Institute for Vocational Education and Training (BIBB), Survey on the 30th of September 2011

Table 3: Changes to newly concluded training contracts from 2011 to 2010 according to Länder and sector

Land	Newly concluded training contracts						Of which in the sectors,											
	Total		Industry and Trade		Skilled trades		Liberal professions		Public service		Agriculture		Housekeeping		Shipping			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
Baden-Württemberg	4,264	5.7	3,259	7.3	1,059	5.1	208	4.0	-214	-10.5	-32	-2.2	-16	-3.0	0	0.0		
	3,420	3.6	3,157	5.8	159	0.6	243	3.2	-126	-8.1	-19	-0.9	6	1.5	0	0.0		
	-777	-4.1	-315	-2.7	-308	-6.6	-140	-7.3	-6	-0.9	-47	-15.5	39	36.4	0	0.0		
Brandenburg	-1,501	-11.0	-810	-9.5	-387	-12.2	-101	-15.1	-113	-22.6	-87	-14.2	-3	-2.4	0	0.0		
Bremen	495	8.3	209	5.3	259	20.0	26	5.8	-4	-2.9	6	12.8	1	1.6	-2	-8.3		
Hamburg	534	3.7	243	2.4	349	12.9	2	0.2	-75	-31.4	15	10.0	-19	-37.3	19	20.4		
Hessen	932	2.3	975	4.0	-5	0.0	87	2.9	-81	-6.2	-31	-4.1	-13	-61.9	0	0.0		
Mecklenburg-Western Pomerania	-970	-9.8	-471	-7.7	-356	-15.0	-19	-3.8	-49	-14.2	-35	-8.7	-41	-28.9	1	6.7		
Lower Saxony	2,529	4.3	2,405	7.6	152	0.8	-105	-2.3	10	0.7	111	5.7	-40	-8.9	-4	-5.1		
North Rhine-Westphalia	4,243	3.5	4,317	5.9	197	0.6	-98	-0.9	-209	-7.5	96	4.1	-60	-9.5	0	0.0		
Rhineland-Palatinate	477	1.7	472	3.0	37	0.4	95	4.6	-58	-8.9	-64	-8.2	-5	-1.8	0	0.0		
Saarland	140	1.7	99	2.0	20	0.8	34	5.8	-41	-29.3	31	16.1	-3	-3.8	0	0.0		
Saxony	-1,738	-7.8	-1,048	-7.3	-391	-7.6	35	3.7	-66	-10.1	-205	-22.6	-63	-28.6	0	0.0		
Saxony-Anhalt	-1,436	-10.0	-750	-8.5	-455	-11.7	-53	-9.7	-65	-16.8	-113	-19.9	0	0.0	0	0.0		
Schleswig-Holstein	314	1.5	388	3.5	12	0.2	-46	-2.5	-7	-1.5	-9	-1.1	-19	-12.5	-5	-17.9		
Thuringia	-746	-6.0	-391	-5.0	-275	-8.6	3	0.6	-48	-15.0	-34	-7.5	-1	-0.5	0	0.0		
Western Länder	17,348	3.7	15,524	5.7	2,239	1.7	446	1.2	-805	-7.5	104	1.0	-168	-6.3	8	3.6		
Eastern Länder and Berlin	-7,168	-7.8	-3,785	-6.6	-2,172	-9.7	-275	-5.5	-347	-12.1	-521	-16.0	-69	-7.5	1	6.7		
Nationally	10,180	1.8	11,739	3.5	67	0.0	171	0.4	-1,152	-8.5	-417	-3.0	-237	-6.6	9	3.8		

Source: Federal Institute for Vocational Education and Training (BIBB), Survey on the 30th of September 2011

in demand for training places, the number of non-company training courses offered is being deliberately reduced.²⁵

Gender-specific differentiation

More new contracts concluded with young men

Of the 570,140 new training contracts concluded in 2011 338,019 (59.3 percent) were concluded with young men and 232,121 (40.7 percent) with young women.

In previous years too, the proportion of training contracts concluded with young women has been continuously below the number of new contracts concluded with young men. This is due, among other things, to the fact that many occupations requiring school-based training are more attractive to young women than to young men and thus represent an alternative to dual vocational training. One example is school-based training for the healthcare professions.²⁶

Women are not only underrepresented in dual vocational training, they are also concentrated in fewer occupations requiring formal training. In 2011 75.4 percent of all young women beginning training were doing so in just 25 occupations, while just 60.3 percent of young men were in the 25 occupations most often chosen by young males. **Chart 3** and **Chart 4** show details on the 25 occupations most frequently filled by young women and the 25 occupations most frequently filled by young men.

Among the seven training sectors, Professional Services had the highest share of contracts concluded with young women with 94.2 percent, followed by Housekeeping (91.4 percent) and the Public Service (63.7 percent). In Trade and Industry 40.6 percent of contracts were concluded with young women. The proportion of women was fairly low in the Skilled Trades (25 percent), Agriculture (22.3 percent) and Shipping sectors (4.4 percent).

25 cf. **Chapter 3.1.4**, Ausbildungsplatzprogramm Ost

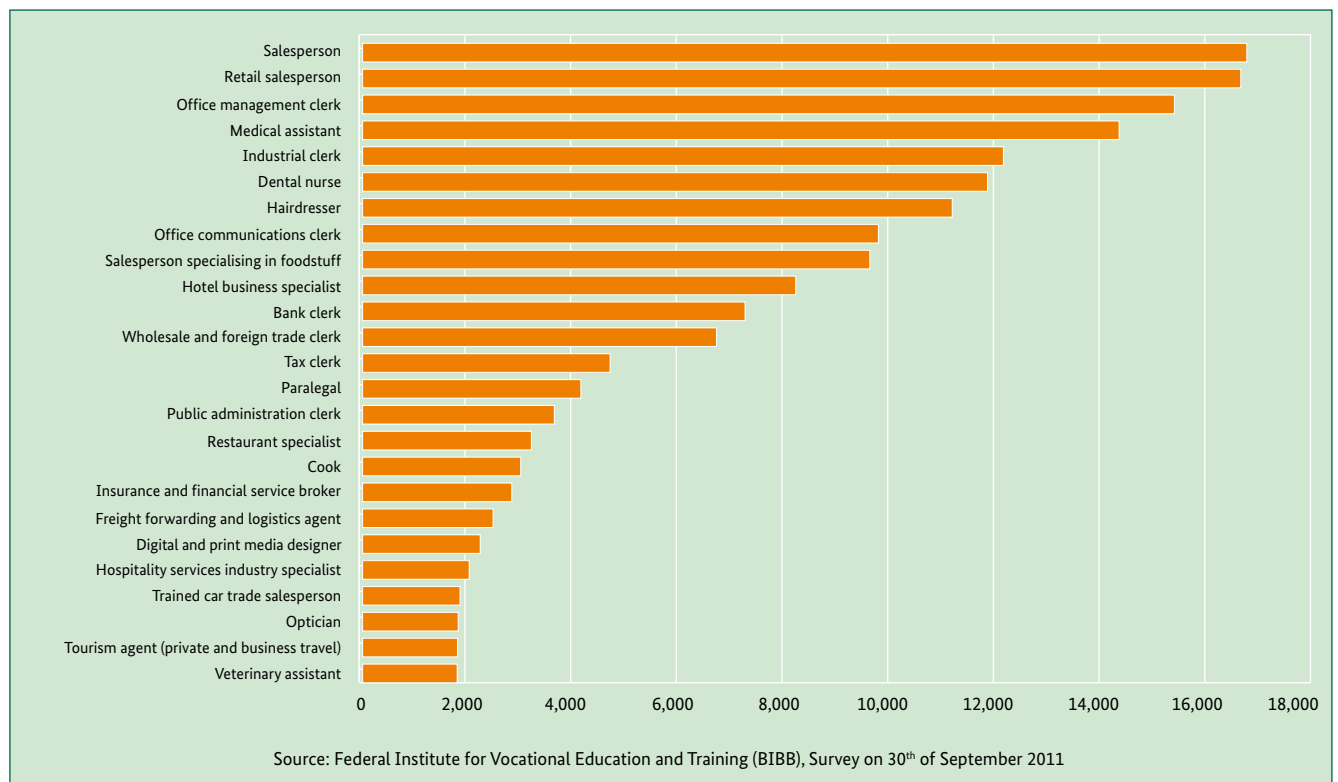
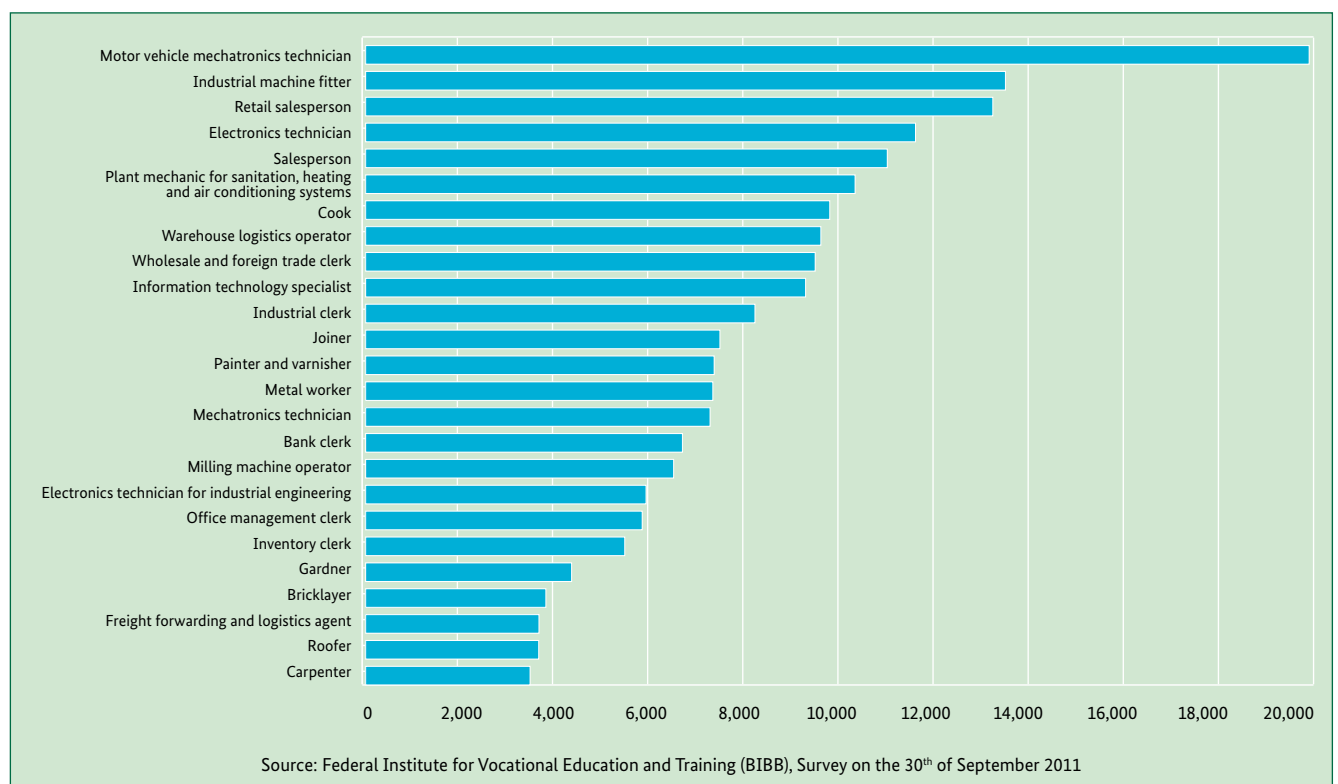
26 Of the 193,442 students who completed training in a healthcare

profession in 2010/2011 (cf. **Chapter 2.4**) 40,939 (21.2 percent) were male and 152,503 (78.8 percent) female.

Table 4: Newly concluded training contracts according to financing form

Year	Newly concluded training contracts	Nationally	western Länder	eastern Länder
absolute figures				
2009	total	564,307	465,309	98,998
	in-company	518,506	442,439	76,067
	non-company	45,801	22,870	22,931
2010	total	560,073	468,410	91,663
	in-company	519,030	445,934	73,096
	non-company	41,043	22,476	18,567
2011	total	570,140	485,645	84,495
	in-company	539,646	466,917	72,729
	non-company	30,494	18,728	11,766
relative figures				
2009	total	100.0 %	100.0 %	100.0 %
	in-company	91.9 %	95.1 %	76.8 %
	non-company	8.1 %	4.9 %	23.2 %
2010	total	100.0 %	100.0 %	100.0 %
	in-company	92.7 %	95.2 %	79.7 %
	non-company	7.3 %	4.8 %	20.3 %
2011	total	100.0 %	100.0 %	100.0 %
	in-company	94.7 %	96.1 %	86.1 %
	non-company	5.3 %	3.9 %	13.9 %

Source: Federal Institute for Vocational Education and Training (BIBB), Survey on the 30th of September

Chart 3: The 25 occupations most frequently filled by young women in 2011**Chart 4: The 25 occupations most frequently filled by young men in 2011**

It is striking that only young men profited from the general growth in the number of contracts in 2011. The number of new contracts concluded with them increased by 12,924 (4 percent) compared with 2010, whereas the number of new training contracts concluded with young women fell by 2,744 or 1.2 percent. A decline in the number of contracts concluded with young women was also recorded in 2010.

It is still unclear whether this is a temporary phenomenon (in 2008 and 2009 developments in numbers of contracts concluded with young women were much more favourable than they were for young men), or whether a trend and thus a need for further action is emerging.²⁷ The Federal Government will continue to monitor these developments.

Occupations requiring two years training

A slight decline due to developments in eastern Länder

In occupations requiring two years of regular training²⁸, 51,991 new training contracts were concluded nationally in 2011, 1,008 or 1.9 percent fewer than in 2010 (see [Chart 5](#)). This means that the proportion of occupations requiring two year's training of overall training volume fell again slightly (2005: 7.2 percent, 2006: 8.1 percent, 2007: 8.6 percent, 2008: 8.6 percent, 2009: 9.2 percent, 2010: 9.5 percent, 2011: 9.1 percent).

27 The BIBB Internet editorial article on the training market 2011 mentioned the greater concentration of young women's career choices in service professions, in which there is often more competition, as a possible explanation. This has not yet been sufficiently researched (see www.bibb.de/de/60244.htm). It is also possible that the abolition of compulsory military service together with two-year final school classes (more male applicants available) could have had an influence here. This should not have been as great in the tertiary education sector however, because here the two-year final classes had more impact. In the 2011 academic year universities recorded a 22.7 percent increase in the number of first-year students and an increase of 9.2 percent in female first year students. While the relative proportion of male first-year students was higher than in the previous year (2011: 53.4 percent, 2010: 50.5 percent), the relative proportion of female first-year students fell noticeably (2011: 46.6 percent, 2010: 49.5 percent).

28 Examples of occupations requiring two year's training include sales assistant, specialist in the hospitality services industry, service specialist in dialogue marketing, skilled express and postal services employee, building construction worker, machine and plant operator, inventory clerk, and parts finisher. The question of the extent to which young people continued vocational training after concluding a two-year vocational training course cannot be answered based on data from the BIBB survey of the 30.9, the results of which have been reported on here. The vocational training statistics of the statistics offices of the Federal and Länder governments on 31.12 also cannot answer this question due to a lack of firm numbers of people, so only approximate calculations are possible. According to these in the reporting year 2010 up to 27 percent of those completing training for a two-year dual training occupation continued training in a dual training occupation in accordance with training regulations (see also the data report accompanying the Report on Vocational Education and Training 2012, Chapter A 4.4).

This decrease was due solely to developments in eastern Länder, where 10,399 new contracts in occupations requiring two year's training were concluded, 2,097 or 16.8 fewer than in 2010. In western Länder, in contrast, an increase of 1,089 or 2.7 percent to 41,592 was recorded. The proportion of new contracts concluded in occupations requiring two year's training was again higher in eastern Länder, at 12.3 percent, than it was in western Länder, at 8.6 percent.

The fact that in eastern Länder relatively more new contracts were concluded in occupations requiring two year's training than in western Länder is connected with the higher proportion of non-company training places in eastern Länder. Non-company training is provided comparatively often for occupations requiring two year's training. In eastern Länder in 2011 37 percent of new training contracts were concluded for occupations requiring two year's training, mainly in publicly-financed ("non-company") forms training. In the preceding year the rate was 52.5 percent,²⁹ also reflecting the reduction in non-company training courses offered.

Of the 40 occupations requiring a maximum of two year's training, 19 have been modernised or newly created since 2001.

In 2011 the BIBB submitted an expert opinion on occupations requiring two year's training based on the results of the BIBB survey of 30.9 and on the vocational training statistics of the Federal and Länder statistical offices. The study provides comprehensive data on occupations requiring two year's training, showing deeper regional and vocational structures, and new opportunities for analysis have been provided by the further development of both surveys.³⁰

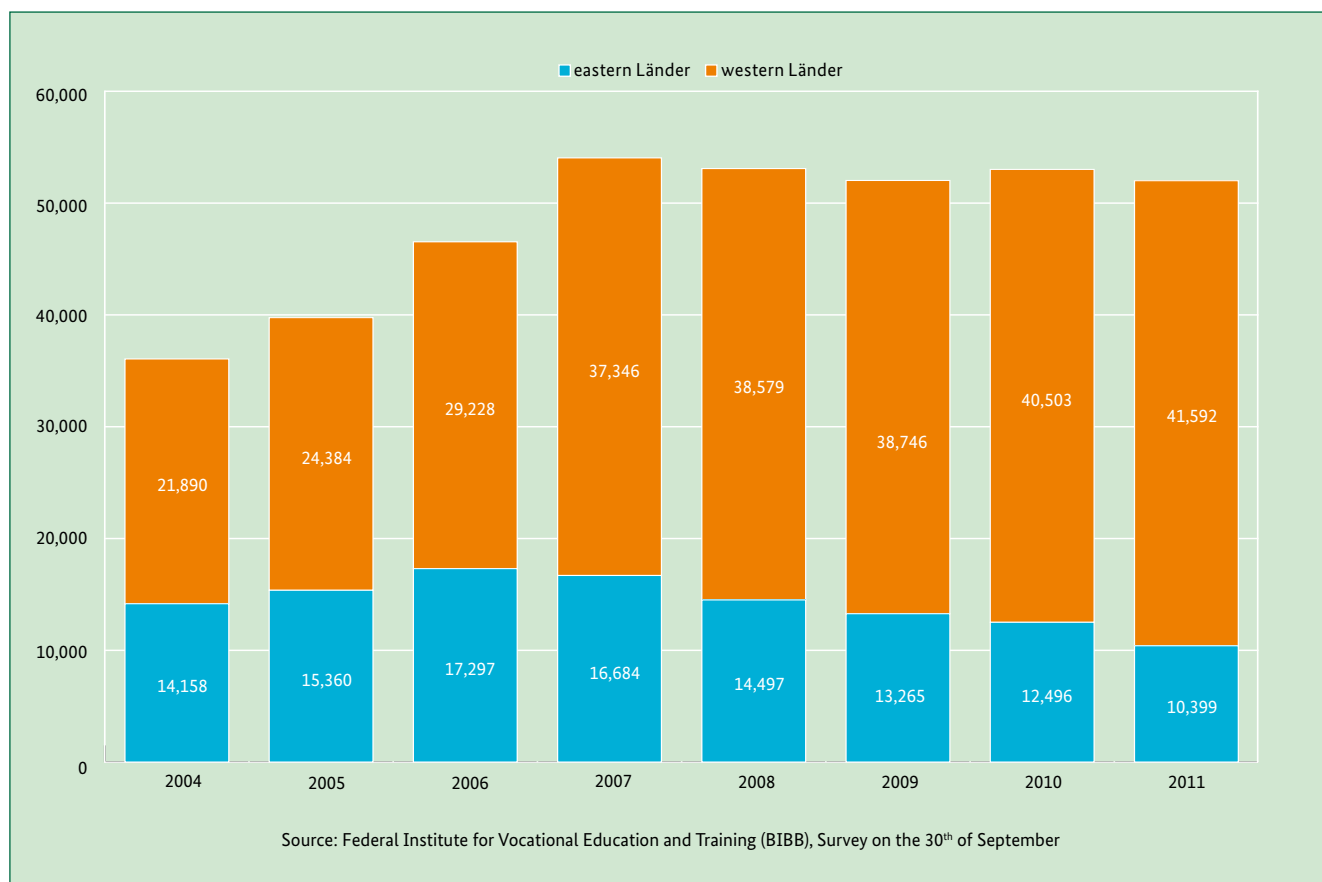
A study commissioned by the Federal Ministry of Economics and Technology (Bundesministerium für Wirtschaft und Technologie – BMWi) from 2010 further sums up the findings on occupations requiring two year's training.³¹

29 By way of comparison, in western Länder it was 10.9 percent (2010: 13.5 percent)

30 cf. www.bibb.de/veroeffentlichungen/de/publication/show/id/6732

31 cf. www.bmwi.de/BMWi/Redaktion/PDF/Publikationen/Studien/endbericht-untersuchung-zu-zweijaehrigen-ausbildungsberufen.pdf

Chart 5: Newly concluded training contracts in occupations with 2 years training



2.3 Prognosis

According to the BIBB's prognosis, the training market will probably ease further in 2012 in favour of young people.

The results of PROSIMA, the econometric prognosis and simulation model that the BIBB uses to assess training courses offered, forecast a slight increase in the number of training courses on offer (new training places plus unfilled training places) from around 6,400 places up to 606,200 for 2012 (training courses offered in 2011: 599,829). This prognosis is based on an assumption of 1 percent growth in real gross domestic product.

In contrast to previous years, using PROSIMA enables various scenarios depending on overall economic developments to be taken into account.³² According to these scenarios,

a rise or fall in economic growth by one percentage point would be currently connected with an increase or reduction in training place numbers of approximately 5,000 places.

According to PROSIMA simulations, the number of newly concluded training contracts will probably be around 571,600 (2011: 570,140).

At the same time, the number of school leavers leaving general education schools nationally fell from 2011 to 2012 by around 8,800 (1.0 percent) to around 857,000. The number of school leavers not qualified to enter higher education fell by around 8,900 (1.6 percent). The number of school leavers qualified to enter higher education stayed at around the 2011 level (+117 or 0 percent). School leavers who are qualified to enter higher education are however generally not very interested in dual vocational training.

³² The size of the model has hitherto been self-estimated, which resulted in divergences from other prognoses. The forecast development of Gross Domestic Product in 2011 was, for example, too positive. Against this background, the prognosis for 2012 seems appropriate, since economic development is no longer exclusively estimated by PROSIMA itself, but also alternative scenarios are also taken into account, so that the range of possible developments can be better portrayed.

In western Länder the number of school leavers fell by around 23,600 (3.1 percent) in 2012 to around 763,700. Decreases were recorded among school leavers not qualified to enter higher education (2.5 percent) and among school leavers qualified to enter higher education (4 percent).³³

In eastern Länder there was an increase in the number of school leavers (around 14,800 or 14.5 percent to about 116,900) in 2012. This was especially due to an increase in the number of school leavers qualified to enter higher education (32.6 percent) as a result of the introduction of two-year final classes in Berlin and Brandenburg. The number of school leavers not qualified to enter higher education also grew compared with the previous year (5 percent). This represents a chance to attract more young people into dual vocational training, but it hardly compensates for the steep drop in school leaver numbers in eastern Länder over recent years. At around 70,400, the number of school leavers not qualified to enter higher education (the main clientele of dual vocational training) in eastern Länder is only about half as high as it was in the middle of the last decade (2006: around 140,400).

It must be taken into account that young people interested in training are not recruited alone from among school leavers currently leaving general education schools. Also of importance here are school leavers currently completing vocational school and young people from earlier school-leaver years who are still seeking vocational training. All three groups are included in the BIBB's prognosis of potential demand.³⁴

A look back at the prognosis for 2011

Based on the PROSIMA results, the Report on Vocational Education and Training 2011 assumed that the number of training places offered would increase, which is what happened. PROSIMA did however assume that gross domestic product (GDP) would be 4.5 percent, which was higher than the Federal Government's prognosis.³⁵ PROSIMA's forecast of the GDP growth rate was somewhat optimistic, so the increase in the number of training places on offer on the 30th of September 2011 of 20,300 to around 600,000 was not as high as PROSIMA had forecast (up 38,800 to around 618,500).

One important question for prognoses on the training market's development in 2011 was the extent to which the introduction of two-year final classes in Bavaria and Lower Saxony and the abolition of compulsory military service would

lead to a deterioration in young people's training opportunities. In its prognoses the BIBB assumed that there would be additional demand from 15,000 to 25,000 people.³⁶ At the same time it was calculated that there would be compensatory effects due to a decline in the number of school leavers not qualified to enter higher education, the number of previously unsuccessful training applicants and from positive economic developments (more in-company training places). It was thus concluded that despite the abolition of compulsory military service and introduction of two-year final classes, the training market for young people would not only not deteriorate, it would improve.

This forecast was fulfilled, as has been described in **Chapter 2.1**. Officially-recorded demand increased slightly (1.7 percent of "classic" demand, 0.4 percent of "expanded" demand). At the same time, the number of training places offered increased even more strongly (3.5 percent), so ANR (103.1) and expanded ANR (92.7) increased compared with the previous year (2010: ANR 101.3, expanded ANR 89.9).

This was also the case in the two Länder with two-year final classes, Bavaria and Lower Saxony, where the training market situation for young people also improved further (Bavaria: increase of ANR from 104.3 to 107.3; increase of expanded ANR from 94.7 to 99.4; Lower Saxony: increase of ANR from 100.3 to 101.6; increase of expanded ANR from 84.5 to 87.3).

A look forward to further developments up to 2025

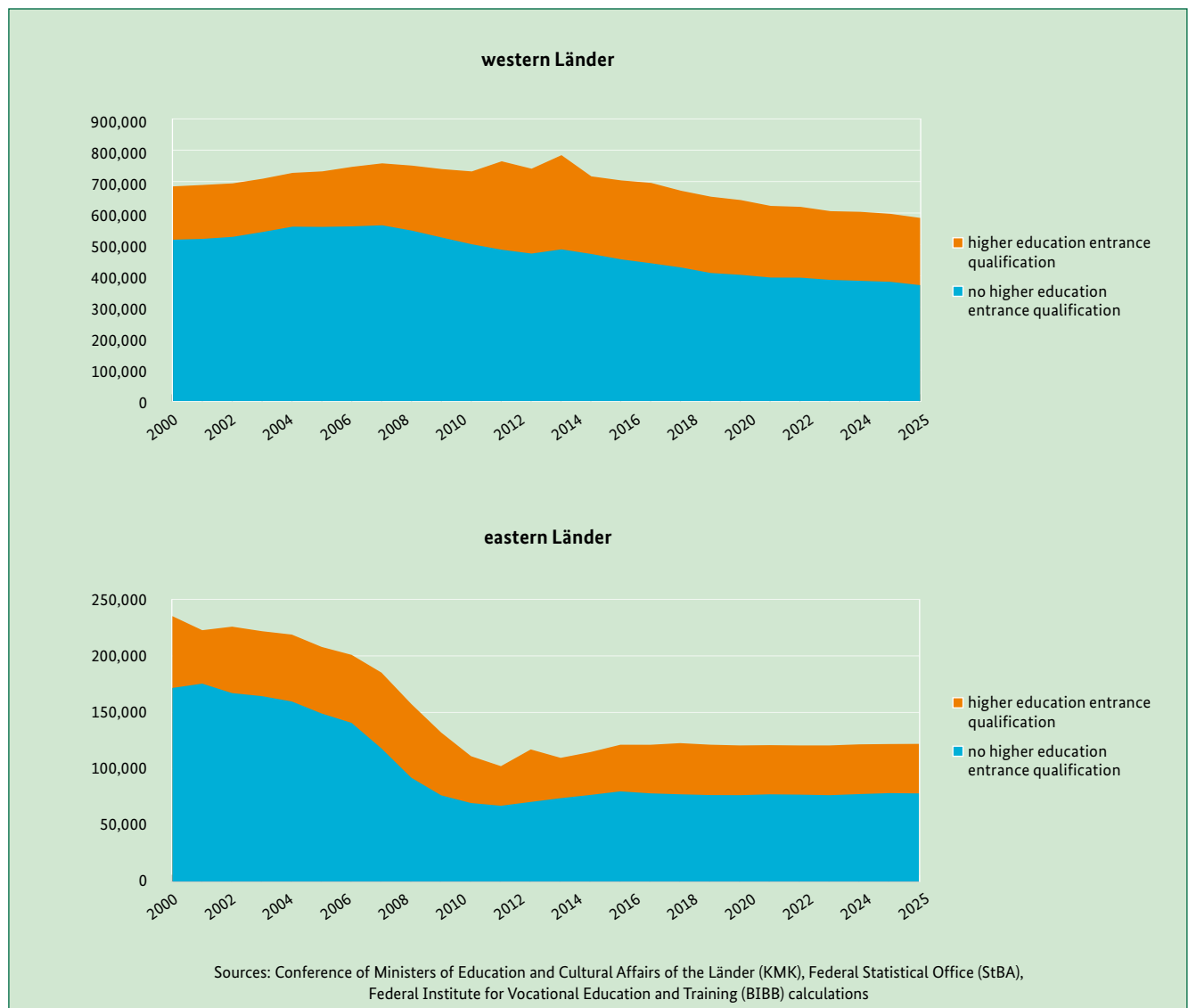
By 2025 the number of school leavers leaving general education schools without a qualification to enter higher education in eastern Länder will stabilise at a low level. In western Länder however, their number will continue to fall steeply (see **Chart 6**). Nationally, the number of school leavers not qualified to enter higher education will drop by around 102,000 or 18.6 percent between 2011 and 2025. With the number of school leavers qualified to enter higher education falling in the medium to long term, companies will face significant challenges.

³³ There were two-year final classes in 2012 in Bremen and Baden-Württemberg, but these had less of a quantitative impact than the two-year final classes in the two large Länder of Lower Saxony and Bavaria in 2011, so here there were also falls compared with 2011.

³⁴ See the data report accompanying the Report on Vocational Education and Training 2012, Chapter A2.

³⁵ cf. Report on Vocational Education and Training 2011, page 24.

³⁶ cf. Report on Vocational Education and Training 2011, page 26.

Chart 6: Trends in the number of school leavers leaving general education schools from 2000 to 2025

2.4 Training for the healthcare professions

A total of 193,442 students were in training for the healthcare professions in the school year 2010/2011. This training is offered at healthcare profession schools and – due to the differently structured federal schools system – at full-time vocational schools and trade and technical schools. Compared with the previous year an increase of 6,390 students (3.4 percent) in training for the healthcare professions was recorded.

The following changes occurred in individual occupations in this area:

The number of students training in health care and nursing occupations (59,172) increased compared with the previous year by 3.6 percent and an even greater increase was recorded

in the area of health care and paediatric nursing (up 7.5 percent to 6,454).

The total number of students training in the area of geriatric nursing again increased significantly compared with the previous year, to a total of 51,965, a growth of 12.5 percent. The number of students starting training in geriatric nursing (21,871) also grew by 12.5 percent compared with the school year 2009/2010.

The number of students training to become geriatric nursing assistants, training for which is the responsibility of individual Länder, fell slightly to 6,334 (1.6 percent).

Numbers of students training in the areas of maternal care nursing/midwifery (+0.9 percent to 1,913), emergency

paramedic (+6.6 percent to 4,439) and podiatry (+6.9 percent to 1,306) all increased.

The numbers of students studying to become pharmaceutical laboratory assistants (–1.5 percent to 8,801) and medical laboratory assistants (–3.6 percent to 3,795) have however continued to fall. A decrease was also recorded in numbers studying to become occupational therapists (–6.7 percent to 10,624). There was a steep drop in numbers of those studying to become dieticians of 14.8 percent to 2,094. In the areas of physiotherapy (–3.9 percent to 23,097), masseurs and medical hydrotherapists (–3.2 percent to 3,068) and speech therapists (–1.6 percent to 3,861) student numbers have declined, but are still above 2003/04 levels.³⁷ It is possible that a shift is occurring here due to the various opportunities to train for these occupations at the academic level.

2.5 Current challenges

The trend reported on in previous years has continued. While the training market situation for young people has improved further, companies still increasingly risk not being able to fill their training places. The task of a responsible education and training policy is to monitor various training place market developments so as to identify any need for action and additional potential for the dual training system. Only if all training potential is utilised will Germany be able to secure a supply of young skilled workers in the long term.

Some applicants who have opted for alternatives still want training places

At the end of the training placement year, as well as the 11,550 “unplaced” applicants, the BA recorded another 65,190 young people for whom placement efforts were continuing (“applicants who had opted for an alternative by 30.9”). These were young people who had begun an alternative to training in 2010/2011 but were still looking for a training place and wanted to be placed in training by the BA. This group is taken into account in an assessment of the labour market that uses the expanded definition of demand. The number of these young people has fallen in recent years (2009: 77,110, 2010: 72,342, 2011: 65,190), so the ‘expanded’ supply and demand ratio has further improved (see [Chapter 2.1](#)).

As explained in earlier Reports on Vocational Education and Training, it must be taken into account that the basic criterion of

the expanded definition of demand is the applicants’ continuing desire for training, so it takes the perspective of the young people looking for traineeships. In terms of placement however, not every applicant who opted for an alternative but is still seeking training has no alternative fully-qualifying training place. Of the 65,190 applicants who had opted for an alternative by the 30th of September 2011 but were still seeking training, 5,980 for example were continuing with training they had already begun and another 797 applicants for training places were studying (see [Chart 7](#)).

The BA statistics provide a positive picture of developments in recent years, as a look at the relative proportion of all registered applicants shows.

- More young people were placed in training. The proportion of placed applicants has increased steadily in recent years (2009: 46.0 percent, 2010: 48.5 percent, 2011: 51.5 percent).
- Fewer applicants remained “unplaced”. The proportion of unplaced applicants among all registered applicants fell further (2009: 2.8 percent, 2010: 2.2 percent, 2011: 2.1 percent).
- The percentage of applicants “who had opted for an alternative by 30.9” has also fallen continuously in recent years (2009: 13.9 percent, 2010: 13.1 percent, 2011: 12.1 percent).

Regardless of this, the number of applicants still unplaced shows that making the transition into training is still difficult for many young people.

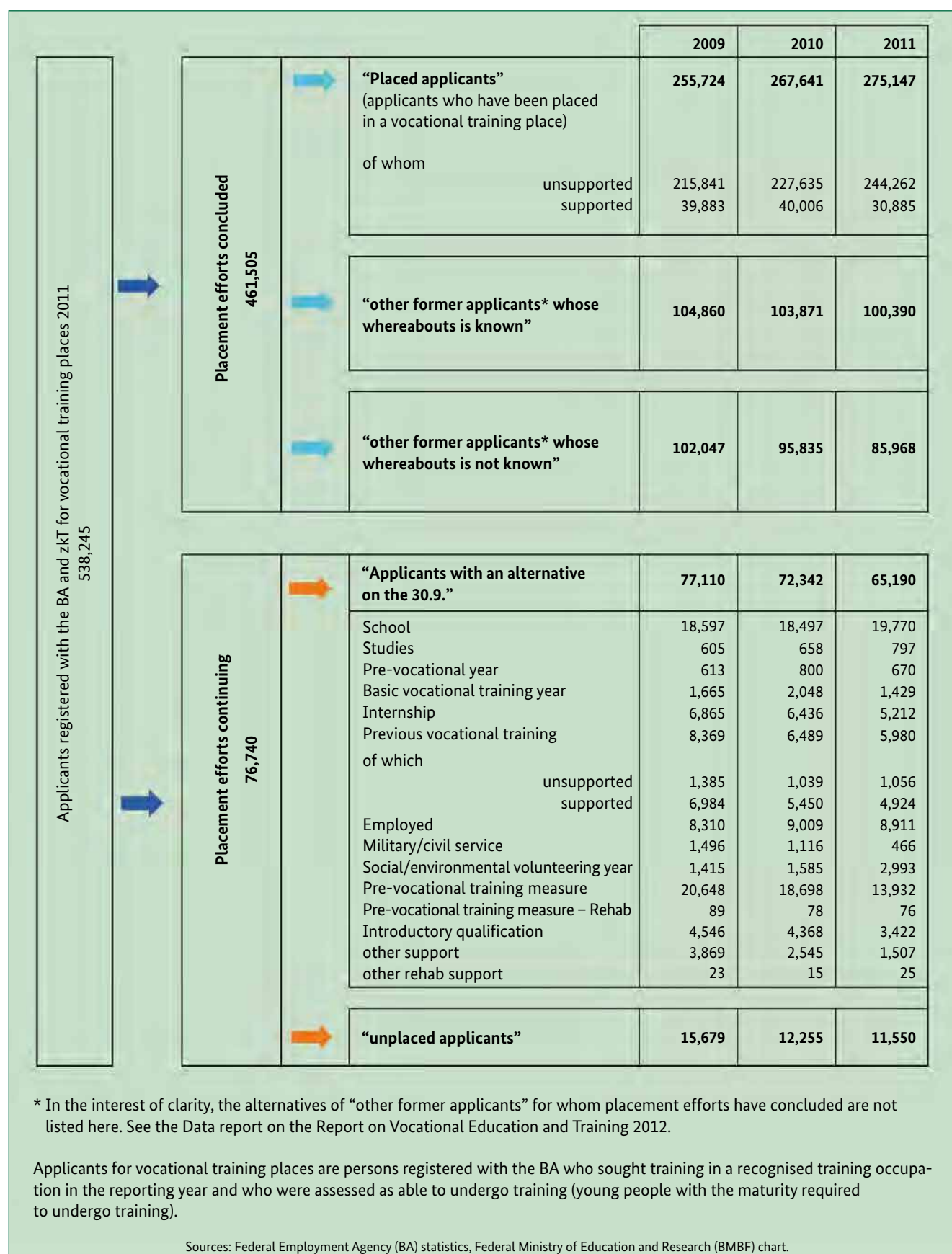
The comparatively high number of applicants in the BA’s statistics who were no longer seeking active help in their search for a traineeship³⁸, about whom no further information is available, and for whom no further placement efforts are being made (“other former applicants whose whereabouts is unknown”)³⁹, which is estimated at 85,968, is also not satisfactory. Their numbers did however fall compared with previous years (2009: 18.4 percent, 2010: 17.4 percent, 2011: 16 percent). There is a risk that some of these young people will drop out of the education and training system “almost unnoticed”, with the well-known negative consequences for their employability and opportunities to participate in society.

³⁷ Tables showing trends in numbers of school leavers going into individual occupations can be found in the data report accompanying the Report on Vocational Education and Training 2012, Chapter A5.3.

³⁸ As possible reasons for “giving up a supported search for training” the BA specifies “the prospect of an alternative” or “a lack of young people’s motivation to look after their own affairs”. cf. <http://statistik.arbeitsagentur.de/Statistikdaten/Detail/201109/iii5/d-ausbildungsstellenmarkt-mit-zkt/ausbildungsstellenmarkt-mit-zkt-d-0-pdf.pdf> (Page 30).

³⁹ The BA/BIBB survey of applicants 2010 provides information on these young people’s situation (cf. Report on Vocational Education and Training 2011, Page 27).

Chart 7: Whereabouts of applicants registered with the Federal Employment Agency (Bundesagentur für Arbeit) on the 30.9.



The Federal Government has therefore further intensified its commitment to young people who experience difficulties entering into training, with a focus on providing support and individual guidance at an early stage (see [Chapter 3](#)).

Applicants for vocational training places to begin by the end of 2011 – subsequent placement statistics.

The BA's placement efforts do not end on the 30th of September, but continue in a "fifth quarter" (the so-called "subsequent placement phase"⁴⁰).

A total of 62,542 applicants were registered with a placement contract for training to begin by the end of 2011, 43,464 applicants from the previous reporting year and 19,078 who were not applicants in the previous reporting year.

Among the 43,464 applicants already registered in the reporting year 2010/2011 who were also still looking for a training place after the 1st of October, there were 11,394 unplaced applicants⁴¹ and 19,114 applicants who had opted for an alternative by 30.9 as well as 6,903 other former applicants and 6,053 unplaced applicants from the previous reporting year.

In the context of applicants who had opted for an alternative by 30.9, it must be taken into account that according to the logic of the BA's business processes, only those applicants from the previous reporting year who actively reported a desire for a training place in 2011, even after the 1st of October, are counted. This means that the number of applicants with an alternative, at 19,114, is much lower than it was on the reference date of the 30th of September, when it was 65,190 (cf. [Chart 7](#)). Given the fact that the training year is almost over at that point, the group still looking for a training place for the current year in the months from October to December will of course be much smaller. It can however be assumed that most of these young people will again register as applicants in the new reporting year.

It is very pleasing that the number of unplaced applicants was greatly reduced over the course of the subsequent placement action⁴². At the beginning of the year 11,394 applicants were still unplaced, but their number had fallen by December 2011 to 6,312.

Not all young people responded to the invitation to the joint subsequent placement action issued by the responsible authorities and employment offices, so the number of applicants without a training place on the 30th of September 2011 of the previous reporting year who no longer wanted any active help from the BA or licensed local authority agencies (zkT) in seeking a traineeship and whose whereabouts was unknown, at 1,756 or 15.4 percent, is regrettably quite high.⁴³

854 (7.5 percent) of formerly unplaced applicants were placed in vocational training. Another 1,814 (15.9 percent) of formerly unplaced applicants were in an alternative to training but were still looking for a training place at the end of 2011.

Table 5 provides information on the situation of applicants for vocational training places to begin by the end of 2011.

40 The reasons for seeking subsequent placement may be many and varied (such as not having found a training place yet or breaking off training).

41 The slight difference in the figure of applicants registered as unplaced at the end of September (11,550) is according to the BA due to the fact that some unplaced applicants have meanwhile changed their minds about training and are no longer seeking a training place as defined in the BBiG/HwO, but want to undertake educational or public service training for example, and thus are no longer recorded in the training place market statistics.

42 cf [Chapter 3.1.1](#)

43 The possible negative effects associated with this have been described in the preceding section.

Table 5: Whereabouts of applicants for vocational training places to begin by the end of 2011 (subsequent placement)

	Total		Applicants in the reporting year 2010/2011						Column 7					
	Column 1 (column 2 + column 7)	Total	of which											
			Column 2 (total of columns 3 to 6)	applicants from the previous reporting year who had been placed by 30.09	other former applicants from the previous reporting year	applicants with an alternative on 30.09 of the previous reporting year	unplaced applicants on 30.09 of the previous reporting year	Not an applicant in the previous reporting year 2010/2011						
Nationally														
applicants still seeking training on 01.10.2011 or applicants again seeking training or newly seeking training after 01.10.2011 of whose status in December 2011:	48,824	100.0 %	43,464	100.0 %	6,053	100.0 %	6,903	100.0 %	19,114	100.0 %	11,394	100.0 %	19,078	100.0 %
	4,947	7.9 %	3,144	7.2 %	790	13.1 %	407	5.9 %	1,093	5.7 %	854	7.5 %	1,803	9.5 %
	7,432	11.9 %	5,756	13.2 %	673	11.1 %	662	9.6 %	2,007	10.5 %	2,414	21.2 %	1,676	8.8 %
	3,720	5.9 %	2,885	6.6 %	177	2.9 %	345	5.0 %	607	3.2 %	1,756	15.4 %	835	4.4 %
	27,897	44.6 %	20,617	47.4 %	2,526	41.7 %	2,115	30.6 %	14,162	74.1 %	1,814	15.9 %	7,280	38.2 %
22,266	35.6 %	13,947	32.1 %	2,064	34.1 %	3,719	53.9 %	1,852	9.7 %	6,312	55.4 %	8,319	43.6 %	
Western Länder														
applicants still seeking training on 01.10.2011 or applicants again seeking training or newly seeking training after 01.10.2011 of whose status in December 2011:	51,963	100.0 %	36,299	100.0 %	4,926	100.0 %	5,305	100.0 %	17,707	100.0 %	8,361	100.0 %	15,664	100.0 %
	3,923	7.5 %	2,520	6.9 %	638	13.0 %	285	5.4 %	1,004	5.7 %	593	7.1 %	1,403	9.0 %
	5,931	11.4 %	4,639	12.8 %	539	10.9 %	510	9.6 %	1,821	10.3 %	1,769	21.2 %	1,292	8.2 %
	2,871	5.5 %	2,248	6.2 %	139	2.8 %	260	4.9 %	559	3.2 %	1,290	15.4 %	623	4.0 %
	24,790	47.7 %	18,507	51.0 %	2,116	43.0 %	1,791	33.8 %	13,246	74.8 %	1,354	16.2 %	6,283	40.1 %
17,319	33.3 %	10,633	29.3 %	1,633	33.2 %	2,719	51.3 %	1,636	9.2 %	4,645	55.6 %	6,686	42.7 %	
Eastern Länder														
applicants still seeking training on 01.10.2011 or applicants again seeking training or newly seeking training after 01.10.2011 of whose status in December 2011:	10,557	100.0 %	7,153	100.0 %	1,127	100.0 %	1,597	100.0 %	1,401	100.0 %	3,028	100.0 %	3,404	100.0 %
	1,022	9.7 %	624	8.7 %	152	13.5 %	122	7.6 %	89	6.4 %	261	8.6 %	398	11.7 %
	1,494	14.2 %	1,111	15.5 %	134	11.9 %	152	9.5 %	183	13.1 %	642	21.2 %	383	11.3 %
	846	8.0 %	634	8.9 %	38	3.4 %	85	5.3 %	48	3.4 %	463	15.3 %	212	6.2 %
	3,101	29.4 %	2,107	29.5 %	410	36.4 %	324	20.3 %	913	65.2 %	460	15.2 %	994	29.2 %
4,940	46.8 %	3,311	46.3 %	431	38.2 %	999	62.6 %	216	15.4 %	1,665	55.0 %	1,629	47.9 %	

Sources: Federal Employment Agency (BA) statistics. Calculations by the Federal Institute for Vocational Education and Training (BIBB).

Table 6: New entries into the transition system 2005 to 2011

Account	Account name	2005	2006	2007	2008	2009	2010	2011
II	Sector: Integration into training (transition system)	417,647	412,083	390,552	363,037	348,217	320,013	294,294
II 01	Training courses at full-time vocational schools that offer a general education lower secondary qualification	68,095	67,949	63,976	59,940	59,812	54,180	52,219
II 02	Training courses at full-time vocational schools that offer basic training that can be accredited.	58,706	59,341	55,548	51,776	49,821	47,478	44,051
II 03	Full time, school-based basic vocational training year.	48,581	46,446	44,337	42,688	32,473	30,620	28,150
II 04	Training courses at full-time vocational schools that offer basic training that cannot be accredited.	29,106	27,811	35,635	33,909	31,928	28,468	25,076
II 05	Pre-vocational training year, including one-year introductory (vocational) classes.	58,431	55,339	46,841	42,571	41,973	40,661	38,968
II 06	Training courses at full-time vocational schools for students who have no training contract and are employed or unemployed.	27,035	28,671	25,789	21,364	20,875	19,186	16,251
II 07	Training courses at full-time vocational schools for students with no training contract who are studying for a general education lower secondary qualification	13,477	13,192	11,498	9,958	8,968	6,808	6,238
II 08	Obligatory internship before teacher training at vocational schools	3,524	3,561	3,391	3,531	3,724	3,854	3,821
II 09	Federal Employment Agency (BA) pre-vocational measures	91,811	86,171	80,193	78,080	77,934	70,020	63,369
II 10	Federal Employment Agency (BA) introductory training (EQ)	18,881	23,602	23,344	19,220	20,709	18,738	16,151

Source: Federal Statistical Office, initial release of Integrated reporting on training results.

Young people in the “transition system”

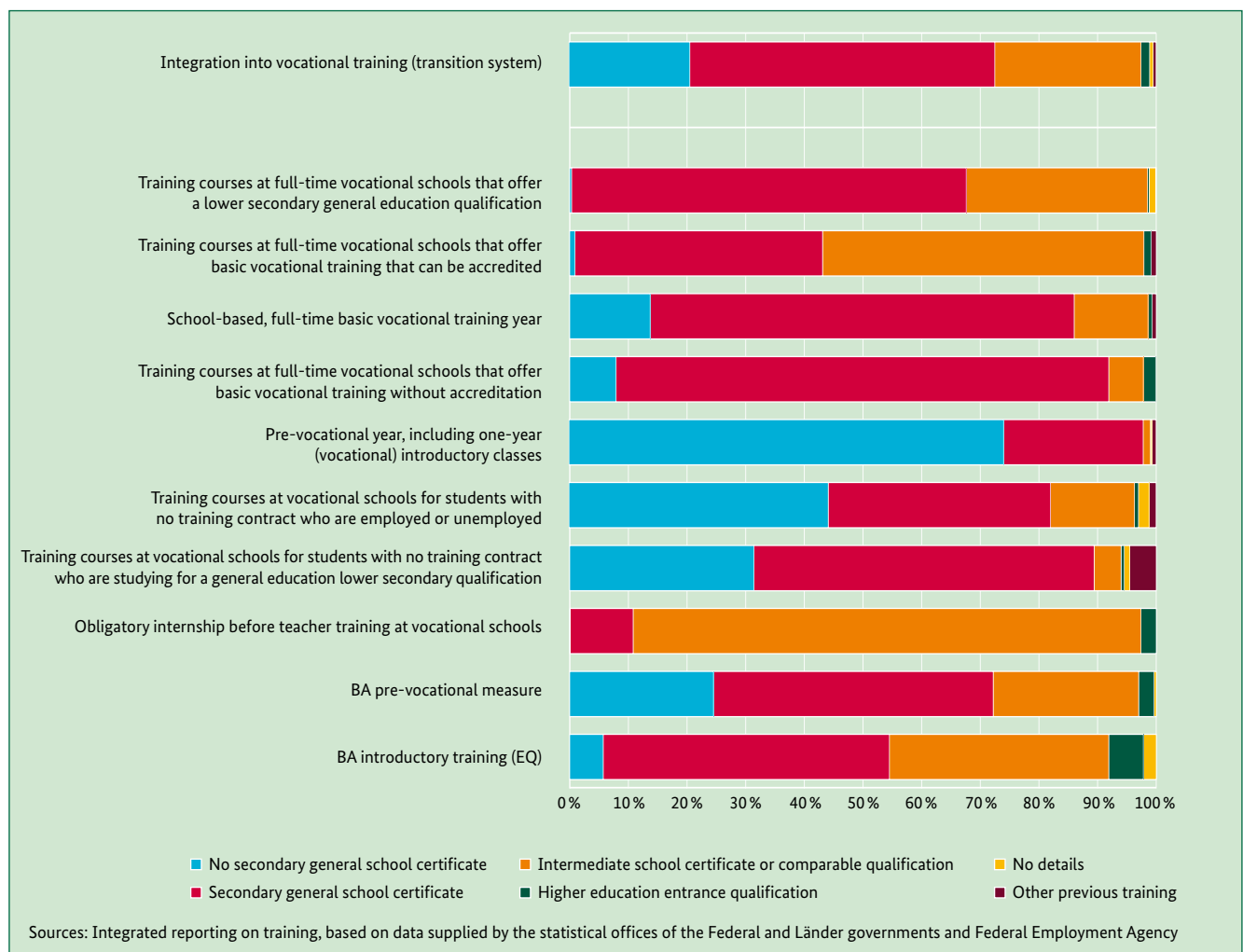
The number of young people in the transition system has been greatly reduced in recent years and was under 300,000 for the first time in 2011 (see [Table 6](#)). This is the conclusion of the initial release of integrated reporting on education for the Report on Vocational Education and Training 2012 (see also [Chapter 2.6](#)). The number of placements in the transition system fell by 123,353 or 29.5 percent compared with 2005. Compared with the previous year, a decrease of 25,719 or 8 percent was achieved. With a total of 294,294 however, the number of young people in the transition system is however still high.

The transition system offers young people a chance to improve their individual chances of being accepted into training, so most of the young people in the transition system have comparatively low-level or no school-leaving qualifications.

According to data from integrated reporting on training 2010⁴⁴, the majority of young people in the transition system, 52 percent, had a secondary general school certificate. 20.6 percent had no secondary general school certificate, while 24.9 percent of the young people had an intermediate school leaving certificate or equivalent qualification. The proportion of young people with a higher education entrance qualification in the transition system is very low, at 1.5 percent. Holders of a higher education entrance qualification were represented at above-average levels in introductory training (5.9 percent), a measure guaranteeing high rates of integration into training. Young people with no secondary general school certificate were especially often in pre-vocational training years, including one-year careers entry classes (74.1 percent), in training courses at vocational schools for students who are in employment or unemployed and have no training contract (44.2 percent), and in training courses at vocational schools for students with no training contract who

44 So far only the initial release has been published for 2011. More detailed data will be available in the autumn.

Chart 8: Schooling background of new entries into the transition system



are studying for a general education lower secondary level qualification. **Chart 8** shows details on the schooling background of those entering the transition system.

With a total of 42.4 percent, there were fewer young women than young men in transition system measures in 2010. The proportion of young women in the obligatory practical traineeship that precedes teacher training at vocational schools (87.5 percent) is however disproportionately high. The basic vocational training year (62.8 percent) and pre-vocational training year, including one-year careers entry classes, (62.4 percent) have comparatively high percentages of young men.

The proportion of foreign nationals in transition system measures was 15.8 percent in 2010. Young foreigners were most strongly represented in training courses at vocational schools for students who are in employment or unemployed and who have no training contract (20.4 percent). Foreign young people were also disproportionately often in training courses at vocational schools for students without a training contract

who were studying for a general education lower secondary level qualification (19.7 percent) and in training courses at vocational schools that provide basic vocational training without accreditation (19.3 percent). It should be noted however that this is also connected with the different qualification levels⁴⁵ that German and foreign young people obtain when they leave general education schools.

Data from integrated reporting on training makes it possible to report the number of entries into transition system measures and allows this group to be differentiated in various ways (gender, nationality, schooling background), but does not include any information on individuals' educational progress. Supplementary surveys are required here. Overall conditions have changed since the last BIBB Transition Study in 2006, so the BMBF has again commissioned an investigation into the training and careers paths of young people in their transition

45 cf. **Chapter 2.5**

from school into vocational training – the BIBB Transition Study 2011. Particular attention will be paid to groups of young people whose participation rates in dual vocational training has so far been below average. They will also be urgently needed to secure a future supply of skilled labour. Initial results are due to be presented in mid-2012.

Prognoses on trends in the transition system

Integrated reporting on training records the transition system's past developments but from an education and training policy point of view the transition system's future development is also of great interest. The BIBB has therefore submitted a prognosis based on a time-series analysis of developments from 1992–2011. This shows that the number of entries into the transition system depends on two determinants in particular: on the one hand on the number of school leavers leaving general education schools who are not qualified to enter higher education and on the other hand on the number of training places available. While there are reliable prognoses on the development of school leaver numbers, forecasting trends in the number of training places available is far more difficult, especially against a background of unpredictable economic developments. The BIBB therefore works with various scenarios designed to clarify a range of possible developments in forecasting the number of training places that will be available in future.

- In Scenario 1 it is assumed that the number of training places available will fall by around 10,000 places annually from 2012 to 2025, adapting to falling numbers of school leavers without a qualification to enter higher education.
- Scenario 2 forecasts a constant number of training places, unchanged from 2011, at around 600,000.
- In Scenario 3, which the BIBB regards as unrealistic but was created as a counter model to Scenario 1, it is presumed that the number of training places will increase by around 10,000 places annually compared with 2011. This scenario was developed to give an impression of how powerful the impact of dismantling the transition system could be in an extreme case and of whether a complete abolition of the transition system is realistic.

As **Chart 9**⁴⁶ shows, the scenarios assume that entries into the transition system will fall further by 2025.⁴⁷ As a result of demographic developments, the number of school leavers leaving general education schools without a qualification to

enter higher education will fall so steeply that even under the assumptions of the more pessimistic Scenario 1, a further decrease in new entries to below 230,000 could be expected. If the number of training places remains constant in future as shown in Scenario 2, at around 600,000 a year, numbers of new entries in the transition system will fall to below 165,000. Even if the unrealistic Scenario 3 comes to pass and there is an annual increase of training places to 740,000 by 2025, around 100,000 new entries into the transition system could still be expected.

It must be noted that scenarios presented here are based on certain assumptions, but reality will diverge from these assumptions. The main factors influencing the extent of these divergences are economic developments and the actual development of numbers of training places as well as the effectiveness of measures already introduced and programmes to promote careers orientation and the maturity required for training.

The prognosis shows however, that it is unrealistic to expect a complete dismantling of the transition system, even given the most favourable training market developments. It is all the more important then, that the goal of increasing the efficiency of funding measures in the transition system be consistently implemented so as to identify young people who are reliant on support and to make it easier for them to find their way into training.

More opportunities for unplaced applicants from previous years

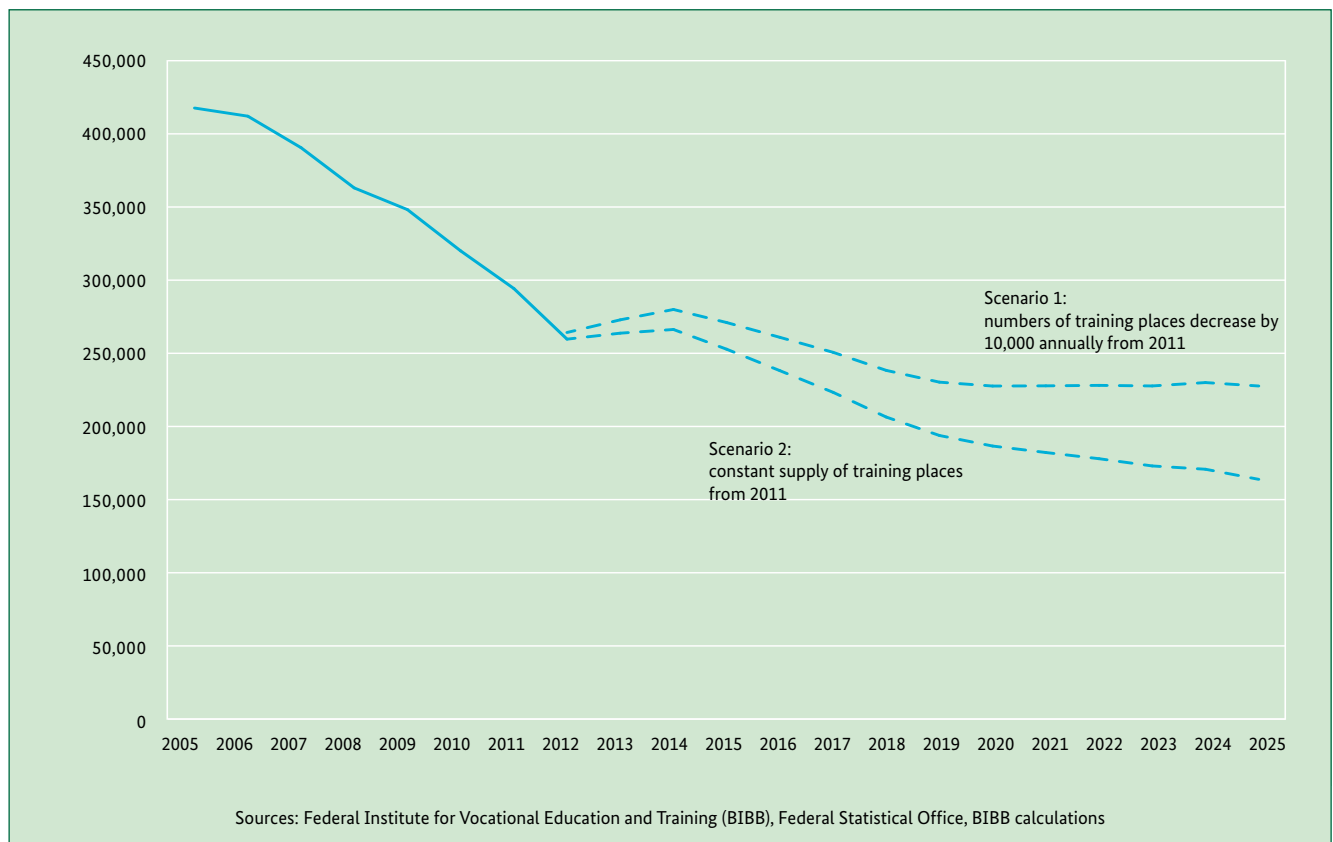
In response to the increased number of unplaced applicants from previous years in recent years⁴⁸ the Federal Government has implemented targeted measures for young people who need extra support (see **Chapter 3**). These collective efforts have led to a decrease in the number of unplaced applicants from previous years, although there is still a need for further action. Unplaced applicants from previous years are therefore an important target group in the National Pact for Training and Young Skilled Staff 2011–2014.

⁴⁶ Since variant 3 is regarded as unrealistic, the corresponding development is not portrayed in the Chart.

⁴⁷ A slight increase in the number of school leavers without a qualification to enter higher education in 2013 and 2014 briefly interrupted this trend. Their numbers will fall again to below the 2012 figure by 2015 (Scenario 2) or 2016 (Scenario 1).

⁴⁸ The tight situation on the training market in recent years (until 2005 decreasing numbers of training places and growing numbers of school leavers) has resulted in an increasing proportion of applicants who have been placed not in company-based training but in alternative training and qualification courses. This group mainly still wants to be placed in training in the dual system and therefore competes with current school leavers for existing training places. Even if the training place market eases, these previously unsuccessful applicants for training places will continue to represent a challenge.

Chart 9: Trends in the number of new entries into training courses in the transition system
(actual figures until 2011, from 2012 prognoses)



Applicants from earlier reporting years (not including licensed local authority agencies – zkT)

The BA's collection of data on unplaced applicants from previous years was fundamentally improved in 2010⁴⁹. Data is now available on applicants from earlier school-leaving years (see below) as well as on applicants who sought a training place in an earlier reporting year. This data shows a fall in numbers of unplaced applicants from previous years (see **Chart 10**):

- Compared with 2010, the number of applicants from earlier reporting years decreased by 10,460 or 5.7 percent to 174,285.
- Their numbers have therefore been reduced by 88,532 or 33.7 percent since 2008.
- While the proportion of applicants from earlier reporting years was still 42.4 percent in 2008, it continued to decline in subsequent years (2009: 37.8 percent, 2010: 35.2 percent, 2011: 33.7 percent).

- Western Länder (2008: 41.6 percent, 2009: 37.1 percent, 2010: 34.7 percent, 2011: 33.3 percent) and eastern Länder (2008: 45.3 percent, 2009: 40.7 percent, 2010: 38.1 percent, 2011: 35.7 percent) recorded decreases.

In interpreting the data it must be taken into account that the BA allocates its annual categories according to when a person was last registered as an applicant. It is therefore not possible to state currently whether a person who was registered for the last time before the reporting year had also already sought a training place with support from the BA in previous years. The fact that a person was last recorded as an applicant some time ago does not necessarily mean that they have been unsuccessfully seeking a training place over the entire intervening period.

Because the BA has only reported on applicants registered with licensed local authority agencies (zugelassene kommunale Träger – zkT)⁵⁰ since the reporting year of 2008/2009, comprehensive reporting on applicants from earlier years can of course only go back to this reporting year. In concrete terms this means that for the reporting year 2010/2011 data is only available on applicants from earlier reporting years who applied at least

⁴⁹ cf. The Report on Vocational Education and Training 2011, page 33.

⁵⁰ See also **footnote 8 in Chapter 2.1**.

two years before the reporting year (one and two-year range).⁵¹ A complete recording of applicants from earlier years (five-year range) will only be achieved in the 2013/2014 reporting year⁵² so this information currently focuses only on applicants registered with employment offices (Arbeitsagenturen) and Jobcenters (not including licensed local authority agencies – zkT).

Applicants who left school in years preceding the reporting year

For a long time the BA's training place market statistics included no information on whether registered applicants had already sought a training place in previous years with support from the BA or licensed local authority agencies (zkT). It was only known whether current applicants had left school some time ago. In applying the BA's statistics, applicants who had left school in years preceding the reporting year were defined as 'unplaced applicants from previous years', even though it was known that these were not necessarily unplaced applicants from previous years who had in fact already sought a training place before.⁵³

There was also a positive trend in the number of applicants who left school in years preceding the reporting year.

- The number of applicants who left school in years preceding the reporting year has been falling continuously since 2009⁵⁴ (2009: 256,115, 2010: 255,799, 2011: 234,747). Compared with 2010 this was a decline of 21,052 or 8.2 percent.
- In contrast to the previous year, both western Länder (2009: 198,817, 2010: 204,405, 2011: 187,051) and eastern Länder (2009: 57,234, 2010: 51,319, 2011: 47,611) recorded falls in 2011. In western Länder the number of applicants who left school in years preceding the reporting year fell by 17,354 or 8.5 percent. In eastern Länder there was a decrease of 3,708 or 7.2 percent compared with 2010.

51 According to this 165.596 applicants had been applicants one or two years before the reporting year (including zkT).

52 See the Methodenbericht der Statistik der BA (methodological report on the BA's statistics). For training market statistics: applicants from reporting years preceding the current reporting year (<http://statistik.arbeitsagentur.de/Navigation/Statistik/Grundlagen/Methodenberichte/Methodenberichte-Nav.html>)

53 One example are those drafted for military service, who apply for training places for the first time after completing military service. Conversely, applicants from the current year of school leavers may also be unplaced applicants from previous years if, for example, they decide after applying unsuccessfully, to improve their qualifications by going back to school (see also the Report on Vocational Education and Training 2011, page 32).

54 Analogous to the rest of reporting in this Report on Vocational Education and Training, all applicants (including licensed local authority agencies – zkT) are recorded here, so the time series begins with 2009.

- Applicant numbers also fell in relative terms in 2011 compared with 2010, nationally (2009: 46.1 percent, 2010: 46.3 percent, 2011: 43.6 percent), in western Länder (2009: 44.5 percent, 2010: 44.7 percent, 2011: 41.7 percent) and in eastern Länder (2009: 52.6 percent, 2010: 54.2 percent, 2011: 52.9 percent) equally.⁵⁵

Results of the BA/BIBB applicants' survey 2010⁵⁶

In contrast to the BA's statistics, the BA/BIBB applicants' survey indicates when an applicant applied for a training place for the first time. According to this survey, 209,240 (38 percent) of registered applicants were categorised as belonging to the group of unplaced applicants from previous years in 2010. The survey also showed that the group of unplaced applicants from previous years is very heterogeneous, with partly good, but also partly very bad training prospects. The prospects of unplaced applicants from previous years finding training places depends on various influencing factors. The longer ago they left school, the lower their marks were there and the older the applicant is, the worse their chances of obtaining an in-company training place were.

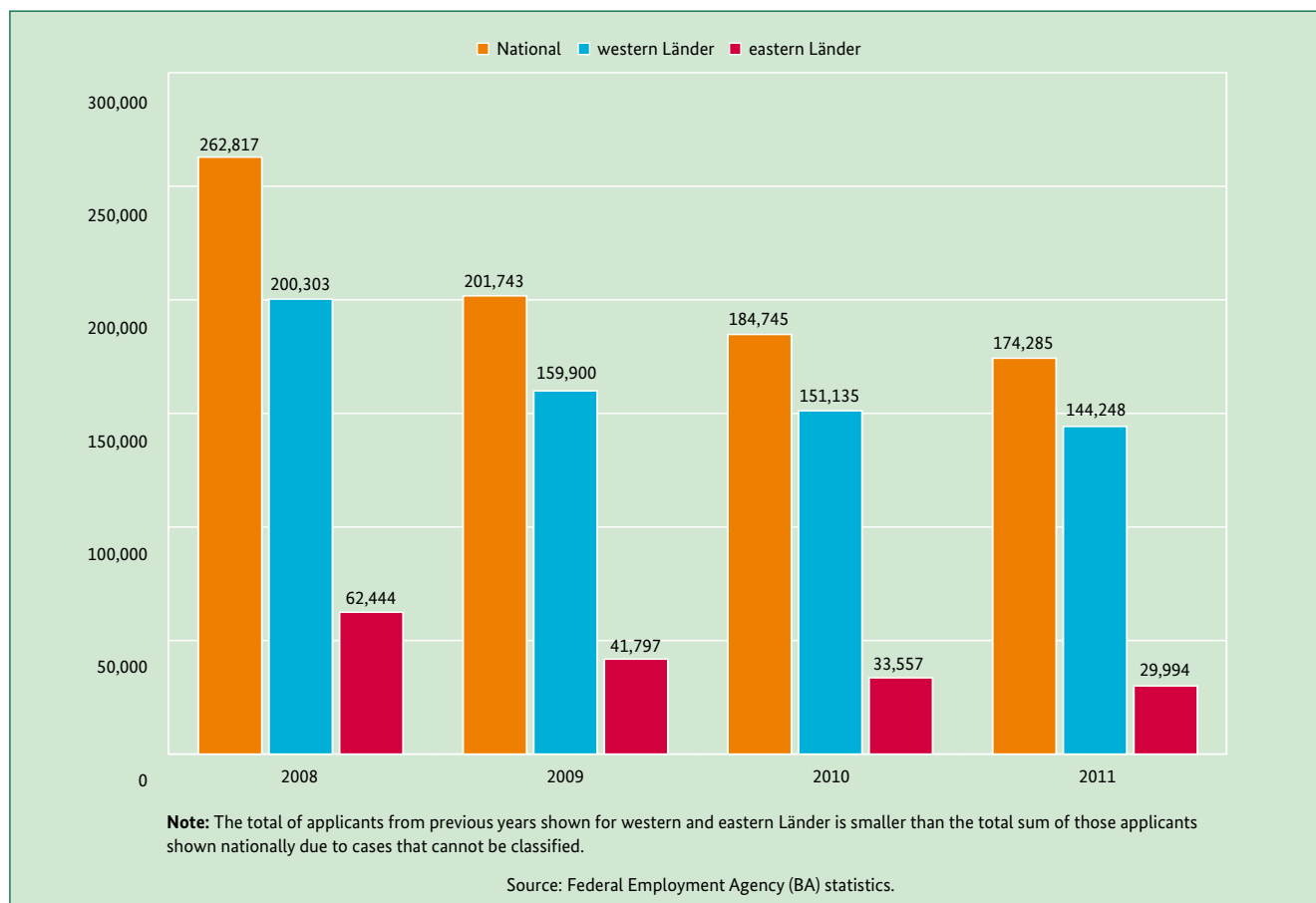
Companies cannot fill training places

Companies are finding it increasingly difficult to fill training vacancies. One indication of this is the clear increase in the number of unfilled vocational training places registered with the BA, most recently by 10,084, compared with 2010 (see [Chapter 3.1](#)).

Surveys of companies also show that the search for trainees is becoming increasingly difficult for them. While a few years ago the reasons given usually focused on insufficient performance and the inadequate academic qualifications of applicants, the declining number of applicants resulting from demographic changes is becoming an increasingly important reason for unfilled training places. This applies especially to eastern Länder, where the number of school leavers has fallen especially steeply.

55 In considering the relative figure it must be taken into account that demographic trends also play a role in the development of school leaver numbers. If for example numbers of school leavers fall steeply, the number of applicants who have just finished school will also fall from year to year. This increases the proportion of applicants who finished school in preceding years as a relative figure (see also the Report on Vocational Education and Training 2011, page 32).

56 See also the Report on Vocational Education and Training 2011, page 32.

Chart 10: Applicants who have sought a training place with support from the BA in previous years (data not including zkT)

According to the initial results of the BIBB Qualification Panel 2011⁵⁷ more than a third of companies (35 percent) offering places in the training year 2010/2011 could not fill one or more of their training places. Almost half the companies in eastern Länder (48 percent) were affected (by way of comparison it was 33 percent in western Länder).

There were also differences between industries and depending on company size.

Almost half the companies (44 percent) in the “miscellaneous services” sector, which also includes the hospitality industry, could not find any suitable applicants for at least one place offered. The proportion of companies with unfilled training places was also comparatively high in the “trade and repairs” sector (36 percent) and in the manufacturing and processing sector (33 percent). Among companies providing business services, such as banks and insurance and information and communications technology companies, only one in five companies (22 percent) did not succeed in filling all the training places they offered.

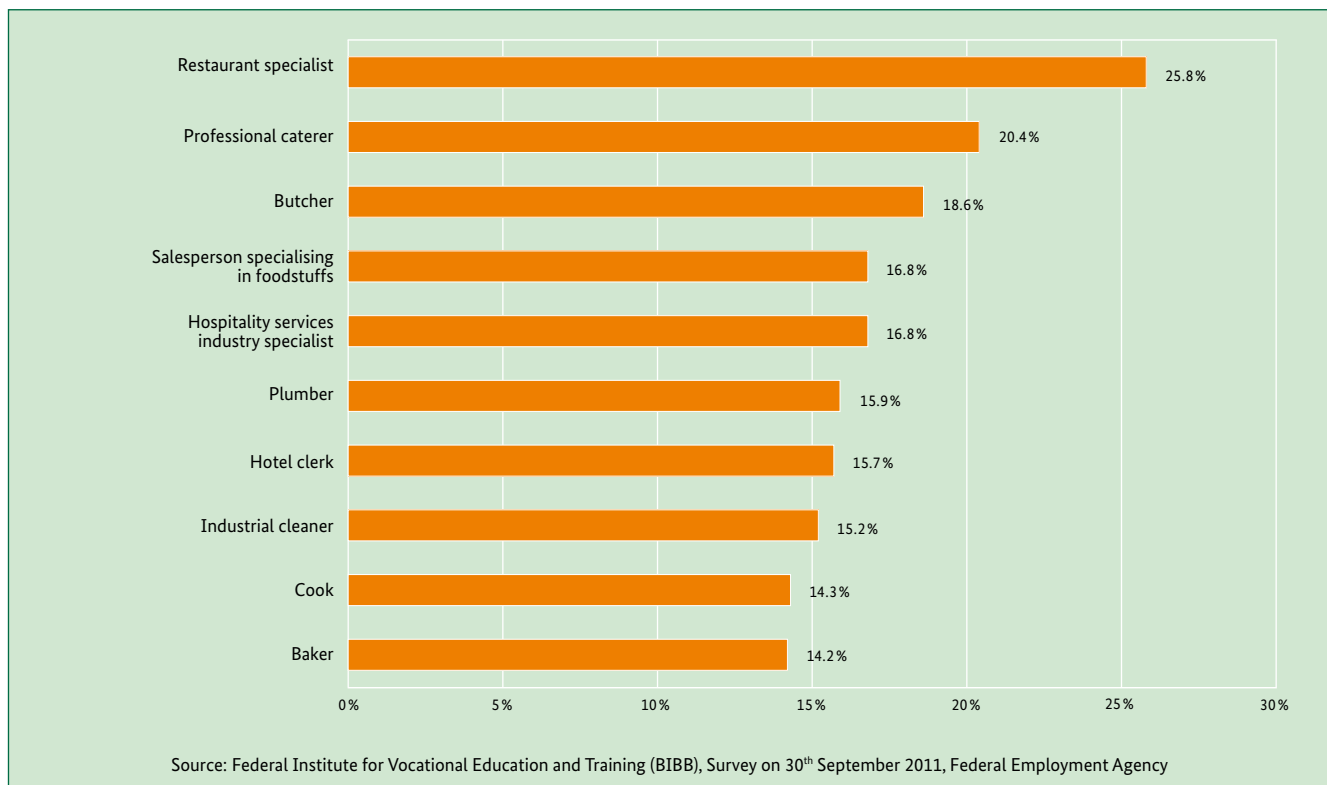
Smaller and very small businesses had much greater difficulties filling their training places. The proportion of unfilled training places falls inversely with an increasing number of employees (1–19 employees: 42 percent, 20–99 employees: 28 percent, 100–199 employees: 22 percent, 200 and more employees: 19 percent). Among the possible explanations for this offered by the BIBB is that large companies are more attractive to young people as training providers and that they also have more funds available for recruiting measures.

Most companies (58 percent) assume that the problem of unfilled training places will continue to grow in coming years. Only a minority of 3 percent believe that the search for trainees will become easier. 39 percent expect no difference.

Because the Qualification Panel survey was carried out for the first time in 2011, no statements can be made about long-term developments. The survey of companies⁵⁸ carried out

⁵⁷ See also the data report accompanying the Report on Vocational Education and Training 2012, Chapter A4.10.4

⁵⁸ In 2011 14,299 companies participated in the online survey, cf. www.dihk.de/themenfelder/aus-und-weiterbildung/ausbildung/ausbildungspolitik/umfragen-und-prognosen/dihk-ausbildungsumfrage

Chart 11: Occupations with a high proportion of unfilled training places of all in-company training places

annually by the Association of German Chambers of Industry and Commerce (Deutscher Industrie und Handelskammertag – DIHK) shows however, that increasing numbers of companies are affected by unfilled training places. The proportion of companies answering “No” to the question, “Were you able to fill all the training places you offered?”, increased from 15 percent in 2007 to 21 percent in 2008 and 2009. In 2010 it was higher, at 24 percent. The results of the second wave of the BMWi/IW Qualifizierungsmonitor (qualification monitor)⁵⁹ also indicate that this problem is growing. Companies generally estimated that their recruiting difficulties were greater in 2011 than in 2010. While just on five percent of companies providing training thought that recruiting would become easier, around 37 percent believed that problems would increase.

The results of the BIBB survey of the 30.9 enabled an identification of the occupations in which the number of unfilled in-company training places is especially high as a proportion of all the training places offered by companies. Since by definition only unfilled training places could be included in the calculations reported by the BA at the end of the training year, this proportion is lower than in the surveys mentioned. Compared

with 2010,⁶⁰ the ranking of occupations has shifted slightly, but all the occupations listed had a higher number of unfilled places as a proportion of all in-company training places offered than in the previous year.

Chart 11 shows occupations in which there is already now a shortage of applicants.

From an educational and training policy point of view, unfilled vocational training places are not only a temporary problem of the current training year. Companies that are repeatedly unable to fill training places may withdraw altogether from dual vocational training in the long term and so not use an important instrument for securing a supply of skilled employees.

According to the BIBB’s evaluations of the BA’s companies statistics, the proportion of companies providing training⁶¹ fell to 22.5 percent in 2010 (2009: 23.5 percent, 2008: 24 percent, 1999: 23.6 percent). This is because the number of companies providing training fell by 3.3 percent while the total number

⁵⁹ cf. www.bmwi.de/BMWi/Navigation/Service/publikationen,did=422528.html

⁶⁰ cf. Report on Vocational Education and Training 2011, page 35.

⁶¹ The proportion of companies providing training is calculated based on the proportion of companies with trainees among all companies with employees for whom social insurance contributions are paid, including companies providing training.

of companies increased slightly by 0.6 percent. The steep drop in the number of companies providing training is striking. There has not been such a sharp decline in the percentage of companies providing training in western or in eastern Länder over the past eleven years as there was in 2010.⁶²

The Federal Government will continue to monitor these developments and expects important additional findings from surveys of companies such as the BIBB's new Qualification Panel, which is funded by the BMBF.⁶³

The Federal Government recommends that companies report their unfilled training places to the BA. Young people should also involve the BA in their search for training places.

Young adults with no vocational qualification

Around 15 percent of young adults in Germany aged between 20 and 29 (1.46 million) have no vocational qualification and thus lack the prerequisite for qualified participation in working life⁶⁴. This is connected with significant negative consequences for individuals and for society as a whole.⁶⁵ Given current demographic developments, these young people will also be needed as skilled workers.

According to the results of the BIBB transition study 2006, bad educational preconditions and particular life circumstances are the main individual causes of a lack of training. A lack of interest in a fully-qualifying vocational training plays only a slight role. Almost all those surveyed had looked for a training place and a good third had once begun vocational training but not successfully completed it. This was especially the case among trainees with low levels of school education.

Experience has shown that providing early, continuous and individual support to young people (through careers coaches and mentors combined with systematic transition management

for example) is the right approach in qualifying these young people to take part in working life. It is also vital to establish training structures for adults with no vocational qualifications. The Federal Government has therefore strengthened its commitment in these areas.

Premature termination of training contracts and courses

According to vocational training statistics provided by the Federal and Länder government statistical offices, 142,242 training contracts were prematurely terminated nationally in 2010. This is a termination rate of 23 percent and a slight increase compared with the previous year (22.1 percent).⁶⁶

Training contracts may be terminated for a diverse range of reasons, including the insolvency or closure of a company, a change from non-company to in-company training, or as a result of the trainee changing occupations. These cannot all be equated with a termination of training. According to a BIBB study from 2002, around half of those terminating a training contract may be switching careers, continuing their in-company training in a new occupation and/or company. At the same time, the termination of a training contract results in uncertainty and a loss of time, energy and other resources for both parties.

The results of the vocational training statistics also show that contract termination rates vary greatly between individual training occupations. Among the occupations with very high rates of contract terminations are for example a number of occupations in the hotel and restaurant sector (restaurant

62 See the data report accompanying the Report on Vocational Education and Training 2012, Chapter A4.10.

63 cf. **Chapter 4.3.4**

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

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

66 The termination rate is the proportion of prematurely terminated training contracts of all newly concluded contracts. Since it cannot yet be known how many trainees with newly concluded training contracts will prematurely terminate their contracts in the current reporting year, a so-called "layer model" is used to calculate the training contract termination rate, which approximately determines the training contract termination rate of the current group of trainees. With the conversion of training statistics by the statistical offices of the Federal and Länder governments to individual data collection (see the Report on Vocational Education and Training 2010, page 31) the training contract termination rate for 2009 can be more precisely calculated because the month and year of central training-relevant events is now recorded. Contract terminations can therefore be differentiated according to the year in which the contract began and expressed as a percentage of newly concluded contracts with the corresponding start date. (cf www.bibb.de/dokumente/pdf/a21_dazubi_daten.pdf, pages 20–25). Another advantage of individual data collection is that contract terminations can be evaluated in accordance with all the variables used in vocational training statistics, so also according to the trainee's school-leaving qualification and nationality. The new computation process will apply first to the 2009 data, because the conversion of the statistics meant that no reliable data was available for 2007 and the quality of the data for 2008 left a lot to be desired. For 2009 and 2010 too, the possibility cannot be excluded that there will still be "reporting errors", even though data quality has continuously improved. Because of the new calculation formula, the data for 2009 and 2010 cannot be compared with earlier presentations.

specialist, 47.6 percent, cook, 46.3 percent, hospitality services industry specialist 42.1 percent) and other primary services occupations (safety and security specialist 45.9 percent, scaffolding specialist 41.3 percent). The occupations of clerk in public administration (3.4 percent), electronics technician for automation technology (5.1 percent), aircraft mechanic (5.4 percent), forest manager (5.5 percent), judicial clerk (6 percent) and bank clerk (6 percent) have very low rates of contract terminations.

Certain groups of people are more affected by this problem than others. Further BIBB analyses of vocational training statistics show that the rate of training contract termination is higher the lower the trainee's general school-leaving qualification is (no secondary general school certificate: 37.4 percent, with secondary general school certificate: 32.2 percent, with intermediate school-leaving certificate: 20.2 percent, with a university entrance qualification: 13.2 percent). There are also notable differences between trainees of German and of foreign nationality. An average of 29.2 percent of the training contracts of foreign trainees were terminated prematurely, while only 22.6 percent of the contracts of trainees holding a German passport were terminated prematurely. These differences in the premature termination rate can however partly be explained by differences in the highest general education school-leaving qualifications between these two groups.⁶⁷

Compared with the rate of university dropouts, which was 24 percent in 2008, the premature contract termination rate in the dual training system is fairly moderate, especially if it is taken into account that many young people who terminate training contracts early go on to continue training in another company and/or occupation. In contrast, the university dropout rate represents the proportion of new students who do not complete any studies at all.

Why the rate of premature contract terminations could not be reduced, despite the measures introduced to prevent such contract terminations and training dropouts and the improved training market situation in 2010, cannot currently be entirely explained.

There may be a connection between positive economic developments and the easing of the training market. In times of stronger economic development there are more training places on offer and a change of company and occupation may not seem as risky.⁶⁸ The Federal Government believes that there is a need for more research in this area. A new survey on the reasons why trainees terminate contracts prematurely and their subsequent situations is regarded as necessary, given the change in overall conditions compared with 2002.

⁶⁷ See also the next section on "People from migrant backgrounds".

⁶⁸ The Report on Vocational Education and Training 2006 referred to this possibility on page 121.

People from migrant backgrounds

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

According to vocational training statistics data provided by the statistical offices of the Federal and Länder governments, foreign young people leave school without a qualification more than twice as often as German young people do (2010: 12.8 percent compared with 5.4 percent). There was some success in further reducing the proportion of young people without any school-leaving qualification compared with the previous year (2009: 13.8 percent compared with 5.8 percent). The decline was however greater among foreign young people, at 1 percent, than among German young people at 0.4 percent. Foreign young people's school-leaving qualifications are generally lower than those of German youngsters.⁶⁹

Young foreigners are still strongly underrepresented in vocational training. In 2010 the participation rate of young foreigners in training was 33.5 percent (2009: 31.4 percent), only about half as high as that of German young people at 65.4 percent (2009: 64.3 percent).⁷⁰ Compared with 2009, there was however a slight improvement. The participation rate of foreign young people in training increased more strongly (2.1 percent) than that of German young people (1.1 percent).

While the increase among young Germans was only among young men (2.1 percent, young women: -0.1 percent), among foreign young people both young men (2.8 percent), and young women (1.3 percent) recorded increases. The participation rate of young foreign women in training continues to be the lowest

⁶⁹ 2010: Secondary general school certificate: 37.6 percent foreign vs. 19 percent German young people; intermediate school leaving certificate: 35.6 percent foreign vs. 41.1 percent German young people; Entrance qualification for a university of applied sciences: 1.6 percent each of foreign and German young people; General higher education entrance qualification: 12.4 percent foreign vs. 33.0 percent German young people. It must be taken into account in this context that there is a well-known link between students' school qualifications and the socio-economic status of their parents.

⁷⁰ Vocational training statistics data provided by the statistical offices of the Federal and Länder governments and data from population projections of the Federal Statistical Office are used to calculate participation in training (reference date 31st of December). The training participation rate is therefore not identical with the computed placement rate stated elsewhere. The training rate is calculated by taking as a percentage the number of young people with newly concluded training contracts relative to the number of young people in the residential population of corresponding age. The conversion of vocational training statistics to individual data has made a more exact calculation of the training participation rate of foreign young people possible, so the figures provided here are not comparable with those in previous publications. The computed placement rate also decreased in 2009. In 2010 the overall training participation rate was 62.1 percent, which is an increase of 1.1 percentage points. Data for 2011 is not yet available from the vocational training statistics.

of all groups at 30.4 percent (2009: 29.1 percent) (compared with foreign men 2009: 33.6 percent, 2010: 36.4 percent; German women 2009: 55.5 percent, 2010: 55.4 percent; German men 2009: 72.7 percent, 2010: 74.8 percent).

It must be taken into consideration that schools and vocational training statistics do not record respondents' migrant backgrounds but nationality, so only some groups of young people from migrant backgrounds are recorded here. Empirical surveys however enable supplementary statements to be made on migrant background here.

Based on the results of the BIBB Transition Study in 2006, the Report on Vocational Education and Training in 2010 showed that young people from migrant backgrounds have just as much interest in vocational training after the leave general education schools as German young people have. Yet young people from migrant backgrounds remain disproportionately frequently without vocational qualifications.⁷¹

The fact that the search for training places is more difficult for young people from migrant backgrounds than for young people who are not from a migrant background is proven by a special evaluation of the BA/BIBB applicants' survey 2010.⁷² According to this survey generally lower school qualification levels are a main cause of the lower rate of training placements among young foreigners. But even if they have the same school qualifications, young people from migrant backgrounds have significantly fewer opportunities than young Germans do. Selection processes in companies in awarding training places have been mentioned as a possible explanation. The results also show that there are also great differences within the group of young migrants depending their country of origin. It is much harder for young people from a Turkish/Arab background to find a training place, for example.

Vocational training gives young people with and without a migrant background the tools they need to succeed in the world of work and enables them to lead an independent life. After education at school, vocational training is the central instrument in the social integration of migrants. Given demographic developments, and to avoid a possible shortage of skilled staff, the German economy needs all its young people. The Federal Government's main goal is therefore to dismantle barriers to access in training and employment for young people from migrant backgrounds, who are a major target group of the National Pact for Training and Young Skilled Staff in Germany 2010–2014.⁷³

People who have already acquired a vocational qualification outside Germany will also find it easier to bring their qualifications to the German labour market in future. With the Assessment and Recognition of Foreign Professional Qualifications Act (Anerkennungsgesetz)⁷⁴, the Federal Government has introduced a law establishing easier procedures for accrediting foreign vocational qualifications in Germany. The "Assessment and Recognition of Foreign Professional Qualifications Act" was promulgated on the 12th of December 2011 in the Federal Law Gazette (Bundesgesetzblatt) and came into force on the 1st of April 2012. The Recognition Act expands the legal entitlement to an evaluation process for the recognition of foreign vocational qualifications. The prerequisite of German nationality for authorisation to pursue a range of occupations will also be abrogated.

The Recognition Act applies to around 500 occupations for which qualification is regulated at the federal level, covering doctors, healthcare workers, master tradespersons and all the 350 German training occupation qualifications in the dual system. The Länder also plan to introduce adequate accreditation processes for occupations in their areas of responsibility.

Vocational qualifications acquired outside Germany will be better recognised in Germany in future, which is a milestone in the integration of migrants into employment and society and will make a major contribution to attracting skilled staff to the country.

Vocational training for people with disabilities

The Federal Government intensively promotes the integration of people with disabilities into the world of work. Under the provisions of the German Social Code (Sozialgesetzbücher – SGB) Volumes II, III and IX, these young people are supported by the BA, even before they leave school, with a comprehensive range of vocational orientation and counselling services to help them manage the transition from school into work.

According to provisional data, an annual average of 47,264 people with disabilities were in a pre-vocational training measure as part of an employment promotion scheme with initial integration into an occupation and a vocational qualification (2010: 50,900) as its goal in 2011. Another 15,215 young people (2010: 16,800) were in pre-vocational measures. An annual average of 20,446 people (2010: 21,262) were funded to take part in admissions procedures and vocational training in a workshop for people with disabilities (WfbM) in 2011. These were people who, due to their disability, were not or not yet able to work in accordance with the demands of the ordinary labour market.

71 The BIBB 2011 carried out a new Transition Study in 2011 with project financing from the BMBF. Initial results are scheduled for release in mid-2012.

72 cf. BIBB Report 16/11, www.bibb.de/de/60272.htm

73 cf. **Chapter 3.1.1**

74 For further information please go to www.anerkennung-in-deutschland.de.

The Vocational Training Act (BBiG) and Crafts Code (Handwerksordnung – HwO) stipulate that disabled people, just as people without disabilities, are to be trained in recognised training occupations. For people whose kind and degree of disability makes vocational training in a recognised training occupation impossible, the relevant authorities should develop training regulations based on recognised training occupations. To ensure the necessary transparency and consistency, the legislation stipulates that such regulations should be based on recommendations made by the BIBB Board (S. 66 of the BBiG, S. 42 of the HwO). Based on these regulations, 11,203 new training contracts were concluded nationally in 2011.

In June 2011 the Federal Cabinet adopted a national action plan to implement the UN Convention on the Rights of People with Disabilities to further include people with disabilities in society.⁷⁵ The vocational training of people with disabilities is also being tackled in the National Action Plan for Work and Employment. The Federal Government is also restructuring its disability report, which will now be issued once per legislative period. It is scheduled to appear in its new form for the first time in the second half of 2012 and will serve as a major orientation for the Federal Government's future disability policy.

2.6 Vocational training statistics

The Federal Government has set itself the goal of continuously improving the collection of training market data. The inclusion of the parameter of 'financing form' in the BIBB Survey on the 30.9 and the conversion of vocational training statistics from aggregate data collection to individual data collection are successful examples that have already been reported on in earlier Reports on Vocational Education and Training.⁷⁶

Progress has also been made in recording trainees' migrant backgrounds. Since November 2011 the BA and licensed local authority agencies (zkT) have also collected data on migrant background for statistical purposes.⁷⁷ The Federal Government regards continuing and further developing integrated reporting on training as an important task for coming years.

Integrated reporting on training

The goal of integrated reporting on training is to improve the collection of data on young people's training paths after they leave general education schools. With the first phase of the project concluding at the end of 2011, a systematic national overview of young people's utilisation of the training and qualification services offered is now available.

According to the intermediate release of the Report on Vocational Education and Training 2012, vocational training, with 742,148 trainees, was also the largest sector in 2011. This sector includes training in the dual system, at vocational schools and in health and social services occupations (see [Table 7](#)). Compared with 2010, the number of new entries into the vocational training sector has increased (12,575 or 1.7 percent). This is in particular due to higher numbers of new entries into dual vocational training. The vocational training sector had even higher numbers of new entries from 2006 to 2008, but the current comparatively lower numbers of new entries are also a result of demographic trends.

The transition system recorded a clear decrease. A total of 294,294 young people began a measure in this area in 2011, 25,719 or 8.0 percent fewer than in 2010. Compared with 2005, the number of entries into the transition system has fallen by 123,353 or 29.5 percent (see also [Chapter 2.5](#)).

The number of first-year university students increased compared with the previous year by 70,936 or 15.8 percent to 519,271. One cause of this comparatively large increase is the introduction of two-year final classes in Lower Saxony and Bavaria.

In contrast to previous years, the number of new entries into upper secondary education and training courses, which lead to a qualification to enter higher education, fell for the first time (50,408 or 9.1 percent to 504,291). This is however not due to a lack of interest in higher school leaving qualifications on the part of young people, but to the role played by the change to eight-year grammar school education in North Rhine-Westphalia, where a two-year upper secondary final class was introduced in 2010. There were no more new two-year final classes in Germany in 2011.⁷⁸

[Table 7](#) and [Chart 12](#) provide information on the development of the sectors over time.

Integrated reporting on training was established from 2009 to 2011 in two projects: a BIBB project and a joint project of the Federal and Länder government statistical offices. The BIBB project focused on developing and analysing meaningful

⁷⁵ cf. www.bmas.de/DE/Service/Publikationen/a740-aktionsplan-bundesregierung.html

⁷⁶ See also the Report on Vocational Education and Training 2010, pages 30–31 and Report on Vocational Education and Training 2011, page 40.

⁷⁷ Migrant background is recorded based on the ordination on the survey of migrant background (Migrationshintergrund-Erhebungs-Verordnung – Migh-EV) of 29.09.2010.

⁷⁸ cf. https://www.destatis.de/DE/PresseService/Presse/Pressemitteilungen/2012/03/PD12_082_212.html.

Table 7: New entries into the integrated reporting on training sectors

	2005	2006	2007	2008	2009	2010	2011
Vocational training sector	739,149	751,563	788,893	776,917	728,484	729,573	742,148
Transition sector	417,647	412,083	390,552	363,037	348,217	320,013	294,294
Higher education entry qualification sector	454,423	466,700	463,464	514,603	526,684	554,699	504,291
Tertiary education sector ^{1) 2)}	366,242	355,472	373,510	400,600	428,000	448,335	519,271

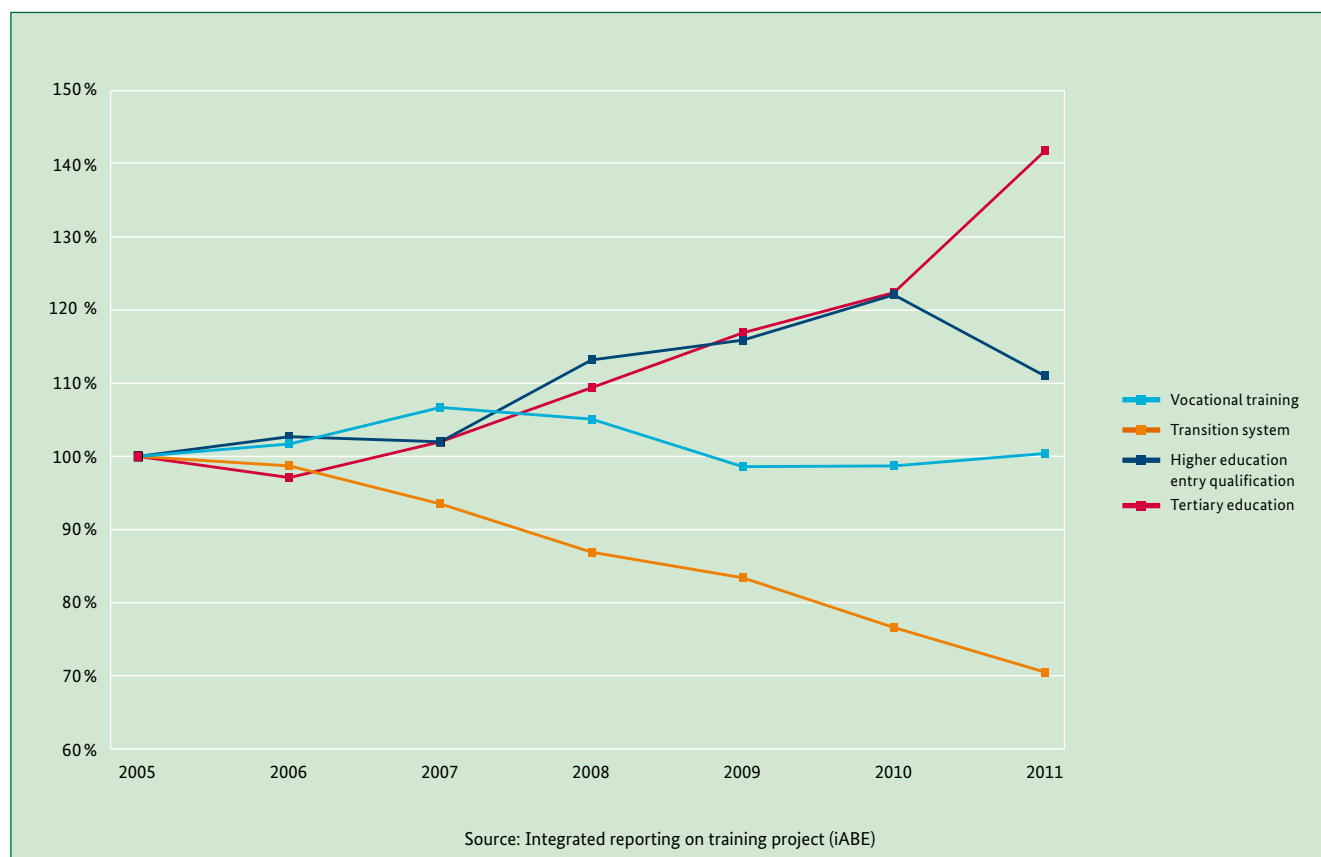
Note:

The details provided here are not comparable with other information in this area in the Report on Vocational Education and Training 2012. The vocational training sector here includes the “accounts” of vocational training in the dual system as defined in the BBiG (recognised training occupations) including comparable vocational training (S. 3 Para. 2 No. 3 of the BBiG), fully-qualifying vocational qualifications at full-time vocational schools as defined in the BBiG/HwO, fully-qualifying vocational training at full-time vocational schools not in the ambit of the BBiG/HwO, training courses at full-time vocational schools and specialised grammar schools that provide a vocational qualification and higher education entry qualification, training in healthcare, education and social services occupations that are regulated by Länder or national law, and vocational training in the public sector (training for the intermediate level of the public service). For further details on the sectors and more information on the individual “accounts” see the Data report on the Report on Vocational Education and Training 2012, Chapter A6.1. There may be discrepancies with earlier representations due to revisions of the data.

1) Including those in their 1st year of studies at vocational academies (data from the previous year)

2) Two-year final classes in Hamburg (2010), Bavaria and Lower Saxony (2011)

Sources: Federal Statistical Office, initial release of Integrated reporting on training results 2012

Chart 12: Shifts between sectors 2005–2011 (2005 = 100)

training reporting indicators.⁷⁹ The statistical offices' project prioritised the development and provision of data for an indicator system covering all individual Länder. The basic aim of integrated reporting on training is to create complete and comparative records. One core task of the project is therefore to assess Länder data and, in the context of the data situation, to check data access and the comparability and temporal availability of data.

To obtain initial sound results despite the heterogeneous data situation, comprehensive special evaluations were carried out in all 16 Länder for the years 2005 to 2010. The initial release of results was published in the Report on Vocational Education and Training 2011. With the inclusion of integrated reporting on training in the standard delivery programme of the statistical offices from 2012, the provision of data for the Report on Vocational Education and Training and the data report accompanying the Report on Vocational Education and Training can be secured in the long term. This has also achieved a major project goal of portraying the current overall picture in the Report on Vocational Education and Training.⁸⁰ To

complement the Report on Vocational Education and Training and the accompanying data report, the Federal and Länder government statistical offices have submitted the publication "Indicators of Integrated Vocational Training Reporting for Germany – a comparison between Länder".⁸¹

The results show that integrated reporting on training is already adding value, which will be increased by the widespread introduction of individual data collection. This was also the conclusion of the project's national advisory board in its recommendations in December 2011.⁸²

As well as extending the National Pact for Training and Young Skilled Staff, the BMBF has extended the BIBB project until 2014. In this phase work already begun will be continued, indicators optimised and long-term time series for integrated reporting on training established.

The Federal Government calls upon the Länder to support integrated reporting on training by providing comprehensive individual data.

79 The indicator system, which consists of sectors and accounts, has already been described in the Report on Vocational Education and Training 2010, pages 31–32. The project's flyer also contains more detailed information. http://indikatorik.bibb.de/dokumente/pdf/bibb_a4-seiter.pdf

80 Data on the various qualification courses has so far only been able to be incompletely published and after a delay in the Report

on Vocational Education and Training.

81 cf. <http://www.statistik-hessen.de/News/Presse3.jsp?Thema=15&LfdNr=41>

82 cf. Recommendation of the national advisory board on integrated reporting on training, http://indikatorik.bibb.de/dokumente/pdf/iABE-Empfehlungen_Dezember_2011.pdf

3. Vocational training policy measures and programmes

The effects of demographic developments and improvements in the economy point to a trend towards an increasingly easing training market. Another reason that training places remained unfilled was regional disparities. On the other hand, there were still around 294,000 new entries into the transition system (2011), about 174,000 unplaced applicants from previous years (2011), and approximately 1.5 million young adults still have no vocational qualification. The rate of premature training contract termination was still over 20 percent and the proportion of young people from that school leaving year who chose dual vocational training was lower than in previous years. To this is added a trend towards higher school qualifications, which will strengthen this development in future. Given this background, vocational training will have to become more attractive and flexible and allow for more mobility. Reliable transitions and connections must be created in the education and training system.

In view of the impending shortage of skilled workers, all potential in the area of vocational training must be made use of. Work in this area must begin as soon as possible. The National Pact for Training and Young Skilled Staff was extended with two new Pact partners and a fundamental reorientation of content in October 2010. The new Pact agreement focuses on existing quantitative goals to tackle new companies providing training and training places and also on qualitative goals in terms of young people in need of extra support and young high-achievers. The Federal Government's goal for coming years is to reinforce vocational training, creating integrated systemic and structurally effective instruments while at the same time adapting it to new demographic and technological changes.

In order to promptly adapt occupations requiring training and further training to new developments and qualification requirements, it is necessary to draft training regulations that are open to new technologies and to constantly review them to check their quality and relevance. It will also be essential to strategically identify qualification trends at an early stage and carry out research into vocational training so that an appropriate response can be made quickly.

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

The Federal Government has already improved the training situation in recent years with a series of measures for modernising vocational training, which were adapted and continued in 2011. These measures have been integrated and coordinated and their implementation has been supported in various ways by other vocational training actors, such as the social partners.

3.1.1 National Pact for Training and Young Skilled Staff

Key data

Period: 2010–2014

Internet: www.bmbf.de/de/2295.php

Training policy goals

Securing adequate training and qualification opportunities for all young people willing and able to undergo training is a declared goal of the Federal Government. This applies equally to both high-achieving and lower-achieving young people, because only with both will Germany's demand for skilled staff be secured. In June 2004 the Federal Government together with the central German business associations therefore agreed to set up a "National Pact for Training and Young Skilled Staff in Germany" to promote more commitment to training by companies and additional efforts by public authorities.

In October 2010 the Training Pact was extended by another four years with new focuses. The Conference of Ministers of Education and Cultural Affairs of the Länder (Kultusministerkonferenz – KMK) and Federal Government Commissioner for Migration, Refugees and Integration were included in the Pact as new partners with their own contributions to make. One important factor in the Pact's continuing development was that the starting situation has fundamentally changed since 2004. Instead of a shortage of training places there is now a shortage of applicants in some industries and regions due to demographic developments. At the same time, a considerable number of applicants do not immediately succeed in making the transition from school into training, among them unplaced applicants from previous years, young people from migrant backgrounds, socially and educationally disadvantaged young people, and those with disabilities.

Working under the motto of "making use of all potential", the extended Training Pact will offer these young people

in particular increased opportunities to access vocational training. This will entail improving the maturity of school leavers completing secondary general and intermediate school at an early stage, providing more intensive support for low-achieving young people, opening up effective qualification courses and qualification prospects to young people in the transition system, and integrating young people from migrant backgrounds into training.

The new Pact agreement will tackle a wide range of measures, central among them the BMBF initiative “Education chains leading to vocational qualifications” (“Abschluss und Anschluss – Bildungsketten bis zum Ausbildungsabschluss”), a comprehensive bundle of measures aimed to qualitatively improve the transition from school into dual vocational training, and the 10,000 company-based introductory courses a year designed specially for young people in need of extra support (EQ Plus) that industry has promised to provide.

To secure a supply of skilled workers, the Pact agreement also aims to attract more high-achieving young people into company-based vocational training. To this end, the Federal Ministry of Education and Research (BMBF) and Federal Ministry of Economics and Technology (Bundesministerium für Wirtschaft und Technologie – BMWi) started the “Berufliche Bildung – praktisch unschlagbar” (“Vocational training – practically unbeatable”) information campaign in November 2011. Its goal is to highlight the attractiveness of dual vocational training and diverse opportunities offered by vocational training to a broader public.

A review was presented a year after the Pact’s extension on the 1st of February 2012. It shows that the Pact partners’ efforts have contributed to further improving the training market situation. This applies not only to industry’s efforts, but also to the Federal Government’s accompanying programmes to help improve the training market situation.

Results of the funding and support

The Federal Government has modernised its instruments for funding and supporting young people and oriented them towards individual needs for action in the areas of vocational orientation, preparation and training. Career start coaches are now helping students at 2,000 schools from their penultimate year of school to successfully manage the transition from school into training as defined in the German Civil Code (SGB III) and “Education chains” initiative. Career start coaching will therefore become a standard instrument instead of a model from April 2012. The Federal Government has also successfully continued its programmes; doubling the number of intermediaries involved in targeted placement, for example. To increase the participation rate of young people from a migrant background in training, the Federal Government is currently carrying out three training conferences.

Industry’s voluntary commitment to creating new training places and the recruitment of new companies to provide

training again exceeded expectations in 2011. Instead of the promised 60,000, 71,300 new training places were created (2010: 70,300). Instead of the promised 30,000 companies, 43,600 new companies were willing to offer training (2010: 42,800). Companies provided 25,600 training places for introductory training (EQ), including for the first time 4,600 EQ Plus places especially for young people in need of extra support. All the young people who came in for subsequent places received at least one offer. By the end of the subsequent placement action, the number of unplaced applicants had been reduced to 5,700 (January 2010: 5,800). There are enough places for young people too, including 8,500 unfilled introductory training places. Young people with prospects of a pre-vocational training measure were also specifically addressed in the subsequent placement action. The total number of applicants ‘earmarked’ for a pre-vocational measure at the end of September 2011 fell by 25.5 percent to 14,000, so the Pact partners helped to get young people into training faster.⁸³ The Federal administration also again more than fulfilled its training obligations. With 7.6 percent of its employees subject to social insurance contributions, its training rate was above the promise made in the Pact of at least 7 percent (2010: 7.7 percent) in 2011.

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

The “Education chains leading to vocational qualification” (“Abschluss und Anschluss – Bildungsketten bis zum Ausbildungsabschluss”) initiative

Key data

Period: 2010–2014

Funding volume: 460 million EUROS (including the career start coaching special programme, potential analysis, careers orientation programme and VerA)

Internet: www.bildungsketten.de

Training policy goals

The BMBF’s “Educational chains leading to vocational qualifications” (“Abschluss und Anschluss – Bildungsketten bis zum Ausbildungsabschluss”) initiative bundles new funding and support instruments together with existing Federal and Länder government funding and support programmes and integrates them. Its goal is to efficiently support young people while they’re still at school and help them to avoid ending up in ‘holding patterns’ in the transition system. The initiative is an integral part of the Training Pact 2010–2014.

⁸³ cf. www.bmwi.de/BMWi/Navigation/Presse/pressemitteilungen,did=473970.html

Results of the Federal funding and support

To achieve these goals, the BMBF has integrated various programmes and activities focused on the transition from school into dual vocational training in the “Educational chains leading to vocational qualifications” (“Abschluss und Anschluss – Bildungsketten bis zum Ausbildungsabschluss”) initiative, in particular the ‘Vocational orientation in inter-company vocational training centres and comparable institutions’ (‘Berufsorientierungsprogramm in überbetriebliche und vergleichbare Berufsbildungsstätten’ – BOP), the training structural programme JOBSTARTER, JOBSTARTER CONNECT and the Vocational Qualification perspective (Perspektive Berufsabschluss) programme. The initiative is accompanied by the voluntary mentoring of young people as part of the ‘Verhinderung von Ausbildungsabbrüchen – VerA’ (preventing training dropouts) and ‘coach@school’ initiatives. Further partners and initiatives are scheduled to follow.

The initiative is actively supported by an accompanying Länder group, which has a comprehensive work programme centred on the topics of careers orientation, potential analyses, coaching, consolidation in the Länder and the inclusion of voluntary activities. The accompanying Länder group also provides a platform for the transfer of good concepts and best practice. Länder and regional initiatives are to be integrated as far as possible into the initiative. Agreements on coordinated implementation have already been concluded with three Länder.

In Hessen the BMBF is supporting the consistent introduction of the ‘Kompo7’ potential analysis process across Hessen. The BMBF has also funded and supported the implementation of careers orientation concept throughout Hessen based on the “BERUFSSTART plus – vertiefte, wirtschaftsnahe und arbeitsmarktorientierte Berufswahlvorbereitung” pre-vocational preparation scheme in the Free State of Thuringia since 2011. The Thuringian concept includes a skills assessment of students in grade 7, careers orientation weeks and internships in grades 8 to 10, and mentoring by career start coaches from the Chambers into the first year of training.

The Land North Rhine-Westphalia and regional directorate of the Federal Employment Office (Bundesagentur für Arbeit) launched the “STARTKLAR! Mit Praxis fit für die Ausbildung” programme for the 2009/10 school year. STARTKLAR! offers school students a systematic reinforcing of the maturity they require to make decisions on their training careers in grades 8 to 10, with the BMBF’s careers orientation programme starting at level 1 in grade 8. Students in grades 9 and 10 can then further test their skills and interests in longer traineeships.

An agreement on expanding the potential analysis to all intermediate schools was reached with the Land Baden-Württemberg in February. Discussions with other Länder are planned.

The career start coaches special programme

Training policy goals

In 2010 the BMBF started the career start coaches (Berufseinstiegsbegleitung Bildungsketten)⁸⁴ special programme as part of the wider initiative. By 2014, around 1,000 full-time career start coaches will be working at over 1,000 schools to individually support school students in their development, in the process of choosing an occupation, and in the transition into company-based training through to final qualification. This is done based on an analysis of the individual’s potential.

Results of the Federal funding and support

713 career start coaches are now working at 1,070 schools, 12.8 percent of which are schools for students with special needs. The special programme supplements the existing Social Code (SGB III) instruments of intensive careers orientation and career start coaches under the terms of S. 421s of the German Social Code (SGB III). It was coordinated among the BMAS, the BA and the Länder in the individual areas.

The programme begins in grade 7 with a potential analysis, which includes the student’s skills and talents beyond school. Since 2011, up to 60,000 students have participated annually in the potential analyses. The potential analyses are carried out based on consistent quality standards established by the BMBF, identify young people’s strengths, weaknesses and aptitudes, and form a starting point for further individual support and mentoring. The career start coaches then mentor students in need of extra support and develop individual support plans. Practically-relevant careers orientation begins in grade 8.⁸⁵ The career start coaches mentor up to 30,000 students in need of extra support over several years.

The BMBF manages the initiative together with an accompanying Länder group. The Education Chains service office (“Servicestelle Bildungsketten”) was set up with the BIBB to provide accompanying research and public relations for the “Educational chains leading to vocational qualifications” (“Abschluss und Anschluss – Bildungsketten bis zum Ausbildungsabschluss”) initiative. The service office coordinates an exchange of views and experience among participating actors and transfers best practice to other areas. Their activities in 2011 included the holding of an open-space event with around 600 participants and of five conferences with about 150 participants each initiated at the regional level.

84 cf. www.bmbf.de/pubRD/richtlinien_einstiegsbegleiter.pdf

85 cf. www.bildungsketten.de/de/253.php

The BMBF's Vocational orientation in inter-company vocational training centres and comparable institutions (BOP)

Key data

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

Funds released since 2008: approx. 130 million EUROS

Funding volume in 2012: 60 million EUROS

Internet: www.berufsorientierungsprogramm.de (new link)

Training policy goals

The "Vocational orientation in inter-company vocational training centres and comparable institutions" ("Berufsorientierungsprogramm in überbetrieblich und vergleichbar Berufsbildungsstätten – BOP")⁸⁶ programme is part of the "Educational chains" initiative and offers grade 7 students a 2–3-day potential analysis followed by two weeks of practical work experience in a vocational training institution workshop in grade 8. The programme aims to give students studying for an upper secondary qualification as their highest general education school qualification an initial insight into everyday life in training in at least three different occupational areas and interest them in dual vocational training. This should help young people to better recognise their strengths and aptitudes and choose a company work experience placement appropriate to their individual abilities. The programme is designed to help young people choose an occupation that is right for them, make their transition from school into training easier and improve their maturity for training.

Results of the Federal funding and support

The BMBF has had a very positive response to this programme from industry, schools, participating students, and their parents.

Trainers see this as an opportunity for the targeted placing of young people in company work experience and small and medium-sized enterprises can get to know young skilled staff at an early stage.

The careers orientation programme started on the 1st of April 2008. By the end of 2011 the BIBB, which manages the programme for the BMBF, had approved measures for around 300,000 young people. In coming years the programme will be open to about 120,000 young people annually. To further improve the quality of careers orientation measures and allow for better planning for providers and schools, the BMBF has reformed the guidelines and now prescribes a series of quality standards that providers must meet.⁸⁷

BA careers orientation measures

As part of their regular support services, the Federal Employment Agency (Bundesagentur für Arbeit), offers comprehensive support in the careers orientation process for young people that are regulated by the German Social Code (SGB III) and have been adapted as part of the reform of instruments.

Careers counselling under S. 30 of the German Social Code (SGB III)

The Federal Employment Agencies (Agenturen für Arbeit) are the point of contact for careers guidance, providing advice and information on career choices, occupations and their requirements. Individual counselling oriented towards individual interests and abilities is also offered.

Careers orientation under S. 33 of the German Social Code (SGB III)

Careers orientation is a mandatory statutory benefit under the terms of the German Social Code (SGB III), so the Federal Employment Agencies (Agenturen für Arbeit) offer comprehensive careers orientation services, including talks at schools, information events, lectures and workshops on career choice topics, media services (e.g. planet-beruf; abi, Berufe.TV, BERUF AKTUELL, Studien- und Berufswahl, BERUFENET and KURSNET) and Internet services for young people seeking information independently. Jobcenters can also offer these services.

Intensive (expanded) careers orientation under the terms of S.s 33, 421q of the German Social Code (SGB III, from 01.04.2012 S.s 48, 130 of the SGB III)

Key data

Regular support in the German Social Code (SGB III, S.s 33, 421q from 01.04.2012 S.s 48, 130 of the SGB III)

Funding volumes in 2011 (SGB III and II): 62 million Euros

Internet: www.arbeitsagentur.de

Training policy goals

The increased preventative orientation of labour market policy pursued by the BA in recent years is being consistently continued. The Act to improve the chances of integration into the labour market (Gesetz zur Verbesserung der Eingliederungschancen am Arbeitsmarkt) aims to ensure that the particular requirements of school students with special educational needs are specifically taken into account in designing measures. These students need special careers orientation and help in preparing for a career choice while still at school, so they should be intensively and comprehensively supported in developing their vocational prospects. The option of extending measures beyond a period of four weeks and undergoing them during classes will continue to be offered until the end of 2013.

⁸⁶ For further information please go to www.bibb.de/berufsorientierung

⁸⁷ cf www.bibb.de/dokumente/pdf/bo-richtlinien_061211.pdf

Results of the funding and support

The measures are currently being evaluated and a decision on the fixed term of intensified careers orientation will be made by the end of 2013 based on the evaluation results.

**Förderprogramm Initiative Inklusion – Handlungsfeld
Berufsorientierung (careers orientation as part of the
'Initiative Inklusion' funding programme)**
Key data

Period: 2011–2014

Funding volume: 40 million EUROS from the national rehabilitation fund (Ausgleichsfonds)

Internet: www.bmas.de

Training policy goals

Education and qualification are of vital importance for participation in working life. Young people with disabilities need special support and funding. Their needs and potential must be identified as early as possible because only then can they successfully be integrated into the labour market in the long term. One important component here is careers orientation, which must begin in good time before students leave school (during their penultimate year of school).

As a measure within the Federal Government's National Action Plan to implement the United Nations Convention on People with Disabilities (NAP), the BMAS' 'Inclusion Initiative' (Initiative Inklusion) promotes the participation of severely disabled people into working life. Action area 1 of the initiative, "careers orientation", supports the establishing and ongoing development of structures and measures to improve the vocational orientation of severely disabled school students, especially those with special educational needs. Funding extends to careers orientation measures scheduled to begin in the 2011/2012 and 2012/2013 school years.

This funding programme is oriented towards the Länder, which design and carry out the careers orientation measures in cooperation with the relevant regional directorates of the BA.

Results of the Federal funding and support

The programme started in the autumn of 2011 and initial results will be presented in mid-2012 at the earliest. These results will be incorporated into an evaluation of measures on intensified (expanded) careers orientation under the terms of S.s 33, 421q of the German Social Code (SGB III) (from 01.04.2012 S.s 48, 130 of the German Social Code – SGB III) and a decision will be made on setting a time limit for expanded careers orientation by the end of 2013.

**Career start coaches under the terms of S. 421s of the German
Social Code (SGB III) (from 01.04.2012 S. 49 of the German
Social Code – SGB III)**
Key data

Standard support defined in the German Social Code (SGB III), S. 421s (from 01.04.2012 S. 49 of the Social Code SGB III)

Funding volumes in 2011 (German Social Code – SGB III and II): 60 million Euros

Internet: www.arbeitsagentur.de

Training policy goals

Career start coaches mentor students in general education schools who need extra support individually and continuously through the transition from school into vocational training, usually from their penultimate school year until six months into vocational training or, if the transition does not immediately succeed, for a maximum of 2 years after they leave school.

Results of funding and support

Due to the positive results of the evaluation, career start coaching at general education schools, which has been trialed as a model so far, is to be permanently incorporated into the German Social Code (SGB III)⁸⁸. It can then be offered at all general education schools in future and will thus be anchored as the "mentoring instrument" to help students from general education schools who need extra support make the transition into vocational training. Third-party co-financing requirements of at least 50 percent and financing by the Federal Employment Agencies (Agenturen für Arbeit) is earmarked for career start coaching in future.

The 'Arena4You' careers orientation initiative
Key data

Period: 01.09.2009 to 31.08.2012

Total funding volume: 1.33 million EUROS

Internet: www.arena4you.de

Training policy goals

The extent to which the positive image of sports stadia could be used to interest school students in vocational information and orientation was trialed in this pilot project. Its aim was to give students a current and interesting impression of the wide range of occupations needed to professionally run a stadium, taking everyday management, maintenance and event management as examples. The pilot project was designed to develop transferable examples that could be deployed at the national level, providing an additional careers orientation instrument.

88 cf. (BT-Drs. 17/3890-1 and www.bmas.de/DE/Service/Publikationen/Forschungsberichte/Forschungsberichte-Berufseinstiegsbegleitung/inhalt.html)

Results of the Federal funding and support

Since the project began in September 2009, 45 schools have participated in the “Arena4You” project. 42 of these schools are in the pilot region of eastern Westphalia-Lippe (Ostwestfalen-Lippe – OWL) and the following types of schools were included; special needs, secondary general, comprehensive, intermediate and grammar schools. The concept was successfully adapted to meet the requirements of all types of schools. By the end of 2011, the mark of 4,000 students who had experienced careers orientation in the stadium and event management sector on “Arena4You” project days had been reached. With dates already set for visits to stadia in 2012 and the current demand from schools, the project’s goal of 6,000 students will be reached in the summer of 2012.

The “Arena4You” concept was developed in the OWL pilot region and involved careers orientation teachers and practical experts in the area of stadium management. As well as project days in the stadia, teaching materials are planned and developed and given to students during the project days. The concept was developed so that it would not only be restricted to implementation in the pilot region, but could be carried out as careers orientation in other German cities with large event arenas. The Board of the German stadium operators’ professional association (Vereinigung deutscher Stadionbetreiber) also supports “Arena4You”, so many stadia have announced an interest in the project. The project has so far been run with regional education and training partners in stadia in Hannover, Mainz, Hoffenheim, Frankfurt and Freiburg.

“Arena4You” has been successfully integrated into other vocational orientation services in the respective regions. A cooperative venture with the “Partner für Schule NRW” foundation has been initiated and the “Arena4You” stadium day has also been included in vocational orientation camps in the region.

Girls’ Day

Key data

Period: 2011–2014

Funding volume: 1.96 million EUROS, ESF co-financed

Internet: www.girls-day.de

Training policy goals

“Girls’ Day” aims to motivate young girls and women to take on vocational training or a course of study and subsequent careers in occupations that they may hitherto have rarely considered. National “Girls’ Day” is usually held on the fourth Thursday in April. Every year on this day, technical companies, companies with technical departments and training programmes, institutions of higher education, and research centres open their doors to girls from grades 5 to 10, giving them insights into the world of work through a diverse range of events and the opportunity to make contacts with those responsible for traineeships and personnel in companies at an early stage.

Results of the Federal funding and support

“Girls’ Day”, with its national orientation and regular date, bundles individual regional initiatives and has achieved a uniquely broad impact. More than a million girls and young women in Germany have participated in “Girls’ Day” in recent years, many of them taking advantage of the careers orientation services specially designed for them several times.

Every annual “Girls’ Day” is accompanied by scientific research. Over 90 percent of the participants surveyed found the day very good or good, as did over 80 percent of companies. 46 percent of participants have discovered occupations that interest them on “Girls’ Day”. 51 percent would like to obtain more detailed information about occupations through an internship. Young women who in previous years got to know a company on “Girls’ Day” are now employed in almost 10 percent of the participating companies. Increasing numbers of young women are now starting their future careers as trainees in a technical occupation.

After more than ten years of “Girls’ Day”, this Federal funding programme is now clearly a success. The image of technical occupations has been improved, companies have recognised young women’s potential, and it has had a positive influence on corporate culture in general.

Boys’ Day

Key data

Period: 2010–2014

Funding volume: 3.12 million EUROS in total, ESF co-financed

Internet: www.boys-day.de

Training policy goals

As part of the ‘New paths for boys’ (‘Neue Wege für Jungs’) project, a “Boys’ Day” has been held in parallel to “Girls’ Day” in April every year since 2011. Events are held without girls in and outside schools for boys from grades 5–10.

“Boys’ Day” gives boys fair chances to plan their lives and careers with new options. The central goals of “Boys’ Day” are expanding the range of occupations boys choose from, flexibilising male roles and strengthening boys’ social skills.

Introductory internships open up new future prospects to boys by giving them an opportunity to find out about occupations they may previously have rarely thought about and in which they are underrepresented. “Boys’ Day” activities concentrate particularly on early childhood education, nursing, care and social occupations, because there is a growing need for skilled male staff in these areas. “Boys’ Day” supports boys by providing them with an ‘activity map’ to help them find a “Boys’ Day” activity that interests them and introduces boys to people they can contact later with job applications.

Results of the Federal funding and support

The introduction of “Boys’ Day” throughout Germany focused on achieving a broad impact and greater activation for a day of activities specially for boys. Existing activities for boys are supported, given new impetus and the relevant networks extended. Around 35,000 people took part in over 4,000 events on the first national “Boys’ Day” on 14.04.2011 and more than 90 initiatives have already been founded as a result.

A survey of over 16,000 boys as part of the evaluation of “Boys’ Day” 2011 confirmed the popularity of “Boys’ Day” with students. Over 90 percent of boys found “Boys’ Day” ‘good’ or ‘very good’ and their interest and engagement levels were very high. Half of the boys stated that they had learned about an occupation that interested them on “Boys’ Day” and more than one in five of the boys could imagine later working in that area.

Companies and institutions were just as enthusiastic about the day of activities specifically for boys as the boys were. Around 80 percent of companies and institutions participating in “Boys’ Day” were ‘satisfied’ or ‘very satisfied’ with it.

The VerA initiative for preventing premature training termination

Key data

Period: 01.12.2008–31.12.2014

Funding volume: 5.9 million EUROS

Internet: www.vera.ses-bonn.de

Training policy goals

VerA is a joint initiative of the BMBF and central German business associations (The German Association of Skilled Trades – ZDH, The Association of German Chambers of Industry and Commerce – DIHK, and the Federal Association of Liberal Professions – BfB) and was launched in 2009. The Senior Expert Service (SES) in Bonn carries out the initiative. In establishing VerA, the BMBF has created an instrument for supporting young people considering terminating their training. VerA is based on a mentoring approach. Volunteer senior experts mentor young people having problems in training, providing 1:1 guidance. They are trusted representatives who offer orientation and a diverse range of support, helping young people to help themselves and informing them about the standard offers of the Federal Employment Agencies (Bundesagentur für Arbeit) and Jobcenters. Trainees are initially accompanied in this way for one year but this period can be extended until they succeed in gaining their vocational qualification if necessary.

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

Results of the Federal funding and support

By December 2011 the SES had received around 1,900 requests for monitoring, of which 1,000 then took place. Over 1,300 Senior Experts have participated in a preparatory seminar so far.

The coach@school pilot project

Key data

Period: 01.12.2010–31.12.2014

Funding volume: 1.2 million EUROS

Internet: www.vera.ses-bonn.de

Training policy goals

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

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

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

The “Vocational Qualification Perspective” structural programme

Key data

Period: 2008–2013

Funding volume: 67 million EUROS, ESF co-financed

Internet: www.perspektive-berufsabschluss.de

Training policy goals

Through its “Vocational Qualification Perspective” programme, the BMBF is establishing and reinforcing effective structures to facilitate the transition from school into vocational training and promote vocational qualification for young adults without vocational qualifications in 97 regions. In funding priority 1, “Regional transition management” 55 preventative funding projects that help young people obtain educational

and vocational qualifications for which local government is responsible were implemented. The 42 projects in funding priority 2, “Qualifying modular training for adults with no vocational qualifications” create regional and industry-specific qualification structures to help attract skilled workers.

This programme’s approach is supplemented by the “Mit MigrantInnen für MigrantInnen – Interkulturelle Kooperation zur Verbesserung der Bildungsintegration” and “Netzwerk biz – Bildung ist Zukunft” vocational integration projects, which promote training in the Turkish community by intensifying integration efforts and more closely involving foreign-language media).

Results of the Federal funding and support

Funding priority 1 (“Regional transition management”)

Regional transition management covers the transition from school into work, involving all the institutions and services that prepare, accompany and carry out young people’s transition from school into training. Regional coordination offices have established structures and developed processes to make the supply and demand situation in the transition system transparent, to accompany decisions, and to ensure regional coordination of the various actors in this area by improving cooperative ventures and the work of committees.⁸⁹

The experience with projects in the first funding round that end in 2012 has been positive.

The programme has greatly improved communication among those involved in the school – work transition system and the joint agreement on goals and measures. Among the improvements mentioned by actors in the transition system were,

- improved careers orientation in schools,
- more concrete vocational goals,
- a higher proportion of students obtaining secondary general school certificates,
- the establishing of education and training commissioners in migrant organisations,
- a raised awareness among companies of young people with fewer opportunities,
- improved follow-ups based on more targeted counselling,
- fewer young people in ‘holding patterns’ and

- an increase in the proportion of secondary general school students in dual training.

It has been shown that constant coordination at the municipal level is necessary in managing the transition from school into training. As providers, independent towns and districts have the best preconditions for achieving this, but only the strong involvement of political organisations and heads of administrations will enable local authorities to play a role, with other actors in the transition system, as neutral, but also committed mediators.

Funding priority 2 (Qualifying modular training for adults with no vocational qualification)

To establish structures for training adults without qualifications, targeted networking is carried out, services and training courses for adults without a qualification established and expanded, and the public better informed about vocational training opportunities for adults without qualifications. The goal is to make increasing use of external examinations.

By June 2011 counselling services had been provided in the 22 projects in the first round of funding (started in May 2008) for just on 13,000 companies and around 10,900 unskilled and semi-skilled workers, and in the 20 projects in the second round of funding (started in September 2010) they were provided to over 1,300 companies and around 1,800 unskilled and semi-skilled workers. Overall about 1,000 training courses for unqualified adults were made available over this period in the regions funded. Transparency in the regional funding landscape was ensured through reviews of services and measures. Binding regional quality standards were set and consistent, modular training concepts for training adults without qualifications established as standard programmes in coordination with the relevant authorities, companies and other labour market stakeholders. An Internet database (the “NQ Atlas”) is being set up to enable training services for adults without qualifications in individual Länder to be evaluated and categorised according to occupational sector and recognised occupational profiles.

This industry and target group-specific approach has also been specifically funded and supported in the programme’s expansion in 2010. The industries selected take into account industry’s need for skilled staff in the healthcare, logistics and IT sectors. The three projects in the area of geriatric care are facing particular challenges in establishing the option of an external examination for this area.

A further goal is to strengthen regional labour markets and make a major contribution to securing a supply of skilled workers through structural improvements.

Stimulated by “Qualifying modular training for adults with no vocational qualification” in the “Vocational Qualification

⁸⁹ For details on the results go to www.perspektive-berufsabschluss.de/de/184.php

Perspective” programme, the German Confederation of Chambers of Skilled Crafts (Deutsche Handwerkskammertag) has recommended a national standardisation and simplification of procedures for admitting candidates to external examinations. This is designed to better identify and make use of the unutilised potential of specialist workers in the skilled trades. Projects in the “Vocational Qualification Perspective” programme have combined with industry and labour market policy stakeholders to form Länder networks in Hessen, Saxony, Saxony-Anhalt, Mecklenburg-Eastern Pomerania, Schleswig-Holstein and Thuringia to anchor training for adults without qualifications in regulatory structures as a way of attracting skilled workers at a national level.

Experience has shown that by committing and involving the relevant decision-makers and actors in existing or future strategic and cooperative networks, the regions have succeeded in establishing modular vocational training structures for unqualified adults as an important training policy instrument of their regional and industry-related canon of funding measures. The “Qualifying modular training for adults with no vocational qualification” funding priority of the “Vocational Qualification Perspective” programme is making a sustainable training policy contribution to promoting vocational training structures and strengthening regional labour markets by securing a supply of skilled staff in the project regions.

JOBSTARTER CONNECT – nationally consistent, skills-oriented training modules

Key data

Period: 2009–2015

Funding volume: 23.6 million EUROS, ESF co-financed

Internet: www.jobstarter-connect.de

Training policy goals

This scheme qualifies young people able to undergo training in pre-vocational measures and unskilled and semi-skilled young adults through nationally consistent skills-oriented training modules, using existing training and funding structures. Documentation of the vocational skills they acquire makes the transition into company-based training easier and provides for a successful vocational qualification. Training modules were initially developed as models in 14 training occupations in the dual system.

Results of the Federal funding and support

By September 2011 around 2,700 teenagers and young adults had taken part in a qualification measure using training modules in a wide range of measures and qualification forms in the 40 regional CONNECT projects. Experience from these projects and intermediate evaluation results shows that the training modules represent a new quality in qualification in the transition system and in training for adults without qualifications in many model regions.

- transition system measures were more strongly focused on vocational training content;
- coordination between participating places of learning was intensified;
- theoretical and practical learning can be more closely integrated through learning outcome-oriented curricula;
- a culture of intensive feedback develops out of the skills and output-orientation, which has a positive effect on training quality and young people’s motivation.
- as an element of external training management, training modules can increase trainees’ prospects of being integrated into company-based training and having time spent in training accredited.

In some regions more vocational schools joined in the trial at their own request and many projects have expanded the trial to cover other training courses.

Training modules are not an appropriate instrument for supporting the disadvantaged, but do achieve positive effects for careers-oriented young people able to undergo training who need (some) extra support by providing adequate mentoring in the transition system, possibly over an extended period.

“New ways into dual training – Heterogeneity as a chance to secure a supply of skilled staff” funding priority

Key data

Period: 2011–2014

Funding volume: 7.35 million EUROS

Internet: www.bibb.de/de/55819.htm

Training policy goals

In coordination with and with BMBF funding, and as part of its funding and support for developing model trials of innovative vocational training concepts under S. 90 Para. 3 No. 1d of the Vocational Training Act (Berufsbildungsgesetz), the Federal Institute for Vocational Education and Training (Bundesinstitut für Berufsbildung – BIBB) is promoting innovative ways into training, in particular including the aspect of the increasing heterogeneity of young people old enough to be in training, so as to support small and medium-sized companies involved in training. In the context of other established funding measures and based on effective careers orientation, these projects are designed to fit into the vocational training system at the interfaces from school into training and from the transition system into company-based training. The goal is to integrate these measures into long-term funding measures and overarching regional concepts, contributing to the creation of “Education and training chains”.

Results of the Federal funding and support

Work began on the model trials in the spring of 2011. The first positive review of the starting phase was presented at the Arbeitsforum in Stuttgart in November 2011. Initial results from this funding priority and a first analysis of the prerequisites for success and possible recommendations for action are expected by mid-2012.

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

- use existing standard support instruments and concepts in the transition from school and the transition system into the dual training system to support small and medium-sized enterprises (SMEs) and create “Education and training chains”, in particular for disadvantaged young people
- establish successful products regionally after BMBF funding ends (exemplary model),
- describe and analyse the prerequisites for a successful transition from school and the transition system into dual training for young people from heterogeneous situations, especially the disadvantaged (focusing on young people from migrant backgrounds) and
- from these develop and formulate prospective policy recommendations for the target group of SMEs, but also for the entire field of the transition from school into dual training.

The JUGEND STÄRKEN initiative

Key data

Period: 2008–2014

Funding volume: 248 million EUROS; ESF co-financed

Internet <http://www.jugend-staerken.de>

Training policy goals

The Federal Ministry for Family Affairs, Senior Citizens and Youth (BMFSFJ) initiative JUGEND STÄRKEN and its 4 component programmes (3 ESF programmes: Schulverweigerung – Die 2. Chance (Second Chance for Truants), Kompetenzagentur (Competence Agencies), Aktiv in der Region und Jugendmigrationsdienst (Active in the region and Youth Migration Service), and KJP) all focus on young people, with and without migrant backgrounds, who, because of disadvantage are not or are no longer reached by regular services – school/vocational training and employment support (under the terms of the German Social Code – SGB II and SGB III) (S.13 of the German Social Code – SGB VIII, youth social work). These activities will reinforce the assistance provided to individuals and local government youth services.

Latest developments

Two ESF programmes “Schulverweigerung – Die 2. Chance” (“Second Chance for Truants”) and “Kompetenzagenturen” (“Competence Agencies”) will be continued beyond 2011 until the end of 2013 at 372 locations as part of the JUGEND STÄRKEN initiative. Work with young people obliged to attend vocational school who have no secondary general school certificate will also be expanded in the new funding phase, as will cooperation with youth migration services.

As part of the “JUGEND STÄRKEN: Aktiv in der Region” model programme, which is described in detail in the 2011 Report on Vocational Education and Training and supports municipalities in 35 locations in improving structures to help disadvantaged young people, a publicly accessible online database was launched at the end of 2011 to inform young people, their parents, teachers and other interested parties about regional support measures.

With this bundled information service, “JUGEND STÄRKEN: Aktiv in der Region” has improved transparency, documenting services and funding and support measures, making them accessible to all and ensuring prompt support for those seeking help.⁹⁰

To extend cooperation with industry stakeholders, new ways of cooperating among regional companies and public and private youth social work providers will be trialed in 2012 under the aegis of the JUGEND STÄRKEN initiative at the JUGEND STÄRKEN locations. The goal is to bring young people in the JUGEND STÄRKEN programmes together with companies in an exchange of ideas and experience through modules with low entry thresholds and offer the young people practical insights into the world of work.

The ESF and Federal “Education, Economy and Employment in the Local Neighbourhood” programme (Bildung, Wirtschaft, Arbeit im Quartier – BIWAQ) of the Federal Ministry of Transport, Building and Urban Development (BMVBS)

Key data

Period: 2008–2015 in 2 funding rounds

Funding volume: 184 million EUROS, of which 124 million EUROS is ESF funding and 60 million EUROS BMVBS funding

Internet: www.biwaq.de

Training policy goals

The goal of this social environment-oriented labour market programme is to improve the social and vocational situation of long-term unemployed men, women and young people in disadvantaged urban neighbourhoods (a project in the ‘Social City’ urban development funding programme). Strengthening

90 cf. www.aktiv-in-der-region.jugend-staerken.de/angebote

local economies in these areas by funding and supporting companies and entrepreneurial activities is a further focus of this programme.

Results of the Federal funding and support

BIWAQ specifically targets labour market policy measures at disadvantaged urban neighbourhoods to improve residents' qualifications and social situation and thus their employment prospects, thereby upgrading the neighbourhood as a whole.

BIWAQ projects develop innovative interventions in programme areas that are concretely coordinated to meet local needs for action, tie in with municipalities' own integrated development concepts, and are linked with urban development investments. They focus on action in the areas of education and training, employment, integration and participation of inhabitants, and value creation in neighbourhoods. Cooperative ventures and network building with local social and business partners are established to help secure the outcomes achieved for the long term.

Most projects in the first funding round were targeted mainly at young people (80 percent), but there was also a clear focus on long-term unemployed women and men (75 percent).

With the programme at just over the half-way mark, the projects are well established and beginning to take effect.

- The qualifications and self-respect and thereby the training and labour market prospects of many participants has been improved.
- In the current 1st round of funding (2008–2012) 135 projects are being run in 144 programme areas by 93 municipalities.
- By the end of 2010 a total of 45,429 project participants had been supported; 11,735 young people, 7,626 long-term unemployed and 1,069 employees had taken part in training and qualification measures.
- 754 participants have already been placed in jobs on the open labour market and another 811 participants placed in training. 288 training places and 382 jobs were newly created in the open labour market and 698 jobs were created in the voluntary and services sector and publicly-subsidised labour market. 3,220 small and very small companies were advised.
- In the 2nd round of funding (2011–2014), which started in 2011, 90 projects in 116 programme areas of 64 municipalities have been funded.

Further Federal Employment Agency (Bundesagentur für Arbeit) measures

Pre-vocational training measures under S. 60 of the German Social Code (SGB III, from 01.04.2012 S. 51 of SGB III)

Key data

Standard funding support under the German Social Code (SGB III, S. 60, from 01.04.2012 S. 51 of the German Social Code – SGB III)

Funding volume in 2011: (SGB III) 293 million EUROS

Internet: www.arbeitsagentur.de

Training policy goals

Young people who need extra support are prepared for vocational training in pre-vocational training measures according to the provisions of the German Social Code (SGB III). Pre-vocational training measures aim to give participants an opportunity to assess and evaluate their skills and abilities in choosing a possible occupation, to orient themselves within a spectrum of suitable occupations and decide on an occupation. Participants are also equipped with the skills and abilities required to start initial vocational training so that they can be integrated into the training and labour market as sustainably as possible. This may also involve the acquisition of a secondary general school certificate or equivalent school leaving qualification.

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

Results of the funding and support

91,905 young people in need of extra support took part in pre-vocational training measures in 2011.

Introductory training under S. 235b of the German Social Code (SGB III, from 01.04.2012 S. 54a of SGB III)

Key data

Standard funding support under the German Social Code (SGB III, S. 235b, from 01.04.2012 S. 54a of SGB III)

Funding volume in 2011: (SGB III and II): 19.5 million Euros

Internet: www.arbeitsagentur.de

Training policy goals

The main intention behind introductory training is to give young people with limited prospects of being placed in training for individual reasons an opportunity to acquire or enhance their vocational skills. At the same time, introductory training offers the company providing the training an opportunity to get to know a young person, not just in a brief job application interview, but to observe their skills and abilities over a six to twelve month period in the daily work process. Employers receive a 216 Euros subsidy for the young person's remuneration plus a flat-rate contribution towards the average total social security insurance amount.

Results of the funding and support

25,047 young people began introductory training in 2011. Company-based introductory training has been continuously evaluated since 2009. A concluding evaluation report on it is scheduled for submission in the first half of 2012.⁹¹

3.1.4 Further measures and programmes for strengthening dual training

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

Key data

Period: November 2011 to 2013

Funding volume: around 9 million EUROS (half from the BMBF and half from the BMWi)

Internet: <http://www.praktisch-unschlagbar.de>

Training policy goals

The Federal Ministry of Education and Research (BMBF) and Federal Ministry of Economics and Technology (BMWi) started the “Berufliche Bildung – praktisch unschlagbar” information campaign on the 8th of November 2011. Its goal is to highlight dual training’s attractiveness and the diverse opportunities of continuing vocational education and training to a wider public, thereby contributing to securing a supply of young skilled staff. Measures have included the setting up of a website www.praktisch-unschlagbar.de, through which BMWi and BMBF inform young people, schools, parents, employees and employers of the advantages of vocational training and continuing training in the context of qualification and occupational and career prospects. Other elements include a national poster and advertising campaign, publications and specialist events on vocational training, and the targeted use of social media. ‘Infomobile’ will travel across Germany to give all interested parties direct answers to their questions on vocational training and continuing training. The highpoint will be the “WorldSkills” occupational skills competition in Leipzig, which will be held in the summer of 2013 with funding and support from the BMBF.

The National Pact for Training and Young Skilled Staff, which was extended with new focuses last year until 2014, has provided a major impetus for the “Berufliche Bildung – praktisch unschlagbar” information campaign. The Federal Government and industry have agreed to initiate joint high-profile activities to strengthen vocational training and specifically attract high-achieving young people to dual training. The information campaign is therefore also supported by trade and industry associations.

Results of the Federal funding and support

This information campaign started recently, so no results can yet be measured. Inquiries from various institutions on participating in the information campaign make it clear however that there has already been a positive response to it. The Ministries set up a coordination office at the Federal Institute for Vocational Education and Training (Bundesinstitut für Berufsbildung) to ensure the integration of Pact partners, Länder and other interested parties.

The JOBSTARTER training structural programme

Key data

Period: 2006–2013

Funding volume: 125 million EUROS, ESF co-financed

Internet: www.jobstarter.de; www.kausa-medienpreis.de

Training policy goals

Through its “JOBSTARTER – training for the future” training structure programme the BMBF is supporting innovation and structural development in vocational training. The programme is planned so that it can flexibly and actively respond to current developments with variable funding priorities.

Results of the Federal funding and support

The results are positive. With around 58,500 training places acquired in five rounds of funding (as of January 2012), JOBSTARTER projects have greatly contributed to improving the regional training market situation. Just on 36,400 of the places acquired fulfil the so-called ‘additionality criterion’. This is fulfilled if the company providing the training has not trained previously or in the case of companies providing training, the newly-concluded training contracts in the year in which the training begins results in more trainees being employed than were employed on average in the last three years (as of the 31st of December). 40,540 training places have already successfully been filled with young people.

JOBSTARTER does not only aim to acquire and fill training places. A further major goal of JOBSTARTER projects is to qualitatively support regional training markets through specific structures.

- Training structures have been established for new occupations and in promising future industries.
- Part-time training projects enable young parents to combine vocational training and a family.
- Other projects are involved in strengthening European training cooperation, by supporting training associations in border regions for example.
- Training foundations have been initiated and existing foundations motivated to increasingly direct their activities towards the vocational training field.

⁹¹ Intermediate reports can be obtained from the Internet at www.bmas.de/DE/Service/Publikationen/Forschungsberichte/Forschungsberichte-Begleitforschung-Einstiegsqualifizierung/inhalt.html.

- Additional qualification options and dual study courses have also been developed. These will make dual vocational training more flexible and attractive, facilitate the subsequent use of vocational qualifications and improve the prospects for transitions within the training system.

Experience has shown that by bringing actors in the region together, JOBSTARTER is making a major contribution to strengthening regional responsibility for vocational training, creating local structures to sustainably improve the regional training market situation beyond the limits of the funding period.

KAUSA – promoting integration through training

Another major focus in 2011 was on the “Training coordination office for self-employed workers from migrant backgrounds” (Programmbereich der Koordinierungsstelle Ausbildung bei Selbstständigen mit Migrationshintergrund, or KAUSA for short). KAUSA promotes and supports dual training in ‘migrant enterprises’. Through the (36) KAUSA projects well over 8,000 in-company training places have been successfully acquired since 2006, of which almost 6,000 have been filled. 3,500 of the young people placed are from migrant backgrounds.

KAUSA also coordinates instructor aptitude training courses in 34 locations all over Germany. The goal was to qualify skilled workers and entrepreneurs from a migrant background as trainers. By the end of 2011 around 1,000 migrants had successfully completed an instructor aptitude training course. The courses were run by chambers of trade and commerce and private providers.

In 2011 the KAUSA Media Prize was also awarded for the second time. The Federal Ministry of Education and Research awards the Media Prize for Migration, Integration and Education and Training to young journalists who contribute to differentiated reporting on the educational and training paths of migrants in Germany.

Training place programme for eastern Germany (Ausbildungsplatzprogramm Ost APO)

Key data

Period: 1996–2013 (successor programme to the Gemeinschafts-initiative Ost, which was funded from 1993 to 1995)
BMBF funding volume for 2011: 20 million EUROS and the same amount in Länder funding (partly co-financed by the ESF)
Internet: www.bmbf.de/de/2323.php

Training policy goals

To compensate for the lack of in-company training places of recent years, this special programme for eastern Länder subsidizes additional training places for unplaced applicants,

not in companies but in closely related settings. An average of 13,550 Euros is paid for each training place, of which the Federal Government pays a non-repayable amount of 6,775 Euros to the Länder. Training is funded either in recognised occupations as defined in the Vocational Training Act (BBiG) or Crafts Code (HWO) or for a school-based training course leading to a vocational qualification under the terms of Federal or Länder legislation.

Results of the Federal funding and support

This non-company training place programme for young people who are “disadvantaged in the training place market” has been a centrepiece of training funding and support in eastern Länder since the early ‘90s. An agreement between the Federal and Länder governments provided additional training places for young people registered as unplaced training place applicants with the BA or other organisations providing basic social welfare under the provisions of the German Social Code (SGB II) just before the beginning of the measure. The number of training places funded was negotiated annually with eastern Länder including Berlin (for the last time in April 2009) taking demographic and economic developments into account. Given these developments, the number of training places has been further reduced to a total of 5,000. The estimated BMBF budget for the budget year 2011 was 20 million Euros.

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

As agreed on with the Länder, the programme will end in 2013.

Targeted trainee placement for companies willing to train

Key data

Period: from 2007 to 31.12.2013. An extension beyond 2013 is currently being sought.

Funding volume: 5.4 million EUROS (2011), of which 1.9 million EUROS is Federal funding and 3.5 million EUROS is ESF funding.

For 2012 a total of around 8.2 million EUROS is earmarked for the programme (3 million EUROS of Federal funding and 5.2 million EUROS of ESF funding)

Internet: www.foerderdatenbank.de/Foerder-DB/Navigation/Service/suche,did=421668.html

Training policy goals

Assisted by European Social Fund (ESF) funding, the Federal Ministry of Economics and Technology (Bundesministerium für Wirtschaft und Technologie – BMWi) funds and supports the competitiveness of small and medium-sized enterprises by helping them recruit trainees.

The project offers companies consulting, pre-selection of suitable applicants and staff from the chambers of trade industry and skilled trades, chambers of the professional services and other business organisations also hold selection interviews with potential trainees.

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

Results of the Federal funding and support

From 2007 to 30.06.2011 180,000 consultations were held with companies and around 88,000 consultations held with young people. There were also more than 35,000 placements in training places or introductory training.

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

Training placement as defined in the German Social Code (SGB III and SGB II) is a standard benefit for promoting employment and basic social security benefits for jobseekers. It is a comprehensive service of the Federal Employment Agencies (Agenturen für Arbeit) and Jobcenters and utilisation of the services is voluntary. All young people can access the services, regardless of whether they are entitled to daily subsistence benefits under the terms of the Social Code (SGB III or SGB II) or not. Employers are provided with targeted consultation and contacted about training places and are also free to register training places. The Federal Employment Agency (Bundesagentur für Arbeit) supports the consultation and placement process for the purposes of targeted placement with a 4-phase model. This integration concept is applied comprehensively to groups defined in the German Social Code (SGB II and SGB III). A profile of the client's strengths and potential is first created together with the client, a common set of goals is identified and a shared strategy agreed on as to how the goals can be achieved. Implementation begins with the conclusion of a binding integration agreement. This "integration road map" is then reviewed in every interview.

Support during training (Ausbildungsbegleitende Hilfen)

Key data

Standard funding support in the German Social Code (SGB III, S 241 and from 01.04.2012 S 75 of the SGB III)
Funding volume in 2011; (German Social Code – SGB III and II): 95 million Euros
Internet: www.arbeitsagentur.de

Training policy goals

Support during training (Ausbildungsbegleitende Hilfen – abH) aims to ensure successful training or introductory training and

prevent dropouts. It can be granted as required at the beginning of training or at any time during training or introductory training. Special classes and accompanying socio-educational mentoring help to overcome language and educational deficits as needed and support trainees in acquiring specialist theoretical knowledge and practical skills.

Results of the funding and support

An annual average of 472,576 young people were supported in vocational training or introductory training in 2011. This prevented dropouts, stabilised training conditions and meant that more training courses were successfully completed.

BAföG and basic vocational training allowance (Berufsausbildungsbeihilfe)

Key data

Standard funding support under the terms of the Federal Training Assistance Act (Bundesausbildungsförderungsgesetz) and German Social Code (SGB III)
Internet: www.bafoeg.bmbf.de and www.arbeitsagentur.de

Training policy goals

Financial help is provided during training to overcome the economic difficulties that can stand in the way of appropriate vocational qualification, to support a balanced training market, and secure and improve occupational mobility.

Results

An annual average of 160,093 people were supported with a basic vocational training allowance during training in 2011.

Intercompany training centre funding (überbetriebliche Berufsbildungsstätten – ÜBS)

Key data

Period: BMBF since 1973 (BMW since the end of the 1950s)
BMBF funding volume for 2011: 40 million EUROS, + BMWi (27 million EUROS), funding from the Länder and BMBF
Internet: BMBF/BiBB www.bibb.de/de/5257.htm;
BMW/BAFA www.bafa.de/bafa/de/wirtschaftsfoerderung/foerderung_ueberbetrieblicher_berufsbildungsstaetten/index.html

Training policy goals

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

The development of ÜBS/Centres of Competence into education and training service providers and knowledge transfer agencies for SMEs is part of the Federal Government's

Qualification Initiative and anchored in the coalition agreement.

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

Joint BMBF/BMWi guidelines on funding for ÜBS and their further development into Centres of Competence came into force on the 24th of June 2009. Funding is usually provided by **one** Federal Ministry, depending on the predominant use of the training centre.

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

If the centre focuses on continuing education and training, funding is provided by the BMWi/Federal Office of Economics and Export Control (Bundesamt für Wirtschaft und Ausfuhrkontrolle).

Results of the Federal funding and support

In 2011 the BMBF was again involved in funding around 90 projects and the BMWi allocated further funding for approximately 60 projects.

More than two thirds of all young trainees in the dual system are trained in small and medium-sized enterprises. ÜBS play an important role in the dual system, especially for small and medium-sized enterprises. In addition to companies and vocational schools, they supplement training with inter-company practical training courses. ÜBS improve not only the quality of training in accordance with modern standards, but also create the prerequisites for companies that have so far not engaged in training to offer training places.

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

Germany's comprehensive ÜBS network gives the country a unique infrastructure by international standards. The centres act as "lighthouses" in their specialist areas. Because they are equipped with the most modern technology and closely connected with companies, KomZet are able to develop new, application-oriented technologies and innovative products and through initial and continuing vocational training qualification measures integrate them quickly into company practice, so they mediate between applied research and practice.

Inter-company vocational training in the skilled trades (ÜLU)

Key data

Period: since 1952

Funding volume: 45 million EUROS p.a.

Internet: www.bmwi.de/BMWi/Navigation/Mittelstand/handwerk,did=210402.html

Training policy goals

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

Results of the Federal funding and support

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

The content and duration of sector-wide apprentice training is decided on in a cooperative process involving specialist national associations and the Heinz-Piest-Institut für Handwerks-technik at the Leibniz Universität Hannover. Recognition is provided by the BMWi or Länder ministries.

These courses help to adapt vocational training to technical and economic developments, to even out regional differences in vocational training, to ensure a consistently high quality of company-based vocational training, and to relieve companies from having to teach difficult and time-consuming training content.

47 million EUROS was provided to fund around 50,000 courses for 446,000 participants in 2010.

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

Globalisation and demographic change pose central challenges for society and the education and training system. The system's performance must be maintained at its current high standard and adapted to future challenges. A training and education system shut off to the rest of the world can no longer be up-to-date or adequately meet the demands that a modern, mobile society offering equal opportunity makes on it. Training and education policy is charged with the task of creating adequate and equal chances of promotion, integrating vocational training and continuing education and training and

effectively increasing options for transitions between training sectors in general.⁹²

In this context there is an education and training policy focus on lifelong learning in the form of vocational, company-based and general continuing education and training with the goal of significantly increasing participation in continuing education and training in Germany. Activating hitherto under-represented workers is a particular challenge here. A special evaluation of micro-census data on the continuing education and training of employees from the years 2005 to 2008 shows clear differences in rates of continuing education and training depending on employees' education and training levels and the work they do. The participation rate in continuing education and training of employees who have completed dual vocational training is well below that of university graduates.

There is also potential for improving the continuing training situation in companies. The third European Continuing Vocational Education Survey⁹³ showed that the proportion of companies offering continuing education and training in Germany is slightly above the EU average, but the proportion of employees who participate in company-financed continuing education and training courses is below average. German companies also invest in much less in continuing education and training than companies in other EU member states.⁹⁴

These figures are to be interpreted against a background of high levels of employee education and training when workers enter employment in Germany compared with standards in other countries, possibly resulting in less need for continuing education and training. They also do not take into account the high level of employee skills development provided in on-the-job learning, particularly in small and medium-sized enterprises. To secure a future supply of skilled workers however, increased and targeted efforts to provide more initial and continuing vocational training, especially on the part of companies, will be indispensable.

Decisions on continuing vocational education and training in Germany are made by employees and employers. The state (the Federal Ministries, the Federal Employment Agency (BA), and the Länder for example) can however, by pursuing an active continuing education and training policy, and through incentives and regulatory functions, contribute to,

- increasing the working population's participation in continuing education and training
- increasing the employee participation rate in company-based continuing education and training
- improving the participation rate in continuing education and training of specific groups of people, such as the less-qualified, women, older workers and people from migrant backgrounds.

3.2.1 Measures and programmes promoting continuing vocational education and training

The development of the Upgrading Training Assistance Act (Aufstiegsfortbildungsförderungsgesetz – AFBG)

Key data

Period: unlimited (law)

Budget allocation 2012: 186.5 million EUROS

Internet: www.meister-bafoeg.info

Training policy goals

The AFBG, which is financed jointly by the Federal and Länder governments, ensures an individual's legal entitlement to funding for upgrading vocational training, i. e. master craftsman's courses or other courses that prepare participants for a comparable advanced qualification. The AFBG supports the expansion and upgrading of vocational qualification, strengthens the motivation of young skilled staff to participate in further training, and offers an incentive beyond a reduction in loan repayments for potential entrepreneurs to take the risk of starting their own businesses after successfully completing further training, thereby creating jobs.

The AFBG is 78 percent financed by the Federal Government and 22 percent financed by the Länder. In 2011 the Federal Government allocated a total of almost 170 million EUROS for the AFBG alone (2010: 149 million EUROS). The Länder contributed around 48 million EUROS (2010: 42 million EUROS) to AFBG. 100 percent of Federal funding for AFBG is provided by the BMBF. The state-owned development bank, "Kreditanstalt für Wiederaufbau" provided around 301 million EUROS for AFBG in 2011 (2010: around 281 million EUROS).

Results of the funding and support

Federal AFBG statistics published in July 2011 show that over 166,000 participants were funded in 2010, an increase of 5.6 percent compared with 2009 (2009: around 158,000 participants funded). Just on 65,000 of them (39 percent) took part in a full-time measure, while around 101,000 (61 percent) were in a part-time measure. Compared with 2009, the proportion of those receiving funding for participation in a full-time measure grew by 11 percent, while the share of those funded to take part in a part-time measure grew by 3 percent.

92 Chapter 2 of the Report on Vocational Education and Training 2011 dealt with the topics around "Promoting transfer opportunities" in detail.

93 CVTS3 – 2005

94 cf www.bibb.de/de/55365.htm. The sectors surveyed under CVTS3 are companies with 10 and more employees in the Manufacturing, Trade, Services, Credit and Insurance, Energy and Water Supply, Mining and Quarrying, Traffic and Communications, Construction and Hospitality sectors.

82 percent of funding recipients were aged between 20 and 35. Most participants, almost 35 percent, were aged from 25 to 29, followed by 20 to 24 year-olds (33 percent) and 30 to 34 year-olds (16 percent). 31 percent of funding recipients were women. More than half the continuing training courses provided were in the industry and commerce sector. In the skilled trades sector, where the quota of those who go on to work as freelancers is particularly high, 29 percent of funding recipients participated in further training measures.

Federal statistics confirm the success of the improvements to the AFBG that came into force in 2009 and show that it is well worth investing in training and continuing training in the long term. Many skilled staff have gained higher qualifications and career promotions with the help of the “Meister BaföG”, thereby helping to secure Germany’s competitiveness.

The continuing education bonus

Key data

Period: 01.12.2011–30.11.2013

Funding volume: around 35 million EUROS (50 % ESF co-financing for bonus vouchers)

Internet: www.bildungspraemie.info

Training policy goals

The BMBF’s “continuing education bonus” programme currently funds individual continuing vocational education and training through two components. Users can obtain a bonus voucher worth a maximum of 500 EUROS every two years if their taxable annual income does not exceed 20,000 EUROS (or 40,000 EUROS in a joint assessment) and they pay half the costs of the measure. Applicants must approach a continuing education bonus advisory office to obtain a bonus voucher.

The second component of the continuing education bonus is an education savings plan, which, after an amendment to the law in the Fifth Capital Formation Act, allows funds covering all related costs to be withdrawn from the savings balance funded by the employee savings incentive scheme to finance continuing education and training, even if the retention period has not yet expired. Both components can be used cumulatively.

Results of the Federal funding and support

By the 30th of November 2011 over 160,000 bonus vouchers had been issued and across Germany almost 570 advisory offices set up, where certified consultants advise people interested in continuing education and training on the continuing education bonus. With an average payout of 310 EUROS per voucher, more than double this amount of private capital, or 650 EUROS, can be invested in continuing education and training. Groups who are underrepresented in company-based continuing education and training are also reached at above-average rates by the continuing education bonus, especially women (75 percent), employees in SMEs with up to 250 employees (90 percent)

and part-time workers (50 percent of payroll employees in advisory interviews). Compared with average training patterns for this group, people from migrant backgrounds are very well represented here (15 percent).

“Continuing education and training funded pursuant to the SGB”

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

Key data

Funding volume: 2.4 billion EUROS in 2011

Internet: www.arbeitsagentur.de→citizens→continuing education and training

Training policy goals

Funding and promoting initial and continuing vocational education and training are core elements of an active labour market policy. Funding for continuing vocational education and training that promotes the right to employment is defined in the third volume of the German Civil Code (Drittes Buch Sozialgesetzbuch – SGB III), in particular in section 77 ff. of the SGB III (from the 1st of April 2012 section 81 ff. of the SGB III). Continuing education and training can only basically be funded if it is necessary to vocational integration for the unemployed, to prevent imminent unemployment, or for a return to training to obtain a vocational qualification. Local employment agencies (Agenturen für Arbeit) and Jobcenters decide at their own discretion whether applicants fulfil the preconditions for funding.

Results of the Federal funding and support

Of the 478,500 or so people completing a funded continuing vocational education and training course from February 2010 to January 2011, around 251,000 were in employment requiring compulsory social insurance payments in January 2012. This is an integration rate of 53.3 percent. Funding, as an instrument for continuing vocational education and training, is thus making a substantial contribution to reducing unemployment and securing a basic supply of skilled workers in Germany.

According to current calculations, 305,165 people began a funded continuing vocational education and training course in 2011, 37 percent fewer than in the previous year. The decrease in entries into funded continuing vocational education and training compared with 2010 is a result of the greatly improved labour market situation, the expiry of special regulations introduced to deal with the financial crisis, and a greater orientation of funding towards efficiency. It must also be taken into account that expenditure on continuing vocational education and training in accordance with the SGB II and SGB III has risen considerably since 2005, increasing overall from around 2 billion Euros in 2005 to around 3 billion Euros in 2010. In 2011 the figure was 2.4 billion Euros. Given economic developments, it is expected that the number of unemployed in the groups defined in the German Social Code (SGB II and SGB III) will decline further this year and in coming years.

b) The Further education and training for people with low qualifications and older employees (Weiterbildung Geringqualifizierter und beschäftigter Älterer in Unternehmen – WeGebAU) programme

Key data

Funding volume: 250 million EUROS in 2011; 280 million EUROS in 2012

Internet: www.arbeitsagentur.de → citizens → continuing education and training → funding opportunities → employment promotion

Training policy goals

To improve employees' qualification levels, the Federal Employment Agency (Bundesagentur für Arbeit) has been running the "WeGebAU" programme, which is financed through integration funding, since 2006. It funds qualification measures for older employees in SMEs and workers with low qualifications. The programme is designed to secure and improve employability and prevent unemployment, contribute to meeting the need for skilled staff and offer an incentive for companies to improve their competitiveness through continuing vocational training. The "Act to Improve the Chances of Integration in the Labour Market" ("Gesetz zur Verbesserung der Eingliederungschancen am Arbeitsmarkt") provides a statutory basis for the continuing vocational training of older employees in small and medium-sized companies without time limit. Until 2014, employees aged under 45 can also obtain funding if their employer pays at least 50 percent of their course costs.

Results of the Federal funding and support

Of the around 85,200 people who completed the "WeGebAU" programme from February 2010 to January 2011, 76,700 or so were in employment requiring compulsory social insurance payments in January 2012, an integration rate of 96.4 percent. This instrument contributes to preventing unemployment and securing a basic supply of workers in Germany. The programme was used less in 2011 than in the previous year, due among other things to companies' improved economic positions. By the end of October 2011, "WeGebAU" had funded 24,836 people (of whom 9,720 were women).

c) The initiative for responding to structural change

Key data

Funding volume: 350 million EUROS in 2011; 400 million EUROS in 2012

Training policy goals

As well as its existing funding programmes, the Federal Employment Agency (Bundesagentur für Arbeit) started an initiative in 2010 that will respond to structural change, enabling unemployed workers with lower qualifications to complete recognised vocational qualifications or modular qualification courses to improve their employability in occupational fields that are particularly in demand on the labour market.

Results of the Federal funding and support

By the end of October 2011 a total of 19,186 people had obtained funding (among them 7,864 women). The initiative is being evaluated by the Institute for Employment Research (Institut für Arbeitsmarkt- und Berufsforschung).

d) Funding for qualification during short-time work and transfer short-time work

Training policy goals

Employees working in short-time work or transfer short-time work can participate in qualification measures that are co-financed by the European Social Fund. These help employees to adapt their vocational skills to the constantly changing demands of the workplace and attain a higher general level of qualifications. The qualification measures improve overall employability, help workers avoid unemployment, and contribute to securing a supply of skilled staff beyond workers' current occupations. Due to the current good economic climate, the ESF "co-financed qualification measures for recipients of compensation for short-time employment" ("Mitfinanzierte Qualifizierungsmaßnahmen für Empfänger/innen von Kurzarbeitergeld") programme ended at the end of March 2012.

Results of the Federal funding and support

By November 2011, 8,174 people had been funded (of whom 1,321 were women). After a period of higher entries in 2009 (123,259 entries) and 2010 (65,830 entries) due to the financial crisis, entries in 2011 decreased sharply in parallel with the fall in the number of recipients of transfer short-term allowances and short-time employment compensation.

The "weiter bilden" programme (Social Partner Directive)

Key data

Period: 2009–2013

Funding volume: 125 million EUROS, ESF co-financed

Internet: www.esf.de and www.regiestelle-weiterbildung.de

Training policy goals

The ESF "weiter bilden" programme was established to support the efforts of social partners and improve the participation rate of employees and companies in continuing vocational training. It aims to implement collective agreements on qualification and continuing training agreements reached with the social partners. Measures to improve general company-based continuing training conditions and continuing training measures in companies are eligible for funding.

Results of the Federal funding and support

120 projects have been chosen for funding in the ten selection rounds carried out so far. These will secure a high level of qualifications for employees and ensure that they keep on adapting their vocational skills to the constantly changing

demands of the workplace. The social partners are vital actors in the area of vocational qualification and have incorporated the issue of qualification into joint agreements, initiatives and projects in various areas. Guidelines support the efforts of social partners to increase the participation of employees and companies in continuous vocational training.

The ESF “vocational training without borders” programme

Key data

Period: 2008–2012

Funding volume: 11.4 Million EUROS, ESF co-financed

Internet: www.mobilitaetscoach.de

Training policy goals

“Vocational training without borders” is a national programme that funds 35 mobility consultants from the Chambers of Skilled Trades (Handwerkskammern – HWK) and Chambers of Industry and Commerce (Industrie- und Handelskammern – IHK), whose remit is to inform small and medium-sized enterprises (SMEs) about opportunities for trainees to spend time working abroad in the EU and to help them organise such stays abroad. The goal is to support SMEs in offering training places that meet the challenges of global markets and make the companies more attractive to young people as employers.

Results of the Federal funding and support

The programme’s outcome has been positive. 15,000 consultancies were provided to SMEs and trainees in 2010 (including multiple consultancies) and it became clear how little SMEs in fact know about possibilities for practical training abroad. Practical training places in other countries were created and organised for 1,500 trainees and the mobility consultants were involved in mentoring around 500 interns from outside Germany.

The “Vocational training without borders” programme has succeeded in building a national enterprise-related consultation structure for companies on the important topic of “learning abroad”. According to the preliminary results of the programme evaluation, 80 percent of companies surveyed stated that their willingness to send trainees for this kind of training had greatly increased as a result of the mobility consultation. Companies also assessed the general quality of consultancy as very positive.

To ensure the sustainability of the consultation structure that the Chambers have built up, the programme has been extended by another two years until the end of 2014.

The ESF “Integration through exchange” programme (“IdA – Integration durch Austausch”)

Key data

Period: 10/2008–12/2012

Funding volume: 17 million EUROS BMAS funding,

74 million EUROS ESF

Internet: www.ida.de

Training policy goals

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

69 joint projects from Jobcenters, Federal Employment Agencies (Agenturen für Arbeit), education and training providers, companies and associations, working in cooperation with transnational partners from 22 EU member states, have been funded.

Results of the Federal funding and support

The results have been positive, with around 4,200 participants reached so far. 80 percent of them were unemployed, for 15 months on average, and their average age was 23. The first project level results show that 50 percent to 70 percent of the teenagers and young adults were successfully integrated into work or training (depending on the extent of their disadvantage). Within six weeks after IdA, half of all participants were in training or in employment requiring compulsory social insurance payments, within 6 months after IdA this proportion had risen to a third. After participating in IdA, the remaining 30 to 50 percent were either studying towards a school-leaving qualification or advanced school-leaving qualification, had applied for a voluntary community service year, or were taking part in advanced qualification measures. These are very positive results, particularly given the particular obstacles to placement in the way of the young participants. Practical training abroad also increases trainees’ social and labour market-relevant skills, which are especially important in choosing a qualification and ensuring that trainees have the maturity they need to complete training.

IdA helps low-achieving young people to find their way into training in a decisive phase of their development. The cooperation of actors in the regional network of projects and involvement of the Jobcenters and Federal Employment Agencies (Agenturen für Arbeit) working together with local companies contributes to greatly improving applicants’ chances in the training market. The accompanying exchanges among experts support a transfer of knowledge on different training

systems and an integration of disadvantaged young people at the European level.

The “rückenwind – personnel in the social economy” (“rückenwind – für die Beschäftigten in der Sozialwirtschaft”) programme

Key data

Period: 2009–2014

Funding volume: 70 million EUROS, ESF co-financed and Federal funding

Internet: www.bagfw-esf.de

Training policy goals

The “rückenwind” programme funds personnel development in the social economy and was developed by the BMAS and the Federal Association of Non-Statutory Welfare Associations (Bundesarbeitsgemeinschaft der Freien Wohlfahrtspflege). This programme trials sustainable strategies and concepts to ensure the quality of social services, promoting personnel development in the social economy, increasing the length of time that employees working in these occupations remain in them, and attracting qualified skilled staff to the social economy.

Results of the Federal funding and support

The ESF “rückenwind – personnel in the social economy” programme enables non-profit organisations to try out innovative personnel development projects and test promising personnel development methods and tools in practice. After five rounds of funding, 114 projects in various fields have been initiated that are designed to provide vital findings on ways in which the social economy can meet current challenges and make its employees fit for the future. The “rückenwind” programme will also successfully counteract the shrinking supply of employees in the social services sector, taking into account the fact that demand for nursing and care services is generally increasing as the population’s life expectancy increases.

at least an adequate basic education.⁹⁵ An inability to read and write impairs the personal developmental opportunities of those affected and often also creates occupational barriers. In February 2011 the “leo. – Level-One Study” provided the first reliable figures on the extent of functional illiteracy⁹⁶ in Germany. Instead of the previously estimated 4 million people, the study showed that 7.5 million people aged from 18 to 64 cannot read or write a contiguous text. 57 percent of those surveyed were employed, 17 percent unemployed and 10 percent were employed in home duties or on parental leave. 2 million of them find it hard to read and write individual words and a further 13.3 million have considerable difficulties in writing and reading common words.

Just on 21 million people in Germany have basic education deficits. Only those migrants who had sufficient spoken skills in German to complete the test were included in the study.

The BMBF’s “Workplace-related literacy and basic education of adults” (“Arbeitsplatzorientierte Alphabetisierung und Grundbildung”) funding priority aims to increase the interest of companies and other labour market actors in setting up and carrying out literacy and basic education courses in the workplace. Companies and socially-relevant actors such as employment placement agencies, unions, Chambers and associations also need to be made aware of this issue, be trained as multipliers, and be involved in literacy and basic education. The services required include

- workplace-oriented literacy and basic education concepts and measures,
- consultancy and training services for stakeholders in the world of work and for the everyday lives of those affected, and
- further training courses for trainers and teachers in education and training measures.

3.2.2 Continuing education and training and lifelong learning

Literacy and basic education

Key data

Period: 2012 to 2015

Funding volume: 20 million EUROS

Internet: www.bmbf.de/de/426.php

Training policy goals

Because the demands of the world of work are increasing, the number of so-called “basic jobs” is steadily declining and greater demands are being made even on them, all adults need

⁹⁵ The term ‘basic education’ is used to signify the lowest level of general basic educational skills. As well as reading and writing skills (literacy) this term includes skills in the basic dimensions of cultural and social participation, such as numeracy, computer literacy, health literacy, financial literacy and social literacy. Literacy is oriented towards the practical application of reading and writing skills in everyday working and social life.

⁹⁶ Functional illiteracy is when adults have reading and writing skills lower than those that are minimally required and expected as a matter of course in meeting occupational and social requirements and which guarantee participation in society. Those in the field also speak of “deficits at the textual level”, i.e. a person may be able to read or write individual sentences but not contiguous texts, even short ones, so those in ‘simple jobs’ may not be able to read written instructions, for example.

Local learning

Key data

Period: 1st phase: 01.09.2009–31.08.2012;

2nd phase: 01.09.2012–31.08.2014

Funding volume: 1st phase: around 60 million EUROS
(with 50 % ESF co-financing)

Internet: www.lernen-vor-ort.info

Training policy goals

The “local learning” funding programme was set up in cooperation with German foundations to strengthen regional education and training structures and develop a local education and training management with systematically coordinated individual elements that will enable all citizens to develop more successful education and training biographies.

Four fundamental fields of action form the core of this programme:

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

Results of the Federal funding and support

Working with over 150 foundations in a public-private partnership that is new to the education and training sector, the BMBF is supporting 40 districts and independent towns in developing local government education and training management. 47 foundations have joined forces in a national association of foundations so far and more than 100 further foundations are involved in local activities. After a good two years of the programme, it has been shown that developing education and training structures and intensive cooperation with foundations as civil society stakeholders are innovative approaches in shaping vocational training and continuing training. The systematic linking of different levels of vocational training with efficient transition management and optimised advisory services is particularly important in this context, as is developing reporting on education and training at the municipal level.

3.2.3 Measures and programmes to promote transition opportunities in the training and education system

DECVET – the development of a credit system in vocational education and training

Key data

Period: 11/2007 – 09/2012

Funding volume: around 4.5 million EUROS

Internet: <http://www.decvet.net>

Training policy goals

The DECVET pilot initiative’s goal is to make vocational training structures transparent and facilitate transitions at prominent interfaces. To achieve this goal, procedures for describing, evaluating and transferring learning outcomes among sub-areas of vocational training have been developed. The relevant interfaces are:

- between vocational training preparation and dual vocational training
- within dual vocational training at the interface of joint cross-occupational qualifications in an occupational field
- between full-time school-based and dual vocational training
- between dual vocational training and further vocational training (as regulated by sections 53 and 54 of the Vocational Training Act (BbIG))

Results of the Federal funding and support

DECVET focuses on learners and learning-based outcomes. Learning outcome modules are constructed and adapted so that they take into account company-based and school-based learning outcomes and learning outcomes from outside a company or school setting equally, creating the prerequisite for assessing equivalent learning outcomes from different training courses. An equivalence comparison identifies the potential for transferring credits, based on which credit transfer procedures have been developed. These vary among the interfaces, although three have specifically emerged:

- The first procedure enables training periods to be shortened. At interfaces within dual vocational training for example, a graded credit transfer model has been developed that allows credits to be transferred depending on the percentage of equivalence.
- The second procedure allows training content to be dealt with in more detail in the freed-up training period.

- The third procedure, which can in particular apply in the transition to continuing vocational training, enables preparation and admission to exams to be individualised.
- The prerequisite for each of these procedures is proof of the learning outcomes attained. The instruments developed in DECVET to document these are performance and task-oriented. They take into account quality factors of examination practice and meet the relevant demands of practicability and user-friendliness.

Initial analyses and findings from the initiative are already enabling innovative approaches to shaping vocational training in future to be identified and established. Final results will be submitted when the initiative ends in the autumn of 2012.

Continuing training grants

Key data

Programme start; 1991

Budget 2012: 22.7 million Euros

Internet: www.bmbf.de/weiterbildungsstipendium

Training policy goals

The BMBF's continuing education grant programme supports young people in obtaining further vocational qualifications beyond the successful conclusion of vocational training. The grants fund specialist further training, for those wishing to become technicians, master tradesmen or certified senior clerk for example, as well as non-specialist further training, such as computer courses and intensive language and study courses for employees that build on a period of training or employment. Funding is provided to cover the costs of the measure and travel and accommodation costs as well as expenses of necessary equipment. Participants can apply for subsidies of up to 6,000 EUROS for as many further training courses eligible for funding as they like within the three-year funding period.

Results of the Federal funding and support

Around 6,000 new grant recipients were accepted into the programme in 2011.

In 2011 the continuing education grant programme celebrated its 20-year anniversary. The 100,000th continuing education grant will be awarded in 2012. The programme's successful development is confirmed by the findings of the scientific research accompanying it. This funding provides further impetus for lifelong learning – 70 percent of former grant recipients complete additional further training courses after the end of funding – and opens up career opportunities – 40 percent of former grant recipients are in managerial positions.

ANKOM – transitioning from vocational into university education and training

Key data

Period: October 2011 to 2015

Funding volume: around 7 million EUROS

Internet: <http://ankom.his.de>

Training policy goals

One of the findings of the BMBF's ANKOM (recognition of vocational competencies in higher education) funding initiative was that those completing vocational training, as well as an accreditation of their existing skills, also need further support measures to enable them to effectively complete a university course. The decision of the Conference of Ministers of Education and Cultural Affairs of the Länder (KMK) of 06.03.2009 on providing access to higher education for vocationally qualified applicants with no school-based higher education entrance qualifications provided new impetus for the transition of those who have completed vocational training into a university course.

As part of its policy goal to promote transitions from vocational into university training and education, the BMBF published “Regulations on funding measures for the transition from vocational to university education and training” (“Richtlinien zur Förderung von Maßnahmen für den Übergang aus der beruflichen in die hochschulische Bildung”) on 18.04.2011. Funding is provided for establishing support measures to promote successful study, taking into account workers' life situations. Such accompanying and support measures are designed to extend to content as well as to structural, organisational and personal aspects. Related projects and accompanying research are also funded. One of the prerequisites for funding is that participating institutions of higher education accredit vocational competencies towards university courses.

Results of the Federal funding and support

20 projects were classified as eligible for funding. The funding period for individual projects ends in the autumn of 2014 and the period for the accompanying research in 2015. The projects, which are involved in different measures and university courses, are designed to provide transferrable examples and impetus for further measures to improve transitions. The accompanying researchers from the HIS Higher education Information System (Institut für Hochschulforschung) and Institute for Innovation and Technology (Institut für Innovation und Technik – iit) promote scientific discourse and carry out public relations.

The Upgrading Scholarship

Key data

Programme start 2008

Budget 2012: 21.5 million Euros

Internet: www.bmbf.de/aufstiegsstipendium

Training policy goals

The BMBF's upgrading scholarship programme was established for experienced professionals who acquire or have acquired access to higher education as a result of training, further training or professional experience. Even when talented skilled staff are already earning an income with their vocational qualification, financial issues often prevent them from starting an advanced course of study leading to further qualifications. These stipends provide additional incentives for further study, thereby improving the career prospects of talented skilled workers. Funding for full time study is 750 EUROS monthly, with 2,000 EUROS annually offered to those combining work with study.

Results of the Federal funding and support

By 2011, three years after the programme started, over 3,500 upgrading scholarships had been awarded. A good 40 percent of all scholarship holders in the programme are currently combining work and study. Six out of ten scholarship holders are studying at a university of applied sciences and 45 percent are aged over 30. 12 percent more women than men have taken advantage of the chance to begin a course of study through the upgrading scholarship. Just on half the applicants accepted obtain a higher education entrance qualification through vocational and upgrading qualifications and specific enrolment procedures at the institutions of higher education. The programme is therefore making a major contribution to education and training and to society, by increasing equality of opportunity through an expansion of access to higher education.

higher education to sustainably establish continuing academic education as an area of business. The current range of practical training courses, courses designed for working adults and dual study courses will all be expanded, increasing the opportunities to develop and trial lifelong learning measures.

Results of the funding and support

The competition started in October 2011 with 26 projects in the first round. The winning higher education institutions presented concepts for study courses for those in employment, dual study courses and degree courses with practical phases or certification. The target groups are those returning to work, including those with families, people who have discontinued studies and unemployed university graduates and other working adults – including those with no formal higher education entrance qualifications. Funding was provided in two phases in the first round of the competition. In the first phase, individual and joint projects to research, develop and trial courses of study for up to three and a half years can be funded. The second phase is designed to ensure that the projects can continue in the long term.

The “Advancement through Education: Open Universities” competition

Key data

Period: 2011–2020

Funding volume: 250 million Euros, co-financed by the European Social Fund and European Union

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

Training policy goals

The Federal and Länder governments will work together in coming years to improve opportunities for transfer between vocational and academic training in the “Advancement through education: open universities” competition, a second round of which will be launched in 2014. The BMBF has allocated a total of up to 250 million Euros to the competition from 2011–2020. BMBF start-up financing is designed to enable institutions of

3.3 Orienting vocational training towards the future

It must be ensured that vocational training is equal to future challenges. By modernising and restructuring initial and further training in a range of occupations, changing qualification requirements will be anchored together with the social partners in vocational training. It is important to identify central developments as soon as possible so as to be able to respond appropriately. Findings on future labour requirements, on aspects of qualification and skills development can be generated through various methodical approaches. To provide answers to current research issues as quickly as possible, the BMBF has initiated further research activities, as well as supporting continuing vocational training research by the BIBB.

3.3.1 New and modernised training regulations

Young people need vocational training that prepares them well to meet the future and qualified skilled staff must be educated and trained for the economy. Technologies, general conditions and workplace requirements are constantly developing and changing, so the vocational training system must accommodate and respond to these changes.

For this reason, it is essential to continuously review existing training regulations to ensure that they are up to date, to adapt them to changes in occupations where necessary, to create new occupations for newly emerging areas of industry, and to eliminate occupations that are no longer needed.

On the 1st of August 2011, 15 modernised training regulations as defined by the BBiG/HWO came into force and one new occupation was created. 147 occupations have been modernised and 51 occupations created anew since 2000.

New in 2011 was the occupation of 'Media Technologist for Print Processing', in which qualified skilled staff are trained to use modern production technologies to produce print products in large print runs for book and magazine publishers.

The following training regulations were modernised as of 1.8. 2011 ⁹⁷:

- Optician
- Boat builder
- Bookbinder
- Book seller
- Leatherworking specialist
- Specialist in furniture, kitchen and removal services
- Mechatronics technician

- Media design flexography
- Media technologist for printing
- Media technologist for silkscreen printing
- Packaging technologist
- Technical product designer
- Technical systems planner
- Textile designer in the craft trades sector
- Tourism agent (agent for private and business travel)

3.3.2 New and modernised further training regulations

The system of consistent national upgrading training as defined in the Vocational Training Act (Berufsbildungsgesetz) and Crafts Code (Handwerksordnung) has also been updated and expanded, offering those already qualified to work in recognised training occupations attractive further vocational training and development opportunities. Companies in the various industries can use these further training structures and qualifications in their personnel development and recruiting to their own advantage.

The further training regulations on becoming a **"Certified Health and Social Services Specialist"** will help meet growing demands for business management skills in human health and social work facilities, e. g. hospitals, treatment and geriatric facilities. This training takes into account the need for middle management qualifications and range of different facilities (Regulation of 21.07.2011 (BGBl. I S. 1679)).

The further training qualification to become a **"Certified business economist under the Crafts Code"** (Regulation of 13.03.2011 (BGBl. I S. 511)) is the "premium brand" of regulated upgrading training in the skilled trades. Passing the Master Craftsman's examination (Meisterprüfung) as defined in Section 2 of the Code is the usual prerequisite for entry and it aims to enable certificate holders to strategically plan the development of a skilled trades company, lead the company and implement its operational goals. This strategic orientation, the management aspect, and innovation and personnel management are the main elements that clearly distinguish this further training regulation from the previous Chamber regulations governing this certification (HWK). At the same time, the further training regulation will help to improve the business management qualifications and competitiveness of skilled trades companies.

The regulation on the examination of recognised further training qualifications in the financial services industry of 9.02.2012 (BGBl. I S. 274) replaces the previous Chambers qualification while meeting the need for qualification in this service sector. The consecutive qualification to become a **"Certified Financial Services Consultant"** or **"Certified financial consultancy specialist"** is consistent with the training policy goal of creating intermediate stages in vocational upgrading training. It gives

⁹⁷ Further information on these occupations is available on the Internet from <http://www.bibb.de/de/26171.htm>

those who have completed related commercial training qualifications, such as those for bank clerks, the opportunity to obtain a high-quality further training qualification soon after their training.

After a re-classification of this training occupation, the further training qualification **“Certified tourism specialist”** (Regulation of 9.02.2012 BGBl I S. 302) offers a further training qualification regulated by Federal law at the certificate level. A tourism specialist is qualified to perform high-level specialist and managerial tasks in various areas of the tourism industry.

A new regulation on the recognised further training qualification **“Certified transport master”** of 9.02.2012 (BGBl. I S. 286) replaces the old regulation after almost 30 years, meeting current needs and incorporating new developments. These specialists are qualified to carry out specialist and managerial tasks in the vehicle fleets of transport companies.

The newly regulated further training qualification **“Certified office and project manager”** of 9.02.2012 (BGBl I S. 268) replaces the “Certified office management clerk” further training qualification, which was created ten years ago. This interdisciplinary occupation offers the holders of qualifications in commercial training occupations an opportunity to qualify to fill planning, management and organisational roles in various areas of office management and responds to changing work processes in the secretarial sector.

3.3.3 The BMBF's Vocational Training Research Initiative

Given the complexity of the factors and overall conditions influencing vocational education and training policy decisions, findings from vocational education and training research also form a basis for policy decision-making. The goal of the research projects planned by the Vocational Training Research Initiative (Berufsbildungsforschungsinitiative – BBFI)⁹⁸ is to generate information, data and proposals in the form of expert opinions and empirical studies for education and training policy action. The initiative is structured in terms of its content and organisation as a learning system that is consistently oriented towards education and training policy requirements.

In 2011 three new research projects were started, one project continued and three projects in the initiative ended. The projects “Analyse der Optionen zur Anrechnung von beruflicher Vorbildung” (analysis of the options for accrediting previous vocational training qualifications), “Strukturen, Instrumente und Strategien erfolgreicher Berufsorientierung für Jugendliche mit schlechteren Startchancen im europäischen Vergleich” (structures, instruments and strategies for successful careers

orientation for disadvantaged young people at the European level) and “Umsetzung der Prüfungsbestimmungen von Fortbildungsordnungen in der Prüfungspraxis” (implementing the exam terms and conditions of the further training regulations in exam practice) were all concluded.

The projects “Die Wahrscheinlichkeit für KMU-Mitarbeiter, an betrieblicher Weiterbildung teilzunehmen” (The probability of SME employees taking part in company-based continuing education and training), “Zulassungs- und Anrechnungsvorschriften von Fortbildungsordnungen in der Praxis” (the admissions and accreditation regulations of the continuing training regulations in practice) and “Stellenwert der dualen Ausbildung in Großunternehmen – Untersuchung zur inhaltlichen Ausgestaltung von betrieblichen Qualifizierungs- und Personalentwicklungskonzeptionen” (the value of dual training in large companies – a study of the design of the content of in-company qualification and personnel development schemes) were started. The “Bestandsaufnahme der Ausbildung in den Gesundheitsfachberufen im europäischen Vergleich” (Appraisal of the educational programmes and qualifications of health occupations/professions – a European comparison) study is being continued.

In 2009 the BMBF launched the ‘Vocational training research’ publication series of studies, expert opinions, and reports from the vocational training research initiative. Volume 11 “Gewinnung von ehrenamtlichen Prüfern in der Berufsbildung” (Attracting volunteer examiners to vocational training), Volume 12 “Bestandsaufnahme und Konsistenzprüfung beruflicher Weiterbildungsförderung auf Bundes- und Länderebene” (A review and examination of the consistency of continuing vocational education and training promotion at the Federal and Länder levels) and Volume 13 “Teilzeitberufsausbildung: Inanspruchnahme, Potenziale, Strukturen” (Part time vocational training: its utilisation, potential and structures) were published in 2011⁹⁹. Volume 11 attracted a great deal of attention among the Chambers of commerce and industry and volunteer examiners. In this way the BMBF is continuing to contribute to vocational training research, improving the transparency and quality of its research activities in this area and making it clear it makes decisions based on solid evidence.

The BMBF will start a number of new projects in 2012. A project entitled “Attraktivität des dualen Ausbildungssystems aus Sicht von Jugendlichen und jungen Erwachsenen unterschiedlicher Leistungsstärke” (The attractiveness of the dual training systems from the point of view of teenagers and young adults of various achievement levels) has already been launched and projects on further training examinations, training for adults without vocational qualifications and the transition from training into work are planned.

98 See also www.bmbf.de/de/13567.php

99 See also www.bmbf.de/de/6201.php

As part of its wider promotion of research in this area, the BMBF also supports the work of the Vocational Education and Training Research Network (Arbeitsgemeinschaft Berufsbildungsforschungsnetz – AG BFN)¹⁰⁰. The AG BFN aims to promote an exchange of information and ideas in the area of vocational training research and cooperation among researchers. To this end, it holds regular workshops as well as a forum on current vocational training research topics every two years.

3.3.4 Early identification of qualification requirements

Jobmonitor

Successful action requires reliable data for orientation. The Federal Ministry of Labour and Social Affairs (Bundesministerium für Arbeit und Soziales – BMAS) is therefore currently developing, with scientific support, a range of instruments to identify current and future staff requirements in different industries, occupations and regions (the Jobmonitor).

Initial results on current staff requirements were published in November 2011 in a labour market report drawn up by the Federal Ministry of Labour and Social Affairs with scientific support from the Institute for Employment Research (Institut für Arbeitsmarkt- und Berufsforschung).

This is a sophisticated analysis of trends in shortages of skilled staff since 2006 and a prognosis of developments in the supply of skilled staff by 2014. The report on the supply of skilled staff shows that there is not a comprehensive lack of skilled staff in Germany at the moment, although there are shortages in individual occupations and regions.

In the spring of 2013 a prognosis model will be used to make well-founded forecasts on the supply of and demand for skilled staff up to 2030. These results will provide orientation for policy makers, companies, the social partners and other interested parties.

The labour market of the future: the supply of and demand for skilled staff by 2030

In 2010 the BIBB and Institute for Employment Research (Institut für Arbeitsmarkt und Berufsforschung – IAB) submitted a new model calculation on labour market developments by 2025.¹⁰¹ This study entered new methodical territory, because it traces the paths between the occupations people train for and the ones they end up working in (occupational

flexibility), allowing long-term occupational and qualification trends to be portrayed in all their complexity. These projections show areas in which a shortage of skilled staff may develop and which employees at which qualification levels will be particularly at risk of unemployment. A new edition of this publication reflecting forecast developments by 2030 was published in 2012.

According to the new projections, increased periods of work, in particular among older workers, will mean that shortages of skilled staff will only become noticeable in the overall economy by 2030, although this will occur earlier in some areas. This applies especially to skilled staff at the middle qualification level, where, despite a slight increase in demand for employees by 2030, there will be a significant decline in the number of workers with the appropriate qualifications. A growing number of skilled staff at the middle qualification level will also be retiring from 2020. An increase in the number of first-year students will lead to a slight oversupply of university graduates in coming years, assuming that demand for university graduates in the economy remains constant and grows slowly. This suggests that if developments remain stable there will be no general shortage in the supply of university graduates in the long term, even if there may already be shortages at a regional level and in occupations with very specific requirements. Highly qualified and specialised people, such as those in the 'MINT' professions, will continue to enjoy very good opportunities in the labour market. According to the BIBB and IAB projections, demand for workers without vocational qualifications will decrease slightly by 2030 and it will be increasingly difficult for this group to find employment.

According to the results of the model calculation, companies' global labour requirements will exceed the supply of workers, especially in healthcare and social welfare professions, but also in the areas of hospitality and cleaning. This will result in tight labour market situations in the following occupations, although it is forecast that projected supply will continue to meet demand: raw materials-producing occupations, processing, manufacturing and maintenance occupations, machine and plant management and maintenance occupations, occupations in the area of commodities trading and distribution, technical and scientific occupations and media, humanities, social science and artistic occupations.

The BIBB Qualification Panel

In managing vocational training and labour market policy, the ways in which companies deal with the challenges posed by demographic change and the strategies they are pursuing to meet their need for skilled staff in future is of particular interest. The BMBF is therefore funding and supporting the establishing of a 'Betriebspanel zur Qualifizierung und Kompetenzentwicklung' (industry panel on qualification and skills development) in the BIBB.

¹⁰⁰ See also www.agbfn.de

¹⁰¹ cf. www.bibb.de/de/55403.htm

The BIBB Qualification Panel is an annual survey carried out to provide representative data on qualification activities in companies in Germany.

One priority in the first survey in 2011 was company-based initial training and in particular trainees' performance, productivity and skills levels, problems in filling training places offered, the rates at which companies take on trainees after they complete training, and training planning for coming years. Initial results on unfilled vocational training places can be found in Chapter 2.5 of this Report on Vocational Education and Training.¹⁰²

The second BIBB Qualification Panel survey started in the spring of 2012.

The “Vocational training for sustainable development in the second half of the UN decade – Education for Sustainable Development 2005–2014” funding priority

Key data

Period: 2010–2013

Funding volume: 3 Million EUROS

Internet: www.bibb.de/de/56741.htm

Training policy goals

With the goal of anchoring sustainability as a guiding principle in vocational education and training, the BIBB, in coordination with the BMBF as part of the funding priority focus on vocational training for sustainable development in the second half of the UN Decade, is funding the “Education for sustainable development 2005–2014” pilot schemes as defined in S. 90 Paragraph 3, Number 1 d of the Vocational Training Act (Berufsbildungsgesetz).

Results of the Federal funding and support

A first positive review of the pilot scheme's work was presented in a programme workshop in June 2011. Associations and networks to help implement the guiding principle of sustainability in vocational training and everyday professional life in the long term have already been established. Consolidation and transfer will be accelerated accompanying the process.

The four collaborative projects selected are expected to consolidate successful products after BMBF funding ends, transfer them into other vocational training areas, and demonstrate successful network building, as specified in the BIBB funding for the pilot schemes in the National Action Plan for the UN Decade. The 6 pilot schemes in this funding priority will also define connections between sustainable development in vocational training, labour and employment structures

and in qualification requirements and measures and other aspects relevant to training, and incorporate them into political recommendations for action.

3.3.5 Skills assessment in vocational training – ASCOT

Key data

Period: 12/2011–11/2014

Funding volume: around 7 million EUROS

Internet: www.ascot-vet.net

Training policy goals

The BMBF's new research initiative “Technologie-orientierte Kompetenzmessung in der beruflichen Bildung” (Ascot – Technology-based Assessment of Skills and Competencies in VET) is for the first time supporting and funding research projects on the topic of skills modelling and skills assessment in vocational training. A range of procedures for measuring students' performance at school have already been developed for general education and training as part of PISA. The vocational training system's complexity however, makes different demands on output-oriented measuring instruments. Using modern, technology-based processes, this research initiative will take a first step towards an appropriate measuring of success in learning and a diagnosis of individual vocational training skills.

A vital aspect of all the projects is an orientation towards a consistent development of methods to assess vocational skills in skills (measurement) research that is also interdisciplinary and international. To increase the acceptance and use of the measuring instruments, practical aspects will be incorporated into the research in at an early stage.

In the first phase skills models and measuring instruments are being developed, trialed and analysed nationally in four major occupations, specifically for automotive mechatronics specialists, electronics technicians for automation technology, industrial clerks, medical assistants and geriatric nurses. Initial results are scheduled for release in early 2014.

Implementation and prospects

To achieve these goals, five collaborative projects and one individual project were selected for the training occupations listed above. All projects started on the 1st of December 2011.

The methods developed to assess skills are designed to be easily transferrable to other occupations subsequently in the context of examinations and further training. Cooperative ventures with other European countries on using these instruments as part of international comparative studies are also planned for the further course of this research initiative.

¹⁰² Further results have been published in the data report accompanying in the Report on Vocational Education and Training 2012, Chapters A4.10.4 and B1.2.3..

4. International cooperation on vocational training – status and prospects

Creating a joint education and training area and implementing the “Europe 2020” strategy were the main focuses of cooperation among EU member states in 2011. The “Strategic Framework 2020” (“ET 2020”) was established by a Council decision in May 2009 to regulate European cooperation in the area of general and vocational education and training. “ET 2020” has four strategic goals:

1. making lifelong learning and mobility a reality,
2. improving the quality and efficiency of general and vocational education and training,
3. promoting equality, social cohesion and an active civic spirit, and
4. encouraging innovation and creativity – including an entrepreneurial mentality – at all levels of general and vocational education and training.

The Bruges Communiqué, passed in 2010 as part of the “Copenhagen Process” on increasing vocational training co-operation from 2011–2020, takes up these goals and underpins them with concrete goals and measures to be implemented by 2014. Processes to develop and achieve these goals shaped European cooperation in 2011. An agreement reached by the Council (Education) in November 2011 to increase the transnational mobility in vocational education and training to include at least 6 percent of 18–34 year-olds with a vocational qualification by 2020 should be emphasised in this context.

The EU Lifelong Learning Programme continues to be a central instrument in establishing a joint education and training area. Preparations and negotiations to secure the future of the EU’s education and training programme for 2014 to 2020 started in 2011. An extensive intermediate evaluation by EU and member states confirmed the programme’s clear added value for Europe. The new generation of programmes 2014–2020, which has the working title of “Erasmus for all” and is oriented towards current challenges in Europe, will build on the successes and findings of the 2007–2013 programme generation. After an initial consultation process with key education and training policy stakeholders, Germany has positioned itself with a national opinion on the programme’s future. In further negotiations the Federal Government has emphasized that vocational training should have a visible and adequate position in future.

A clear interest in and a high degree of recognition for the dual vocational training system are evident in international cooperation. Against the background of the global financial

and economic crisis and its effects on the labour market, many countries and the OECD regard the dual system as a core element of Germany’s economic success and social cohesion.

International skills competitions

The 41st WorldSkills international skills competition was held from the 4th to the 9th of October 2011 in London. Over four days of competition at the ExCel Messegelände conference centre, the world’s best were chosen from among 950 participants from 51 countries, aged 22 and over, in 46 occupations in the areas of industry, the skilled trades and the services sector. Germany started with a team of 26 – one woman and 25 men – in 23 professional disciplines. The German team won one gold, two silver and a bronze medal and twelve awards for excellence. The BMBF funded the German team’s participation in London.

The 42nd WorldSkills will be held from the 2nd to the 7th of June 2013 in Leipzig at the Leipziger Messe conference centre. The BMBF and the Land Saxony (with ESF funding) are each contributing 10 million Euros to host the competition.

Studies on vocational training by the Organisation for Economic Cooperation and Development (OECD)

OECD member states have agreed to carry out a new study, “Skills beyond School”, as a successive study to “Learning for Jobs”. The German dual training system came out very well in the “Learning for Jobs” study, which was published in September 2010. Publication of this study, together with “Education at Glance”, succeeded for the first time in putting an end to the annual ritual public discussion on whether Germany has too few university graduates.

In the “Skills beyond School” study, the OECD is investigating “post-secondary VET” opportunities and courses in participating countries. “Post-secondary VET” is defined in the German study as non-academic further training opportunities after an initial vocational qualification, so this study will focus on Masters qualifications, continuing education and training provided by Chambers of trade and industry, private training providers and trade and technical schools/specialist academies as options for post-secondary education and training in schools. The “Skills beyond School” study is being carried out by the OECD in 2011 and 2012, with results scheduled for publication in early 2013.

The European Qualification Framework (EQF)

In establishing the EQF, EU education ministers and the European Parliament (EP) have created a shared framework of reference to mediate between different qualification systems and their standards, which will provide more transparency, comparability and transferability of qualification certifications in Europe. The EU's recommendations on the EQF requires member states to link their qualification standards in a transparent way with the EQF levels.

Development of a German Qualification Framework (DQF)

Germany's Federal Government and Länder agreed on the development of a DQF in 2006, stipulating a high level of compatibility with the EQF as a structural starting point. On this basis, a discussion proposal for a DQF was developed in 2008 together with representatives from the social partners and research, education and training organisations in the German Qualification Framework Working Group (Arbeitskreis DQF – AK DQR). By June 2010 it had been reviewed by experts in four vocational and occupational fields (metal/electronics, IT, trade and healthcare) through an exemplary classification of qualifications according to functionality.

The DQF Matrix was reviewed on the basis of expert votes. The AK DQR adopted the proposed DQR in March 2011. Like the EQF, the proposed DQF consists of eight levels generally characterised by a level indicator and the relevant specialist and personal skills. All the levels should be attainable through various forms of training and education, including vocational training.

In 2011 the AK DQR's work focused on developing a proposal for classifying the German education and training system's formal qualifications in the DQF. Political agreement was reached on this in early 2012 and classified a Masters/technicians qualification as equivalent to a Bachelors degree at level 6. Initial vocational qualification was classified at level 4 (3 and 3½-year training), with 2-year training courses classified at level 3. A joint declaration by the Federal and Länder governments and social partners (see Chapter 1) stated that general education qualifications would not initially be included in German Qualification Framework.

In June 2011 two working groups were formed, involving the main continuing education and training stakeholders and social partners, to develop recommendations on the criteria that could be used to include non-formal and informal learning in the DQF. The AK DQR's central task in future will be to create guidelines that will make it possible to classify qualifications in the wider German education and training system.¹⁰³

¹⁰³ cf. www.deutscherqualifikationsrahmen.de

The European Credit System for Vocational Education and Training (ECVET)

In 2009 the European Parliament and European Union Council adopted a recommendation to create a vocational training credit points system to facilitate the accrediting, recognition and consolidation of the assessed learning outcomes of individuals seeking to gain a qualification. It will also improve the transferability of qualifications between various sectors of industry and within the labour market in the context of lifelong learning. The main objectives in trialing ECVET are to promote European cooperation in the area of training and education and establish transnational practical networks. Member states are called upon to develop and trial relevant practice-oriented processes and instruments by 2014.

Education and training stakeholders and learners who are testing and further developing ECVET in EU-funded pilot projects see it as an opportunity to sustainably improve the quality of cross-border mobility measures and establish time spent abroad during vocational training in the long term. The number of education and training stakeholders trialing ECVET is steadily increasing. As part of the EU's lifelong learning programme, practicable, transparent processes and instruments have been developed in more than 130 ECVET projects¹⁰⁴ that can make it easier to transfer learning outcomes from one country to another and between different training and educational sectors. Among these are the four pilot projects lead-managed by German or in which Germany has been participating from the first round of EU funding in 2008: SME Master plus¹⁰⁵, CREDCHEM¹⁰⁶, AEROVET¹⁰⁷ and VaLOGReg¹⁰⁸.

Since 2010, education and training stakeholders have been supported in developing transferrable ECVET processes and instruments that take into account the different overall conditions in member states by a European network of national agencies (NetECVET)¹⁰⁹. The goal of this network is to contribute to further developing European mobility into quality-assured ECVET mobility, creating a basis for broadly implementing ECVET in the area of transnational mobility.

¹⁰⁴ cf. www.adam-europe.eu/adam/thematicgroup/ECVET

¹⁰⁵ www.sme-master.eu

¹⁰⁶ www.credchem.eu

¹⁰⁷ www.pilot-aero.net

¹⁰⁸ www.ecvet-projects.eu/Projects

¹⁰⁹ www.netecvet.com

In Germany, education and training stakeholders are informed, advised and supported in trialing ECVET in the context of transnational mobility by the National Coordination Office (National Koordinierungsstelle – NKS) ECVET¹¹⁰, which the BMBF set up at the National Agency “Education for Europe”. Working together with education and training experts, the NKS ECVET developed guidelines on classifying learning outcomes modules in 2011 that will facilitate a Europe-wide recognition of assessed and validated learning outcomes.

The national vocational training credit point system has been trialed in Germany as part of the DECVET¹¹¹ pilot initiative, which was funded by the BMBF from 2007–2012. Processes for accrediting skills and learning outcomes have been developed and trialed in ten practically-oriented pilot projects, which will help to improve mobility and transfer opportunities within and between education and training systems.

ESCO (European Skills, Competencies and Occupations taxonomy)

ESCO (European Skills/Competences, Qualifications and Occupations) is a new EU initiative that goes back to the European “New Skills for new Jobs” strategy, which was adopted by the European Council.

ESCO aims to create a joint European taxonomy and classification of occupations, skills, and qualifications and thus to develop a ‘common language’ and build bridges between the worlds of training and education and of work.

ESCO is based on three interconnected “pillars”; occupations, abilities/skills, and qualifications. Consulting on ESCO’s strategic goals and the structuring of the pillars and their interaction is currently being provided in an ESCO Steering Group appointed by the EU Commission, in which BMBF is also represented.

The European Commission regards ESCO as having various advantages for the European labour market and European training and education systems, specifically:

- better matching of supply and demand in the European labour market (careers counselling; job placement),
- better comparability of industries/sectors, institutions and countries,
- promotion of mobility within the EU,

- providing a framework of reference for jobs advertisements, occupational profiles, job applications, the development of education and training curricula, and for a description of qualifications closely oriented towards the labour market,
- matching individuals’ learning outcomes with labour market requirements and occupations,
- providing individual added value for people with no vocational qualifications who will be able to better bring “partial qualifications” and skills to the labour market with the help of the standardised ESCO descriptions, and
- support in creating national classification systems where these do not yet exist and in securing cooperation among national and sectoral classifications.

Three target groups should profit in particular from ESCO:

- citizens /employees, through support in creating personal Skills Profiles that document learning outcomes reached, occupational skills and key qualifications (a European Skills Passport, which will be linked with the EUROPASS, is also planned),
- training and vocational training centres, through support from authorities responsible for developing qualifications in describing learning outcomes to fit in with labour markets,
- employers, through support in drafting job advertisements and the targeted filling of positions.

The European Commission envisages all relevant European occupations and qualifications being covered by ESCO in the long term, although this will proceed in stages. A first wave of trials involving a small number of occupations started in 2012.

The ESCO Steering Group, comprising representatives from training and education and employment services and social partners, takes strategic decisions on ESCO’s development. In 2011 a “Maintenance Committee” and several reference groups on the first individual occupations also started work and have as their goal the development and trialing of expert and technical ESCO specifications using descriptions of occupations and the relevant skills and abilities that are consistent throughout the EU. German experts, including social partners, are also represented on the ESCO Maintenance Committee. First results from the ESCO trials are expected in 2012.

The ESCO Steering Group sees potential advantages in creating an ESCO taxonomy, but also emphasizes that there is a need to further clarify the project’s cost-benefit-ratio and dimensions, the balance of education and training and employment policy interests, the underlying vocational concept, the consequences for education and training policy, and the relationship of ESCO to the European Qualification

¹¹⁰ www.ecvet-info.de

¹¹¹ www.decvet.net

Framework. In view of its overarching goals, high degree of complexity, and the amount of management required, the ESCO project has been deliberately designed to be a long-term project and develop step by step by way of milestone planning.

Europass

The European Commission wants to promote the transnational mobility of citizens in the education and training system and on the labour market. Europass enables European citizens to present their qualifications in a clear, consistent and more internationally comprehensible form.¹¹² Europass thereby creates the prerequisites for establishing both the transparency of individual educational, training and professional skills and experience and the comparability of qualifications acquired internationally in member states.

Europass consists of five individual documents. The overarching document is the Europass CV, which every citizen can use for job applications. Over 16 million Europass CVs have been issued across Europe since the pass was launched in 2005. Time spent undergoing education and training in another country is documented in the Europass Mobility pass. With around 100,000 Europass Mobility documents applied for, Germans have made the most use of the Europass compared with their fellow Europeans.

The National Europass Center (NEC) at the NA BiBB is responsible for issuing Europass documents in Germany and for the programme's public profile and dissemination. The Europass Internet site was redesigned in 2011. Target group-specific access for applicants, personnel managers and institutions now make the website easier and quicker to navigate. The Europass brochure series has also been completed with a brochure on "kompetenz" (skills)¹¹³, so there is now a brochure for each of the five Europass documents, which can be put together in a folder or ordered individually online. As well as the NEC, Chambers of industry and commerce can also issue the Europass.

A study of Europass Mobility's sustainability completed in 2011 confirmed that this instrument, which ensures transparency, is being widely used, especially in applications for jobs, training places and internships.

Information and consulting on international mobility

Preparation and information are vital factors in ensuring the success of phases of mobility, so the 'Information and Advising Centre for Professional Training Abroad (Informations. und Beratungsstelle für Praxiserfahrung im Ausland – IBS)', the central German service provider in all areas relating to vocational qualification outside Germany, has been working in this area since 1987.¹¹⁴ Commissioned by the BMBF, the IBS offers an overview of the many grant and scholarship schemes and funding measures that support mobility for educational and training purposes. An inter-institutional interface, the IBS offers a wide range of services aimed at increasing opportunities for initial and continuing vocational training outside Germany and raising awareness of these opportunities in industry and society. Advisors from the Federal Employment Agency (Bundesagentur für Arbeit) working in the EUROGUIDANCE network (European training and careers counselling) also keep end users and multipliers such as careers advisors and teachers informed about the diverse opportunities for training in Europe. Services provided in the EURES network can be combined to cover often closely succeeding phases of mobility in training and employment in the context of joint consultancy services. The more than 30 mobility consultants from the Chambers of trade and industry and skilled trades also advise companies, trainees and those just starting their careers on options for spending time training abroad during vocational training.¹¹⁵

The EU Lifelong Learning Programme

The European Union's education and training policy goal of promoting the transnational mobility of learners and teachers in all areas of education and training and the quality and efficiency of education and training systems is supported by the EU lifelong learning programme¹¹⁶. With a project period of seven years (2007 to 2013), the programme has a budget of around seven billion Euros. It consists of four individual programmes oriented towards the education and training sectors of school (COMENIUS), university (ERASMUS), vocational training (LEONARDO DA VINCI) and adult education (GRUNDTVIG). The EU's education and training programme is supplemented by a transversal programme designed to support the planning of political measures and learning of foreign languages, furthering the integration of media into education and training processes and the dissemination of the programme's findings.

¹¹² For further information please go to www.europass-info.de.

¹¹³ cf www.na-bibb.de/de/service/publikationen/europass.html

¹¹⁴ cf www3.giz.de/ibs

¹¹⁵ cf www.mobilitaetscoach.de/

¹¹⁶ cf www.lebenslanges-lernen.eu

The programme for lifelong learning accompanies the Copenhagen Process in the area of vocational training, especially through the LEONARDO DA VINCI programme. The central instrument of the programme is project funding for activities in the areas of Mobility, Partnerships and Innovation Transfer, for which a total of almost 40 million Euros was made available in 2011. The programme's quantitative goal is to increase the number of young people who spend time abroad as part of the training to 80,000 a year by 2013.

In Germany the number of stays abroad applied for and approved in 2011 in the LEONARDO DA VINCI mobility action grew by 10 percent compared with the previous year and more than 12,700 trainees and students from vocational schools as well as 2,000 people in employment and 2,000 skilled vocational training staff were provided with funding. In 2011 the BMBF co-financed mobility in initial vocational training, allocating 1.4 million Euros from national government funds.

A study published in 2011 by the national Education for Europe agency and financed by the BMBF and EU Commission entitled "Hidden mobility in vocational education and training" ("Verdeckte Mobilität in der beruflichen Bildung") recorded for the first time the number of trainees and students from vocational schools in Germany who spend time abroad as part of their training¹¹⁷. Previously, only the number of participants in the LEONARDO DA VINCI mobility action and BMBF's bilateral exchange programmes were recorded and the number of those who spent time in another country as part of other programmes or who were privately financed to do so was unknown. The study showed that from 2007 to 2009 an average of 23,500 young people a year spent time abroad as part of their initial vocational training, so from 2007 to 2009 an average of three percent of those completing vocational training spent time learning in another country. The study also provided important information on the structures of transnational mobility and its benefits for participating people and companies.

Institutionally and systemically anchoring time spent abroad in vocational training is a central political goal in ensuring the sustainable internationalisation of training in Germany. Companies and training institutions that can afford to do this receive a certificate from the LEONARDO DA VINCI programme. Certification will make it easier to make applications and provide more security of planning for future mobility support schemes. In 2011 27 certificates were issued to mobility projects by the national Education for Europe agency at the Federal Institution for Vocational Education and Training (Bundesinstitut für Berufsbildung), increasing the number of certified institutions in the EU's LEONARDO DA VINCI vocational training programme to 130.

Germany has continued the success of previous years in the LEONARDO DA VINCI action partnerships; 124 partnerships in which Germany is involved were selected by the European Commission in coordination with member states. The partnerships' process and product orientation have enabled education and training actors in this area to work flexibly towards specific targets. The focus is on an exchange of concepts and practical experience that will result in a product that can be widely disseminated. LEONARDO DA VINCI partnerships develop innovative lifelong learning products and visibly intensify European networking. With these products they make a major contribution to further developing and implementing key European vocational training areas: ECVET, EQR, social inclusion, the professionalization of vocational training personnel. The LEONARDO DA VINCI partnerships and their products can be viewed in a European database¹¹⁸.

In the LEONARDO DA VINCI innovation transfer projects too, more funding was provided in 2011 than in the previous year, with 31 projects funded. The projects selected aim to implement central European Commission training policy initiatives: ECVET, EQR and EQAVET, the "New Skills for New Jobs" initiative and the identification of occupationally relevant key competencies. In terms of their content, they deal especially with topics current in the national debate: demographic changes, the resulting shortage of skilled staff, and the financial crisis, with its effects on training and employment. In these projects, innovative solutions to existing needs are transferred from one context into another and implemented in practice or the vocational training system, with transfers extending beyond Länder, sectoral and target group boundaries. Details on ongoing and completed projects can be obtained from the European ADAM database¹¹⁹.

¹¹⁷ The study has been published on the homepage of the National Agency at the BIBB at www.na-bibb.de.

¹¹⁸ www.na-bibb-est.eu/

¹¹⁹ www.adam-europe.eu

Bilateral vocational training exchange programmes

To intensify cross-border cooperation in the area of vocational training, the BMBF funds bilateral vocational training exchange programmes with France, the Netherlands and Norway. Building long-term international cooperative structures and strengthening cooperation among relevant vocational training actors supports the vocational learning experience during traineeships.

The Deutsche Gesellschaft für internationale Zusammenarbeit (GIZ) is responsible for coordinating programmes with the Netherlands and Norway in Germany. The German-French vocational training exchange programme has been run since 1980 by the Deutsch-Französische Sekretariat (DFS)¹²⁰. In 2011 a total of around 2,500 German participants received funding from these programmes. Thanks to the extensive involvement of industry, the exchange projects are closely linked with current industry practice, thus contributing greatly to increasing trainees' specialist skills. The principle of reciprocity underlying the bilateral exchange programmes makes a major contribution to international networking and the exchange of ideas and information among participants.

The German-Israeli vocational training cooperation programme, which the BMBF runs together with Israeli partners, also aims to further develop vocational training in both countries. The programme, which the GIZ has also been commissioned to carry out, has for the past 42 years enabled specialist and senior vocational training staff working in the area of vocational training to exchange views and experiences and develop innovative approaches and products in vocational training and trial them in practice. Since June 2011 this BMBF cooperation with the Israeli Ministry for Industry, Trade and Labor (MOITAL) has been formally established in a joint interdepartmental agreement. A high-profile German-Israeli conference was also held on the topic of "Legislation, Regulation and Qualification Framework in VET" in Tel Aviv in May 2011.

Promoting quality development in vocational training in Europe

The EU's economic and finance policy problems and the effects of demographic change on the labour market (shortage of skilled staff) underscore the relevance of quality assurance in vocational training in a national and European context. EU member states all agree that Europe's prosperity will greatly depend on the extent to which the Community succeeds in achieving greater confidence, transparency and mobility in vocational training through closer cooperation. The Council and European Parliament created the basis for this with their

recommendation of 2009 on a European Quality Assurance Reference Framework in Vocational Education and Training (EQAVET). This EQAVET recommendation is not based on a specific quality model, instead it includes a cycle for a systematic quality assurance process (Deming-Kreis), reference indicators and descriptions of recommended procedures and approaches.

It is important that the European Reference Framework be seen as a "toolbox" out of which different users can choose those indicators that seem suitable to them, given the requirements of their own quality assurance systems. The ten proposed indicators are meant to aid orientation. They are not designed to replace existing quality assurance systems, but to complement them as needed. Since 2011 an English-language online tool that is freely accessible to every visitor to the EQAVET website has also been available at the system level. Another tool for providers intended especially for vocational training schools and small and medium-sized enterprises (SMEs) is in planning.

The EQAVET recommendation also prescribed the setting up of national quality assurance in vocational training reference points. In Germany the BMBF commissioned the BIBB to set up the "National Reference Point for Quality Assurance in Vocational Education and Training – DEQA-VET" as early as July 2008, a task that was completed by the 1st of August 2008.

DEQA-VET is a hub within the EQAVET network. It campaigns for the promotion of a "culture of quality assurance" by addressing all relevant vocational training actors and stimulating networking among them. The German reference point offers up-to-date information on its website¹²¹, highlights successful examples from practice, holds specialist events and actively supports the EQAVET process. In December 2011 it held a EQAVET sector seminar in Dortmund on quality assurance in vocational training in the tourism and hospitality sectors and its staff regularly attend EQAVET meetings with representatives from other member states.

120 www.dfs-sfa.org

121 www.deqa-vet.de

Continuing training with a European dimension

The European Centre for Heritage Crafts and Professions in Thiene provides theoretical and practical advanced training in four languages – German, English, French and Italian – and promotes dialogue on the concepts and challenges of protecting Europe's cultural heritage. Since 1985 the BMBF has provided annual grants for a three-month further training courses to journeymen and master craftspersons working in the areas of painting/varnishing, stonemasonry, joinery, plastering and metalwork. In the autumn of 2011, 18 young Germans took part in intensive courses in Thiene, learning and consolidating their knowledge of restoration techniques across a variety of trades in an international context.

Exporting vocational training

The need for well-trained skilled staff is growing all over the world and with it the demand for initial and continuing vocational training – which is a decisive prerequisite for economic development and international competitiveness. In economically dynamic countries and regions in particular, an acute shortage of skilled staff is now a serious risk to continuing economic growth. Germany has outstanding strengths in the area of initial and continuing vocational training, so training services “made in Germany” are increasingly in demand worldwide.

Cooperation in vocational training with India, Russia, China and Turkey is accompanied by top-level bilateral vocational training working groups under the BMBF's leadership. Germany offers its partner countries possible solutions based on the globally-recognised German dual initial and continuing vocational training system. The BMBF is also engaged in a training policy dialogue with a range of other countries.

The export of initial and continuing vocational training is developing more and more into a future market. Beyond the cultural and political dimension of international vocational training cooperation, this situation offers Germany great economic opportunities. The economy benefits directly from the export of the services of German initial and continuing vocational training providers. The export of German initial and continuing vocational training services could also have a leveraging effect for German industry, because the export of goods such as those in the mechanical engineering sector or car industry often relies on the availability of well-trained skilled workers in other countries, so these well-trained skilled staff could be an “entry ticket” for further exports of German goods. To support German initial and continuing vocational training services providers in opening up these opportunities for cooperative ventures and their associated market potential, the BMBF has been funding a series of collaborative projects on exporting vocational training since 2009. In 2011 the third announcement of funding for the period until 2014 was published.

The great economic significance of the export of German education and training was confirmed in 2010 for the first time in a study initiated by iMOVE. iMOVE (International Marketing of Vocational Education), a BMBF initiative that supports German vocational training providers' involvement in international markets, celebrated its ten-year anniversary in 2011. iMOVE supports mainly small and medium-sized training and education enterprises in the strategic planning and implementation of international commitments with a comprehensive range of services, including publications, an Internet portal in seven languages, seminars, conferences and visits by delegations. iMOVE also campaigns in other countries to raise the profile of German skills in the area of initial and continuing vocational training with the “Training – Made in Germany” brand.

In 2011 iMOVE activities focused on countries and regions including the Arab countries, Brazil, India, Russia and Latvia. iMOVE also highlighted a series of examples of the successful internationalisation of initial and continuing vocational training services in India and Arab countries in separate publications. The 3rd Arab-German Education and Vocational Training Forum, held under the patronage of Federal Minister Prof. Dr. Annette Schavan and organised by iMOVE and Ghorfa (the Arab-German Chamber of Commerce and Industry), also confirmed Arab countries' strongly growing interest in cooperating with Germany.

The status and prospects of vocational training in development cooperation

Poverty and educational deprivation go hand in hand. Labour market-oriented initial and continuing vocational training gives people a chance to earn an income and escape a downward spiral of poverty and dependence. Every country also relies on its qualified skilled staff to achieve self-sustaining and far-reaching economic development.

In many developing and newly industrialising countries there are neither adequate vocational training systems nor are these sufficiently demand-oriented or occupationally relevant. They also often lack adequate continuing education and training opportunities for skilled staff and teachers and an examination and certification system that meets professional standards.

Because poor population groups in particular have little access to formal, occupation-specific training, qualification measures with a concrete focus on the world of work and daily life of workers in the informal sector are necessary. In the informal sector, which largely evades state influence, the people's potential remains largely unused.

Training and education is a key area of German development policy. The Federal Ministry for Economic Cooperation and Development (Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung – BMZ) takes a holistic

approach that includes funding for all areas of education and training, supporting basic, secondary and tertiary education and training, vocational training and adult education in a complementary way. The BMZs “Ten objectives for more education” (“Zehn Ziele für mehr Bildung”) education and training strategy was presented to the public in February 2012. Expanding vocational training in German development cooperation is one of the project’s declared goals to be reached.

Within the BMZ Education Strategy, two vocational training concepts are currently being developed in the BMZ’s position paper on “Vocational training in German development policy” (“Berufliche Bildung in der deutschen Entwicklungspolitik”) and the BMZ’s concept paper on “Vocational training partnerships” (“Berufsbildungspartnerschaften”).

Funding and support for vocational training also makes a major contribution to reaching the Millennium Development Goals (MDGs) by helping workers to obtain and maintain employability. In 2007 the creation of productive full-time work worthy of human dignity was adopted as a new sub-goal of Millennium Development Goals 1 (halving poverty). The issue of vocational training is also directly connected with Millennium Development Goals 3 (promoting gender equality and empowering women – also by increasing their participation in employment), 7 (ensuring environmental sustainability – including by promoting training in “green” occupations) and 8 (developing a global partnership for development).

Funding for vocational training as part of German development policy aims primarily at developing practice-oriented, vocational training systems adapted to the needs of industry and the labour market. It supports lifelong learning for employment and social integration. Providing high quality, demand-oriented vocational training increases the opportunities for employment and income for a large number of people in our partner countries.

The range of instruments in German development cooperation are oriented towards key successful features of dual vocational training in Germany, although the German vocational training system is not a blueprint that can simply be exported. Instead, qualification must be adapted to fit in with the structures and opportunities of partner countries. Five core features of German vocational training form the basis for approaches in the area of German development cooperation on vocational training:

- close cooperation between the state and industry
- learning on the job
- social acceptance of generally binding standards
- qualification of vocational training personnel
- institutionalised research into vocational training

Proven instruments of vocational training are implemented and extended to further these goals. German development cooperation supports a dialogue between the state and industry, the creation of inter-company occupational, training and examination standards and the development of qualification programmes for teachers, trainers, head teachers and planners working in the area of initial and continuing training. These measures are accompanied by the establishment and equipping of vocational schools and technology competence centres, the development of sustainably effective financing models, institutional networking of employee supply and demand and accompanying organisational development.

The BMZ funds vocational training measures in 80 less-developed countries. Since 2000 ODA¹²² payments in the area of vocational training have ranged from 65 to 85 million EUROS. 70.2 million EUROS was paid out in 2010, of which 64.6 million EUROS came from the BMZ’s budget. Funding has been substantially increased and an allocation of 125 million EUROS is planned for 2012.

In 2010, as in previous years, over half of all German ODA funds for vocational training were spent in Asia (56 percent) followed by Africa (30 percent), Europe (8 percent) and Latin America (3 percent). In low income countries, 21 percent of bilateral German ODA was spent in the area of vocational training, 78 percent of it in the least developed countries.

As part of the BMZ’s new development policy concept and the BMZ Education Strategy, the BMZ is expanding cooperation with industry and civil society, for which the BMZ Team Vocational Training was established. The BMZ Team Vocational Training also complements the Education Team. The BMZ Team Vocational Training, on which implementing organisations, civil society, churches and industry are represented, discusses central activities in development policy in the area of vocational training. This means that industry and civil society are central to the BMZ vocational training activities. The BMZ also launched the ideas competition for “Innovation partnerships of the BMZ with private German and local industry and civil society” (“Innovationspartnerschaften des BMZ mit der privaten deutschen und lokalen Wirtschaft und Zivilgesellschaft”), to identify and disseminate particularly successful kinds of cooperation. The competition is scheduled to start in summer 2012.

Since 2011 the BMZ has promoted training partnerships with German industry with the goal of more closely involving the competencies of German private industry – the Chambers, associations and their organisations – in vocational training in development cooperation, because German development cooperation regards private industry as a major partner here. The focus is on a transfer of know-how from Germany to less developed countries through a direct exchange of ideas and

¹²² Official Development Assistance

experience among similar private industry organisations, depending on their vocational training function. Directly involving companies means that vocational initial and continuing training in the partner countries is also provided in a more demand and practice-oriented way.

Closer coordination between Federal departments in the area of vocational training in cooperation with less developed and newly industrializing countries in the medium-term is the goal of the “**Edvance Initiative**”¹²³. Edvance is a Federal Government initiative lead-managed by the BMBF and BMZ together with German training and development institutions. The initiative’s goal is to improve coherence among the many

German actors in vocational training, in particular in the transition from development cooperation to cooperation in a partnership. In 2009 Global ODA for vocational training was around 480 million EUROS in total and the bilateral share of ODA allocated to vocational training was 350 million EUROS. By international standards, Germany is the biggest bilateral donor of vocational training funding (22 percent), followed by France (17 percent), Spain (11 percent) and Japan (8 percent). 73 percent of global bilateral funding for the vocational training sector comes from EU member states. Multilateral ODA vocational training expenditure in 2009 was at 130 million EUROS, of which 48 percent or 62 million EUROS came from the European Commission.

123 cf. www.edvance-net.de

Opinion on the draft Report on Vocational Education and Training 2012 submitted by the Board of the Federal Institute of Vocational Education and Training (BIBB)

The Board of the Federal Institute for Vocational Education and Training (BIBB) welcomes the draft Report on Vocational Education and Training and thanks the Federal Ministry of

Education and Research and the BIBB for the comprehensive and detailed information they have provided. The groups on the Board have responded to the draft report with the following opinions.

Opinion on the draft Report on Vocational Education and Training 2012 submitted by the group of employer representatives

Good training opportunities for young people

Training opportunities for young people continued to improve in 2011. By the 30th of September 2011, 570,000 new training contracts had been concluded, an increase of 1.8 percent compared with the previous year, and there was 4 percent growth in the number of company-based training contracts. This increase in training contract numbers is particularly remarkable given that the number of applicants fell at the same time by 2.5 percent due to demographic changes. This confirms that companies have been strongly involved in securing a supply of skilled staff and have succeeded in placing more lower-achieving young people and unplaced applicants from previous years in training.

As in previous years, there were again more unfilled training places than unplaced registered applicants for places by the 30th of September. The surplus grew again, with supply exceeding demand by 18,100 (2010: +7,300): On the 30th of September 2011, 11,600 applicants were registered as unplaced with the Federal Employment Agency (Arbeitsagenturen) and there were 29,700 registered unfilled training places. The prospects of subsequent placement were therefore excellent. By January the number of unplaced registered applicants had been further reduced to 5,700 and adequate training offers were also available to them.

The Training Pact, which was extended with a new focus in the autumn of 2010, contributed greatly to this pleasing result. Industry's commitments to the Pact were again significantly exceeded, with over 70,000 new training places and 43,000 new companies providing training. Over 25,000 introductory training (EQ) places were made available, as were for the first time also 4,600 EQ Plus places especially for young people in need of extra support.

Despite these positive developments, Pact partners will still face great challenges in coming years. These include improving careers orientation and ensuring that trainees have the maturity they need to complete training, to enable open places to be filled by the right trainees in future. All available potential must be made use of in dual vocational training – low-achieving young people as well as the high achievers.

Companies are still deeply committed to training

The good training market balance and improved training opportunities of young people are based on the high level of commitment of companies and the self-employed to training in Germany. It is statistically correct that the number of companies providing training has fallen, but simply reporting this does not take into account the fact that this figure is subject to frequent fluctuations and offers no indications of companies' commitment to training in general. Despite this fall, the training situation is very good and the training performance of companies in recent years have been stable at a high level – measured against the fall in the number of applicants, it has actually increased considerably. 2.2 % more training contracts were concluded in 2011 than in 2003. Over the same period the number of school leavers not qualified to enter higher education (the main clientele for vocational training) fell by 21.3 %.

It must also be taken into account that increasing numbers of companies have problems filling training places. This applies especially to small companies, which can often offer only one training place and if they cannot fill it, may withdraw from training altogether. According to the BIBB Qualification Panel, one in three companies offering training places (35 %), could not fill one or more places in 2010. The problem is even greater for small companies; 42 % of those with 1 to 19 employees had problems

filling places. Measured against the number of companies providing training (336,000) however, this was still 140,000 companies.

The message that only 20% of companies participated in training is not appropriate in this context because it does not take into account the fact that only half of all companies are authorised to offer training. Of these, more than half do offer training and almost all the larger companies do. Small companies are often not able to train without a break, so participation in training must be monitored over a longer period. Almost four fifths of companies entitled to offer training do offer training. What is important is to attract companies and the self-employed to training and strengthen their commitment. One-sided debates on participation in training will not help.

More efficient transitions from school into training

The diversity of research into the transition from school into training makes this field almost overwhelming. As well as lacking in transparency, measures are often not adequately practice-relevant and do not provide the prerequisites for entry into employment, so it is harder for young people for find a measure that fits in with their individual potential and complete a vocational qualification. Although numbers have declined significantly, many school leavers still end up in the so-called 'transition system' (2010: 324,000; 2005: 418,000). so increasing the efficiency of measures and concepts in this area is all the more important.

Industry takes the view that direct transitions from school into in-company training must be reinforced. The Federal and Länder governments should comprehensively clear the vast and confusing research landscape, scale back the number of measures with a focus on their effectiveness, and coordinate them better with each other. Company-based training courses such as introductory training should in particular be strengthened, because experience has shown that rates of transition into training are highest here. There should also be a focus on measures that support and accompany company-based qualifications.

Efforts to reduce the number of measures in the transition system must begin in schools. Ensuring that trainees are mature enough to go through training and providing sound careers orientation are central approaches here. In this context, industry emphasizes its National Training Pact promise to provide every interested school with a partner from industry. Skills assessment at an early stage of school education forms a basis for subsequently placing young people in training in a targeted manner.

Lower-achieving young people in particular need individual guidance and support based on assessments of their

skills, which the Federal Government's "Education Chains" approach offers. Industry therefore welcomes the promotion of career start coaching as an option for all schools as of the 1st of April 2012, and calls upon the Länder, which are responsible for ensuring that trainees have the maturity required to complete training, to provide the necessary co-financing. Expanding career start coaching in this way would effectively help many young people and create a basis for reducing the need for other funding measures covering the transition from school into training.

Course set for the DQR

After work on the German Qualification Framework (Deutsche Qualifikationsrahmen – DQR) faltered in 2011 due to controversy on classifying general education and vocational qualifications, industry regards the compromise developed with the Conference of Ministers of Education and Cultural Affairs of the Länder (Kultusministerkonferenz) at the end of January 2012, to initially include only labour market-relevant qualifications in the DQR, as a reasonable one. In this context, it must be emphasized that broad consensus has been successfully reached on establishing an equivalence between Bachelors degrees and high-level vocational training profiles, such as Masters and senior clerk's qualifications. This sends a strong signal that tertiary education and training can be pursued not only in universities and colleges, but also through vocational training.

The five-year evaluation phase agreed on should be used to review the classifications already made, especially from the perspective of outcomes orientation, and to clarify other open questions, such as the further development of skills-oriented regulatory instruments and inclusion of non-formal and informally acquired achievements in the DQR.

Using ECVET as a flexible instrument

Trials of the European Credit system for Vocational Education and Training (ECVET) have shown that certain elements of the Commission's recommendation cannot be implemented or can only be implemented with difficulty. This applies in particular to the use of credits and accrediting of assessed learning outcomes acquired outside Germany for final examinations. ECVET should therefore be regarded and used as a flexible technical set of rules and a basis on which vocational training participants in Europe can facilitate and improve the quality of phases of mobility abroad, increase mobility rates in initial and continuing vocational training in the medium term, and intensify international cooperation in training and education.

Opinion on the draft Report on Vocational Education and Training 2012 submitted by the group of employee representatives

A. On the situation on the training market

Demographic change again made itself felt on the training market in 2011. The number of school leavers leaving secondary general and intermediate schools in Germany fell by 20,000. Two-year final classes and the abolition of military and civil service resulted in only a slight increase in demand. In eastern Germany the number of young people interested in training declined sharply again due to demographic changes from 224,100 in 2006 to 125,200 in 2011. The number of publicly financed ("non-company") training places was cut back accordingly. In western Länder the fall in the number of young people interested in training due to demographic changes was much more moderate (falling to 821,600 in 2007 and to 709,000 in 2011). This was also moderated by the effect of two-year final classes (in North Rhine-Westphalia and Baden-Württemberg for example).

One particular challenge is the training market's growing regional imbalance. In 2011 in the regions of Herford und Helmstedt for example, there were only 81 places for every 100 applicants. The situation was easier in Stralsund, where there were 100 applicants for every 120 places.

There is also a significant imbalance within industries. Many training places in the occupations of 'restaurant specialist', 'professional caterer' and 'salesperson specialising in foodstuffs' remain unfilled. Results from the DGB's youth training report also show that many training places remain unfilled, especially in industries in which training conditions are unacceptable. Many companies simply do not have 'maturity required for training'. They offer very low wages and treat long hours of overtime and irregular working hours as normal. High dropout rates of more than 40 percent and low rates of transition into employment are common. This applies especially to the hotel and hospitality industry. If young people are exploited as cheap workers and no attractive career prospects are offered to them for the period after training, they will not apply to train in companies. There are only 37 registered applicants for every 100 registered training places in the catering and hospitality industry. If companies want to attract applicants, they will have to pay trainees better, improve the quality of their training, take on more trainees, and upgrade their employment conditions.

Despite easing due to demographic changes and good development of the economy in 2011, the training market situation remains disappointing. Industry made little use of

its full order books in 2011 to train young people who had previously had few chances. The 1.8 percent increase in concluded training contracts was well below expectations and the announcements of employers. In the area of the skilled trades, the number of newly-concluded training contracts stagnated, despite an image campaign costing millions. In the public service there was in fact a drop in the number of training places: the number of new training contracts in this area fell by 8.5 percent compared with the previous year. Now at 570,140, the number of new training contracts is much lower than it was in 2008, the year before the financial crisis, when 616,342 young people concluded a new training contract.

There were just on 600,000 open training places for around 647,000 applicants. While industry complains of its 29,689 unfilled training places, 76,740 young people who the Federal Employment Agency (Bundesagentur für Arbeit – BA) assessed as "mature enough for training" had no training place. They were either "placed" in a 'holding pattern', despite their explicit wish for further training (65,190), or listed as "unplaced applicants" (11,550). Young women are particularly affected, as are foreign national applicants and young people covered by the specifications of the German Social Code (SGB II). There were in fact twice as many unplaced applicants as there were training places available.

While the central German business associations complain of a shortage of skilled staff, fewer companies are training young people. The proportion of companies providing training declined to 22.5 percent in 2010 (2009: 23.5 percent), although 56 percent of all companies were entitled to provide training in 2009. This means that increasingly few companies are taking on the responsibility for training their young skilled staff. For this reason, fair financial compensation between companies that do and do not provide training is still on the agenda and calls for a training levy remain current.

According to the expanded supply and demand ratio (ANR) there were 92.7 unfilled training places for every 100 applicants in 2011. Given this gap, the situation cannot be regarded as easy, nor can there be said to be a wide range of places in the training market available for selection.

The sum total of all young people recorded by the various institutions who were interested in training¹²⁴ was 833,238 in 2011. Of these, according to the “placement rate of young people interested in training”, only 68.4 percent were in fact placed in dual vocational training. This quota increased slightly compared with the previous year, but is still not nearly adequate. Every third young person interested in a training place did not obtain a training contract.

B. Making a success of the transition from school into work

Managing the transition from school into work is evidently still a task for the long term. Although the number of young people in the so-called “transition system” has fallen by 22.5 percent in the last five years, the national average training market situation remains tight. About 300,000 young people are still in various measures and “holding patterns”, often with no prospect of fully-qualifying training. The number of young people aged between 20 and 29 with no vocational qualification has been stable since 2008 at around 1.5 million people or 17 percent of this age group.

The Länder are also partly responsible for this situation. They have so far not succeeded in developing a school system based on support instead of culling. The negative consequences are enormous. Every year almost 60,000 young people leave school without any qualification. The promise made at the Dresden Education Summit in the autumn of 2008 to reduce the percentage of young people with no secondary general school certificate from 8 to 4 percent by 2015, is still far from being fulfilled. From 2000 to 2009 this percentage fell from 9.4 to 7 percent – a fall of just 2.4 percent.

Providing good preparation for training and employment and cooperating with other stakeholders (companies, Federal Employment Agencies (Bundesagentur für Arbeit), youth social work organisations and municipalities) in facilitating the transition into training are also among the tasks of general education schools.

A stigmatisation of young people as “not mature enough for training” must be avoided at all costs. The transition into training must instead be made possible without unnecessary ‘holding patterns’ and without exclusion. Positive steps have been taken in many areas here, but these have not yet resulted in a coherent national transition system.

The careers orientation and counselling and vocational assistance provided to young people is fragmented and in the hands of a very wide range of actors: schools, companies,

Jobcenters, local stakeholders, providers of measures and funded model projects. Real networking and close cooperation among individual actors at the local level have been the exception so far. Clear responsibilities for every state actor involved, the abolition of superfluous administrative interfaces, and a form of institutionalised cooperation of the public employment services with youth social work providers (especially organisations assisting young people with vocational problems) are necessary.

Counselling, orientation and direct experience of the world of work at an early stage, which must be as standard in schools in cooperation with companies and training providers, are all indispensable in this context. Good individual careers orientation that prepares students well for the world of work should not depend on the commitment of individual teachers alone. The Conference of Ministers of Education and Cultural Affairs of the Länder (Kultusministerkonferenz – KMK) is called upon to more strongly anchor individual careers orientation in curricula and in the initial and continuing training of teachers.

The Länder and general education schools must finally meet their obligation to provide qualifications that will also qualify students to enter vocational training. The number of young people leaving school with no qualifications must be drastically reduced. Pre-vocational measures must be designed to teach training-relevant skills that can be accredited in subsequent vocational training. Better integration of actors at the interfaces between school, occupation and the world of work is indispensable. Guiding young people through transition phases enables their specific strengths to be encouraged and weaknesses immediately recognised. These services must be supplemented by targeted socio-educational support as needed. The Länder are responsible for ensuring that all young people receive training and, in the absence of company-based training places, are trained in vocational schools in cooperation with companies (see the Hamburg Model).

The company as a place of learning must be central to pre-vocational measures, so close cooperation between companies and other training institutions is necessary. Cooperative agreements between providers and companies should promote the ‘dualisation’ of pre-vocational measures. Work to abolish gender biases is another field for action in this context. Young women and men must be given a real opportunity to test themselves and their skills, preferably in various, even “untypical” occupational fields. Corporate realities dominated by one gender often intimidate young women as well as young men and this tendency must be counteracted. Subsequent integration into training must be opened up to all young people in pre-vocational measures.

Collective agreements can open up new possibilities for young people who do not at first obtain a training place. The employer association METALL NRW and IG Metall have opened

¹²⁴ i. e. of young people classified by employing companies, relevant authorities and Federal Employment Agency (Bundesagentur für Arbeit) and registered with Jobcenters and licensed local authority providers (zugelassenen kommunalen Trägern – zkt) as having “the maturity required for training” and who have declared that they are interested in training.

up a new way into vocational training with the “collective agreement on promoting training maturity” (“Tarifvertrag zur Förderung von Ausbildungsfähigkeit” – TV FAF), for example. A phase in a pre-vocational measure connected with a training contract would be a step in the right direction.

Introductory qualification measures should only be used when all other placement efforts have failed and must be applied in a way that fit in with their target groups.

Employee representatives support the Federal and Länder government initiative to expand integrated reporting on training (iABE). In all Länder, in compliance with statutory data protection regulations, individual data will be collected and provided for evaluation. The behaviour of an entire age-group making this transition will then be able to be completely recorded and transparently portrayed in future. This will make it possible to carry out a more sophisticated monitoring and assessment of transition measures in future and create a basis for the better and continuous evaluation of Federal and Länder government programmes.

C. Improving training quality

Compared with the previous year (22.1 percent) the rate at which training contracts were prematurely terminated increased to 23.0 percent – and this in spite of the measures introduced to prevent the premature termination of contracts and dropouts from training. The improved training market situation in 2011 however also made it easier to drop out, because the chances of finding another training place were greater. This rate is however still far too high. Comparisons with the even higher rate of people discontinuing university studies (24 percent) are neither productive nor helpful. The high dropout rate in vocational training must be analysed to determine the causes. It is also the task of the relevant authorities to ensure the quality of training and ‘training maturity’ in companies by providing more checks and support measures. The double role of the Chambers as the bodies that inspect the quality of vocational training, and as lobbyists for companies, creates conflicts of loyalties that could impair the quality of training.

In future young people who have had no chance of receiving training must be able to rely on help when entering into training as a standard service. Every trainee who seems to be at risk of not achieving their learning goals must receive individually-adapted help. Expert and socio-educational support must be available if needed. Assistance through training must be a standard component of vocational training so as to provide young people with the support they need.

The unions are contributing to securing long-term career prospects for employees in the reclassification process. They noted with great concern however, that the Federal Ministry of

Economics (Bundeswirtschaftsministerium – BMWi) ignored the expert opinion of both social partners on reducing the period of training from 3.5 to 3 years.

The Ministry has adopted 3.5-year training occupations for a fixed period of five years, after which the legal basis for training in the relevant occupation will lapse and a new decision will be made on its duration. This sends the wrong signal to companies and young people, giving them the impression that these occupations are “on probation”.

The consequences of the BMWi policy already becoming apparent. Unions and employers’ associations are deferring their plans to reclassify occupations or giving them up entirely. These developments are specifically evident in occupations in the aircraft industry, the foundry mechanics and process mechanics for sanitation, heating and air conditioning systems, and other major skilled trades occupations. The BMWi is thus impeding innovation in vocational training.

In occupations with a regular two-year training duration, the number of newly concluded training contracts fell by 1,008 or 1.9 percent, so the proportion of two-year training occupations of overall training volume decreased slightly (2010: 9.5 percent, 2011: 9.1 percent). This is due to a fall in non-company training, especially in eastern Länder. In eastern Länder 37 percent of newly concluded training contracts in two-year training occupations were concluded mainly in publicly financed (“non-company”) forms of training in 2011. In the preceding year the figure was 52.5 percent. The unions reject very specialised two-year vocational training focused only on a few activities. This would impair the flexibility of and transfer opportunities in (vocational) training systems and reduce their attractiveness and quality. Experience with “short training courses” has shown that they do not meet the demands of the world of work in terms of content and organisation. Broader training goals such as the ability to accept criticism, participate in organising and shaping activities and emancipation, are often neglected in shorter training. All vocational qualifications must be based on vocational training that continues for a period of at least 3 years.

The unions fundamentally reject calls by employers to offer supposedly ‘practically gifted’ young people training courses with less theory lasting just two years. Disadvantaged young people in particular must be offered better support rather than shorter training times. Instead of accrediting two-year training occupations, the option of multi-stage training, provided for by legislators in the Vocational Training Act (Berufsbildungsgesetz – BBiG) and included in vocational training for the construction industry for example, should be used to ensure real transfer opportunities for young people.

The UN Convention on the Rights of Persons with Disabilities came into force in Germany in March 2009. It is legally binding and represents a milestone in disability policy. To promote so-

cial inclusion, all possible efforts to train people with disabilities in recognised training occupations are required (under S. 4 of the Vocational Training Act (BbIG) and S. 25 of the Crafts Code (HwO)), with the help of S. 65 of the BbIG/S. 42l of the HwO (compensation for disadvantage) as necessary.

For people who cannot take on full-time training in a recognised occupation because of the type and degree of their disability, the competent authorities can, upon application by the disabled person or their legal representative, enact training regulations in accordance with the recommendations of the Board of the Federal Institute for Vocational Education and Training (Bundesinstitut für Berufsbildung). To ensure quality in this area, more consistent national model regulations should be developed with the involvement of social partners and old Chambers regulations rescinded.

D. Expanding continuing training

Our society is facing major challenges. Demographic change is resulting in a steep drop in the working-age population. The Institute for Employment Research (Institut für Arbeitsmarkt- und Berufsforschung – IAB) estimates that there will be 1.8 million fewer people of working age by 2020. Structural changes in the economy leading to more knowledge-intensive industries and services is making increasing demands on employees. All these developments make targeted continuing training indispensable.

Major aspects in this context are continuing training in companies, BA-funded continuing training for the unemployed, and measures for older and less qualified employees. For this reason, the partly drastic cuts in the BA's continuing training budget are contra-productive in securing of a supply of skilled staff and sustainably providing people with employment opportunities. A massive expansion of continuing training leading to qualification and a real "second chance" programme to enable people to obtain a school or vocational qualification later in life are necessary here.

A national literacy and basic education strategy is also long overdue. Around 7.5 million functionally illiterate people aged from 18 to 64 currently live in Germany. 57 percent of them are in work and around 6 percent are in training. These figures show that illiteracy is a problem that effects the mainstream of society so it belongs in the mainstream of education and training policy. One example of a successful strategy in the fight against illiteracy is the "Skills for Life" strategy in Great Britain. There, the state has made a massive investment of around 3.6 billion Euros in improving literacy rates and drastically expanded the range of courses it offers. The result is that the number of illiterate people has fallen significantly, with the alpha level 4 rate falling by 11 percent. The literacy and basic education strategy adopted by the Federal and Länder governments falls well short of the necessary

requirements. The Länder in particular have not concretely undertaken to expand the courses they offer, so they must urgently massively expand their commitment. Companies must also show more commitment to the areas of literacy and basic education.

There has long been a consensus in training policy circles that participation in continuing training must be increased, yet participation rates in Germany have stagnated for years. There is also a huge social divide in the continuing training system. People with fewer qualifications and part time and older employees are significantly underrepresented. Comparative international studies give Germany a bad 'report card' in the area of continuing training participation rates, in the lower-middle rankings among European countries, well below the Scandinavian frontrunners, but also below most western European countries.

To increase participation in lifelong learning, a comprehensive advisory system must be established and expanded. This should be subject-oriented, gender and culture sensitive, and contribute to including previously disadvantaged groups of people in lifelong learning.

Continuing training is becoming increasingly important for careers advancement so the Federal Government has in the past initiated various continuing training programmes that support qualifications. Since 2008 over 150,000 Bonus vouchers have been issued in the Continuing Education Bonus scheme, which supports people interested in continuing training in gaining further training. It is however necessary to expand this instrument and in particular to increase the subsidy of 500 Euros for those low qualification levels.

"Meister BaföG" (financial assistance for master craftsman trainees) funding as defined in the Upgrading Training Assistance Act (Aufstiegsfortbildungsförderungsgesetz) has improved employees' opportunities for professional promotion, contributing to parity between general and vocational training. Here too, funding must be increased, especially for women and single parents. Initial training qualifications and additional qualifications should be included in funding measures beyond the current restriction for recognised continuing education qualifications. In accessing such qualification programmes, skills acquired during employment should also be taken into account.

The institutional, financial, chronological, legal and organisational prerequisites for making lifelong learning a self-evident part of every person's biography are still lacking. Germany must turn the tide. We need an effective continuing training system that ensures solidarity and better access for all people.

Continuing and further vocational training must be an integral element of companies' personnel policy because only then can constantly changing job specifications, technological change

and new manufacturing and production processes be implemented. A real culture of continuing training must be anchored in companies. Existing collective agreements on qualification must be used as the basis of a systematic qualification policy.

Continuing vocational training must again become the core of an active labour market policy. The drastic cutbacks in financing for further vocational training provided by the BA in 2011, which according to the BA's 2011 annual report were 44 percent in the area defined by the German Social Code Volume III (SGB III) and 29 percent in the area defined by the German Social Code Volume II (SGB II) compared with previous year, will have very negative consequences. Here the unions call for a policy change, because not less, but more continuing vocational training and education of an appropriate quality will be necessary to rectify the shortage of skilled staff and integrate disadvantaged people into employment. Important activities have been initiated here with the Upgrading Training Assistance Act (Aufstiegsfortbildungsförderungsgesetz), WeGebAU programme, the Continuing Education Bonus and the ESF Guideline on Promoting Continuing Vocational Training for Employees (ESF Richtlinie zur Förderung der beruflichen Weiterbildung von Beschäftigten) (Social Partner Directive).

National government continuing training and education regulations are an indispensable element for a new culture of continuing training. Countries such as France, Denmark

and Sweden have shown that more public involvement can provide vital impetus here. The state must use Federal laws to establish the framework conditions for a right to continuing vocational training and education, to legally guaranteed periods of learning, to supportive financing, to more counselling and transparency and to quality assurance and certification. Employee representatives call for an expansion in the financing of company-based continuing training – including through funding from the sectoral funds of the collective agreement parties. A legal right to continuing vocational training and education for the unemployed must be introduced into employment promotion law. As a further measure in the area of continuing vocational (non-company) training, employee representatives propose the introduction of periods of training financed through unemployment insurance, depending on the period for which contributions have been paid. Unemployment insurance should be further developed to become more preventative, more like an 'employment insurance' and integrated into long-term working time accounts.

Financing for individual continuing training and education for adults wishing to gain tertiary education or vocational qualifications should be ensured through BAföG. Participation in upgrading training should be financed as it has been so far, through the Meister BAföG, and all other individual continuing training measures through a means-tested loan compatible with broader social goals.

Opinion submitted on the draft Report on Vocational Education and Training 2012 by the group of Länder representatives

The Länder representatives on the Board of the Federal Institute of Vocational education and Training (Bundesinstitut für Berufsbildung – BIBB) feel that the Report on Vocational Education and Training 2012 provides a comprehensive and sound overview of the major developments in vocational training in Germany and they thank the Federal Government and the BIBB for drafting the Report.

The Länder representatives have noted that,

- Company-based training ensures prosperity and competitiveness in Germany and gives young people secure career and life prospects.
- The training place market has generally improved significantly for applicants; regional and sectoral disparities are however leading to increasing problems in matching supply and demand.

The Länder representatives therefore call on

- industry to keep training attractive, engage in personnel development at an early stage, and give young people with lower school qualifications a chance so as to meet the need for skilled staff in the long term,
- the Federal Employment Agency (Bundesagentur für Arbeit) to effectively support companies offering opportunities to lower-achieving young people and for continuing vocational training focus more strongly on measures leading to qualification,
- the Federal Government to better coordinate programmes to improve the transition from school into training with the Länder.

The training place market situation is generally much better for training place applicants than in it was previous years. The two main reasons for this are Germany's improved economic situation and the fall in the number of applicants due to demographic developments, a fall twice as high in eastern Länder as in western. At the same time, companies and administrations are increasingly having problems finding enough young skilled staff. Companies are often no longer used to carrying out personnel development, because enough applicants were always available in the past.

Dual training must remain attractive, which entails ensuring high quality training, good training conditions, collectively-agreed remuneration for training, integration into work, and providing knowledge on career paths for women and men.

Companies and administrations are called upon to give lower-achieving school leavers and young people in the transition system more chances, so as to make use of all possible potential for training. Securing a supply of skilled staff and the targeted accompanying and support of young people with poor initial prospects will become increasingly important focuses of vocational training policy in coming years.

Training in the healthcare and nursing professions is also becoming increasingly important. Germany's aging population means that there will be an increasing need for workers in this area. To attract enough skilled staff it will be necessary to greatly expand the relevant range of training courses on offer and, by reclassifying healthcare occupations, make vocational training attractive and improve employment conditions for young people. Training in the healthcare sector should be based more on the principle of dual company-based training so as to make it more attractive.

This decline in population due to demographic changes makes it urgently necessary to make use of all training capacity and reserves. As the Report on Vocational Education and Training has emphasized, "applicants with an alternative" must be more intensively brought into training. The proportion of "applicants with an alternative" has fallen continuously since 2009, but at 12.1 percent is still too high.

There must be a particular focus on improving the transition from school into work. In this context, the Länder representatives call upon all participating stakeholders to implement the recommendation of the Grants Committee of the 17th of June 2011 quickly and constructively. A direct transition from school into training and work must be facilitated. Transition measures should basically only concentrate on young people with poor initial prospects, with the goal of enabling them to subsequently obtain a vocational qualification.

Here the Federal Employment Agency (Bundesagentur für Arbeit) in particular is called upon to develop and implement instruments to quickly integrate young people into training. As the Report rightly notes, the number of young people no longer seeking further active assistance in looking for training, at 85,968, is much too high. There is a danger that some of these young people will drop out of the education and training system almost "unnoticed", with the well-known negative individual, social and economic consequences. The business policy of the Federal Employment Agency (Bundesagentur für Arbeit) must be revised. A significant proportion of these young people can still be reached in schools. This requires however,

employment offices (Agenturen für Arbeit) and vocational as well as general education schools to cooperate more closely and jointly and actively approach young people and support them through training with support from industry.

The unfavourable training place situation of recent years means that around 15 percent of young adults in Germany have no vocational qualification. The Report accurately portrays the negative consequences of this. There is however no coherent, sustainable and comprehensive concept to integrate these people into a vocational qualification in subsequent years and develop and strengthen suitable instruments for qualification later in life. These people usually need more for their subsistence than younger people, unless the young people already have children or their parents cannot support them. Trainees starting initial training at a later stage will only be successful if greater importance is given to the actual provision of a livelihood by means of public assistance. Concepts for offering vocational qualification opportunities to the unskilled and right up to the skilled staff level must also be developed.

A reduction in the number of premature terminations of training, which occur for a range of reasons, is also necessary for better utilisation of training potential. Trainees may in some cases change training but they may also be permanently terminate them. The Report mentions only reasons to do with the trainee, although statistics show that dropout rates also vary widely between different industries. An investigation must therefore be launched to examine all aspects of premature training terminations over a longer period and offer approaches for reductions. Reasons for the failing of final exams could also be investigated.

Worrying and problematic in the long term is the decrease in continuing training funded by the Federal Employment Agency (Bundesagentur für Arbeit) by around 30 percent compared with the previous year. This decrease is a clear indication of the impact of financial restrictions. The Bundesagentur is therefore called upon to provide a revised concept on how this core area of vocational training could be stabilised and intensified. There must be a greater focus on measures oriented towards qualification and integration so as to achieve sustainable integration in employment.

The Report on Vocational Education and Training provides a very good overview of the Federal Government's many training policy measures and programmes. These range from the National Pact for Training and Young Skilled Staff to the "Advancement through Education: Open Universities" competition. As important and helpful as these measures may be, their number and diversity causes some local confusion. Many projects run only for a short time, so they cannot become sustainable. They also partly overlap with successful Länder programmes, which are not described in this Report. The Conference of Labour and Social Affairs and Conference of Economics Ministers of the Länder (Arbeits- und Sozialministerkonferenz and Wirtschaftsministerkonferenz) have raised this issue several times in the past, asking the Federal Government to coordinate its funding measures with the Länder in advance. Länder representatives therefore welcome the Federal Government's announcement in the Report on Vocational Education and Training 2012 that it will begin a structured coordination process with the Länder this year to adapt and promote measures in the transition system in future and also to include future funding from Federal and Länder programmes within the European Social Fund.

Index

- Advancement through Education:
 Open Universities competition 63
 ANKOM 62
 Applicants from earlier reporting years 31
 Applicants who left school
 in years preceding the reporting year 32
 Applicants with an alternative on the 30.9. 10, 24
 Arena4You 45
 ASCOT 67
- BA/BIBB applicants' survey 2010 26, 32, 37
 Basic vocational training allowance 54
 BIBB Qualification Panel 33, 66
 Bilateral vocational training exchange programmes 73
 BIWAQ 50
 Boys' Day 46
- Career start coaches special programme 43
 Career start coaches under the term of S. 421s
 of the German Social Code 45
 Careers counselling under S. 30 of the German Social Code 44
 Careers orientation as part of the "Initiative Inklusion"
 funding programme 45
 Careers orientation under S. 33 of the German Social Code 44
 coach@school 47
 Computed placement rate 11
 Continuing education 7, 55
 Continuing education bonus 7, 57
 Continuing education with a European dimension 74
 Continuing training grants 62
 Contracts for training in and outside companies 15
- DECVET 8, 61, 70
- Early identification of qualification requirements 66
 ECVET 8, 69
 Education chains leading to vocational qualification 5, 42
 Education for Sustainable Development 67
 EQ Plus 42
 ESCO 70
 Europass 71
 European Qualification Framework 8, 69
 Exporting vocational training 74
- Further training regulations, new and modernised 64
- German Qualification Framework 8, 69
 Girls' Day 46
- IdA – Integration through exchange 59
 Increasing the attractiveness of dual vocational training 6
 Integrated reporting on training 6, 28, 38
 Intercompany training centre funding (ÜBS) 54
 Inter-company vocational training in the skilled trades (ÜLÜ) 55
 International opening up of vocational training 8, 68
 International skills competition 68
 Introductory training 28, 42, 51
- Jobmonitor 66
 JOBSTARTER 52
 JOBSTARTER CONNECT 49
 JUGEND STÄRKEN initiative 50
- KAUSA – promoting integration through training 53
- Labour market of the future 66
 Lifelong learning
 – Continuing education and training and lifelong learning 60
 – EU Lifelong Learning Programme 71
 Literacy and basic education 60
 Local learning programme 61
- National Pact for Training and Young Skilled Staff 5, 41
 Newly concluded training contracts 4, 9
 – training sectors 11
 – in and outside companies 15
 – gender-specific differentiation 18
 New ways into dual training 49
- Occupations requiring two years training 20
 OECD 4, 68
- People from migrant backgrounds 36, 53, 56
 People with disabilities, Vocational training
 for people with disabilities 37, 45
 Placement rate of young people interested in training 11
 Premature termination of training contracts and courses 35
 Previously unsuccessful training applicants 4, 9, 30
 Pre-vocational training measures
 under S. 60 of the German Social Code 51
 Prognosis
 – look back at the prognosis for 2011 22
 – development of the training market 21
 – on trends in the transition system 30
- Qualifying modular training for adults with no
 vocational qualification 35, 48
 Quality development in vocational training in Europe 73
- rückenwind – personnel in the social economy 60
- School leavers 21
 Skills assessment in vocational training, see ASCOT
 Subsequent placement statistics 26
 Supply and demand ratio 10
 Supply and demand ratio, expanded 10
 Support during training 54
 Sustainability, see Education for Sustainable Development
- Targeted trainee placement for companies willing to train 53
 Training for the healthcare professions 23
 Training market situation 2011 9
 Training modules 6, 49
 Training place programme for eastern Germany 53
 Training regulations, new and modernised 64
 Transition system
 – dismantling the transition system, integrating
 the transition system with dual training 5
 – new entries into the transition system 4, 28
 – inter-ministerial working group 6
 – Measures and programmes 47
 – Prognosis on trends in the transition system,
 see Prognosis
 Transnational mobility 71
- Unemployment rate among under 25 year-olds 4
 Unfilled vocational training places 10, 32
 Unplaced applicants 10
 Upgrading Scholarship 63
 Upgrading Training Assistance Act (AFBG) 56
- VerA initiative for preventing premature
 training termination 4, 47
 Vocational orientation programme (BOP) 44
 Vocational training – practically unbeatable 6, 42, 52
 Vocational training in development cooperation 74
 Vocational Training Research Initiative 65
 Vocational training without borders programme 59
- WeGebAU programme 58
 weiter bilden programme 58
- Young adults with no vocational qualification 35

This publication is distributed free of charge by the German Federal Ministry of Education and Research as part of its public relations work. It is not intended for commercial sale. It may not be used by political parties, candidates or electoral assistants during an election campaign. This applies to parliamentary, state assembly and local government elections as well as to elections to the European Parliament.

In particular the distribution of this publication at election events and at the information stands of political parties, as well as the insertion, printing or affixing of party political information, are regarded as improper use. The distribution of this publication to third parties as a form of campaign publicity is also prohibited.

Regardless of how recipients came into possession of this publication and how many copies of it they may have, it may not be used in a manner that may be considered as showing the partisanship of the Federal Government in favour of individual political groups, even if not within the context of an upcoming election.



Federal Ministry
of Education
and Research

