



Federal Ministry
of Education
and Research

Report on Vocational Education and Training 2016

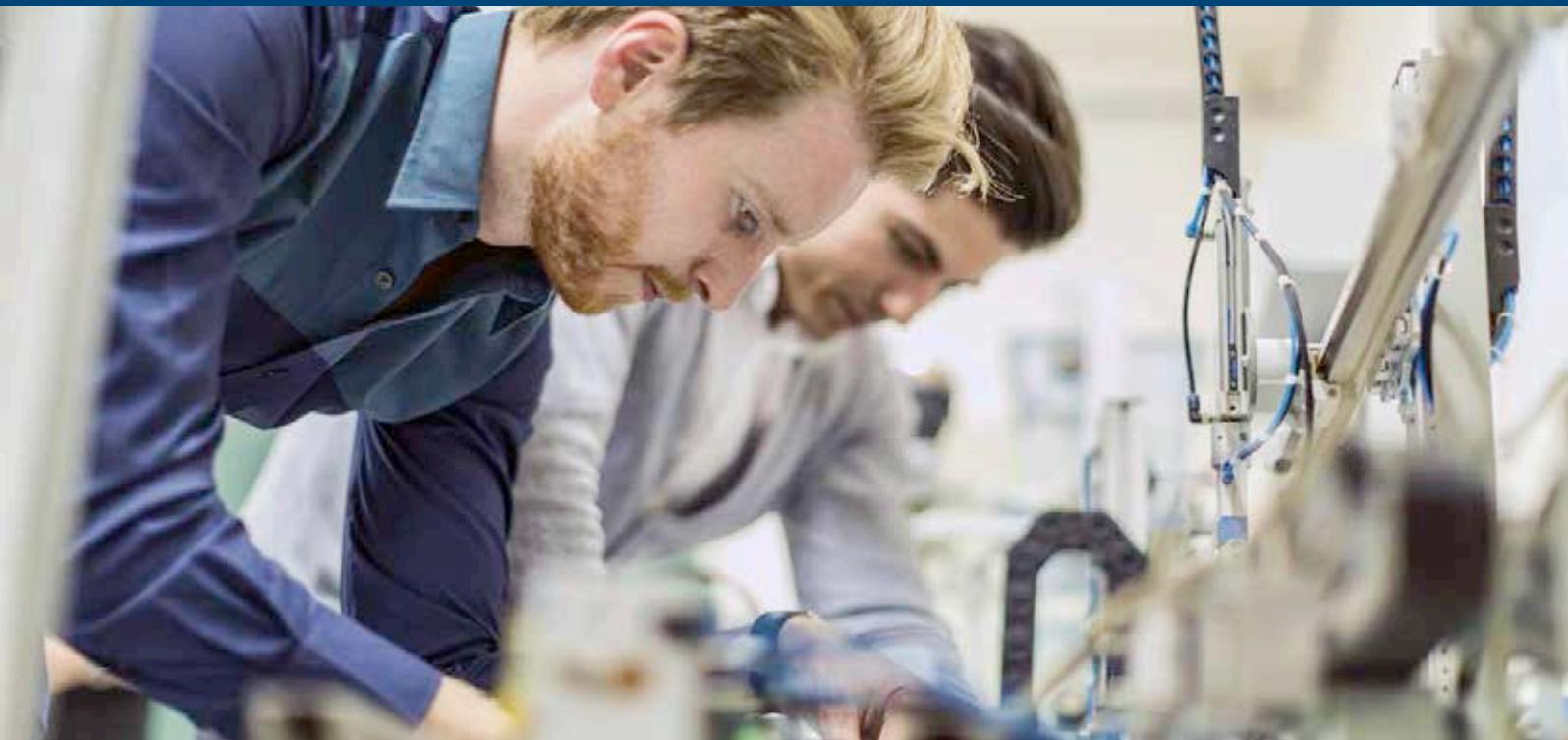


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Abbreviations used

AA	Auswärtiges Amt – German Federal Foreign Office
AFBG	Aufstiegsfortbildungsförderungsgesetz – Upgrading Training Assistance Act
AufenthG	Gesetz über den Aufenthalt, die Erwerbstätigkeit und die Integration von Ausländern im Bundesgebiet – Residency Act
BAFA	Bundesamt für Wirtschaft und Ausfuhrkontrolle – Federal Office for Economic Affairs and Export Control
BAföG	Bundesausbildungsförderungsgesetz – Federal Training Assistance Act
BAFzA	Bundesamt für Familie und zivilgesellschaftliche Aufgaben – Federal Office of Family Affairs and Civil Society Functions
BAMF	Bundesamt für Migration und Flüchtlinge – Federal Office for Migration and Refugees
BAuA	Bundesanstalt für Arbeitsschutz und Arbeitsmedizin – Federal Institute for Occupational Safety and Health
BBiG	Berufsbildungsgesetz – Vocational Training Act
BFB	Bundesverband der Freien Berufe – Federal Association of Liberal Professions
BGBI	Bundesgesetzblatt – Federal Law Gazette
BIBB	Bundesinstitut für Berufsbildung – Federal Institute for Vocational Education and Training
BMAS	Bundesministerium für Arbeit und Soziales – Federal Ministry of Labour and Social Affairs
BMBF	Bundesministerium für Bildung und Forschung – Federal Ministry of Education and Research
BMFSFJ	Bundesministerium für Familie, Senioren, Frauen und Jugend – Federal Ministry for Family Affairs, Senior Citizens, Women and Youth
BMG	Bundesministerium für Gesundheit – Federal Ministry of Health
BMUB	Bundesministerium für Umwelt, Naturschutz, Bau und Reaktorsicherheit – Federal Ministry for the Environment, Nature Conservation, Building and Nuclear Safety
BMWi	Bundesministerium für Wirtschaft und Energie – Federal Ministry for Economic Affairs and Energy
BMZ	Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung – Federal Ministry for Economic Cooperation and Development
BVA	Bundesverwaltungsamt – Federal Office of Administration
DIHK	Deutscher Industrie- und Handelskammertag – Association of German Chambers of Commerce and Industry
ESF	European Social Funds
EU	European Union
HwO	Handwerksordnung – Crafts Code
IAB	Institut für Arbeitsmarkt und Berufsforschung – Institute for Employment Research
KMK	Kultusministerkonferenz – Conference of Ministers of Education and Cultural Affairs
OECD	Organisation for Economic Co-operation and Development
SGB	Sozialgesetzbuch – Social Code
SOEP	Sozio-ökonomisches Panel – Socio-economic Panel Study
UBA	Umweltbundesamt – The German Environment Agency
UNESCO	United Nations Educational, Scientific and Cultural Organization
ZDH	Zentralverband des Deutschen Handwerks – German Federation of Skilled Crafts

1 Vocational education and training policy priorities

Germany's vocational education and training system is essential to the country's economic competitiveness, prosperity and social cohesion. The German vocational education and training system, with the diverse range of educational, training and career opportunities and outstanding qualifications it provides, offers wide-ranging career prospects and guarantees high levels of employability. The major role of companies, close cooperation between national and Länder governments and Social Partners, and the fact that German has the EU's lowest youth unemployment rate are all vital components in the success of the German model and its long-standing excellent reputation, at home and abroad.

The German economy invests heavily in dual vocational education and training and in 2015 again secured more than 500,000 new training contracts in companies. The Social Partners, Chambers and the federal and Länder governments share responsibility for vocational education and training and are essential actors in forming and carrying out dual education and training in Germany. Hundreds of thousands of trainers, educators, testers and examiners, many of them volunteers, are dedicated to ensuring high quality dual vocational education and training.

Compared with the previous year and in general, the training and education balance for the 2015 training year was positive, especially seen from the perspective of young people applying for vocational training places. Problems in matching company-based training places offered with demand from applicants in certain regions and occupations have however intensified.

2015's generally positive training and education balance is characterized by the following core data:

1. The number of newly concluded training contracts fell slightly in 2015 compared with the previous year, but the number of company-based training contracts rose slightly. A total of around 522,100 training contracts were concluded in 2015 (-0.2 % compared with 2014).
2. The number of company-based training contracts grew to around 503,200 (+0.1 % compared with 2014).

This pleasing increase resulted in a decrease in non-company training contracts of around 18,900 (-7.5 % compared with 2014).

3. 520,000 vocational training places were registered with the Federal Employment Agency (Bundesagentur für Arbeit – BA) 8,400 or 1.6 % more than in the previous year. This growth in registered vocational training places occurred mainly in company-based training places, which grew from 7,300 or +1.5 % to around 488,400. Many training places remained unfilled however. The number of unfilled vocational training places, at around 41,000 (+10.4 %) is the highest number of unfilled training places registered with the BA recorded since 1996, indicating companies' increasing problems in filling training places and problems matching applications with places in the training market.
4. The number of unplaced applicants also fell slightly in 2015, to 20,700 (-0.8 %), as did the number of applicants who had begun an alternative to training but still wanted a training place, which at 60,100 was also slightly lower than it was in the previous year (-0.4 %). Fewer previously unsuccessful training applicants were also registered with the BA in 2015, at just 185,100 (-0.9 % compared with 2014).
5. Overall, the supply and demand ratio further improved in 2015 to 103.7 (2014: 103; 2013; 102.3). This is the best result since 1995. The lowest supply and demand ratio, 94.6, was recorded in 2006. The expanded supply and demand ratio, which includes applicants with an alternative to dual training, also improved, rising to 93.2 (2014: 92.7; 2013: 91.9).
6. The rate at which training contracts were prematurely terminated fell slightly in 2015 to 24.6 % (-0.4 %) compared with the previous year. One factor relativizing this issue is that various studies have shown that around half the premature terminations of contracts were due not to trainees dropping out of training, but to changes to training contracts because of a move to a different training company or to a different training occupation, so trainees were staying in the qualification system.

7. The gradual decline in the number of young adults aged 20 to 34 with no vocational training qualifications continued in 2014, falling to 13.3 % (2011: 13.8 %; 2012: 13.7 %; 2013: 13.4 %).
 8. The number of companies providing training fell again in 2014 to 20.3 % (2013: 20.7 %). It should be noted however, that the quota of companies providing training also counts companies not authorised to provide training. The reduction in the number of companies providing training was almost entirely among the smallest companies and small companies in new industries that do not have a tradition of engaging in training. The trainee quota, i.e. the proportion of trainees of all employees, was still much higher among for small and medium sized enterprises, at 5.5 %, than it was among large companies, where the rate was 4.6 %.
 9. The proportion of foreign young people starting training fell slightly in 2015 to 31.1 % (2014 survey; 2013: 31.7 %). It is well below the percentage of German young people entering training, which was 56.3 % (2014 survey; 2013: 56.9 %).
 10. The number of young people entering the transition system fell significantly from 417,600 in 2005 to 252,700 in 2014. In 2015 their number increased +7.2 % to 270,800, but this was due mainly to Länder-specific measures to integrate refugees into schools.
 11. Since 2013 the number of young people starting university studies has been higher than the number of those starting dual vocational training, although increasing numbers of young people with higher education entrance qualifications are also entering dual vocational training. The proportion of holders of higher education entrance qualifications with newly concluded training contracts has risen from 20.3 % in 2009 to 26.2 % in 2014.
- To ensure a supply of training and job applicants, meet the future need for skilled staff and counteract falling numbers of school leavers due to general demographic decline and their growing tendency to start university studies, targeting young people to interest them in applying to enter the dual system, a balanced orientation towards occupational training and tertiary studies, including for pupils at grammar schools, and targeted measures for increasing the attractiveness of the dual system and the occupations it trains people for are essential and necessary approaches to action.
 - Regional, industry-related and qualifical supply and demand matching problems in the training market have grown, so additional measures und support schemes will be required to solve them. Problems involving the supply training applicants in Germany's west in particular, the increasing problems that companies all over the country have in filling training places, and a continuing north-south divide affecting the supply of training places in western Germany. It will be necessary in future to further interregional cooperation among education and training stakeholders in matching trainees to places in the training market, promote mobility for young people interested in training and support companies in engaging and employing young people and attracting applicants.
 - The fall in the number of companies providing training has been particularly marked among the smallest companies, whose participation in training has steadily declined. At the same time, the smallest companies tend to be left behind in competition among companies for the falling number of applicants. The smallest and small and medium-sized enterprises have traditionally provided the most training and will have an especially great need for skilled staff in the medium term. Working together with the Chambers of business and industry and Social Partners, efforts must be made to strengthen training structures in small companies and support and promote their willingness to provide training.
 - The digitalisation of the economy is not only affecting large international companies, but will result in new services and production processes and consequently impose new demands on qualifications and the organization of work, also in small and medium-sized enterprises. This will result in some fundamental changes to the qualification profiles that skilled staff need, in the area of skills in dealing with new media, for example.

The positive balance of the 2015 training year highlights the outstanding performance of Germany's vocational education and training system, which, with its close ties to business and industry, plays a major leadership role in this area, in Europe and internationally. Securing and strengthening vocational education and training will however remain an ongoing challenge. There is current need for action to respond in particular to the following developments:

Traditional industries are already increasingly competing with innovative, dynamically emerging digital platform companies, which may result in major changes to entire industries and a related impact on skilled workers. As well as increasing and accelerating research and innovation to secure the German economy's leading role in the process of global digitalization, the challenges digitalisation poses for vocational education and training must also be managed effectively.

- One particular challenge, which will also prove to be an opportunity for Germany, will be the integration into education and training of the large number of recently arrived refugees who have good prospects of being allowed to remain.¹ This development has not yet directly affected the 2015 training market because efforts are currently still focused on asylum procedures and providing language and integration courses for the refugees. Given that around 50 % of the refugees are young people under 25, the German vocational training system must prepare rapidly for an increasing demand for careers orientation, measures preparing young people to enter an occupation and vocational training and training for adults with no vocational qualifications. The German vocational training system also needs to take the special prerequisites and heterogeneity of the refugees as a group into account, while maintaining its own vocational training quality standards with the goal of integrating the refugees into the mainstream system. This will require significant efforts on the part of industry and business, the Social Partners and the Federal and Länder governments. The Alliance for Initial and Further Training, as a consortium of all these actors (see [Chapter 3.1](#)) has taken on this central task and in September 2015 coordinated initial measures for integrating refugees into the training and employment market (in a declaration by Alliance for Initial and Further Training partners, "Gemeinsam für Perspektiven von Flüchtlingen" ("Providing prospects for refugees")). In 2016 the Alliance is continuing to support local people and refugees entering dual vocational training.
- Germany is a strongly export-oriented country surrounded by nine neighbouring countries in the

heart of Europe, so internationalising vocational education and training continues to be an essential objective here. This is especially the case in the area of vocational education and training, in which Germany now plays a major leading role internationally, having been heavily involved in the development of European initiatives such as apprenticeship training schemes. The creation of a European education area, expanding the acquisition of foreign qualifications for trainees and skilled staff, and improving transparency and the de facto recognition of qualifications are further important areas for future activities.

To respond to the challenges described above, the Federal government has made strengthening the system's ability to integrate a diverse range of young people into dual education and training, enhancing its attractiveness, modernizing it, improving its quality, ensuring its equivalence with academic education and training, and expanding opportunities for transfer between vocational education and training sectors its central education and training policy priorities. It has also boosted vocational education and training and modernised its initiatives and programmes to ensure future success in these areas.

It has responded to these challenges by working together with the Social Partners, Länder governments and the Federal Employment Agency in the Alliance for Initial and Further Training and supported these efforts with specific goals and measures.

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

In 2015 the main focus was on the following measures and initiatives.

1) Improving opportunities for transfer between academic and dual vocational education and training

The BMBF, BMAS and BA approached Länder governments with their "Educational Chains leading to vocational qualifications" ("Bildungsketten bis zum Ausbildungsabschluss") initiative in an effort to jointly

¹ The word "refugee" is used in this Vocational education and training report in a non-technical sense as an overarching term, regardless of an individual's residency status. Measures are focused on people whose residency status is secure or who have good prospects of being allowed to stay in Germany.

improve transfers into dual training or university studies. In joint agreements with individual Länder, existing measures were expanded and integrated so that based on Länder government's own concepts, the overall area of careers orientation leading to a vocational qualification or choice of course of studies has been optimised. The measure starts with a potential analysis, which the BMBF supports as part of its career start coaching and 'Vocational orientation in inter-company vocational training centres and comparable institutions' (Berufsorientierungsprogramm in überbetrieblichen und vergleichbaren Berufsbildungsstätten – BOP) programme in around 300,000 cases a year. It has been expanded to become a comprehensive service in some Länder. In 2015 the career start coaching initiative supported around 49,000² school students during the transition from school into training. The workshop days reached around 180,000 students in their 7th and 8th year in general education schools and here too, activities as part of the 'Educational Chains' agreements will seek to meet demand in this area. BA instruments, in coordination with the reformed Länder transition systems, build on these programmes. In 2015 Senior Experts supported around 2,600 young people through training as part of the BMBF-funded VerA initiative designed to prevent them from dropping out of training. The scheme has been expanded, with up to 3,000 such mentorings planned for 2016.

As part of the 'Educational Chains initiative, the federal government concluded two such Federal-Länder agreements to sustainably anchor the 'Educational Chains' approach in the standard systems of Hessen und Hamburg in 2015. Another two agreements are about to be concluded and ten are in preparation. In 2015 the federal government also created the statutory prerequisites for the funding and support agreed on in the Alliance for Initial and Further Training of up to 10,000 assisted training places was able to fill 5,000 such places in 2015. In 2015 another 41,000 young people were funded and supported through vocational or introductory training by Employment Offices and Jobcenters through a scheme to support apprentices during training.

The Alliance for Initial and Further Training also adopted a "four wave" process for placing applicants

in training. After a training week held in the spring of every training year, young people are continuously addressed on the topic of training and receive offers of training places at an early stage. In a later subsequent placement phase usually three offers of individual and precisely-matched company-based training places are made to unplaced applicants.

To support small and medium sized enterprises in providing training, the federal government in 2015 also provided additional support and funding to strengthen training structures (JOBSTARTER plus programme funding) and reduce matching problems in the training market (financing of matching consultants from the Chambers) and expanded its funding and support for intercompany training centres.

2) Modernising and developing new vocational training regulations

The statutory instruments governing initial and further vocational training regulations are continuously reviewed to ensure that they are fit for purpose, are modernised and new occupations are developed, all with the substantial involvement of the Social Partners and chamber organisations. Over the past 10 years almost half the training occupations in the area of initial vocational training have modernised and 18 new ones created. In 2015 16 of the 328 initial and further vocational training regulations were modernised.

In 2015 the BMBF also evaluated the Vocational Training Act (Berufsbildungsgesetz), with the involvement of relevant education and training stakeholders and the German parliament (Bundestag) and it is currently reviewing any potential need to revise legal regulations in this area.

Increasing digitalisation will fundamentally influence the developments in the area of business and industry, the requirements of work and qualifications, also in vocational training. The BMBF, working together with the BIBB, developed a new initiative, "Vocational training 4.0" ("Berufsbildung 4.0"), which will start in the spring of 2016 and is designed to identify changing demands on the qualification of skilled personnel and new types of qualifications (e. g. hybrid qualifications) at an early stage in dialogue with industry and business associations and companies and record and assess their

² Due to the three month waiting period for BA's funding and support statistics, this report uses the period from December 2014 to November 2015.

quantitative and qualitative effects. From 2016 the BMBF will also fund and support digitalisation in inter-company training centres (Überbetriebliche Berufsbildungsstätten – ÜBS) and Competence Centres (Kompetenzzentren – Komzet) through a special programme. The BMBF also continued its “Digital media in vocational training” (“Digitale Medien in der beruflichen Bildung”) programme in 2015 and initiated a survey of the use of digital media and its impact on companies.

To help improve the quality of vocational training and training assessment, the ASCOT initiative, which is funded by the BMBF, developed innovative, effective processes for the technology-supported measurement of trainees’ vocational skills, carried out representative trials of them and published proposals on the potential for optimising training and assessment systems in 2015. An ASCOT follow-up initiative for transferring the skills assessment instruments developed into wider vocational training practice is planned for 2016.

One top-priority goal of the Coalition Agreement in further modernising the vocational training system is to establish a reliable structure for validating informally acquired vocational skills to ensure a supply of skilled workers. To create such a structure and integrate the two million young adults without vocational qualifications in Germany into training through efforts coordinated with the German Federation of Skilled Crafts (Zentralverband des Deutschen Handwerks) and the Association of German Chambers of Commerce and Industry (Deutschen Industrie- und Handelskammertag), the BMBF launched the new “Valikom” initiative in 2015 and will fund and support it until 2018. With support from the Chambers of commerce and industry, this initiative will develop and trial a consistent national process for validating specific vocational skills based on the instruments provided under the Assessment and Recognition of Foreign Qualifications Act (Anerkennungsgesetz), which is oriented towards evaluating foreign qualifications. It is also designed to open up accreditation, recognition and (partial) confirmation of equivalence with regular vocational qualifications to German nationals.

3) Increasing the attractiveness of vocational training

In 2015 the Federal Government intensified its initiatives for recruiting young people into and increasing the attractiveness of vocational education and training.

The “Vocational training – practically unbeatable” (“Berufliche Bildung – praktisch unschlagbar” – IOBB) information campaign ran successfully with support from industry and business associations from 2011 until the end of 2015. In 2016 the BMBF will launch a more comprehensive campaign to attract young people into and enhance the image of the dual system, to more specifically motivate certain target groups of young people to embark on dual training.

Another of the BMBF’s priorities in increasing the attractiveness of vocational training in 2015 was the preparation of amendments to the Upgrading training Assistance Act (Aufstiegsfortbildungsförderungsgesetz – AFBG), which will improve almost all funding and support services offered to those preparing for demanding further training examinations, modernise funding structures and expand access to funding. These amendments will increase the funding and support offered by 30 % compared with 2015, allocating another 198 million Euros for those undergoing upgrading and further training until 2019.

In 2015 the BMBF’s careers guidance programme (Berufsorientierungsprogramm – BOP) was opened up specifically to grammar schools to highlight to their students the career prospects offered by vocational training as an alternative to university studies, to support careers orientation without favouring any particular form of education or training, and to help reduce the high number of people discontinuing their studies.

Through schemes such as the BMBF’s programme to support the particularly gifted and talented and activities for the best high achievers such as the Worldskills international vocational skills championship, which in 2015 was held in Sao Paulo (Brazil), the federal government has created further impetus for increasing the attractiveness of vocational education and training.

To integrate people who discontinue studies into vocational training the BMBF launched an initiative in 2014 to offer dropouts a vocational qualification in dual training and/or further vocational training shortly after they leave university and through vocational training open the eyes of next generation to attractive specialist and leadership roles in business and industry.

The above-average increases in trainees' pay agreed on as part of collective bargaining in recent years, resulting in current average pay of around 800 Euros a month for the first year of training, provides young people with an additional incentive to choose vocational training.

4) Increasing participation in continuing education and training

According to the results of the national Adult Education Survey (AES) for 2014, the rate of participation in further training and education among 18 to 64 year-olds was 51 % in 2014 so for the first time it has exceeded the goal of 50 % participation that the Federal and Länder governments set in their Qualification Initiative.

Qualification levels largely determine and individual's labour market and employment opportunities in Germany's skilled staff labour market. Despite the country's good overall labour market situation, those with low levels of qualifications, the long-term unemployed and older employees have difficulties accessing labour market opportunities. The results of the PIAAC study (PIACC is an international comparative study published by the OECD in October 2013 that surveyed the basic skills adults need to successfully manage everyday life and vocational demands) showed that many of them lack basic skills, by international standards. This makes it harder for them to return to training and education to gain a qualification. To manage the economic, technical and qualification-specific structural change the country is undergoing, it will be necessary to make greater use of workers' qualification, promotion and skills potential by further developing measures to encourage labour market participation. Workers with low-level qualifications, the long-term unemployed and older employees in particular must be increasingly recruited into vocational further training. Qualifying further vocational training should also strengthen participants' motivation, resilience and basic skills and reduce the rate at which people drop out of ongoing training. To achieve these goals, the BMAS is seeking to further develop and expand support and funding for further vocational training through the draft bill of a law to strengthen further vocational training and unemployment insurance coverage (AWStG) adopted by the Cabinet on 3rd of February 2016, with the particular goal of improving conditions for qualifying continuing vocational education and training.

The Federal Employment Agency (BA) has also added to its guidance and consultancy services for employees (continuing education and training counselling) and employers (qualification consulting).

Qualification and further training and education are also a priority in the "Work 4.0" ("Arbeiten 4.0") dialogue process initiated by the BMAS. It aims to work together with partners from business and industry to identify needs for action and options in the area of further vocational training to manage new issues arising out of continuing digitalisation.

The BMBF's activities in 2015 also focused on increasing the participation in further training of hitherto underrepresented segments of the population (e. g. as part of the Literacy Decade), expanding further education and training counselling (e. g. through national trials of a continuing training telephone helpline), modernising and increasing the attractiveness of continuing vocational training (e. g. with new and modernised further training regulations) and strengthening the financial assistance available for individual participation in further training (e. g. through financial assistance for master craftsman trainees ("Meister-BAföG")).

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

The Federal government regards the current influx of refugees and migrants not only as a major challenge but as an opportunity to secure a future supply of skilled staff by integrating them into education and training. The dual system can offer them a basis for sustainable integration into German society. Young people from migrant backgrounds, the children and grandchildren of the so-called "guest worker generation" must be encouraged to enter training and disadvantaged domestic target groups must continue to receive the support to successfully manage education and training that they need. To successfully manage these additional challenges, the Alliance for Initial and Further Training agreed on initial measures and recommendations for action to integrate refugees into vocational training in a joint declaration ("Gemeinsam für Perspektiven von Flüchtlingen") issued in September 2015. In 2015 the Länder launched their own strategies for integrating refugees into education and training. In parallel to these activities, the Federal

government has started and expanded existing support programmes for refugees in the area of education and training. The KAUSA service centre network will be established at 28 locations across Germany from 2016, as will specific measures to support the rapid integration of young refugees into education and training, such as the “Educational Chains” (“Bildungsketten”) initiative.

In 2015 the Federal government passed legislation to further simplify access to the training and labour market for refugees with the Act on new regulations governing residency rights (Gesetz zur Neuordnung des Bleiberechts), which came into force on the 1st of August 2015, and the Act to accelerate asylum proceedings (Asylverfahrenbeschleunigungsgesetz) of the 24th of October 2015, which stipulates that vocational training is a ground for establishing permission to remain in Germany and dispenses with the employment priority review for employees after a 15-month period of residence. Asylum applicants and those with leave to remain can access the employment market after a three-month period of residence. People who have been recognized as entitled to asylum can start vocational training at any time and those with leave to remain do not have to wait to enter vocational training, although they do require approval from the German foreigners’ authority. This does not however require approval from the BA and the employment priority for German nationals test is dispensed with. All asylum applicants can also make use of counselling services offered by local employment offices and those recognized as entitled to asylum can take advantage of all the instruments provided for in Volume II of the German Social Code (SGB II).

The BA has developed special measures (the “PerJuF” programme) for activating young refugees who are still undergoing the recognition process and have good prospects of being allowed to stay and integrating them into employment and training. As of the 1st of January 2016, those with leave to remain will be entitled to receive Support During Training (ausbildungsbegleitende Hilfen – abH), participate in Assisted Training (Assistierte Ausbildung) and to a basic vocational training allowance to cover subsistence costs after an initial period of residence of 15 months (previously four years). This can also be grounds to suspend deportation proceedings for adolescents and young people who start training before completing their 21st year.

Vocational training cannot be carried out skills in the language it is carried out in, so the BAMF is increasing its offer of courses for vocational language tuition for refugees. The courses combine German language classes, vocational qualification and the opportunity to get to know a particular occupation better by doing work experience. The number of course participants approved grew considerably in 2015 (128,118 approvals in the first half of 2015, an increase of 28 % over the previous year). For 2016 funding for ESF BAMF courses was increased by 53 million Euros to 113 million Euros and another 179 million Euros of federal funding made available for occupational language tuition. The BMBF also offers the “Einstieg Deutsch” educational programme, which is available in electronic form, can complement language classes and make it possible for asylum applicants still in reception centres and collective accommodation to start learning the language.

Vocational training is the main focus of the BMBF’s first package of measures for refugees. At the end of 2015 around 130 million Euros was made available for additional initiatives in the current legislative period.

There has also been a focus on developing measures and instruments to identify new arrivals’ skills on the one hand and their potential on the other. To identify their vocational skills, a project was initiated in 2015 to develop processes for recognising informally acquired skills (Valikom), a process that can also be applied to refugees. The BA trialed a system of initial assessment of the potential of refugees in its low-threshold “Early Intervention” model project until the end of 2015. It provides highly qualified refugees with targeted support to help them enter the German training and labour market, speeding up the integration process, even before the conclusion of their asylum procedure. The German Act to accelerate asylum proceedings (Asylverfahrenbeschleunigungsgesetz), which came into force on the 24th of October 2015, establishes a legal basis for providing comprehensive support at an early stage with services to help place people in work and training. Among the other schemes the BA has developed is “Perspectives for refugees (PerF)”, which enables refugees to undergo a six-week skills ascertainment process in a company.

“Educational Chains” measures have also been adapted to the needs of refugees. Working together with the state of Baden-Württemberg, the BMBF has agreed to develop and finance a potential analysis in schools for newly arrived youngsters that is language-free and “culturally fair”. It will be made available to all Länder once its development is complete and they will then be able to adopt it and adapt it to the specific features of their own systems.

The Federal Government also launched measures to expand and strengthen networks specifically for migrants in 2015. As well as maintaining the existing IQ network and continuing the right of residency network for the Integration of Asylum Seekers and Refugees (Integration of Asylbewerber/innen and Flüchtlinge – IvAF), it decided to greatly increase the number of KAUSA service centres (see above) and establish up to 150 “Willkommenslotse” to mentor refugees and asylum seekers in the Chambers’ districts and in other non-profit business and industry organisations. It has also agreed to more closely involve inter-company training centres in the careers orientation, preparation for training and transition into training of refugees in the skilled trades. To help young refugees enter training, the BMBF, BA and ZDH started the “Wege in Ausbildung für Flüchtlinge” (paths into training for refugees) joint qualification initiative in early 2016.

6) Internationalising vocational training

In 2015 the focus of vocational training policy cooperation at the international level was again on combating the EU’s high average levels of youth unemployment and strengthening the EU Alliance for Apprenticeships. Germany, with its bilateral cooperation agreements and committed involvement in EU projects to transfer

the principles of the dual system, plays an important leadership role here. In 2015 European education and training ministers identified a stronger orientation of vocational training towards the employment market as one of its goals in the “Riga Declaration” and will work on this as a priority until 2020. The EU and the OECD also drafted a new “Skills Agenda” priority for action to start in the spring of 2016. It will position EU education and training cooperation more firmly in the context of economic and employment market policy, improve the efficiency and quality of EU transparency instruments and create new impetus in various areas, such as better de facto recognition of qualifications in the European employment market and management of changes to vocational training due to digitalization. In 2015 progress was also made with ESCO, the new European classification system designed to support better matching of supply and demand in the European labour market, help actors find a common language, and more closely coordinate labour market requirements with the education and training system. ESCO classifies the most important European occupations, specifies core vocational requirements and the necessary labour market skills and abilities, and matches vocational training with the relevant qualifications and classifications of qualifications. In 2015 intensive work on ESCO prototypes was carried out and first tests were run on matching in the European labour market. The first full version is due to be published at the end of 2016.

In 2015 further vital impetus for internationalising vocational training was also provided by efforts to promote mobility, especially the EU’s Erasmus+ programme. It enabled more than 18,000 young people undergoing training in Germany to complete a qualification measure in another EU country over an average five-week period.

2 The training market situation in 2015

Chapter 2 outlines the training market situation 2015 and compares developments in the market with those occurring in 2014, based on the results of various indicators. Chapter 2.1 offers a brief overview of the number of newly concluded training contracts on the 30th of September, the issue of unfilled training places and the situation of unplaced applicants. Based on the overall training balance, Chapter 2.2 describes the results of the BIBB survey on newly concluded training contracts on the 30th of September³ and Federal Employment Agency (BA) training market statistics in detail⁴ and reports on the schooling backgrounds of trainees with newly concluded training contracts.⁵ Chapter 2.5 presents the results of Integrated Reporting on Training. Prognoses made by the BIBB on the future training place market situation are reported on in Chapter 2.6.

Central challenges and areas for action will also be identified on which efforts will be concentrated in coming years to secure a future supply of young skilled workers in Germany and offer young people opportunities to gain training, employment and inclusion in society.⁶

Chapter 2.8 deals with developments in training for the healthcare professions. Given ongoing demographic change and the population's growing need for healthcare services training in these fields is becoming increasingly important.

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

2.1.1 Newly concluded training contracts

According to the results of a BIBB survey of the relevant authorities covering the period from the 1st of October 2014 to the 30th of September 2015, 522,094 new training contracts were concluded nationally. The number of newly concluded contracts fell only slightly compared with the previous year (-1,107 or -0.2 %).⁷

In eastern and western Länder the number of newly concluded training contracts declined marginally (eastern Länder -137 or -0.2 % to 74,156; western Länder -970 or -0.2 % to 447,938).

The number of new in-company training contracts concluded across the nation grew by 422 (+0.1 %) to 503,229. Eastern Länder recorded a rise of 648 (+1.0 %) to 68,289 while in western Länder the previous year's level was not entirely reached, with 434,940 new contracts (-226 or -0.1 %).

The number of newly concluded non-company training contracts fell nationally by 1,529 (-7.5 %) to 18,865. Western Länder (-744 or 5.4 % to 12,998) and eastern Länder (-785 or -11.8 % to 5,867) recorded fewer contracts.⁸

Table 1 shows the long term trend in numbers of newly concluded training contracts from 1992 to 2015.

3 See Chapter 2.3

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

5 See Chapter 2.4

6 See Chapter 2.7

7 Due to subsequent corrections there may be slight discrepancies between the information provided in the 2014 Report on Vocational Education and Training and that in the 2015 Report on Vocational Education and Training. As well as the usual corrections, changes have been made to the data for 2014 and 2015 based on current corrections issued by the Berlin Chamber of Trade and Industry. The corrections concern the Berlin, eastern Länder and Germany as a whole and the Trade and Industry and Housekeeping sectors there. Data on individual Länder, apart from Berlin, and western Länder are not included in the corrections for 2014.

8 For more detail, see Chapter 2.3

2.1.2 Unfilled vocational training places

The number of unfilled vocational training places rose again in 2015.

At the end of the 2014/2015 training year the Federal Employment Agency (BA) registered 40,960 unfilled vocational training places, 3,859 (+10.4 %) more than in the previous year. Since 2009 the number of registered unfilled vocational training places has grown considerably (2009: 17,255; 2010: 19,605; 2011: 29,689; 2012: 33,274; 2013: 33,738; 2014: 37,101; 2015: 40,960).

Both western and eastern Länder recorded increases in the number of unfilled training places (see [Table 1](#)). In western Länder the number of unfilled vocational training places rose to 33,411 (+3,050 or +10.0 % compared with 2014, +18,930 or +130.7 % compared with 2009). Eastern Länder recorded an increase to 7,482 (+825 or +12.4 % compared with 2014, +4,838 or +183.0 % compared with 2009).

These results show that many companies find it increasingly difficult to fill the training places they offer.⁹ There are also significant differences between different industries and occupations.

2.1.3 Unplaced applicants and applicants with an alternative on the 30th of September who were still seeking training

Too many young people are still not succeeding in quickly finding training places, although their number was slightly lower in 2015 than it was in 2014.

On the 30th of September 2015 20,712 unplaced applicants who were not in training or in an alternative programme were registered with employment offices (Agenturen für Arbeit) and Jobcenters nationally, 160 (-0.8 %) fewer than in the previous year (2009: 15,486; 2010: 12,016; 2011: 11,344; 2012: 15,637; 2013: 21,034; 2014: 20,872; 2015: 20,712). In western Länder the number of unplaced applicants fell by 233 (-1.4 %) to 16,341, while eastern Länder recorded a rise in their number, with 4,341 (+253 or +6.2 %) more unplaced applicants than in the previous year.

The number of applicants who had begun an alternative to training (a pre-vocational training measure, internship, introductory training, school etc.) but were still looking for a training place and wanted to be placed by the employment office (Agentur für Arbeit) or Jobcenter, fell by 237 (-0.4 %) to 60,079.¹⁰ In western Länder the number of applicants with an alternative decreased by 612 (-1.1 %) to 54,374. In eastern Länder there were more applicants with an alternative who were still seeking a training place on the 30th of September than in the previous year (rise of +423 or +8.0 % to 5,680).

Since 2009 the number of applicants who had an alternative on the 30th of September nationally has been significantly reduced (2009: 73,054; 2010: 68,355; 2011: 60,975; 2012: 60,347; 2013: 62,530; 2014: 60,316; 2015: 60,079).

⁹ See also [Chapter 2.7.7](#)

¹⁰ For more detail, see [Chapter 2.7.2](#)

2.2 Training balance

Statements on the overall training balance are made based on a wide range of different indicators.¹¹

2.2.1 Supply and demand ratio (ANR)

As Section 86 Paragraph 2 of the Vocational Training Act (BBiG) prescribes, the number of training places offered is recorded as the number of newly concluded training contracts calculated in the BIBB survey plus training places registered with employment offices (Agenturen für Arbeit) as still unfilled. Demand is calculated based on the number of newly concluded training contracts and the unplaced applicants registered with employment offices and Jobcenters.¹²

These calculations show that 563,054 training places were offered in 2015 (see **Table 1**), 2,752 more (+0.5 %) than in 2014. The number of training places offered rose in western Länder (+2,080 or +0.4 % to 481,349) and in eastern Länder (+688 or +0.8 % to 81,638). According to this definition, there was a demand for 542,806 training places (-1,267 or -0.2 %) nationally. This was roughly the same as the previous year's level, so ANR improved over the previous year (2014: 103.0; 2015: 103.7).

Both western Länder (2014: 103; 2015: 103.7) and eastern Länder (2014: 103.3; 2015: 104) recorded an increased supply and demand ratio, although demand developed differently in western und eastern Länder. While in western Länder the number of those seeking training fell, eastern Länder recorded slight growth in demand due to increased numbers of school leavers in those Länder.¹³ In eastern Länder supply again grew more strongly than demand, so ANR also improved in eastern Länder (see **Chart 1**).

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

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

13 See **Chapter 2.6.4**

Table 1: Newly concluded training contracts, supply and demand, 1992 to 2015 (Part 1)

	New training contracts	Unfilled training places	Unplaced applicants	Supply	Demand	Supply and demand ratio	Trend compared with the previous year					
							Contracts		Supply		Demand	
							absolute	percent	absolute	percent	absolute	percent
National												
1992	595,215	126,610	12,975	721,825	608,190	118.7						
1993	570,120	85,737	17,759	655,857	587,879	111.6	-25,095	-4.2	-65,968	-9.1	-20,311	-3.3
1994	568,082	54,152	18,970	622,234	587,052	106.0	-2,038	-0.4	-33,623	-5.1	-827	-0.1
1995	572,774	44,214	24,962	616,988	597,736	103.2	4,692	0.8	-5,246	-0.8	10,684	1.8
1996	574,327	34,947	38,458	609,274	612,785	99.4	1,553	0.3	-7,714	-1.3	15,049	2.5
1997	587,517	25,864	47,421	613,381	634,938	96.6	13,190	2.3	4,107	0.7	22,153	3.6
1998	612,529	23,404	35,675	635,933	648,204	98.1	25,012	4.3	22,552	3.7	13,266	2.1
1999	631,015	23,439	29,365	654,454	660,380	99.1	18,486	3.0	18,521	2.9	12,176	1.9
2000	621,693	25,690	23,642	647,383	645,335	100.3	-9,322	-1.5	-7,071	-1.1	-15,045	-2.3
2001	614,236	24,535	20,462	638,771	634,698	100.6	-7,457	-1.2	-8,612	-1.3	-10,637	-1.6
2002	572,323	18,005	23,383	590,328	595,706	99.1	-41,913	-6.8	-48,443	-7.6	-38,992	-6.1
2003	557,634	14,840	35,015	572,474	592,649	96.6	-14,689	-2.6	-17,854	-3.0	-3,057	-0.5
2004	572,980	13,378	44,084	586,358	617,064	95.0	15,346	2.8	13,884	2.4	24,415	4.1
2005	550,180	12,636	40,504	562,816	590,684	95.3	-22,800	-4.0	-23,542	-4.0	-26,380	-4.3
2006	576,153	15,401	49,487	591,554	625,640	94.6	25,973	4.7	28,738	5.1	34,956	5.9
2007	625,885	18,357	32,661	644,242	658,546	97.8	49,732	8.6	52,688	8.9	32,906	5.3
2008	616,342	19,510	14,202	635,852	630,544	100.8	-9,543	-1.5	-8,390	-1.3	-28,002	-4.3
2009	564,307	17,255	9,603	581,562	573,910	101.3	-52,035	-8.4	-54,290	-8.5	-56,634	-9.0
New period series including zKT ¹⁾												
2009	564,307	17,255	15,486	581,562	579,793	100.3						
2010	559,960	19,605	12,016	579,565	571,976	101.3	-4,347	-0.8	-1,997	-0.3	-7,817	-1.3
2011	569,380	29,689	11,344	599,069	580,724	103.2	9,420	1.7	19,504	3.4	8,748	1.5
2012	551,258	33,274	15,637	584,532	566,895	103.1	-18,122	-3.2	-14,537	-2.4	-13,829	-2.4
2013	529,542	33,738	21,034	563,280	550,576	102.3	-21,716	-3.9	-21,252	-3.6	-16,319	-2.9
2014	523,201	37,101	20,872	560,302	544,073	103.0	-6,341	-1.2	-2,978	-0.5	-6,503	-1.2
2015	522,094	40,960	20,712	563,054	542,806	103.7	-1,107	-0.2	2,752	0.5	-1,267	-0.2
Western Länder												
1992	484,954	123,378	11,756	608,332	496,710	122.5						
1993	456,959	83,655	14,841	540,614	471,800	114.6	-27,995	-5.8	-67,718	-11.1	-24,910	-5.0
1994	435,388	52,767	17,456	488,155	452,844	107.8	-21,571	-4.7	-52,459	-9.7	-18,956	-4.0
1995	436,082	43,231	19,396	479,313	455,478	105.2	694	0.2	-8,842	-1.8	2,634	0.6
1996	434,648	33,866	24,637	468,514	459,285	102.0	-1,434	-0.3	-10,799	-2.3	3,807	0.8
1997	448,323	25,217	32,190	473,540	480,513	98.5	13,675	3.1	5,026	1.1	21,228	4.6
1998	468,732	22,775	22,297	491,507	491,029	100.1	20,409	4.6	17,967	3.8	10,516	2.2
1999	482,213	22,657	18,517	504,870	500,730	100.8	13,481	2.9	13,363	2.7	9,701	2.0
2000	483,082	24,760	14,214	507,842	497,296	102.1	869	0.2	2,972	0.6	-3,434	-0.7
2001	480,183	23,618	11,962	503,801	492,145	102.4	-2,899	-0.6	-4,041	-0.8	-5,151	-1.0
2002	447,426	17,123	13,180	464,549	460,606	100.9	-32,757	-6.8	-39,252	-7.8	-31,539	-6.4
2003	434,747	13,994	22,267	448,741	457,014	98.2	-12,679	-2.8	-15,808	-3.4	-3,592	-0.8
2004	448,876	12,533	29,319	461,409	478,195	96.5	14,129	3.2	12,668	2.8	21,181	4.6
2005	434,162	11,786	29,334	445,948	463,496	96.2	-14,714	-3.3	-15,461	-3.4	-14,699	-3.1
2006	452,215	13,556	33,237	465,771	485,452	95.9	18,053	4.2	19,823	4.4	21,956	4.7

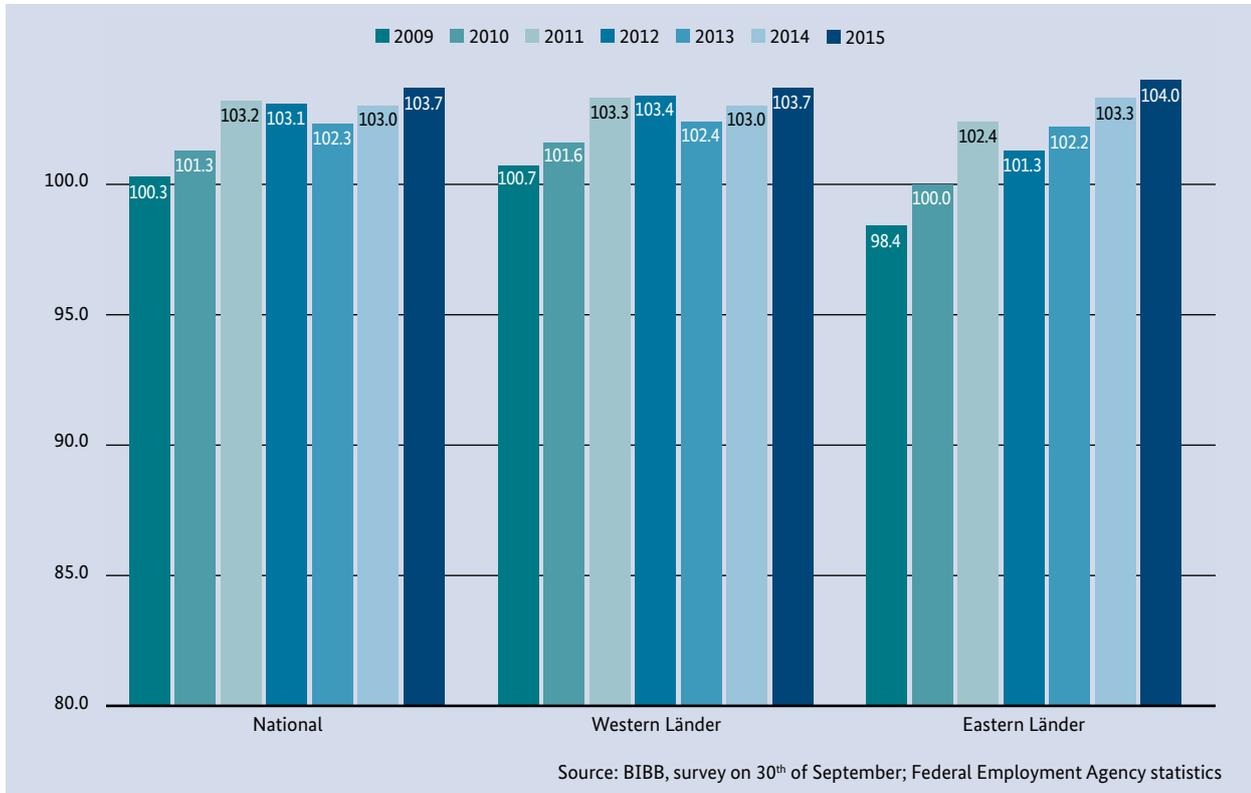
Table 1: Newly concluded training contracts, supply and demand, 1992 to 2015 (Part 2)

	New training contracts	Unfilled training places	Unplaced applicants	Supply	Demand	Supply and demand ratio	Trend compared with the previous year					
							Contracts		Supply		Demand	
							absolute	percent	absolute	percent	absolute	percent
2007	500,787	15,943	23,078	516,730	523,865	98.6	48,572	10.7	50,959	10.9	38,413	7.9
2008	502,604	16,648	9,947	519,252	512,551	101.3	1,817	0.4	2,522	0.5	-11,314	-2.2
2009	465,309	14,500	6,903	479,809	472,212	101.6	-37,295	-7.4	-39,443	-7.6	-40,339	-7.9
New period series including zKT												
2009	465,309	14,481	11,140	479,790	476,449	100.7						
2010	468,297	15,828	8,345	484,125	476,642	101.6	2,988	0.6	4,335	0.9	193	0.0
2011	484,885	24,381	8,300	509,266	493,185	103.3	16,588	3.5	25,141	5.2	16,543	3.5
2012	472,354	26,989	10,584	499,343	482,938	103.4	-12,531	-2.6	-9,923	-1.9	-10,247	-2.1
2013	455,298	27,439	16,301	482,737	471,599	102.4	-17,056	-3.6	-16,606	-3.3	-11,339	-2.3
2014	448,908	30,361	16,574	479,269	465,482	103.0	-6,390	-1.4	-3,468	-0.7	-6,117	-1.3
2015	447,938	33,411	16,341	481,349	464,279	103.7	-970	-0.2	2,080	0.4	-1,203	-0.3
Eastern Länder												
1992	110,261	3,232	1,219	113,493	111,480	101.8						
1993	113,161	2,082	2,918	115,243	116,079	99.3	2,900	2.6	1,750	1.5	4,599	4.1
1994	132,694	1,385	1,514	134,079	134,208	99.9	19,533	17.3	18,836	16.3	18,129	15.6
1995	136,692	983	5,566	137,675	142,258	96.8	3,998	3.0	3,596	2.7	8,050	6.0
1996	139,679	1,081	13,821	140,760	153,500	91.7	2,987	2.2	3,085	2.2	11,242	7.9
1997	139,194	647	15,231	139,841	154,425	90.6	-485	-0.3	-919	-0.7	925	0.6
1998	143,797	629	13,378	144,426	157,175	91.9	4,603	3.3	4,585	3.3	2,750	1.8
1999	148,802	782	10,848	149,584	159,650	93.7	5,005	3.5	5,158	3.6	2,475	1.6
2000	138,611	930	9,428	139,541	148,039	94.3	-10,191	-6.8	-10,043	-6.7	-11,611	-7.3
2001	134,053	917	8,500	134,970	142,553	94.7	-4,558	-3.3	-4,571	-3.3	-5,486	-3.7
2002	124,897	882	10,203	125,779	135,100	93.1	-9,156	-6.8	-9,191	-6.8	-7,453	-5.2
2003	122,887	846	12,748	123,733	135,635	91.2	-2,010	-1.6	-2,046	-1.6	535	0.4
2004	124,104	845	14,742	124,949	138,846	90.0	1,217	1.0	1,216	1.0	3,211	2.4
2005	116,018	850	11,154	116,868	127,172	91.9	-8,086	-6.5	-8,081	-6.5	-11,674	-8.4
2006	123,938	1,835	16,240	125,773	140,178	89.7	7,920	6.8	8,905	7.6	13,006	10.2
2007	125,098	2,338	9,576	127,436	134,674	94.6	1,160	0.9	1,663	1.3	-5,504	-3.9
2008	113,738	2,769	4,252	116,507	117,990	98.7	-11,360	-9.1	-10,929	-8.6	-16,684	-12.4
2009	98,998	2,644	2,697	101,642	101,695	99.9	-14,740	-13.0	-14,865	-12.8	-16,295	-13.8
New period series including zKT												
2009	98,998	2,644	4,343	101,642	103,341	98.4						
2010	91,663	3,662	3,670	95,325	95,333	100.0	-7,335	-7.4	-6,317	-6.2	-8,008	-7.7
2011	84,495	5,175	3,040	89,670	87,535	102.4	-7,168	-7.8	-5,655	-5.9	-7,798	-8.2
2012	78,904	6,163	5,051	85,067	83,955	101.3	-5,591	-6.6	-4,603	-5.1	-3,580	-4.1
2013	74,244	6,227	4,521	80,471	78,765	102.2	-4,660	-5.9	-4,596	-5.4	-5,190	-6.2
2014	74,293	6,657	4,088	80,950	78,381	103.3	49	0.1	479	0.6	-384	-0.5
2015	74,156	7,482	4,341	81,638	78,497	104.0	-137	-0.2	688	0.8	116	0.1

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

¹⁾ Since 2009 the Federal Employment Agency (BA) statistics have included as standard detail on applicants from licensed local authority agencies (zugelassene kommunale Träger) The total figure is therefore made up of figures from employment offices (Agenturen für Arbeit) and Jobcenters in jointly with employment offices (Agentur für Arbeit) and municipalities and Jobcenters as licensed authority agencies (JC zKT).

Sources: BIBB, BA statistics

Chart 1: Expanded supply and demand ratio, 2009 to 2015

2.2.2 Expanded supply and demand ratio (expanded ANR)

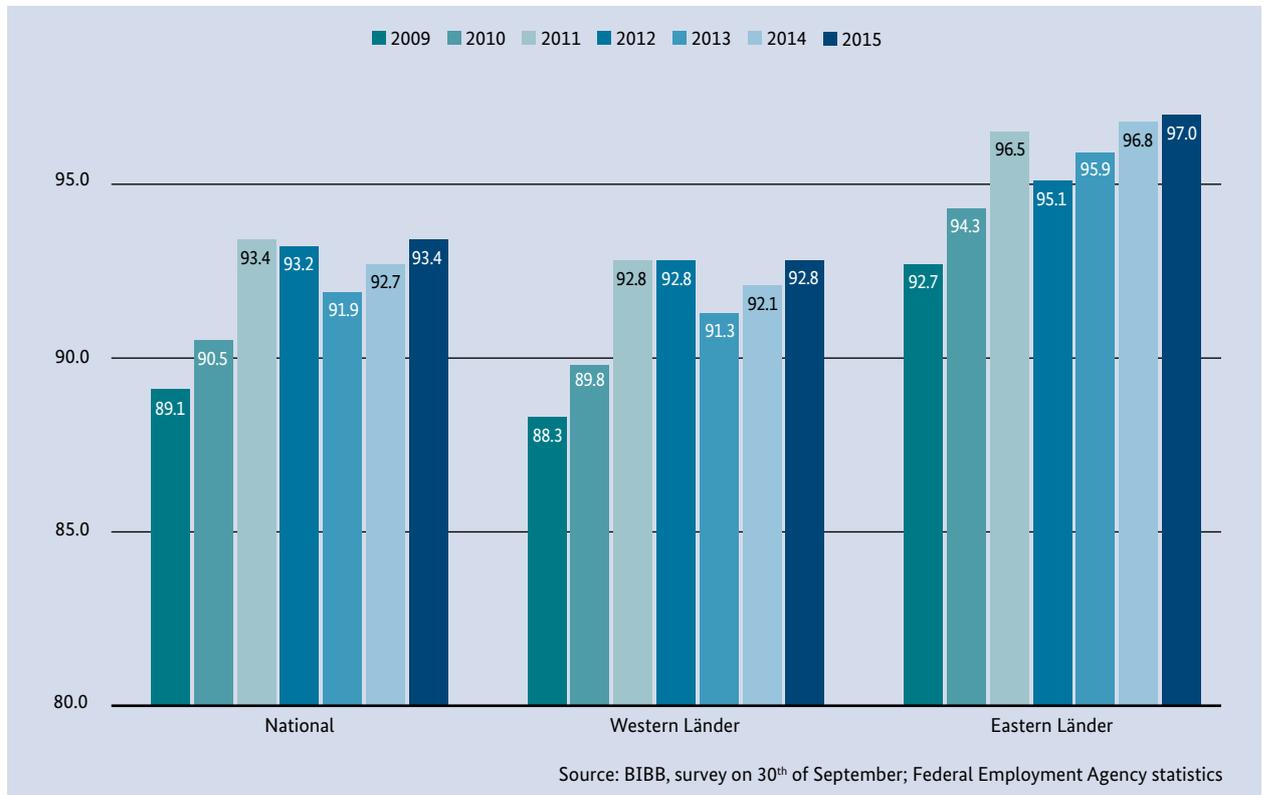
The traditional definition of demand does not accurately reflect the number of young people seeking training so the Report on Vocational Education and Training and National Education Report¹⁴ also make use of an expanded definition of demand, which as well as newly concluded training contracts and unplaced applicants also includes applicants who had an alternative on the 30th of September but still wished to be placed in training.

In 2015 demand according to the expanded definition was nationally at about the same level as it was in the previous year in, at 602,885 (-1,504 or -0.2 %), so give the fact that supply increased in 2015 (see above) expanded ANR improved slightly over the previous year (see **Chart 2**). Across Germany it was at 93.4 in 2015 (2014: 92.7).

Based on the expanded definition, demand in eastern Länder was somewhat higher than in the previous year at 84,177 (+539 or +0.6 %). Here too, supply grew slightly, so expanded ANR also continued to improve in eastern Länder (2014: 96.8; 2015: 97.0).

Demand as calculated in the expanded definition declined in western Länder (-1,815 or -0.3 % to 518,653), although ANR recorded an increase to 92.8 (2014: 92.1).

14 See also, Autorengruppe Bildungsberichterstattung (2014): Bildung in Deutschland 2014. Ein indikatoren-gestützter Bericht mit einer Analyse zur Bildung von Menschen mit Behinderungen. Bielefeld.

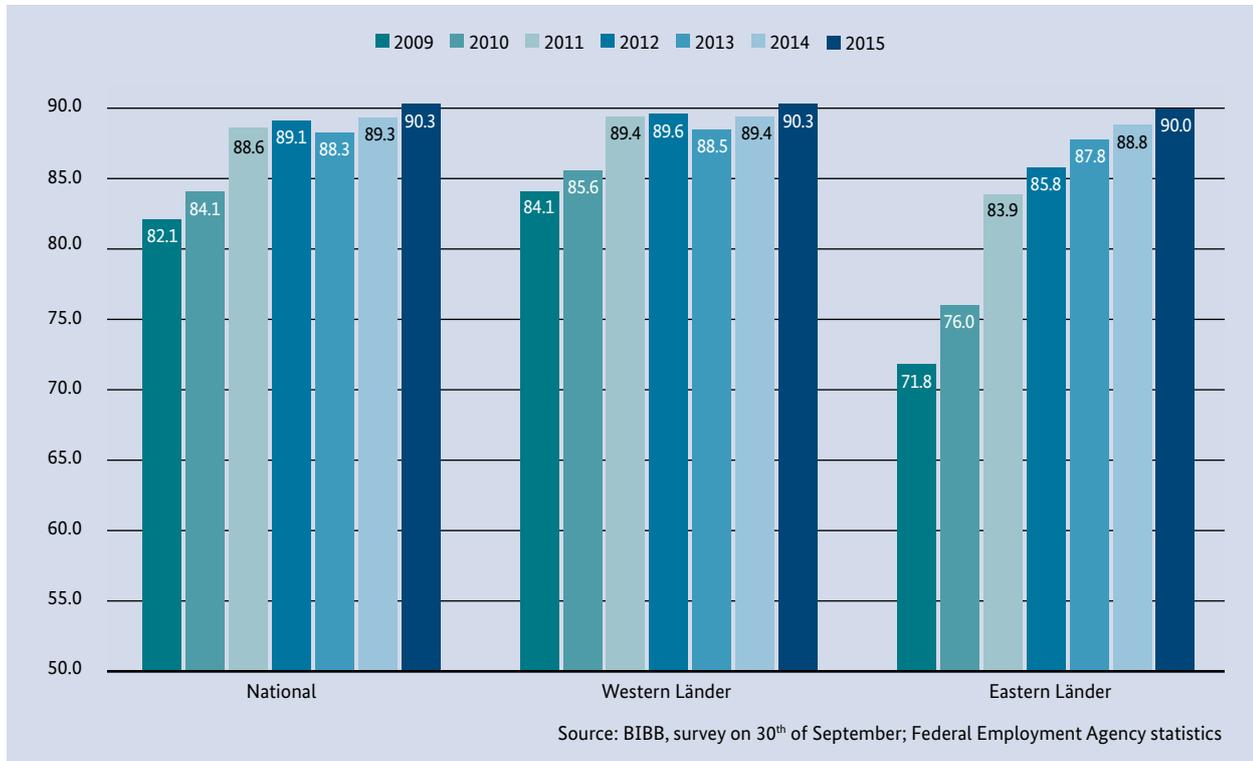
Chart 2: Expanded supply and demand ratio, 2009 to 2015

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

Even when expanded ANR is calculated based solely on only in-company training places¹⁵, the national figure improved slightly compared with the previous year (2014: 89.3; 2015: 90.3). Expanded ANR based on company based training places improved in both in western Länder (2014: 89.4; 2015: 90.3) and in eastern Länder (2014: 88.8; 2015: 90.9) (see [Chart 3](#)).

¹⁵ For more details see [Chapter 2.3.3](#)

Chart 3: Company based training places per 100 interested persons according to the expanded definition, 2009 to 2015



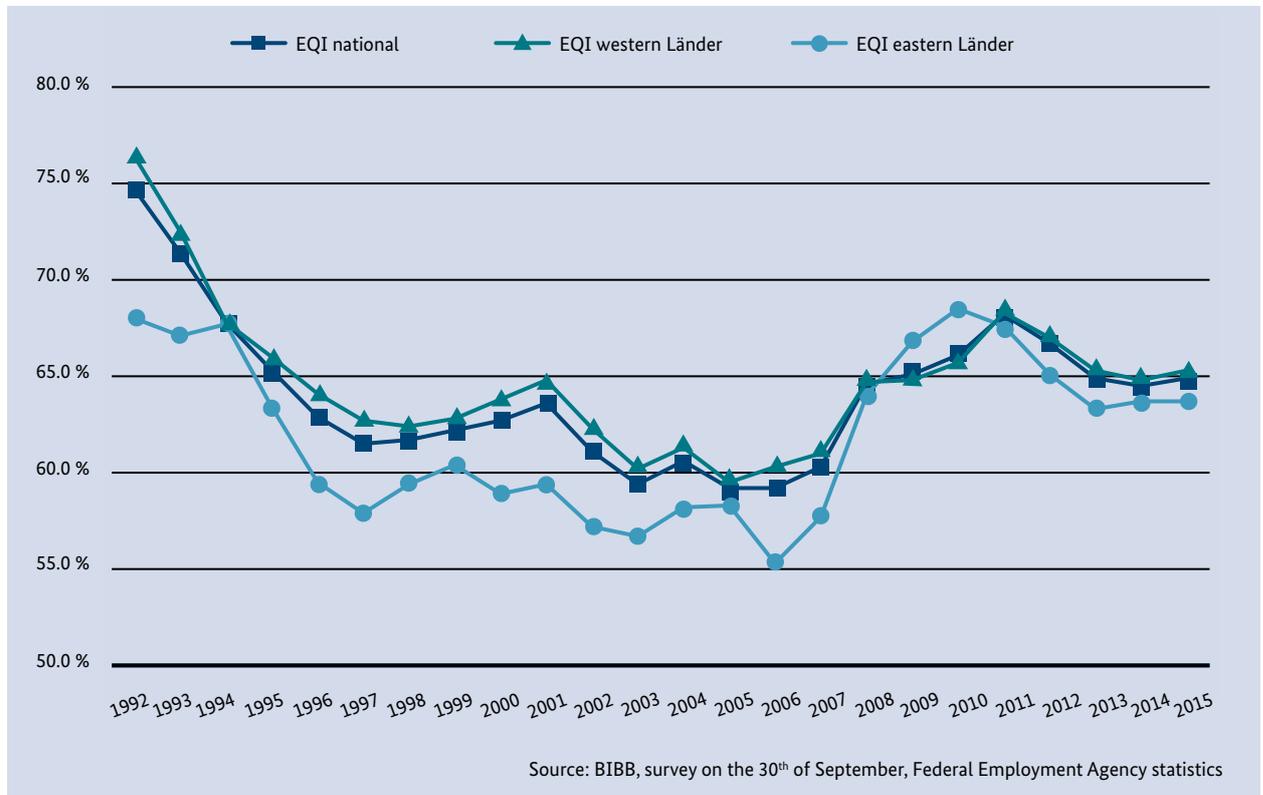
2.2.4 The computed placement rate of young people interested in training (EQI)

The computed placement rate (EQI) calculates the proportion of those registered with institutions as interested in training who were recruited into dual vocational training in a given reporting year. It is calculated by correlating the number of newly concluded training contracts on the 30th of September (2015: 522,094) with the number of all young people registered with institutions as interested in training (2015: 804,368).¹⁶ This figure is made up of the sum of newly concluded training contracts (522,094) and applicants registered

with employment offices and Jobcenters (549,098) minus registered applicants who were placed in training (266,824), otherwise some would be counted twice.

Compared with 2014, EQI improved slightly nationally, rising to 64.9 (2014: 64.5). In western Länder it grew compared with 2014 (2014: 64.8; 2015: 65.3) while in eastern Länder it achieved roughly the same figure as the previous year, at 63.7 (see **Chart 4**).

¹⁶ This figure refers to all young people who reported an interest in training during the reporting year. On the reference date of the 30th of September however, some applicants who registered for training places during the year may no longer wish to be placed in training (e. g. because they have changed their minds during the reporting year and decided to study or start school-based training) or their whereabouts may be unknown. This means that some applicants may be counted twice because some whose whereabouts is unknown may in fact have started training. Other applicants may have applied for a training place, even though they were already undergoing training (see **Chapter 2.7.2**).

Chart 4: Computed placement rate of young people interested in training (EQI), 1992 to 2015

In the final analysis, all indicators that the Report on Vocational Education and Training draws on in formulating its annual review of outcomes in the training market developed positively in 2015. One such pleasing development is that companies in Germany offered more training places than in the previous year. Young people's demand for dual vocational training also declined only marginally, despite the falling numbers of school leavers in western Länder, so almost as many new training contracts were concluded as in the previous year. There is however still a need for action. In 2015 many more training places remained unfilled than was the case in 2014. Despite a slight thinning in their ranks, the number of applicants still looking for a training place at the end of the training year was still high. Matching problems persist as one of the training place market's central challenges.¹⁷

¹⁷ For more detail, see [Chapter 2.7.9](#)

2.3 Newly concluded training contracts according to structural characteristics

2.3.1 Developments in training sectors

The BIBB survey on newly concluded training contracts on 30th of September makes it possible to differentiate among training sectors.¹⁸

The **Trade and Industry** sector recorded in 2015 a slight decline in numbers of newly concluded training contracts. Compared with 2014 the number of new training contracts fell nationally by 3,489 (-1.1 %) to 308,245. There were decreases in both western and eastern Länder. 263,495 new training contracts were concluded in western Länder 2,540 fewer (-1.0 %) than in the previous year. In eastern Länder 44,750 contracts were concluded in Trade and Industry, 949 (-2.1 %) fewer than in the year before. Trade and Industry is still the largest training sector, with 59 % of all training contracts (2014: 59.6 %).

The **Skilled Trades** sector registered 141,512 newly concluded training contracts, 278 (+0.2 %) more than in 2014. 27.1 % of all new training contracts concluded nationally were concluded in the Skilled Trades sector (2014: 27.0 %). In western Länder the number of new training contracts concluded in the Skilled Trades sector fell by 236 (-0.2 %) to 122,735, while new training contract numbers in the Skilled trades sector grew in eastern Länder (+514 or +2.8 % to 18,777).

The **Professional Services** sector also recorded more new training contracts (+1,003 or +2.4 % to 43,053) in western Länder (+911 or +2.4 % to 38,429) and in eastern Länder (+92 or +2.0 % to 4,624). Of all the new training

contracts concluded nationally, 8.2 % were concluded in the professional services sector (2014: 8.1 %).

In the **Public Sector** 13,283 new training contracts were nationally, 867 (+7.0 %) more than in 2014 (in western Länder, +648 or +6.5 % to 10,617, in eastern Länder, +219 or +8.9 % to 2,666).

The **Agriculture** sector reported 13,569 newly concluded training contracts, 406 (+3.1 %) more than in the previous year. In western Länder 10,799 new training contracts were concluded (+407 or +3.9 %). In eastern Länder training contract numbers remained at about the 2014 level at 2,770 (-1 or -0.0 %).

The **Housekeeping** sector recorded a drop in numbers of new training contracts nationwide. In 2015 2,263 new training contracts were concluded in this sector, 157 (-6.5 %) fewer than in the previous year. In western Länder the number of new training contracts fell by 143 (-7.8 %) to 1,702, while in eastern Länder the number of newly concluded training contracts decreased by 14 (-2.4 %) to 561.

In the **Shipping** sector 169 new training contracts were concluded, 15 (-8.2 %) fewer than in 2014. The national decrease was solely due to falls in western Länder (-17 or -9.6 % to 161). In eastern Länder 8 new training contracts were concluded, 2 more than in the year before (+33.3 %).

Table 2 shows the number of newly concluded training contracts by training sector and Länder for 2015. In **Table 3** presents absolute and percentage changes in training contract figures compares with the previous year.

¹⁸ Actual training figures in individual sectors only correspond with the figures reported to a certain extent. Training contracts concluded in the Public Sector or Professional Services for training occupations also covered in Industry, Trade or the Skilled Trades are recorded not in their own sectors but in the Industry, Trade or the Skilled Trades sectors (for example, the training contract of a vehicle mechatronic technician trainee training with the Administration Division of the German Army is recorded in the Skilled Trades sector). In some Länder the Chambers of Trade and Industry are responsible for regulating training in the Public Sector and Housekeeping sectors (Public Sector: Hessen, Mecklenburg-Western Pomerania and Hamburg/Housekeeping: Berlin, Schleswig-Holstein and Hessen).

Table 2: Newly concluded training contracts in 2015 according to Länder and training sector

Land	Newly concluded training contracts															
	Total		Of which in the sector												Shipping	
	Number	Percent	Trade and Industry		Skilled Trades		Professional Services		Public Sector		Agriculture		Housekeeping		Number	Percent
Baden-Württemberg	73,822	60.1	44,363	20,233	27.4	5,598	7.6	1,880	2.5	1,435	1.9	313	0.4	0	0	
Bavaria	92,090	57.8	53,252	26,329	28.6	8,222	8.9	1,859	2.0	2,161	2.3	267	0.3	0	0	
Berlin	16,539	58.2	9,632	3,930	23.8	1,887	11.4	816	4.9	213	1.3	61	0.4	0	0	
Brandenburg	10,405	57.7	6,007	2,781	26.7	597	5.7	445	4.3	511	4.9	64	0.6	0	0	
Bremen	5,797	65.8	3,816	1,237	21.3	482	8.3	159	2.7	41	0.7	51	0.9	11	0.2	
Hamburg	13,512	68.9	9,304	2,542	18.8	1,214	9.0	213	1.6	144	1.1	30	0.2	65	0.5	
Hessen	37,810	60.5	22,865	10,032	26.5	3,206	8.5	1,000	2.6	698	1.8	9	0.0	0	0	
Mecklenburg-Western Pomerania	7,841	60.0	4,708	1,969	25.1	431	5.5	257	3.3	402	5.1	66	0.8	8	0.1	
Lower Saxony	54,572	53.7	29,302	16,812	30.8	4,478	8.2	1,418	2.6	2,176	4.0	323	0.6	63	0.1	
North Rhine-Westphalia	116,772	61.2	71,418	28,852	24.7	10,783	9.2	2,843	2.4	2,431	2.1	445	0.4	0	0	
Rhineland-Palatinate	26,238	54.6	14,315	8,247	31.4	2,155	8.2	625	2.4	724	2.8	172	0.7	0	0	
Saarland	7,128	60.5	4,315	2,035	28.5	482	6.8	105	1.5	155	2.2	36	0.5	0	0	
Saxony	18,544	60.8	11,266	4,896	26.4	900	4.9	609	3.3	733	4.0	140	0.8	0	0	
Saxony-Anhalt	10,643	63.1	6,713	2,679	25.2	394	3.7	292	2.7	462	4.3	103	1.0	0	0	
Schleswig-Holstein	20,197	52.2	10,545	6,416	31.8	1,809	9.0	515	2.5	834	4.1	56	0.3	22	0.1	
Thuringia	10,184	63.1	6,424	2,522	24.8	415	4.1	247	2.4	449	4.4	127	1.2	0	0	
Western Länder	447,938	58.8	263,495	122,735	27.4	38,429	8.6	10,617	2.4	10,799	2.4	1,702	0.4	161	0.0	
Eastern Länder	74,156	60.3	44,750	18,777	25.3	4,624	6.2	2,666	3.6	2,770	3.7	561	0.8	8	0.0	
National	522,094	59.0	308,245	141,512	27.1	43,053	8.2	13,283	2.5	13,569	2.6	2,263	0.4	169	0.0	

Source: BIBB, survey on the 30th of September 2015

Table 3: Changes to newly concluded training contracts between 2015 and 2014 according to Länder and training sector

Land	Newly concluded training contracts																	
	Insgesamt		Of which in the sector															Shipping
	Number	Percent	Trade and Industry	Skilled Trades	Professional Services	Public Sector	Agriculture	Housekeeping	Shipping	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Baden-Württemberg	626	0.9	-31	-0.1	716	3.7	-39	-0.7	64	3.5	-37	-2.5	-47	-13.1	0	0.0	0	0.0
Bavaria	276	0.3	-71	-0.1	-242	-0.9	316	4.0	242	15.0	39	1.8	-8	-2.9	0	0.0	0	0.0
Berlin	-262	-1.6	-597	-5.8	160	4.2	69	3.8	123	17.7	-17	-7.4	0	0.0	0	0.0	0	0.0
Brandenburg	166	1.6	-71	-1.2	212	8.3	4	0.7	29	7.0	0	0.0	-8	-11.1	0	0.0	0	0.0
Bremen	64	1.1	-70	-1.8	62	5.3	41	9.3	23	16.9	3	7.9	8	18.6	-3	-21.4		
Hamburg	110	0.8	-14	-0.2	8	0.3	91	8.1	36	20.3	10	7.5	-11	-26.8	-10	-13.3		
Hessen	-78	-0.2	-166	-0.7	67	0.7	70	2.2	36	3.7	-29	-4.0	-56	-86.2	0	0.0		
Mecklenburg-Western Pomerania	27	0.3	-74	-1.5	97	5.2	11	2.6	11	4.5	-4	-1.0	-16	-19.5	2	33.3		
Lower Saxony	-1,241	-2.2	-1,155	-3.8	-113	-0.7	-29	-0.6	8	0.6	84	4.0	-25	-7.2	-11	-14.9		
North Rhine-Westphalia	-625	-0.5	-347	-0.5	-1,233	-4.1	539	5.3	119	4.4	263	12.1	34	8.3	0	0.0		
Rhineland-Palatinate	-312	-1.2	-733	-4.9	455	5.8	-95	-4.2	31	5.2	36	5.2	-6	-3.4	0	0.0		
Saarland	-189	-2.6	6	0.1	-121	-5.6	-82	-14.5	27	34.6	-3	-1.9	-16	-30.8	0	0.0		
Saxony	462	2.6	70	0.6	227	4.9	55	6.5	87	16.7	28	4.0	-5	-3.4	0	0.0		
Saxony-Anhalt	-382	-3.5	-159	-2.3	-189	-6.6	-36	-8.4	-24	-7.6	8	1.8	18	21.2	0	0.0		
Schleswig-Holstein	399	2.0	41	0.4	165	2.6	99	5.8	62	13.7	41	5.2	-16	-22.2	7	46.7		
Thuringia	-148	-1.4	-118	-1.8	7	0.3	-11	-2.6	-7	-2.8	-16	-3.4	-3	-2.3	0	0.0		
Western Länder	-970	-0.2	-2,540	-1.0	-236	-0.2	911	2.4	648	6.5	407	3.9	-143	-7.8	-17	-9.6		
Eastern Länder	-137	-0.2	-949	-2.1	514	2.8	92	2.0	219	8.9	-1	0.0	-14	-2.4	2	33.3		
National	-1,107	-0.2	-3,489	-1.1	278	0.2	1,003	2.4	867	7.0	406	3.1	-157	-6.5	-15	-8.2		

Source: BIBB, survey on the 30th of September 2015

2.3.2 Contracts for training in and outside companies

503,229 of the 522,094 new training contracts concluded nationally in 2015 were for company-based (96.4 %) and 18,865 for non-company based training places (3.6 %).¹⁹ Compared with the previous year, the number of new contracts concluded for training in companies rose slightly in 2015 (+422 or +0.1 %). Numbers of non-company based training contracts fell by 1,529 (-7.5 %) so the relative proportion of contracts has continued to increase in favour of company-based training (see [Table 4](#)).

Eastern Länder recorded a rise in newly concluded contracts for training in companies of 648 (+1.0 %) to 68,289. The number of non-company based training contracts fell by 785 (-11.8 %). The share of in-company contracts was 92.1 % (2014: 91.0 %).

In western Länder 434,940 new contracts for training in companies were concluded in 2015, 226 fewer (-0.1 %) than in 2014. The number of non-company based training contracts declined by 744 (-5.4 %). Company-based contracts made up 97.1 % of all new contracts (2014: 96.9 %).

The proportion of non-company based training contracts is still higher in Germany's eastern Länder than in western Länder (see [Table 5](#)) and is particularly high in Saxony-Anhalt, at 10.8 %. The higher proportion of non-company based training in eastern Länder does not mean that the training market situation there is still less favourable than it is in western Länder, as analyses of the training market situation have shown (see [Chapter 2.2](#)). In fact, it is the result of a different way of dealing with unsuccessful training place applicants and a different funding policy. While qualifying vocational course modules in the transition system are provided for young people in western Länder who have not found a training place, in eastern Länder, partly as a reaction to a market situation that was very bad for many years, many school-based or fully-qualifying non-company vocational training places were offered. In response to demographic developments and the resulting decline in demand for training places the number of non-company based training contracts has been deliberately reduced in recent years.

¹⁹ What is important in this classification is financing form, not place of learning. "Non-company training places" are mainly publicly financed.

Table 4: Newly concluded training contracts according to financing form, 2009 to 2015

Year	Newly concluded training contracts	National	Western Länder	Eastern Länder
absolute				
2009	total	564,307	465,309	98,998
	in-company	518,506	442,439	76,067
	non-company	45,801	22,870	22,931
2010	total	559,960	468,297	91,663
	in-company	518,917	445,821	73,096
	non-company	41,043	22,476	18,567
2011	total	569,380	484,885	84,495
	in-company	538,920	466,191	72,729
	non-company	30,460	18,694	11,766
2012	total	551,258	472,354	78,904
	in-company	525,354	454,785	70,569
	non-company	25,904	17,569	8,335
2013	total	529,542	455,298	74,244
	in-company	507,861	440,456	67,405
	non-company	21,681	14,842	6,839
2014	total	523,201	448,908	74,293
	in-company	502,807	435,166	67,641
	non-company	20,394	13,742	6,652
2015	total	522,094	447,938	74,156
	in-company	503,229	434,940	68,289
	non-company	18,865	12,998	5,867
relative				
2009	total	100.0 %	100.0 %	100.0 %
	in-company	91.9 %	95.1 %	76.8 %
	non-company	8.1 %	4.9 %	23.2 %
2010	total	100.0 %	100.0 %	100.0 %
	in-company	92.7 %	95.2 %	79.7 %
	non-company	7.3 %	4.8 %	20.3 %
2011	total	100.0 %	100.0 %	100.0 %
	in-company	94.7 %	96.1 %	86.1 %
	non-company	5.3 %	3.9 %	13.9 %
2012	total	100.0 %	100.0 %	100.0 %
	in-company	95.3 %	96.3 %	89.4 %
	non-company	4.7 %	3.7 %	10.6 %
2013	total	100.0 %	100.0 %	100.0 %
	in-company	95.9 %	96.7 %	90.8 %
	non-company	4.1 %	3.3 %	9.2 %
2014	total	100.0 %	100.0 %	100.0 %
	in-company	96.1 %	96.9 %	91.0 %
	non-company	3.9 %	3.1 %	9.0 %
2015	total	100.0 %	100.0 %	100.0 %
	in-company	96.4 %	97.1 %	92.1 %
	non-company	3.6 %	2.9 %	7.9 %

Source: BIBB, survey on 30th of September

Table 5: Newly concluded training contracts according to financing form and Länder, 2010 to 2015 (Part 1)

Land	Year	absolute			relative		
		in-company	non-company	total	in-company	non-company	total
Baden-Württemberg	2010	71,852	2,697	74,549	96.4	3.6	100.0
	2011	76,429	2,384	78,813	97.0	3.0	100.0
	2012	74,194	2,123	76,317	97.2	2.8	100.0
	2013	72,212	2,178	74,390	97.1	2.9	100.0
	2014	71,234	1,962	73,196	97.3	2.7	100.0
	2015	71,881	1,941	73,822	97.4	2.6	100.0
Bavaria	2010	91,203	3,123	94,326	96.7	3.3	100.0
	2011	95,181	2,565	97,746	97.4	2.6	100.0
	2012	92,956	2,355	95,311	97.5	2.5	100.0
	2013	89,864	2,267	92,131	97.5	2.5	100.0
	2014	89,820	1,994	91,814	97.8	2.2	100.0
	2015	90,191	1,899	92,090	97.9	2.1	100.0
Berlin	2010	15,714	3,459	19,173	82.0	18.0	100.0
	2011	15,672	2,724	18,396	85.2	14.8	100.0
	2012	15,913	2,061	17,974	88.5	11.5	100.0
	2013	15,351	1,433	16,784	91.5	8.5	100.0
	2014	15,385	1,416	16,801	91.6	8.4	100.0
	2015	15,579	960	16,539	94.2	5.8	100.0
Brandenburg	2010	10,912	2,710	13,622	80.1	19.9	100.0
	2011	10,480	1,641	12,121	86.5	13.5	100.0
	2012	10,178	1,192	11,370	89.5	10.5	100.0
	2013	9,547	1,004	10,551	90.5	9.5	100.0
	2014	9,381	858	10,239	91.6	8.4	100.0
	2015	9,605	800	10,405	92.3	7.7	100.0
Bremen	2010	5,469	511	5,980	91.5	8.5	100.0
	2011	5,763	456	6,219	92.7	7.3	100.0
	2012	5,682	461	6,143	92.5	7.5	100.0
	2013	5,622	334	5,956	94.4	5.6	100.0
	2014	5,435	298	5,733	94.8	5.2	100.0
	2015	5,449	348	5,797	94.0	6.0	100.0
Hamburg	2010	13,182	1,200	14,382	91.7	8.3	100.0
	2011	13,566	846	14,412	94.1	5.9	100.0
	2012	13,323	824	14,147	94.2	5.8	100.0
	2013	12,882	648	13,530	95.2	4.8	100.0
	2014	12,847	555	13,402	95.9	4.1	100.0
	2015	12,979	533	13,512	96.1	3.9	100.0
Hessen	2010	36,646	3,588	40,234	91.1	8.9	100.0
	2011	38,637	2,529	41,166	93.9	6.1	100.0
	2012	38,140	2,104	40,244	94.8	5.2	100.0
	2013	36,557	1,830	38,387	95.2	4.8	100.0
	2014	36,086	1,802	37,888	95.2	4.8	100.0
	2015	36,191	1,619	37,810	95.7	4.3	100.0
Mecklenburg-Western Pomerania	2010	8,165	1,714	9,879	82.7	17.3	100.0
	2011	7,798	1,111	8,909	87.5	12.5	100.0
	2012	7,354	970	8,324	88.3	11.7	100.0
	2013	7,166	801	7,967	89.9	10.1	100.0
	2014	6,992	822	7,814	89.5	10.5	100.0
	2015	7,138	703	7,841	91.0	9.0	100.0

Table 5: Newly concluded training contracts according to financing form and Länder, 2010 to 2015 (Part 2)

Land	Year	absolute			relative		
		in-company	non-company	total	in-company	non-company	total
Lower Saxony	2010	56,451	1,867	58,318	96.8	3.2	100.0
	2011	59,381	1,466	60,847	97.6	2.4	100.0
	2012	56,624	1,612	58,236	97.2	2.8	100.0
	2013	54,407	1,975	56,382	96.5	3.5	100.0
	2014	54,011	1,802	55,813	96.8	3.2	100.0
	2015	53,161	1,411	54,572	97.4	2.6	100.0
North Rhine-Westphalia	2010	115,564	6,746	122,310	94.5	5.5	100.0
	2011	120,962	5,591	126,553	95.6	4.4	100.0
	2012	118,693	5,324	124,017	95.7	4.3	100.0
	2013	116,831	3,252	120,083	97.3	2.7	100.0
	2014	114,067	3,330	117,397	97.2	2.8	100.0
	2015	113,589	3,183	116,772	97.3	2.7	100.0
Rhineland-Palatinate	2010	27,144	1,349	28,493	95.3	4.7	100.0
	2011	27,485	1,485	28,970	94.9	5.1	100.0
	2012	27,025	1,381	28,406	95.1	4.9	100.0
	2013	25,854	1,248	27,102	95.4	4.6	100.0
	2014	25,495	1,055	26,550	96.0	4.0	100.0
	2015	25,116	1,122	26,238	95.7	4.3	100.0
Saarland	2010	7,886	587	8,473	93.1	6.9	100.0
	2011	8,098	515	8,613	94.0	6.0	100.0
	2012	7,867	511	8,378	93.9	6.1	100.0
	2013	6,946	460	7,406	93.8	6.2	100.0
	2014	6,978	339	7,317	95.4	4.6	100.0
	2015	6,821	307	7,128	95.7	4.3	100.0
Saxony	2010	16,653	5,595	22,248	74.9	25.1	100.0
	2011	17,323	3,187	20,510	84.5	15.5	100.0
	2012	16,584	1,724	18,308	90.6	9.4	100.0
	2013	16,323	1,567	17,890	91.2	8.8	100.0
	2014	16,651	1,431	18,082	92.1	7.9	100.0
	2015	17,023	1,521	18,544	91.8	8.2	100.0
Saxony-Anhalt	2010	11,025	3,295	14,320	77.0	23.0	100.0
	2011	10,956	1,928	12,884	85.0	15.0	100.0
	2012	10,447	1,377	11,824	88.4	11.6	100.0
	2013	9,638	1,193	10,831	89.0	11.0	100.0
	2014	9,748	1,277	11,025	88.4	11.6	100.0
	2015	9,496	1,147	10,643	89.2	10.8	100.0
Schleswig-Holstein	2010	20,424	808	21,232	96.2	3.8	100.0
	2011	20,689	857	21,546	96.0	4.0	100.0
	2012	20,281	874	21,155	95.9	4.1	100.0
	2013	19,281	650	19,931	96.7	3.3	100.0
	2014	19,193	605	19,798	96.9	3.1	100.0
	2015	19,562	635	20,197	96.9	3.1	100.0
Thuringia	2010	10,627	1,794	12,421	85.6	14.4	100.0
	2011	10,500	1,175	11,675	89.9	10.1	100.0
	2012	10,093	1,011	11,104	90.9	9.1	100.0
	2013	9,380	841	10,221	91.8	8.2	100.0
	2014	9,484	848	10,332	91.8	8.2	100.0
	2015	9,448	736	10,184	92.8	7.2	100.0

Source: BIBB, survey on 30th of September

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

Given the increasing difficulties many companies are having in filling the training places they offer,²⁰ the trend in the number of company-based training places as a proportion of all newly concluded training contracts is also of interest. Both newly concluded company-based training contracts and vocational training places registered with the Federal Employment Agency (BA) as unfilled are taken into account in identifying this trend.

Of the 563,054 training places offered nationally in 2015, 544,189 were for training in companies. The number of company-based training places offered increased (+4,281 or +0.8 %) compared with 2014.

²⁰ See also **Chapters 2.2** and **2.6.7**

Table 6 shows the trend in company-based training places by sector. In Trade and Industry slightly fewer company-based training places were offered than in the previous year (-726 or -0.2 %). The Skilled Trades sector recorded a rise in the number of in-company training places of 2,385 (+1.6 %). The Public Sector (+839 or +6.7 %) and Agriculture (+416 or +3.3 %) also registered more training places in companies than in the previous year.²¹

²¹ Due to data privacy legislation, comparable calculations for the Professional Services sector are possible only to a certain extent. According to BIBB estimates, there may have been around 45,100 company-based training places nationally in the Professional Services sector (+1,400 or 3.2 %). See also Matthes, Stephanie; Ulrich, Joachim Gerd; Flemming, Simone; Granath, Ralf-Olaf (2016): Mehr Ausbildungsangebote, stabile Nachfrage, aber wachsende Passungsprobleme. Die Entwicklung des Ausbildungsmarktes im Jahr 2015. (http://www.bibb.de/dokumente/pdf/a21_beitrag_naa-2015.pdf).

Table 6: Developments in the number of company-based training places by sector from 2009 to 2015

	2009	2010	2011	2012	2013	2014	2015	Development 2015 to 2014	
Germany	535,761	538,522	568,609	558,628	541,599	539,192	544,189	4,281	0.8 %
Trade and Industry	318,985	320,342	344,533	338,841	324,705	320,467	320,457	-726	-0.2 %
Skilled Trades	143,719	145,948	151,265	147,036	145,071	146,749	149,134	2,385	1.6 %
Public Sector	13,732	13,689	12,460	12,196	12,426	12,523	13,362	839	6.7 %
Agriculture	12,797	12,523	12,628	12,474	12,522	12,654	13,077	416	3.3 %
Other ¹⁾	46,528	46,020	47,723	48,081	46,875	46,799	48,159	1,367	2.9 %
Western Länder	456,920	461,649	490,572	481,774	467,895	465,527	468,351	2,824	0.6 %
Trade and Industry	269,752	273,034	295,528	290,724	279,366	275,575	274,759	-816	-0.3 %
Skilled Trades	125,091	127,008	132,315	128,547	126,944	128,234	129,602	1,368	1.1 %
Public Sector	10,587	10,824	9,962	9,677	9,834	10,029	10,665	636	6.3 %
Agriculture	10,362	10,034	10,353	10,078	10,087	9,978	10,469	491	4.9 %
Other ¹⁾	41,128	40,749	42,413	42,748	41,664	41,711	42,856	1,145	2.7 %
Eastern Länder	78,711	76,758	77,904	76,732	73,632	73,582	75,771	1,473	2.0 %
Trade and Industry	49,151	47,218	48,912	48,037	45,272	44,859	45,660	85	0.2 %
Skilled Trades	18,627	18,936	18,950	18,488	18,126	18,514	19,528	1,014	5.5 %
Public Sector	3,145	2,865	2,498	2,519	2,592	2,494	2,697	203	8.1 %
Agriculture	2,435	2,489	2,275	2,396	2,435	2,676	2,608	-75	-2.8 %
Other ¹⁾	5,353	5,250	5,267	5,292	5,207	5,039	5,278	246	4.9 %

¹⁾ Further differentiation is not possible at this point.

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

2.3.4 Gender-specific differentiation

Of the 522,094 new training contracts concluded in 2015, 207,564 (39.8 %) were concluded with young women and 314,530 (60.2 %) young men (in 2014 a ratio of 40.1 % to 59.9 %).

Women are not only underrepresented in dual vocational training; they are also concentrated in fewer training occupations. In 2015 74.9 % of all young women starting training were doing so in just 25 occupations. Only 61.7 % of young men started training in the 25 occupations most often chosen by young males.

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

Among the seven training sectors the Professional Services sector had the highest relative share of new training contracts concluded with young women at 92.8 %, followed by Housekeeping (90.0 %) and the Public Sector (65.1 %). In the Trade and Industry sector 38.9 % of new contracts were concluded with young women. A fairly low proportion of young women started training in the Skilled Trades (24.0 %), Agriculture (23.2 %) and in Shipping (7.1 %).

In previous years too, the number of new contracts for dual vocational training concluded with young women has been lower than the number of those concluded with young men and the ratio has fallen across Germany and in western and eastern Länder in recent years. In 2002 43.4 % of all new training contracts were concluded with young women throughout Germany, while in 2015 young women signed only 39.8 % of all new training contracts (see **Chart 7**).

Chart 5: The 25 occupations most frequently chosen by young women in 2015

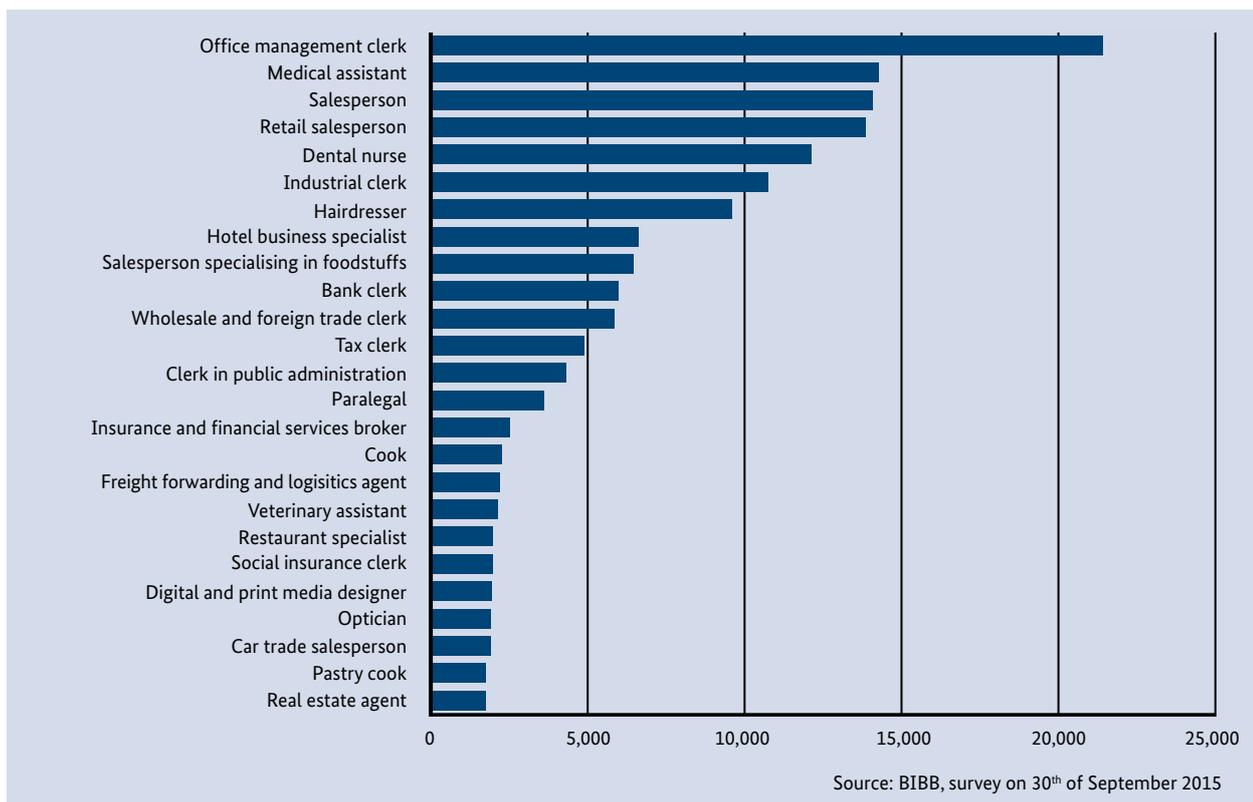


Chart 6: The 25 occupations most frequently chosen by young men in 2015

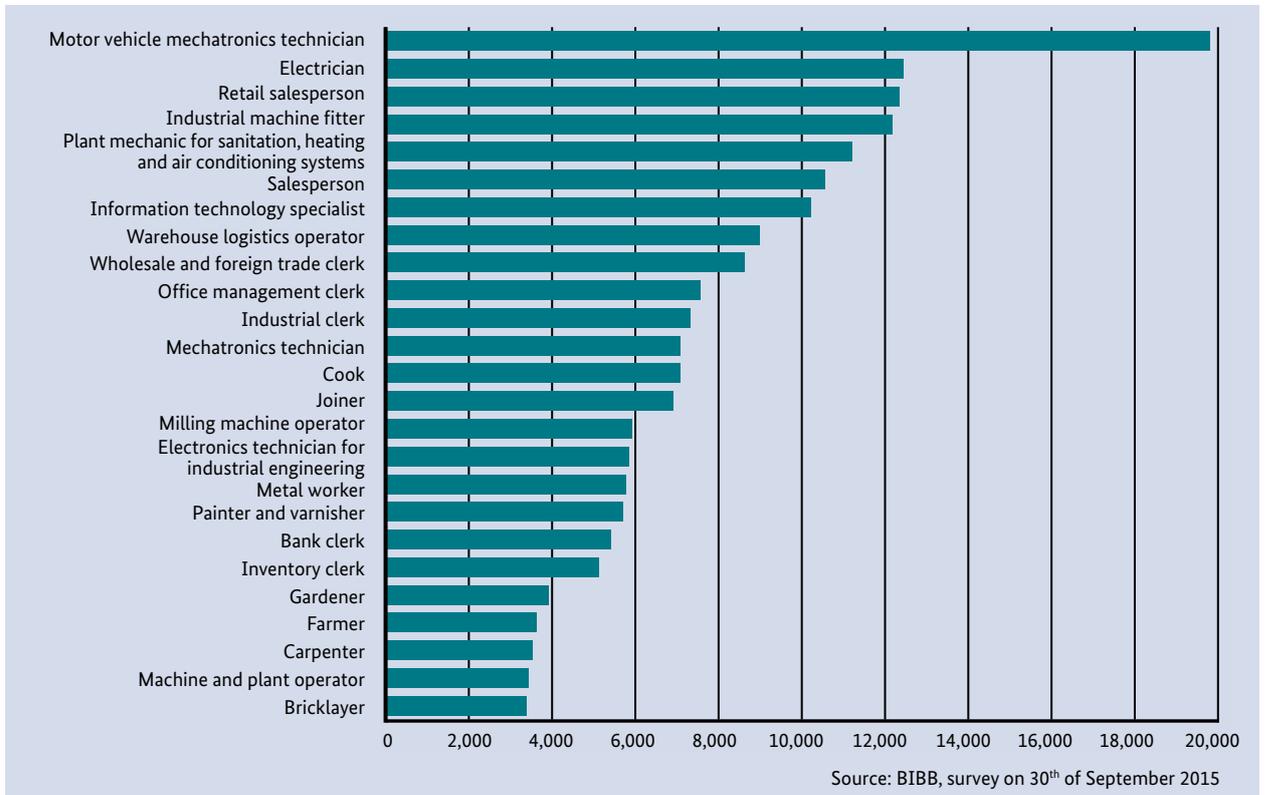
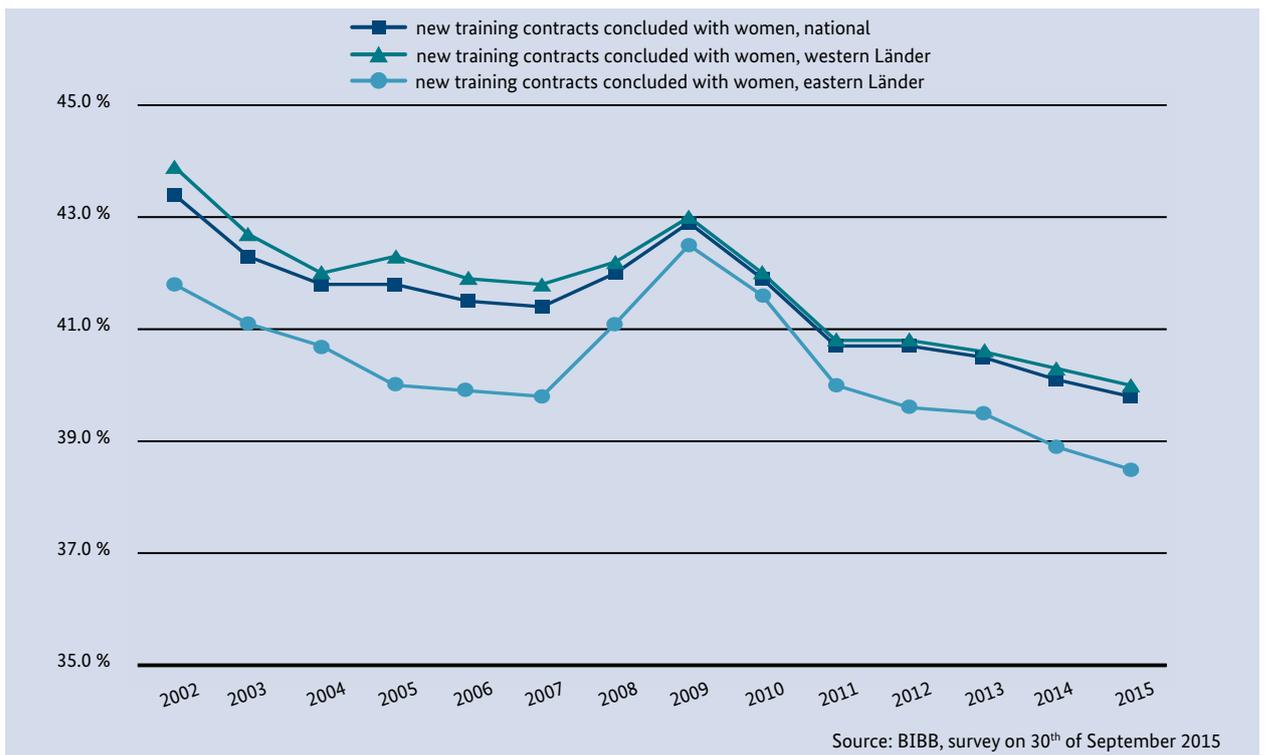


Chart 7: Trend in the proportion of new training contracts concluded with young women



Earlier Reports on Vocational Education and Training have indicated possible causes for this phenomenon,²² such as young women's greater use of alternative education and training paths. The proportion of young women in occupations requiring school-based training, especially in the healthcare, educational and social services occupations is fairly high.²³ Young women also more often complete secondary schooling.²⁴ Data from the BA/BIBB applicants' survey has also shown that the different range of careers young women and young men choose is a major reason for the lower probability of young women being placed in vocational training.²⁵ While young women tend to seek careers mainly in services and commercial occupations, young men often aspire to train in industrial and technical occupations. But young men are also interested in commercial and services occupations so competition among applicants for training places in these occupations is very tough. There is however very little competition for young men applying for training in the industrial and technical occupations from women so young women's lower chances of being placed in training are due to the more competitive situation in the occupations they want to train for.

It must also be taken into account that dual vocational training is still largely dominated by the manufacturing sector. Current regional analyses by the BIBB show that wherever the proportion of training places in services occupations is especially high, the rate of placement in training for young women interested in training is higher and can even be higher than that of young men (see [Table 7](#)).

Current analyses carried out by the BIBB indicate a marked decline in young women's interest in dual vocational training since 2009, which as well as gender-specific choice of occupation is a central factor in explaining the fewer young women in dual vocational training. Since 2009 demand for training places from young women has fallen much more than demand from young men (-41,113 or -14.6 % to -8,851 or -2.4 %) In 2015 just 240,970 young women sought vocational training in the dual system, compared with 361,913 young men. Among the reasons for women's declining interest in training are the trend towards more school-based higher qualifications and an increased need for staff in the healthcare, nursing and care sectors.²⁶

22 See the Report on Vocational Education and Training 2015, Chapter 2.3.4

23 The Interim Report on Integrated Reporting on Training recorded a 77.3 % proportion of women in school-based vocational training for the healthcare, educational and social services professions in 2015.

24 According to data provided by Integrated Reporting on Training there were more young women in the "acquisition of a higher education entrance qualification" sector in 2015, at 52.9 %, than young men, with a rate of 47.1 %.

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

26 See Matthes, Stephanie; Ulrich, Joachim Gerd; Flemming, Simone; Granath, Ralf-Olaf (2016): Mehr Ausbildungsangebote, stabile Nachfrage, aber wachsende Nachfrage. Die Entwicklung des Ausbildungsmarktes im Jahr 2015 (http://www.bibb.de/dokumente/pdf/a21_beitrag_naa-2015.pdf).

Table 7: Gender-specific differences in regional placement in dual vocational training depending on the proportion of training places in services occupations

Placement rate of people interested in dual training (BBiG/HwO)	Proportion of filled training places in the services occupations ¹⁾							All regions
	under 35 %	35 % – < 40 %	40 % – < 45 %	45 % – < 50 %	50 % – < 55 %	55 % – < 60 %	60 % and more	
Percentage of women	58.8	59.0	65.1	61.1	62.2	62.9	71.7	62.6
Percentage of men	71.3	69.8	71.3	64.8	63.6	61.4	66.8	67.2
Difference between female and male rates	-12.5	-10.7	-6.1	-3.7	-1.4	+1.5	+4.8	-4.6
Number of regions (employment agency districts)	10	11	47	49	23	10	4	154

¹⁾ Services occupations: Commercial services, commodity trade, hotel industry, tourism; company organization, accounting, legal affairs, administration; health, social affairs, training, education; media, art and design (occupational fields 6 to 9 of the KldB 2010 German classification of occupations)

Sources: BIBB, survey on 30 September; Federal Employment Agency statistics

2.3.5 Occupations requiring two years' training

In 2015 44,697 new training contracts were concluded nationally in occupations requiring two years of regular training²⁷, 496 (-1.1 %) fewer than in 2014 (see **Chart 8**). The percentage of occupations requiring two years of vocational training of the total volume of training places remained at about the same level as the year before (2005: 7.2 %; 2006: 8.1 %; 2007: 8.6 %; 2008: 8.6 %; 2009: 9.2 %; 2010: 9.5 %; 2011: 9.1 %; 2012: 9.0 %; 2013: 8.7 %; 2014: 8.6 %; 2015: 8.6 %).

In western Länder 36,697 new contracts were concluded in occupations requiring two years of vocational training, a fall of 376 (-1.0 %). The number of new contracts concluded in occupations requiring two years training in eastern Länder also declined (-120 or 1.5 % to 8,000).

The percentage of new contracts concluded in occupations requiring two years training was higher in eastern Länder in 2015, at 10.8 %, than it was in western Länder at 8.2 %. The fact that relatively more new con-

tracts were concluded in occupations requiring two years training in eastern than in western Länder is a result of the higher proportion of non-company training in eastern Länder. Non-company training is provided comparatively often in occupations requiring two years vocational training so in eastern Länder in 2015 22.3 % of new contracts in occupations requiring two years of vocational training were concluded for mainly publicly financed ("non-company") forms of training. The proportion of this form of training was much higher in previous years (2011: 37.1 %; 2012: 30.6 %; 2013: 27.3 %; 2014: 26.0 %)²⁸ reflecting the reduction in the number of non-company training places offered.

The question of the extent to which young people continue vocational training after completing training for an occupation requiring two years' training cannot be answered based on data from the BIBB survey on the 30th of September, the results of which are reported elsewhere in this Report.²⁹

²⁸ By way of comparison, western Länder in 2011: 10.9 %, 2012: 9.5 %, 2013: 8.9 %, 2014: 8.5 %, 2015: 7.9 %.

²⁹ The vocational training statistics of the Statistics offices of the Federal and Länder governments for the 31st of December also do not record this so only approximate calculations can be made. According to these, in the 2014 Reporting Year a maximum of a quarter of those completing two years dual vocational training continued training in a dual training occupation regulated by a training regulation.

²⁷ Examples of occupations requiring two years' training include retail sales assistant, hospitality industry specialist, service specialist in dialogue marketing, skilled express and postal services employee, building construction worker, machinery and plant operator, inventory clerk and metal technology specialist.

Chart 8: Newly concluded training contracts in occupations requiring two years of training, 2004 to 2015

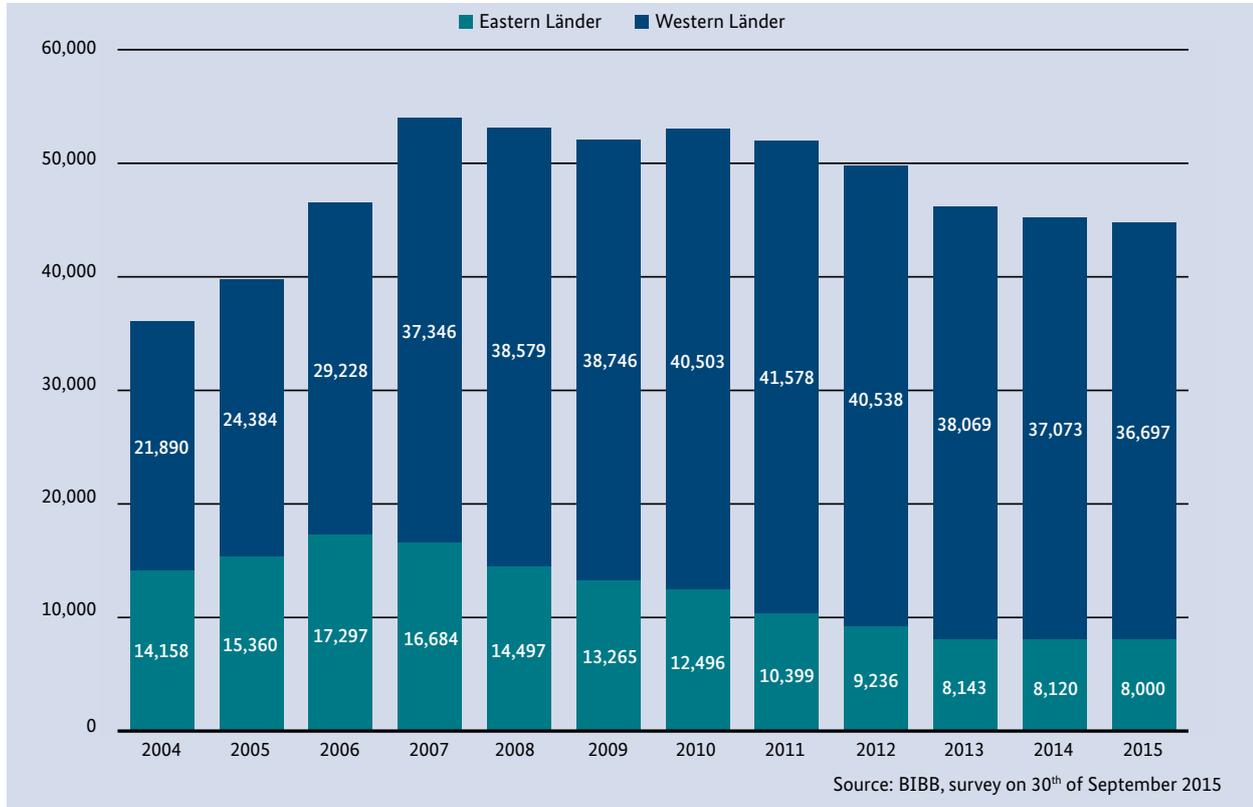
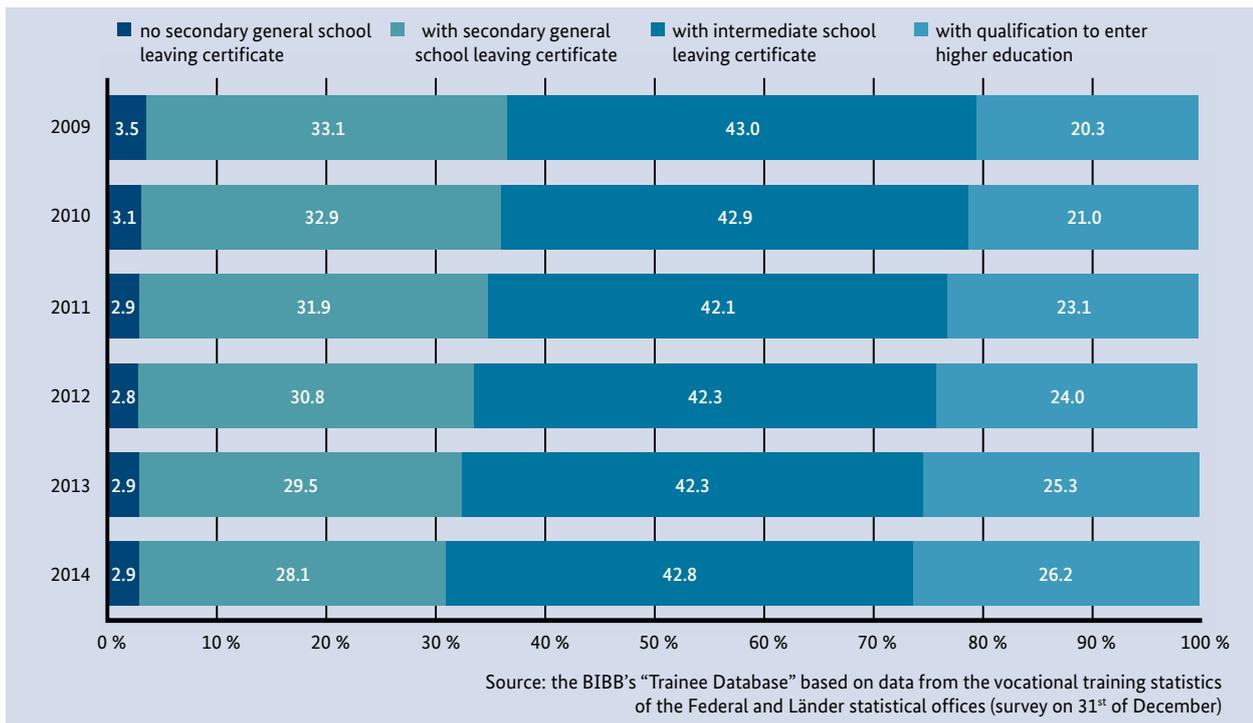


Chart 9: Schooling background of trainees with newly concluded training contracts, 2009 to 2014



2.4 The schooling background of trainees with newly concluded training contracts

It is not possible to make definitive statements on the schooling background of trainees with newly concluded training contracts based on data from the BIBB survey of newly concluded training contracts on the 30th of September because the survey does not record schooling background. Vocational training statistics provided by the Statistics Offices of the Federal and Länder (vocational training statistics on the 31st of December) are therefore used as the source for the following statements. The most current data available is for 2014.

In 2014 42.8 % of trainees with newly concluded training contracts had an intermediate school leaving certificate. 28.1 % had a secondary general school certificate and 2.9 % had no secondary general school certificate. 26.2 % of young people qualified to enter higher education concluded new training contracts in 2014, so compared with 2009 (20.3 %) the proportion of those qualified to enter higher education entering training has grown (see [Chart 9](#)), which is also due to the introduction of two-year final school classes. In contrast, the proportion of trainees with newly concluded training contracts whose highest school leaving qualification was a secondary general school certificate has fallen slightly.

This development must however be seen in the context of the smaller total number of school leavers leaving general-education schools in this group³⁰ and structural changes to the school system³¹.

The proportion of various school leaving qualifications held by trainees with new training contracts varies greatly from sector to sector.

In the **Trade and Industry** sector young people with an intermediate school leaving certificate (42.9 %) were most strongly represented among trainees with newly concluded training contracts in 2014, followed by young people qualified to enter higher education (32.3 %) those with secondary general school certificates (22.3 %). 2.6 % of new trainees had no secondary general school certificate.

46.2 % of trainees with newly concluded contracts for training in the **Skilled Trades** had a secondary general school certificate. More than a third (39.2 %) had an intermediate school leaving certificate, 11.0 % were qualified to enter higher education and 3.6 % had no secondary general school certificate.

In the **Professional Services** sector, the majority of trainees with newly concluded training contracts had an intermediate school leaving certificate (56.4 %). 27.1 % were qualified to enter higher education, 16.0 % had a secondary general school certificate and 0.6 % had left school without a secondary general school certificate.

³⁰ According to data from the school statistics provided by the Federal Statistical Office, numbers of students leaving general education schools classified according to the type of school leaving qualification they achieved developed as follows: no secondary general school certificate 2009: 58.354; 2010: 53.058; 2011: 49.560; 2012: 47.648; 2013: 46.295; 2014: 46.950; with secondary general school certificate: 2009: 191.957; 2010: 179.753; 2011: 168.660; 2012: 157.498; 2013: 151.314; 2014: 146.649; with intermediate school leaving certificate: 2009: 361.380; 2010: 350.856; 2011: 339.758; 2012: 344.527; 2013: 377.364; 2014: 375.791; with entrance qualification for universities of applied sciences: 2009: 13.312; 2010: 13.455; 2011: 13.769; 2012: 13.945; 2013: 1.068; 2014: 841 (from 2013 certificate of the school-based part of an entrance qualification for universities of applied sciences below year 10 school leaving certificate); with general higher education entrance qualification: 2009: 268.558; 2010: 268.194; 2011: 311.166; 2012: 305.172; 2013: 319.293; 2014: 280.490. It should be noted however that the number of those starting training are recruited from school leavers from various school leaving cohorts, not only from school leavers completing general education schooling but also from vocational schools.

³¹ E. g. the merging of secondary general and intermediate secondary school forms.

Half the new trainees in the **Public Sector** were qualified to enter higher education (49.9 %). 46.0 % had an intermediate school leaving certificate, 3.7 % held a secondary general school certificate and 0.4 % had no secondary general school certificate.

In the **Agriculture** sector, holders of intermediate school leaving certificates were most strongly represented among trainees with new training contracts (39.0 %). 32.9 % had a secondary general school certificate and 20.1 % were qualified to enter higher education. Relatively few young people without a secondary general school certificate (8.0 %) concluded a new training contract in the Agriculture sector.

The largest proportion of young people starting training in **Housekeeping** had a secondary general school certificate (51.7 %). Here the share of trainees with no secondary general school certificate was much higher than it was in the other sectors (31.8 %). 14.1 % had an intermediate school leaving certificate and 2.4 % qualified to enter higher education.

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

Compared with 2009, the percentage of young people with a secondary general school certificate has declined and the share of those qualified to enter higher education has grown across all sectors.

2.5 Integrated reporting on training

In keeping with the core remit of this Report on Vocational Education and Training established by law (S. 86 of the Vocational Training Act (BBiG)), the previous chapter described only developments in dual vocational training covered by the Vocational Training Act (BBiG) and Crafts Code (HwO). The next section will focus on developments in training impacting young people who have completed stage I secondary education as a whole, based on Integrated reporting on training data.³²

Integrated reporting on training divides training into four sectors based on their main goals: vocational training, integration into training (transition system), acquisition of a higher education qualification and university studies.³³ Its initial findings are published in an initial report.

Table 8 and **Chart 10** show information on developments in the sectors over time.

³² The BMBF has funded and supported the establishing of Integrated reporting on training since 2009. The inclusion of Integrated reporting on training in the standard delivery programme of the statistical offices from 2012 has secured a supply of substantiated data for the Report on Vocational Education and Training and Data Report accompanying the Report on Vocational Education and Training for the long term.

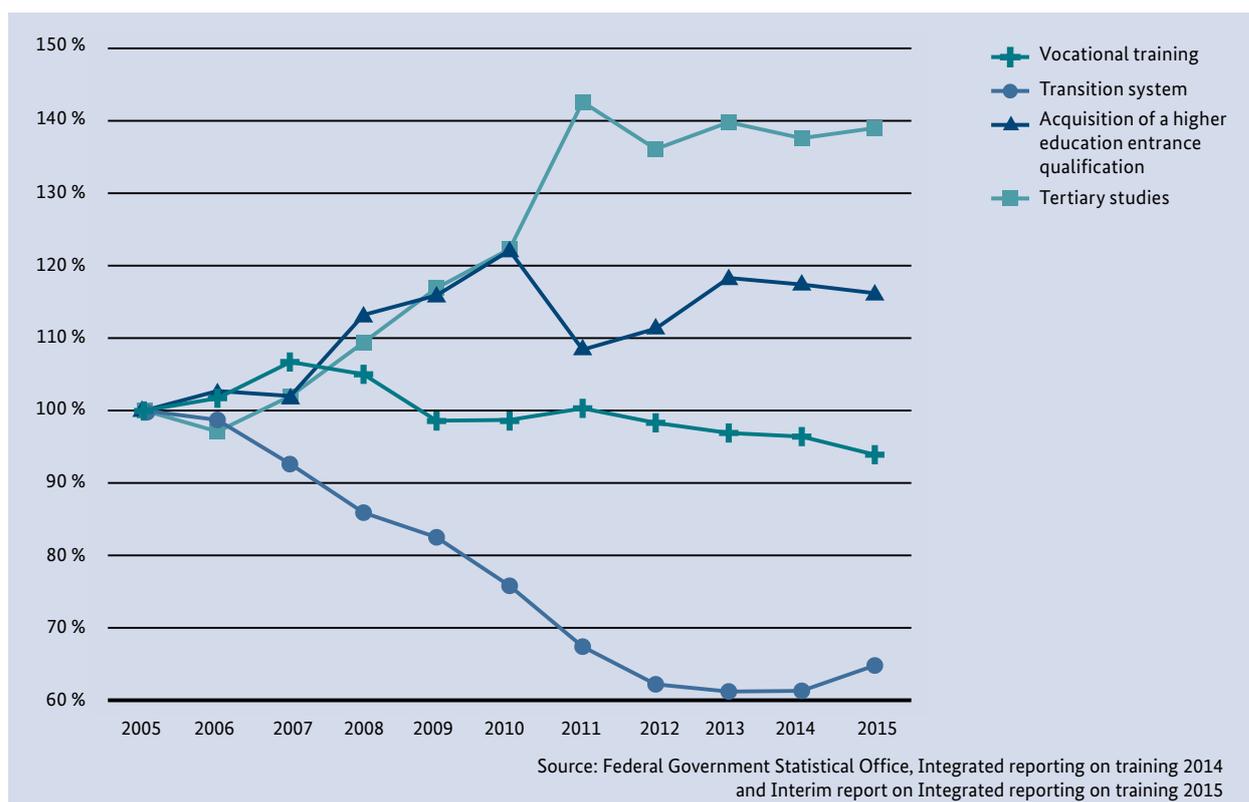
³³ The Integrated training on reporting system is different from that used in the "Bildung in Deutschland" report, whose group of authors differentiates training activities in three sectors ("dual system", "vocational school system" and "transition system") so their results are only partly comparable.

Table 8: New entries into Integrated Reporting on Training sectors

	Vocational training sector	Transition sector	Acquisition of higher education entrance qualification sector	Tertiary sector
2005	739,168	417,649	454,423	366,242
2006	751,562	412,083	466,700	355,472
2007	788,956	386,864	463,464	373,510
2008	776,047	358,969	514,603	400,600
2009	728,484	344,515	526,684	428,000
2010	729,577	316,494	554,704	447,890
2011	741,023	281,662	492,696	522,306
2012	726,560	259,727	505,935	498,636
2013	716,042	255,401	537,740	511,843
2014	700,516	252,670	520,294	508,135
2015	694,198	270,783	528,157	508,989

Note: The information provided here is not comparable with other representations in the 2016 Report on Vocational Education and Training. Here the vocational training sector includes the vocational training “accounts” in the dual system under the Vocational Training Act (BBiG) (recognised training occupations) including comparable vocational training (S. 3 Para. 2 No. 3 BBiG), vocational training at vocational schools under the BBiG/HwO, school-based vocational training at vocational schools outside the provisions of the BBiG/HwO governed by Länder law, school-based vocational training for students studying to gain a higher education entrance qualification (double qualifications), school-based vocational training in healthcare, early childhood development and social services occupations regulated by Federal or Länder law and vocational training under public law civil service training for the intermediate level). For further explanations on the sectors and details on the individual “accounts” please see the Data Report accompanying the 2016 Report on Vocational Education and Training, Ch. A 6. Due to subsequent corrections to the data there may be discrepancies with earlier information.

Source: Federal Statistical Office, Integrated reporting on training 2014 and the interim report on Integrated reporting on training 2015

Chart 10: Shifts between sectors 2005–2015

According to Integrated reporting on training, vocational training, with 694,198 new entries, was the biggest sector in 2015. Compared with 2014, the number of new entries in the vocational training sector fell slightly (-6,318 or -0.9 %).

The number of new entries into the transition system rose in 2015, with 270,783 young people beginning a transition measure, 18,113 (+7.2 %) more than in the year before. This increase was due mainly to the increasing number of refugees and migrants in the system (see [Chapter 2.7.4](#)).

The number of young people starting stage II secondary education, which is designed to result in acquisition of a higher education entrance qualification, rose by 7,863 (+1.5 %) to 528,157.

Compared with 2014, first year university student numbers remained steady at 508,989 (+854 or +0.2 %).

When new entries over a longer period from 2005 are compared, the following trends emerge: the number of new entries into the transition system was reduced compared with 2005 by 146,866 (-35.2 %) and the number of new entries into the vocational training sector fell by 44,970 (-6.1 %). Stage II secondary education II, which is designed to result in the acquisition of a higher education entrance qualification, recorded an increase in new entries of 73,734 (+16.2 %). Compared with 2005, the number of first year university student has grown considerably (+142,747 or +39.0 %).

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

If the vocational training account in the dual system as defined in the Vocational Training Act and Crafts Code (BBiG/HwO)³⁴ alone is taken into account, it becomes clear that the number of new entries into training in the dual system remained fairly constant compared with the previous year (-462 or -0.1 %). In a comparison of new entries over a longer period from 2005, numbers of new entries into dual vocational training declined by 36,668 (-7.1 %) (see [Table 9](#)).

Numbers of new entries into training for health, education and social services occupations fell slightly (-1,751 or -1.1 %) although compared with 2005 new entries into training in these occupations increased by 21,946 (+15.4 %). This development should be seen in the context of demographic change and an increasing need for skilled staff in the healthcare system, including in geriatric care.

Since 2013 there have been more first year students in Germany than new entries into dual vocational training (see [Chart 11](#)). It should be noted however, that among first year students are also non-national students who acquired their university entrance qualifications outside Germany (2014: 92,618 or 18 % of students³⁵). A number of young Germans also go abroad to study after completing school (33,650 in 2013³⁶).

According to the BIBB's calculations, number of first year students excluding non-nationals who acquired their university entrance qualifications outside Germany and Germans studying abroad was 450,000, so it was in fact lower than the number of new entries into dual training (480,700).

34 It must be taken into account that Integrated reporting on training on dual vocational training includes statistics on vocational schools to ensure a relatively consistent systemic representation of developments in training. Integrated reporting on training data for dual vocational training is therefore not identical with the findings reported on in earlier chapters.

35 No data is available on non-nationals who have acquired higher education entrance qualifications for 2015.

36 Data on German students studying abroad is only currently available up to 2013.

Table 9: New entries in the Vocational Training sector

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Vocational training sector	739,168	751,562	788,956	776,047	728,484	729,577	741,023	726,560	716,042	700,516	694,198
of which											
Vocational training in the dual system under BBiG/HwO ¹⁾	517,342	531,471	569,460	559,324	512,518	509,900	523,577	505,523	491,380	481,136	480,674
School-based vocational training at vocational schools under BBiG/HwO	11,472	11,903	9,813	8,780	6,709	6,118	5,874	5,506	4,792	4,735	12,698
School-based vocational training at vocational schools outside the provisions of BBiG/HwO according to Länder law	32,514	31,341	29,683	25,693	23,352	20,677	19,223	17,564	15,437	14,746	13,681
School-based vocational training providing a higher education entrance qualification (double qualification) ²⁾	29,177	31,495	32,189	34,209	25,623	25,718	24,379	24,234	24,292	24,145	13,140
School-based vocational training in the healthcare, education and social welfare professions under national and Länder law	142,710	140,484	143,144	142,407	153,840	159,850	160,141	164,776	171,081	166,407	164,656
Vocational training in training provided under public law (civil service training for the intermediate level)	5,953	4,868	4,667	5,634	6,442	7,314	7,829	8,957	9,061	9,347	9,350

¹⁾ Including comparable vocational training (S. Para. 2 No. 3 of BBiG/HwO)

²⁾ At vocational schools under Länder law outside the BBiG/HwO and vocational grammar schools (Fachgymnasien)

Note: In the context of the steep rise in the “School-based vocational training at vocational schools under BBiG/HwO” account (+7,963 or 168.2 %) compared with the previous year, the Federal Statistical Office points out that this may be due to a changed classification of training courses in the accounts as a result of the introduction of new vocational college training and examination regulations (APO-BK) from the 2015/2016 school year in North Rhine-Westphalia. These changes also affect the “School-based vocational training providing a higher education entrance qualification (double qualification)” account, which shows a decrease here accordingly

Source: Federal Statistical Office, Integrated reporting on training 2014 and the interim report on Integrated reporting on training 2015

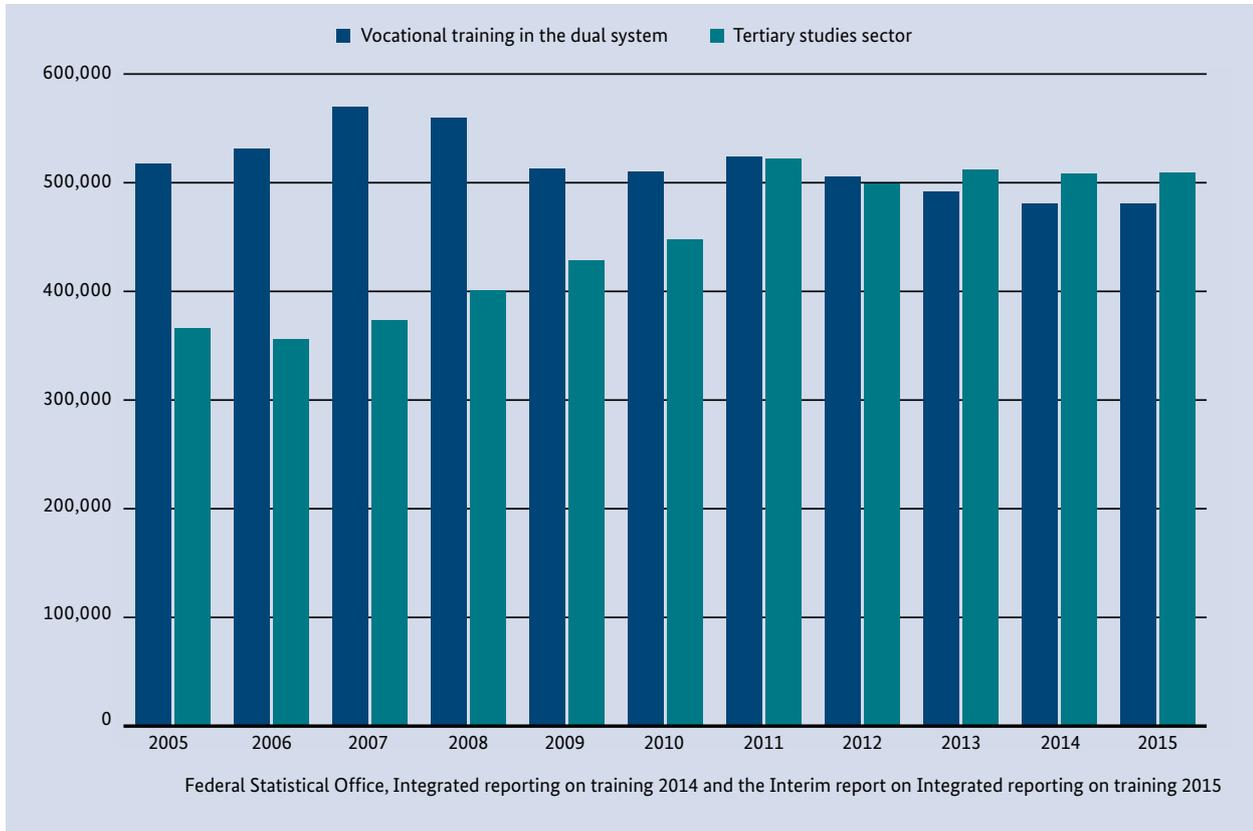
Dual vocational training is indispensable for Germany as a country where business and industry can thrive. Projections made by the BIBB and IAB (see [Chapter 3.10.3.3](#)) have shown that there will be future shortages in skilled workers with middle-level qualifications, so among skilled staff who have completed dual vocational training. Demand for these employees will decrease slightly, but many skilled workers with middle-level qualifications are also retiring from work.³⁷

Future shortages will only be met by continuous training.

37 See also Maier, Tobias; Zika Gerd; Wolter, Marc Ingo; Kalinowski, Michael; Helmrich, Robert (2014): Engpässe im mittleren Qualifikationsbereich trotz erhöhter Zuwanderung. Aktuelle Ergebnisse der BIBB-IAB-Qualifikations-

und Berufsfeldprojektionen bis zum Jahr 2030 unter Berücksichtigung von Lohnentwicklungen und beruflicher Flexibilität. BIBB Report 23/2014 (www.bibb.de/dokumente/pdf/a14_BIBBreport_2014_23.pdf)

Chart 11: New entries into the dual system and university studies



2.6 Prognoses

Section 86 of the Vocational Training Act (BBiG) stipulates that the Report on Vocational Education and Training should report not only on developments in newly concluded training contracts, unfilled vocational training places, and applicants seeking places in the past year (see **Chapters 2.1 and 2.2**), but should also forecast how supply and demand will develop in the current calendar year. After a brief look back at the prognosis for 2015 and actual development in the supply of training places offered in that year a forecast of the development of supply and demand in 2016 will be presented.

2.6.1 A look back at the prognosis for 2015

Based on the results of PROSIMA, the econometric prognosis and simulation model that the BIBB uses to estimate the number of training places of-

ferred, the prognosis in the 2015 Report on Vocational Education and Training assumed that there would be a fall in the number of training places offered of 542,300 (Scenario 1).

Allowing for the usual margin of error³⁸, the number of training places was forecast to be in a range between 524,700 and 560,000. Because this scenario does not take the possible positive effects of current education and training policy measures and programmes such as the Alliance for Initial and Continuing Vocational Training into account, the first scenario was supplemented by an alternative scenario (Scenario 2), which predicted a more favourable picture. According to this scenario, the number of training places offered in 2015 would range between 536,800 and 572,000 (point estimate, 554,400 training places).

In fact, Scenario 2 turned out to be correct. The number of training places offered in 2015 (563,054) was

³⁸ Five percent probable margin of error.

in the upper range of the confidence interval of the second scenario, well above the point estimate for 2015 (554,400) and higher than the previous year's actual figure of 560,302 training places.³⁹ This more favourable development is due to the engagement of companies and enterprises in Germany, as the increase in the number of company-based training places offered in 2015 shows (see [Chapter 2.3.3](#)).

2.6.2 Prognosis for 2016

The BIBB PROSIMA prognosis for 2016, assuming a steady supply of training places on offer,⁴⁰ is for a slight decrease in the number of training places to 560,400 (point estimate). Possible special effects resulting from the integration of young refugees into training will be dealt with separately (see [Chapter 2.1.3](#)) and not included in this prognosis due to the uncertain data available on this issue. Taking the usual margin of error into account, the number of training places offered is estimated to be between 536,500 and 584,300. According to these calculations, the number of newly concluded training contracts will range from 492,400 to 533,600 (point estimate, 513,000). This development should be seen in the context of a fall in demand for training places due to demographic changes.⁴¹

2.6.3 Possible special effects due to the integration of young refugees into training in 2016

PROSIMA makes its forecasts based on past empirical values. Special effects in training due to the integration of young refugees cannot be assessed based on past figures because no appropriate data sources are available. PROSIMA can however simulate the impact of increased demand for training places from young refugees interested in training on the number of new training contracts.

³⁹ There were just on 10,000 more newly concluded training contracts than forecast (Prognosis for 2015: 512,400, actual figure for 2015: 522,094 training contracts). PROSIMA forecast the number of unfilled training places fairly accurately (Prognosis for 2015: 42,000, actual figure for 2015: 40,960).

⁴⁰ Supply and demand potential are latent factors in the PROSIMA model that are estimated using statistical methods. For more information, see the 2016 Data Report, Chapter A2.

⁴¹ From 2015 to 2016 the number of those leaving general education schools is forecast to fall by 7,000 (0.9%). The number of school leavers with no qualification to enter higher education is forecast to decline by 10,900 (-2.0%). For more details on trends in school-leaver numbers see [Chapter 2.6.3](#).

To do this, BIBB takes three scenarios as a basis, each of which assumes that refugees mature enough to begin training will register with the Federal Employment Agency (Bundesagentur für Arbeit – BA) as applicants and to this extent increase potential demand.

- Scenario 1 assumed a gradual increase in the number of applicants registered with the BA and in potential demand of 10,000 to 50,000 persons above the baseline projection figure.
- Scenario 2 predicted the same gradual increase in the number of applicants and potential demand, but assumed that companies will register 10,000 more places with the BA than in the baseline projection.
- Scenario 3 presumed the same gradual increase in the number of applicants and potential demand, but assumes not only that companies will register more training places but also a de facto higher potential supply of 10,000 training places compared with the baseline projection.

The baseline projection forecast 513,000 newly concluded training contracts (see above) in 2016. If applicant numbers increase gradually to up to 50,000 (Scenario 1), the number of newly concluded training contracts could increase to 520,900, close to the 2015 figure (522,100).

Scenario 2 comes to the conclusion that if more training places are registered (10,000 places), the number of new training contracts will grow by 3,300. If 50,000 more applicants are registered and 10,000 more training places registered, the number of newly concluded training contracts will grow to 524,200 and slightly exceed the 2015 figure.

Scenario 3 postulates that if the assumptions made in Scenario 2 are fulfilled and potential supply increases by 10,000 places, the number of newly concluded training contracts could rise to 530,800.

Whether these scenarios will be achieved depends mainly on the extent to which young refugees can be enabled to start vocational training. Measures to achieve this are described in [Chapter 3](#).

2.6.4 Trends in school leaver numbers in eastern and western Länder and a look forward to further developments by 2025

Since the mid-2000s the number of students leaving general education schools in Germany has been declining due to demographic changes. Numbers of students leaving general education schools peaked at 946,800 in 2006, but only 811,000 students left in 2015, a fall of 135,800 (–14.3 %).

As well as declining numbers due to demographic change, there is also a trend towards higher general school-leaving qualifications. Between 2006 and 2015 the number of school leavers with qualifications to enter higher education rose from 249,900 to 269,000 (+19,100 or +7.6 %). Interim high figures were due to the introduction of two-year final classes⁴². In contrast, the number of school leavers without a qualification to enter higher education, the main clientele for dual vocational training, decreased from 696,800 to 542,000 (–154,800 or –22.2 %). Compared with 2014, the number of school leavers leaving general education schools nationally declined by 18,500 (–2.2 %) (students with no qualification to enter higher education, –12,700 (–2.3 %), students with higher education entrance qualifications, –5,700 (–2.1 %).⁴³

Developments varied in western and eastern Länder. Due to a steep decline in the birth rate and migration to western Länder after German Reunification, numbers of school leavers with no qualification to enter higher education fell steeply in eastern Länder from 2001 to 2011 (see [Chart 12](#)). Their numbers have risen slightly since 2012 however, and in 2015 the number of school leavers without a qualification to enter higher education in eastern Länder rose again compared with the previous year (+3,400 or +4.5 % to 78,300). The number of school leavers with a qualification to enter higher education increased by 1,600 (4.2 %) to 40,300.

A current forecast of school leaver numbers made by the Federal Statistical Office based on the Conference of Länder Ministers of Education and Cultural Affairs (KMK) prognosis taking actual figures until 2014 into account, concluded that this trend will continue in coming years. In 2025 the number of students leaving general education schools will be well below that of earlier years. Estimates put the number of school leavers with no qualification to enter higher education by then at just over 80,000, not half as high as it was in 2001 (175,000), and there will also be fewer school leavers with a qualification to enter higher education.

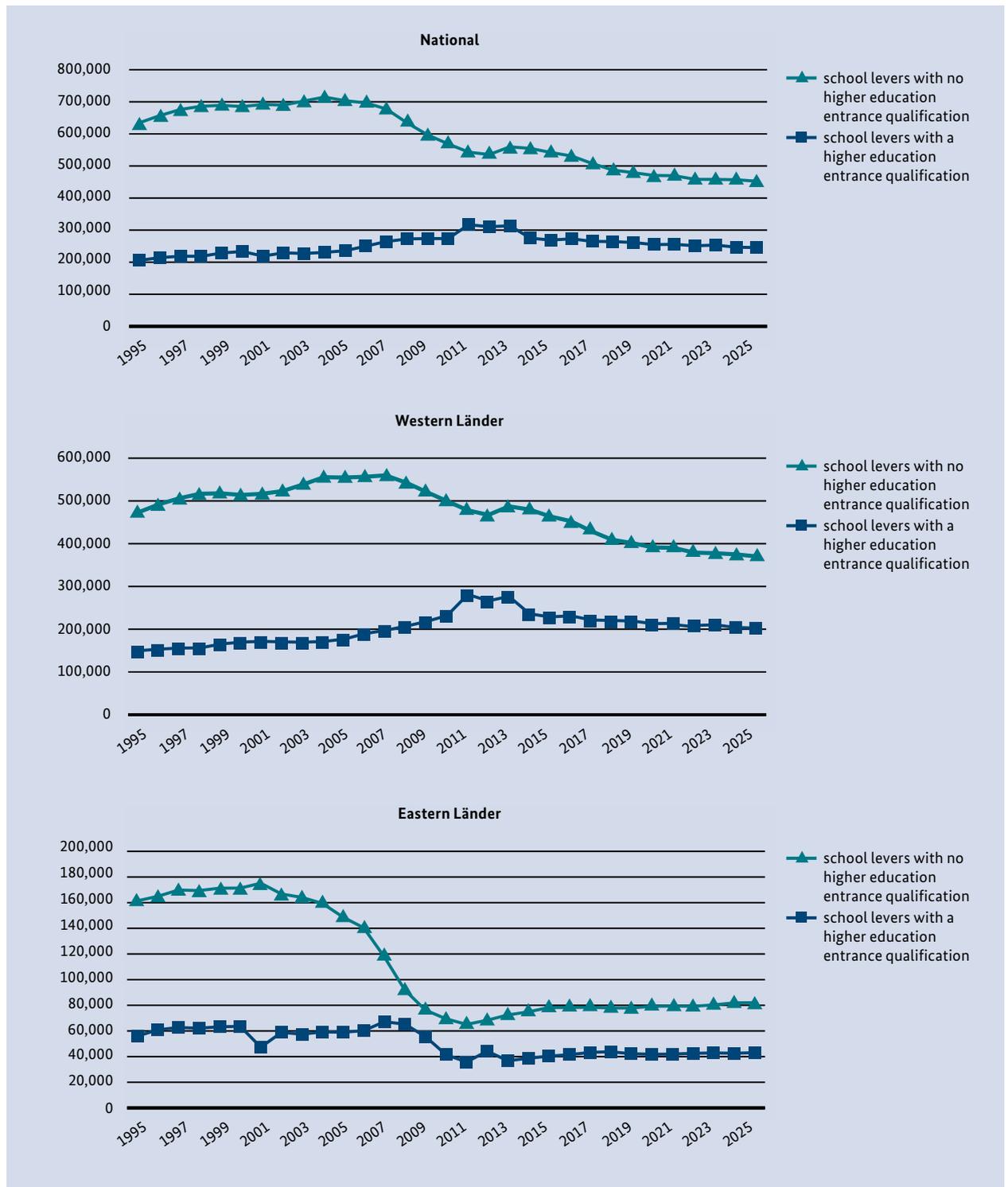
Falls in numbers of school leavers with no qualification to enter higher education only became noticeable in western Länder from 2008. Compared with 2014 the number of school leavers with no qualification to enter higher education fell by 16,100 (–3.4 %) to 463,700. Numbers of school leavers with a qualification to enter higher education declined by 7,400 (–3.1 %) to 228,700. In coming years, numbers of school leavers will continue to fall in western Länder. In 2025 over 90,000 fewer school leavers without a qualification to enter higher education are forecast to leave general education schools than in 2015. The number of school leavers with a qualification to enter higher education will also fall by more than 25,000.

Although this prognosis does not take possible effects resulting from the current refugee situation into account, it does show that companies in Germany will face major challenges in securing a supply of skilled staff in future.

⁴² The following Länder switched from 13 to 12 years of schooling in the following years:
Baden-Württemberg: 2012, Bavaria: 2011, Berlin: 2012, Brandenburg: 2012, Bremen: 2012, Hamburg: 2010, Hessen: 2013 and 2014, Mecklenburg-Western Pomerania: 2008, Lower Saxony: 2011, North Rhine-Westphalia: 2013, Saarland: 2009, Saxony-Anhalt: 2007

⁴³ It must be noted that young people seeking training are not just school leavers leaving general education schools, but also come from other groups including those leaving vocational schools, unplaced former applicants and university dropouts.

Chart 12: Developments in the number of school leavers leaving general education schools from 1995 to 2025



Until 2014 actual figures, from 2015 prognosis data. Exception: the number of school leavers leaving general education schools with an intermediate secondary education certificate or comparable qualification in Lower Saxony for 2004 must be estimated

Sources: The Conference of Länder Ministers of Education and Cultural Affairs (KMK), Federal Statistical Office, BIBB calculations

2.7 Current challenges

As in the previous year, two apparently contradictory developments characterized the current training market situation in 2015. On the one hand, companies are finding it increasingly difficult to fill the training places they offer. On the other hand, too many young people still do not succeed in finding a training place quickly. The Federal government has identified a need for action for the following target groups⁴⁴ and to deal with current developments.

2.7.1 People from migrant backgrounds

There is still a considerable need for action to improve the training opportunities of young people from migrant backgrounds. In response to the recent flow of refugees into Germany, the Report on Vocational Education and Training will report separately on the situation of refugees as a group here for the first time, despite the lack of reliable data, but the general situation of foreigners living in Germany and young people from migrant backgrounds in vocational training will first be described.

2.7.1.1 Integrating young people from migrant backgrounds into vocational training

According to estimates based on data from the 2014 micro-census, 20.3 % of people living in Germany come from a migrant background⁴⁵ and the percentage of people with migrant backgrounds living in the country has risen continuously (2013: 19.7 %; 2012: 19.1 %;

2011: 18.5 %). 27.7 % of younger people aged between 15 and 20 came from migrant backgrounds in 2014 (2013: 27.3 %; 2012: 26.4 %; 2011: 25.9 %). Around a third of the people from migrant backgrounds were born in Germany while the others had migrated. More than half of people from migrant backgrounds had adopted German citizenship and 8.9 % of people living in Germany are foreign nationals. This percentage rises to 9.5 % in the group of those aged between 15 and 20.

It should be noted here that the school and vocational training statistics do not record respondents' migrant backgrounds, but their nationality, so only some groups of young people from migrant backgrounds are represented in these statistics.

According to data provided by the statistics offices of the Federal and Länder governments, foreign young people leave school without a qualification more than twice as often as young Germans (2014: 11.9 % to 4.9 %). Compared with the previous year, the number of young people leaving school without a qualification as a percentage of all school leavers rose slightly (10.9 % in 2013 to 4.6 %) after declining among both young Germans and young non-German nationals in past years (2012: 11.4 % to 4.9 %; 2011: 11.8 % to 5.0 %). The school-leaving qualifications of foreign young people are generally lower than those of Germany youngsters.⁴⁶

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

⁴⁴ It should be noted here that the target groups for whom the Federal Government sees a need for action may overlap. A young person from a migrant background for example, may also be an unplaced application from a previous year.

⁴⁵ Here and below the term 'migrant background' is used in the strict sense, because annual data on this group has been available since 2005 so a long-term comparison can be made. According to this definition, people from a migrant background are all immigrants and people born in Germany who are still foreign nationals. People born in Germany who have been German citizens from birth but whose father or mother is from a migrant background are only classified as being from a migrant background if they live with at least one parent in the same household and information is available on the parents. The number of people from migrant backgrounds in the strict sense is therefore lower than the number of people from migrant backgrounds in the broader sense.

⁴⁶ 2014: secondary general school leaving certificate: 30.3 % foreign vs. 15.9 % German young person; intermediate school leaving certificate: 42.4 % foreign vs. 44.4 % German young person; qualification to study at a university of applied sciences: 0.3 % foreign vs. 0.1 % German young person; general higher education entrance qualification: 15.1 % foreign vs. 34.8 % German young person. The well-known connection between a young person's school qualification levels and their parents' socio-economic status must be taken into account in this context.

Table 10: Rates of entry into training for German and foreign young women and men

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

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

In 2014 the rate of new entries into training among young foreign nationals, at 31.1 %, was again well below that of young people with German nationality (56.3 %). The percentage of young men of foreign nationality entering training was 33.2 % (for young men of German nationality 66.0 %) and 28.8 % of foreign young women started training (46.0 % of young women with German nationality). Compared with previous year, numbers of new entries into training fell again almost all groups (see **Table 10**),⁴⁷ with only the rate of foreign young women entering training rising from 28.1 % in 2013 to 28.8 % in 2014. Their rate of entry into training is however still lower than it was in previous years (2012: 30.9 %, 2011: 31.8 %).

Young foreigners starting training were on average a year older (2014: 20.6 years old) than young Germans starting training (2014: 19.3 years old), which may be due to the longer and more difficult transition of young people from migrant backgrounds into training.⁴⁸ This difference persists, even when the person's highest general school leaving qualification and prior participation in basic vocational training and preparation for training are taken into account.⁴⁹

Empirical surveys such as the BIBB Transition Study, BA/BIBB survey of applicants⁵⁰ make it possible to make general statements on migrant background. They have found that young people from migrant backgrounds are just as interested in vocational training as those not from migrant backgrounds.

Yet young people from migrant backgrounds remain disproportionately often without vocational qualifications. According to BIBB estimates based on the 2014 micro-census, 28.7 % of 20 to 34 year-old migrants with direct experience of migration are defined as unskilled. The percentage is particularly high among Turkish migrants with direct experience of migration (59.2 %). The percentage is 21.1 % for those from migrant backgrounds who were born and grew up in Germany (by comparison, it is 8.9 % for Germans with no migrant background)

47 There may be discrepancies compared with earlier figures (e.g. the 2014 Report on Vocational Education and Training) due to new population figures. Since population census data was only corrected after 2011 based on the 2011 census, rates up to and after 2011 cannot be compared.

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

49 See also the Data Report 2016, Chapter A4.5

50 It should be noted that the findings of the BA/BIBB Survey of Applicants and BIBB Transition Study do not differentiate between people from migrant backgrounds and migrants, people who have themselves immigrated.

Compared with 2012 there has been some success in reducing the proportion of unskilled migrants with direct experience of migration (2012: 29.5 %, 2014: 28.7 %), including among young Turkish people with direct experience of migration (2012: 61.7 %; 2014: 59.2 %) and Germans with no vocational qualifications (2012: 9.5 %; 2014: 8.9 %). The percentage of migrants with no direct experience of migration who are unskilled has however risen slightly compared with 2012 (2012: 21.0 %; 2014: 21.1 %).

It is also much harder for young people from migrant backgrounds to find a training place. According to results obtained from the BA/BIBB 2014 survey of applicants, far fewer applicants from migrant backgrounds registered with the BA as seeking training were placed in company-based training (29 % compared with 44 % of applicants not from migrant backgrounds). The generally lower school leaving qualifications of young people from migrant backgrounds are one major cause of their lower rates of training placement but even if they have the same school leaving qualifications, young people from migrant backgrounds are far less likely to be placed in training. Findings also show that there are major differences within the group of young migrants depending on their country of origin. It is much harder for Turkish or Arab young people to find a training place. As well as lower school leaving qualifications, different career choices and other circumstances such as the regional training market situation and companies' selection processes in awarding training places have been mentioned as possible explanations for this situation.

When young people from migrant backgrounds are placed in training they also run a higher risk of that training ending prematurely. Data derived from the vocational training statistics shows that the rate of premature training termination for foreign national trainees after their probationary period was 21.3 % in 2014, while for German trainees it was 15.7 %.

Ongoing BIBB analyses of training conditions based on data from the 2011 BIBB Transition Study and the 2011/2012 BIBB-BAuA youth employment survey indicate that young people from migrant backgrounds are subject to less favourable starting circumstances and training conditions. Migrants begin vocational training under more difficult preconditions. They not only have lower school leaving qualifications and lower social

status, they are more rarely placed in training for the occupation of their choice and are more often trained in occupations with less favourable training conditions.

The 2011 BIBB Transition Study found that when young people from migrant backgrounds start training from the same preconditions (same social origins, schooling background, search for training and training market situation), their chances of successfully completing dual vocational training and obtaining good results are just as high as those of young people not from migrant backgrounds. Young people from migrant backgrounds are in fact more likely to be employed by the companies they have trained with after successfully completing their training.

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

As analyses carried out by BIBB based on their 2011 Transition Study and the BA/BIBB survey of applicants show, individual, practically-oriented schemes such as careers start coaching and introductory training increase the likelihood that migrants interested in training will be able to successfully manage the transition into company-based vocational training.⁵¹

51 Findings on the influence of career start coaching or introductory training are presented in Beicht, Ursula (2015): *Berufsorientierung und Erfolgchancen von Jugendlichen mit Migrationshintergrund am Übergang Schule–Ausbildung im Spiegel aktueller Studien*. In: Scherr, Albert (ed.): *Diskriminierung migrantischer Jugendlicher in der beruflichen Bildung. Stand der Forschung, Kontroversen, Forschungsbedarf* (S.82–114). Weinheim; Beicht, Ursula; Gei, Julia (2013): *Ausbildungschancen junger Menschen mit Migrationshintergrund nach Herkunftsregion*. In: Cramer, Günter u. a. (ed.): *Ausbilder-Handbuch* (S. 1–27). Köln; Ulrich, Joachim Gerd (2011): *Übergangsverläufe von Jugendlichen aus Risikogruppen*. bwp@Spezial 5, HAT 2011, WS 15.

At the same time, it is essential to support young people from migrant backgrounds through training so that despite their more difficult initial conditions they can successfully complete training. Practical experience has shown that individual mentoring of young trainees and companies in programmes such as assisted training is a promising method of achieving this.⁵²

2.7.1.2 Refugees and vocational training

Only indirect statements can currently be made on refugees in vocational training based on the available data because relevant statistics (e. g. Bundesagentur für Arbeit statistics on registered applicants) do not record “refugee status” as a characteristic. Persons can however be identified in the statistics whose nationality is that of one of the main countries of origin for refugees. The statistics do not however indicate whether this group is in fact made up of young refugees.

According to the Easy System, around 1.1 million refugees arrived in Germany in 2015 and 137,136 persons were recognised as refugees under the Geneva Convention in the same year.⁵³ More than half the refugees (55.9 %) from countries with high rates of people seeking protection are younger than 25 years old.⁵⁴ No representative data is currently available on the qualifications of refugees. Initial analyses assume that the vocational qualifications of refugees will be lower than those of other groups of migrants⁵⁵ so investment in education and training will be required to integrate them into the labour market.

The influx of refugees into Germany was barely noticeable in the training place market in 2015. BA training place market statistics do however record the nationalities of applicants for training places from countries that many asylum seekers come from.⁵⁶ Among the 549,098 applicants registered with the BA as seeking training places 15,897 (2.9 %) were nationals of these countries, 1,646 more than in the year before (+11.6 %). 4.7 % of them were unplaced applicants at the end of the placement year (German applicants for training places: 3.7 %, other non-German applicants: 4.0 %).

Most applicants for training from countries that many asylum applicants come from were nationals of Balkan countries 8,469 (1.5 %), 2,216 (0.4 %) were Russians or Ukrainians and 1,114 (0.2 %) were Iranian, Nigerian, Pakistani or Somali nationals.

According to the BAMF’s business statistics for 2015, 4,098 (0.8 %) of the applicants registered with the BA were nationals of countries from which asylum applications were most frequently received and have high rates of people seeking protection (Afghanistan, Eritrea, Iraq and Syria),⁵⁷ 886 (27.6 %) more than in the year before. In none of the other groups from countries that many asylum applicants come from has the number of applicants risen so steeply from 2014 to 2015.⁵⁸ 5.9 % of them were unplaced at the end of the placement year.

52 See also Projekt Carpo, carried out in Baden-Württemberg: <http://www.carpo-esf.de/assistierte-ausbildung-startseite/>

53 See the BMI press release of 06.01.2016 (<http://www.bmi.bund.de/SharedDocs/Pressemitteilungen/DE/2016/01/asylantraege-dezember-2015.html>).

54 See also BAMF (2015): Current figures on asylum (December 2015 issue). Nürnberg (<http://www.bamf.de/SharedDocs/Anlagen/DE/Downloads/Infothek/Statistik/Asyl/aktuelle-zahlen-zu-asyl-dezember-2015.html?nn=7952222>).

55 An IAB report provides an overview of the situation of refugees and other migrants in the German labour market. IAB (2015): Aktuelle Berichte. Flüchtlinge und andere Migranten am deutschen Arbeitsmarkt: Der Stand im September 2015 (http://doku.iab.de/aktuell/2015/aktueller_bericht_1514.pdf).

56 The BA defines the following countries in its statistics as asylum-seeker countries, because most asylum applications in recent years have come from nationals of these countries: Afghanistan, Albania, Bosnia Herzegovina, Eritrea, Iraq, Iran, Kosovo, Macedonia, Nigeria, Pakistan, the Russian Federation, Serbia Somalia, Syria and Ukraine.

57 972 (0.2 %) of registered applicants were Syrian nationals, so there were 306 (45.9 %) more of them than in the year before. 8.4 % of them were still unplaced at the end of the reporting year.

58 In 2015 457 (+5.7 %) more applicants from Balkan countries, 68 (+3.2 %) more from the Russian Federation and Ukraine and 235 (+26.7 %) more from Iran, Nigeria, Pakistan and Somalia were registered with the BA.

Initial results from the 2014 BAMF refugee study on asylum seekers and recognised refugees from Afghanistan, Iraq and Syria indicate that this group often has no vocational training (vocational training or higher education).⁵⁹ 61.1 % of refugees from Afghanistan, 73.2 % from Iraq and 57.5 % from Syria have not (yet) completed vocational training or university studies. As the BAMF study shows, despite their youth⁶⁰ and unrestricted access to the labour market, only 29.1 % of Afghani refugees, 38.9 % of Iraqi refugees and 24.7 % of those from Syria were working. Yet most of those surveyed wanted to find a job and achieve success in a career.⁶¹ 20.7 % of people from Afghanistan, 21.5 % from Iraq and 26.4 % from Syria are currently looking for work or training. 16.3 % of the Afghans are in training but this is less often the case with refugees from Iraq (6.0 %) and Syria (6.9 %).

Analyses based on a IAB-SOEP random sample survey on migration show that in the past it has been harder to integrate refugees into the labour market than other groups of migrants.⁶² Integrating refugees into the education and training system at an early stage and providing them with support to improve their German language skills will be essential in improving prospects for involving them in training and employment.

Refugees, as well as young people from migrant backgrounds, therefore belong to the target group of the Alliance for Initial and Continuing Vocational Training.⁶³ The Federal government has also established a series of measures to open up existing funding and support instruments to refugees and developed new specific measures to integrate refugees into vocational training.⁶⁴

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

At the end of the training placement year, as well as 20,712 unplaced applicants, the BA also recorded another 60,079 young people for whom placement efforts were continuing (“applicants who had opted for an alternative by the 30th of September”). These were people who had begun an alternative to training in 2014/2015 but were still looking for a training place and wanted to be placed in training by the employment office or Jobcenter.

59 The BAMF's 2014 refugee study surveyed recognised asylum seekers and refugees from Afghanistan, Eritrea, Iraq, Iran, Sri Lanka and Syria who were granted residency permits between 2008 and 2012, sending them written surveys in the mail. See Worbs, Susanne; Bund, Eva (2016): Asylberechtigte und anerkannte Flüchtlinge in Deutschland. Qualifikationsstruktur, Arbeitsmarkteteiligung und Zukunftsorientierungen. Ausgabe 1/2016 der Kurzanalysen des Forschungszentrums Migration, Integration und Asyl des Bundesamtes für Migration und Flüchtlinge. Nürnberg (https://www.bamf.de/SharedDocs/Anlagen/DE/Publikationen/Kurzanalysen/kurzanalyse1_qualifikationsstruktur_asylberechtigte.pdf?__blob=publicationFile).

60 70.2 % of people arriving from Afghanistan were aged between 18 and 34. 66.3 % of those from Iran and 62.7 % of those from Syria were in this age group.

61 80.8 % of those arriving from Afghanistan, 87.0 % from Iraq und 91.4 % from Syria stated that they wanted to work in Germany.

62 See also IAB (2015): Flüchtlinge und andere Migranten am deutschen Arbeitsmarkt: Der Stand im September 2015 (http://doku.iab.de/aktuell/2015/aktueller_bericht_1514.pdf).

63 See **Chapter 3.1**

64 See **Chapter 3.2**

Since 2009 the number of applicants with an alternative on the 30th of September and still wanted to be placed in training has decreased noticeably (see [Chart 13](#)) although in recent years this decrease has attenuated (-237 or -0.4 % compared with 2014)⁶⁵ and their proportion among all registered applicants has not been further reduced.⁶⁶

The expanded definition of demand includes applicants who had opted for an alternative by the 30th of September in the overall training market balance.⁶⁷ As reported in earlier Reports on Vocational Education and Training, it must be noted that the basic criterion underlying the expanded definition of demand is the applicant's continuing desire for training, so it adopts the perspective of young people seeking training. In terms of placement however, not every applicant who has opted for an alternative but is still seeking training is without a fully qualifying training place. Of the 60,079 applicants who had opted for an alternative by the 30th of September 2015 and still wanted to be placed in training, 7,829 were continuing training they had already begun (1,105 unfunded and 6,724 funded) and another 1,554 were studying (see [Chart 13](#)).⁶⁸

The 80,791 applicants who were still looking for a training place on the 30th of September 2015 (20,712 unplaced applicants and 60,079 applicants who had opted for an alternative by the 30th of September) were by no means applicants with comparatively low-level school leaving qualifications. More than a quarter of them (26.5 %) had a university entrance qualification (15.3 % had a qualification to study at a university of applied sciences and 11.2 % a general university entrance qualification).⁶⁹ Since 2010 (17.5 %) the proportion of applicants with a university entrance qualification among applicants still seeking training has risen continuously. This is due to factors such as the introduction of two-year final school classes, the single-minded focus of those with university entrance quali-

fications on just a few occupations and the tougher competitive situation in these occupations.⁷⁰ It may also be that current efforts to attract university drop-outs into dual vocational training mean that they are more frequently registered with the BA as applicants for training places.

The relatively high number of applicants in the BA statistics, who were no longer seeking active help in their search for training, for whom no placement efforts were ongoing and about whom no further information was available ("other former applicants whose whereabouts is unknown), estimated at 93,734, is unsatisfactory. There is a risk that some of these young people will drop out of the education and training system "almost unnoticed" with the well-known negative consequences for their employability and opportunities to participate in society. The number of these former applicants did however decrease by 4,368 (-4.5 %), as did their number as a proportion of all registered applicants (2009: 18.3 %; 2010: 17.3 %; 2011: 15.9 %; 2012: 16.2 %; 2013: 17 %; 2014: 17.5 %; 2015: 17.1 %).

The BA/BIBB survey of applicants yields some findings about the whereabouts of this target group. A special analysis carried out by BIBB⁷¹ based on data obtained from the 2012 and 2014 surveys shows that the proportion of applicants remaining outside the education and training system is much higher among those whose whereabouts is unknown (2014: 62 %) than among applicants on whose whereabouts information is available in the BA statistics (2014: 12 %). A high percentage in this group are unemployed young people (34 % of those whose whereabouts is unknown and 4 % of those whose whereabouts is known). In contrast, the proportion of those placed in measures resulting in partial vocational qualification was similarly high in both groups (23 % of those whose whereabouts is unknown and 24 % of those whose whereabouts is known). 16 % of those whose whereabouts is unknown had succeeded in starting fully qualifying training, although many more applicants whose whereabouts is known, 65 %, had started fully qualifying training.

65 See [Chapter 2.1.3](#)

66 2009: 13.0 %; 2010: 12.2 %; 2011: 11.2 %; 2012: 10.7 %; 2013: 11.1 %; 2014: 10.8 %; 2015: 10.9 %

67 See [Chapter 2.2.2](#)

68 The fact that they have applied however shows that the young person is or was dissatisfied with their situation at some point during the year (with a danger of premature termination of training), so including these young people here is entirely justifiable.

69 By comparison, 20.8 % of those placed in training had higher education entrance qualifications in 2015.

70 See [Chapter 2.4.1](#)

71 See the 2016 Data Report, Chapter A3.1.1

Chart 13: Whereabouts of applicants registered with employment offices and Jobcenters on the 30th of September.

		2009	2010	2011	2012	2013	2014	2015	
Applicants for vocational training places registered with employment offices or Jobcenters in 2014 549,098	Placement efforts concluded 468,307	“placed applicants” (applicants who have been placed in training) of whom	259,505	271,588	280,157	287,049	275,342	271,123	266,824
		unfunded	219,246	231,214	248,858	257,122	247,079	243,480	240,933
		funded	40,259	40,374	31,299	29,927	28,263	27,643	25,891
		“other former applicants* whose whereabouts is known”	111,013	109,918	106,562	108,012	106,640	109,018	107,749
	“other former applicants* whose whereabouts is not known”	102,615	96,609	86,870	90,738	95,622	98,102	93,734	
	Placement efforts continuing 80,791	“Applicants with an alternative on the 30th of September”	73,054	68,355	60,975	60,347	62,530	60,316	60,079
		School Studies	16,500	16,180	17,077	17,596	19,177	17,944	18,203
		Prevocational year	578	631	759	1,260	1,379	1,417	1,554
		Basic vocational training year	591	773	636	860	999	1,067	1,137
		Internship	1,508	1,856	1,316	1,394	1,732	1,577	1,010
		Previous vocational training of whom	6,535	6,184	5,001	4,844	3,909	3,589	3,331
		unfunded	8,228	6,393	5,884	6,226	7,084	7,409	7,829
		funded	1,348	1,001	1,005	1,166	1,168	1,103	1,105
Employment		6,880	5,392	4,879	5,060	5,916	6,306	6,724	
Military/Civil service		8,022	8,762	8,587	9,235	9,833	9,823	10,529	
National/Youth voluntary year		1,192	869	426	306	234	216	200	
Prevocational training measure – Reha		1,296	1,431	2,704	3,030	3,631	3,586	3,811	
Introductory training		20,263	18,406	13,624	11,935	11,370	10,667	9,658	
Other support – Reha	85	78	74	84	103	145	148		
Other support	4,406	4,260	3,357	2,513	2,244	1,963	1,868		
Other support – Reha	3,828	2,517	1,505	1,048	816	892	775		
Other support – Reha	22	15	25	16	19	21	26		
“unplaced applicants”	15,486	12,016	11,344	15,637	21,034	20,872	20,712		

* For the sake of clarity, the alternatives of “other former applicants” for whom placement efforts have concluded are not listed here. Applicants for vocational training places are persons registered with an employment office or Jobcenter who sought training in a recognised training occupation in the reporting year and who were assessed as able to undergo training (young people with the maturity required to undergo training).

Source: Federal Employment Agency statistics

This special analysis also showed that among those whose whereabouts was unknown, the proportion of holders of a secondary general school certificate (38 %) as their maximal school leaving qualification was higher than among those whose whereabouts was known (28 %). More of those whose whereabouts was unknown (34 %) were from migrant backgrounds (24 % of those whose whereabouts was known). The high proportion of unplaced applicants from previous years (40 %) among those whose whereabouts is unknown (26 % of those whose whereabouts is known) was also striking. All these findings show that these young people are repeatedly not managing the transition into training or to complete training.

Analyses carried out by the BIBB also show that the situation of applicants whose whereabouts is unknown has deteriorated compared with 2012. In 2012 20 % of those whose whereabouts was unknown were placed in fully qualifying training (2014: 16 %). The proportion of them in measures resulting in partial vocational qualification was also slightly higher, at 25 % (2014: 23 %) and the percentage of those remaining outside the education and training system, 52 %, was 10 percent lower than in 2014. It is all the more important then, that young people stay in contact with employment offices and Jobcenters.

These findings on the situation of applicants registered with employment offices and Jobcenters show that the transition into training is still difficult for many young people. The Federal government sees a need for action here and will intensify its focus on this target group. Young people who were still looking for a training place after the 30th of September are an important target group for the Alliance for Initial and Continuing Vocational Training.

2.7.3 Applicants for places in vocational training to begin by the end of 2015 – subsequent placement statistics

The placement efforts of employment offices and Jobcenters do not end not on the 30th of September, but continue in a “fifth quarter” (the so-called ‘subsequent placement’ phase).⁷² Subsequent placement is designed for all young people who between the 1st of October and 31st of December still want to begin training in the current ongoing training placement year. This means that not only previously unplaced applicants but also young people not previously registered as applicants register as seeking subsequent placement in training with labour administration agencies.

Table 11 shows that placement efforts for training to begin by the end of the year were ongoing for 69,242 young people by the end of 2015, 1,573 fewer than in the year before (2014: 70,815). More than two thirds of them (49,230) had been registered in the 2014/2015 reporting year as applicants for training places with labour administration agencies. The other 20,012 were not registered as applicants in the last reporting year.

The status of the 49,230 applicants already registered in the 2014/2015 reporting year who still wanted placement in training after the 1st of October, was recorded at the end of the business year on the 30th of September 2015 as follows:

- 20,558 (41.8 %) applicants were still unplaced⁷³,
- 14,352 (29.2 %) applicants had begun an alternative to training but were still seeking placement in training,

⁷² There may be many reasons for applicants to seek subsequent placement such as not having found training yet or the desire to change from a training already begun.

⁷³ 20,712 unplaced applicants were registered on the 30th of September and subsequent placement efforts were continuing for 99.3 % (20,558) of them. The fact that subsequent placement efforts were not continuing for all unplaced applicants after the 30th of September is because some unplaced applicants have subsequently changed their preference for training and are no longer seeking training under the terms of the BBiG/HwO.

- 7,120 (14.5 %) had begun an alternative and were not seeking further placement in training⁷⁴ and
- 7,200 (14.6 %) had already been placed in training.⁷⁵

This means that some of these applicants are young people who are in training but are interested in starting training in another training place and/or another occupation or young people who do not want to continue with the alternative to training they have begun and instead want to start training. In the context of applicants with an alternative on the 30th of September, it must be noted that according to the logic of the employment offices' and Jobcenter's business processes only those applicants from the previous reporting year who still wanted to be placed in training in 2015 after the 1st of October are counted. This means that the number of applicants with an alternative, at 14,352, is much lower than on the reference date of the 30th of September, at 60,079 (see **Chart 13**). Given the fact that the training year is almost over at that point, the group of people still looking for a training place for the current year in the months of October to December will be much smaller. It can be assumed however, that most of these young people will again register as applicants in the new reporting year.

Table 11, column 1 shows the whereabouts of the 69,242 applicants who sought subsequent placement at the end of subsequent placement efforts in January 2016.⁷⁶ 6,644 (9.6 %) of these young people were placed in training and 27,846 (40.2 %) remain unplaced. Efforts to place them and the 23,255 (33.6 %) applicants with an alternative in training therefore continued. 4,745 (6.9 %) had begun an alternative and no longer wanted to be placed in training and the whereabouts of 6,752 (9.8 %) were unknown.

The whereabouts of applicants seeking subsequent placement barely changed compared with the previous year, although by January 2016 a few more applicants had been placed in vocational training (January 2015: 6,611 or 9.3 %) and fewer young people remained unplaced (January 2015: 28,673 or 40.5 %). The number of applicants with an alternative who still wanted to be placed in training (January 2015: 24,286 or 34.3 %) fell slightly, while proportion of young people with an alternative who no longer wanted to be placed in training rose slightly (January 2015: 4,666 or 6.6 %). The percentage of applicants whose whereabouts was unknown also increased somewhat (January 2015: 6,579 or 9.3 %).

Subsequent placement efforts greatly reduced the number of unplaced applicants (**Table 11, Column 6**). 20,558 applicants were still unplaced when subsequent placement began, but by January 2016 their number had been cut to just 11,272. More than a quarter (27.9 % or 5,575) of formerly unplaced applicants had begun training or an alternative to training by January 2016. In January 2016 more than half (54.8 %) were still unplaced and another 18.1 % had broken off contact with the Jobcenter and employment office and their whereabouts was unknown.

74 On the 30th of September 107,749 other unplaced applications whose whereabouts were known were registered. Because they had an alternative, they no longer wanted to be placed in training, yet 6.6 % (7,120) of them registered with the employment authorities for subsequent placement.

75 On the 30th of September 266,824 applicants were registered with the Federal Employment Agency (BA) as having been placed in training yet 2.7 % (7,200) also wanted subsequent placement in training.

76 The data was published on 25.01.2016 by the BA (Bundesagentur für Arbeit (2016): Bewerberinnen und Bewerber für Berufsausbildungsstellen für den Ausbildungsbeginn bis Ende 2015. Nürnberg, January 2016).

Table 11: Whereabouts of applicants for vocational training places to begin by the end of 2015 (subsequent placement)

	Who were already applicants in the 2014/2015 reporting year							Not an applicant in the previous reporting year						
	of whom:													
	Total	Total of applicants from the previous reporting year	Applicants from the previous year 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 last reporting year	Column 7							
Column 1 (Col. 2 + Col. 7)	Column 2 (Sum of Col. 3 to Col. 6)	Column 3	Column 4	Column 5	Column 6	Column 7								
National														
Applicants still seeking training on 01.10.2015 or seeking training again or for the first time from 01.10.2015, of whom with the status in December 2015 of	69,242	100.0 %	49,230	100.0 %	7,200	100.0 %	7,120	100.0 %	14,352	100.0 %	20,012	100.0 %		
▶ applicants placed in training	6,644	9.6 %	4,382	8.9 %	1,046	14.5 %	551	7.7 %	1,050	7.3 %	1,735	8.4 %	2,262	11.3 %
▶ other former applicants	11,497	16.6 %	8,743	17.8 %	925	12.8 %	975	13.7 %	1,813	12.6 %	5,030	24.5 %	2,754	13.8 %
▶ of whom, no details on whereabouts	6,752	9.8 %	5,150	10.5 %	356	4.9 %	630	8.8 %	453	3.2 %	3,711	18.1 %	1,602	8.0 %
▶ applicants still seeking training who have opted for an alternative	23,255	33.6 %	17,324	35.2 %	3,002	41.7 %	1,732	24.3 %	10,069	70.2 %	2,521	12.3 %	5,931	29.6 %
▶ unplaced applicants with no alternative	27,846	40.2 %	18,781	38.1 %	2,227	30.9 %	3,862	54.2 %	1,420	9.9 %	11,272	54.8 %	9,065	45.3 %
Western Länder														
Applicants still seeking training on 01.10.2015 or seeking training again or for the first time from 01.10.2015, of whom with the status in December 2015 of	57,522	100.0 %	41,175	100.0 %	6,058	100.0 %	5,455	100.0 %	13,424	100.0 %	16,238	100.0 %	16,347	100.0 %
▶ applicants placed in training	5,409	9.4 %	3,576	8.7 %	865	14.3 %	419	7.7 %	992	7.4 %	1,300	8.0 %	1,833	11.2 %
▶ other former applicants	9,262	16.1 %	7,055	17.1 %	725	12.0 %	723	13.3 %	1,693	12.6 %	3,914	24.1 %	2,207	13.5 %
▶ of whom, no details on whereabouts	5,328	9.3 %	4,052	9.8 %	283	4.7 %	459	8.4 %	425	3.2 %	2,885	17.8 %	1,276	7.8 %
▶ applicants still seeking training who have opted for an alternative	20,581	35.8 %	15,556	37.8 %	2,629	43.4 %	1,449	26.6 %	9,462	70.5 %	2,016	12.4 %	5,025	30.7 %
▶ unplaced applicants with no alternative	22,270	38.7 %	14,988	36.4 %	1,839	30.4 %	2,864	52.5 %	1,277	9.5 %	9,008	55.5 %	7,282	44.5 %
Eastern Länder														
Applicants still seeking training on 01.10.2015 or seeking training again or for the first time from 01.10.2015, of whom with the status in December 2015 of	11,504	100.0 %	8,003	100.0 %	1,139	100.0 %	1,657	100.0 %	916	100.0 %	4,291	100.0 %	3,501	100.0 %
▶ applicants placed in training	1,231	10.7 %	803	10.0 %	180	15.8 %	132	8.0 %	57	6.2 %	434	10.1 %	428	12.2 %
▶ other former applicants	2,220	19.3 %	1,679	21.0 %	200	17.6 %	251	15.1 %	119	13.0 %	1,109	25.8 %	541	15.5 %
▶ of whom, no details on whereabouts	1,412	12.3 %	1,091	13.6 %	73	6.4 %	170	10.3 %	28	3.1 %	820	19.1 %	321	9.2 %
▶ applicants still seeking training who have opted for an alternative	2,631	22.9 %	1,755	21.9 %	373	32.7 %	281	17.0 %	598	65.3 %	503	11.7 %	876	25.0 %
▶ unplaced applicants with no alternative	5,422	47.1 %	3,766	47.1 %	386	33.9 %	993	59.9 %	142	15.5 %	2,245	52.3 %	1,656	47.3 %

Sources: Federal Employment Agency (Bundesagentur für Arbeit), training market statistics, subsequent placement until the end of January 2016; BIBB calculation

Compared with the previous year, the proportion of formerly unplaced applicants who had begun either training or an alternative was increased (January 2015: 5,440 or 26.2 %) and the share of those who still unplaced (January 2015: 11,701 or 56.4 %) was reduced. The percentage of formerly unplaced applicants whose whereabouts was unknown rose slightly (January 2015: 3,611 or 17.4 %).

The fact that more applicants for training places were not placed in training after subsequent placement was because some young people in various regions still have difficulties in finding training places. The proportion of young people who no longer wanted any active help from the employment offices and Jobcenters in seeking a training place and whose whereabouts was unknown was fairly high, at 6,752 (9.8 %).⁷⁷

2.7.4 Young people in the transition system

According to the initial release of data from Integrated reporting on education and training in 2015, the number of new entries into the transition system in 2015, at 270,783 was well above the previous year's figure of 252,670 (+18,113 or +7.2 %) (see **Table 12**).⁷⁸ This trend was evident in all German Länder,⁷⁹ with Bavaria (+30.1 %) and Hamburg (+19.5 %) recording especially high increases. These rises were however mainly due to programmes for teaching German to young refugees and migrants.⁸⁰ Many more young people also started a pre-vocational training year⁸¹ (+57.1 %).

Fewer young women (38.1 %) than young men (61.9 %) started a transition system measure in 2015. The percentage of women in obligatory practical traineeships preceding teacher training at a vocational college (85.2 %) was again disproportionately high. The highest proportion of young men were in a basic vocational training year (77.4 %), followed by a pre-vocational training year including one-year careers entry classes (68.3 %).

The transition system offers young people an opportunity to improve their individual chances of gaining training so most young people in the transition system have fairly low-level or no school leaving qualifications. According to data from Integrated reporting on education and training for 2014⁸² young people with a secondary general school certificate at 46.2 % were the biggest group in the transition system. 22.9 % of young people in this system had no secondary general school certificate and 25.9 % of the young people had an intermediate school leaving certificate or equivalent school leaving qualification. The percentage of young people with a higher education entrance qualification in the transition system low, at just at 1.8 %.

⁷⁷ The resulting possible negative effects have been described in the preceding section.

⁷⁸ Data may diverge from earlier information due to subsequent revisions.

⁷⁹ Data for all Länder can be obtained from the interim report issued by the Federal Statistical Office (see <https://www.destatis.de/DE/Publikationen/Thematisch/Bildung/ForschungKultur/Schulen/SchnellmeldungAusbildungsberichterstattung.html>). The interim report is can also be downloaded from the BIBB website from the page on Integrated Reporting on Training (see <https://www.bibb.de/iabe>).

⁸⁰ See the press release issued by the Federal Statistical Office on the 4th of March 2016 (https://www.destatis.de/DE/PresseService/Presse/Pressemitteilungen/2016/03/PD16_073_212pdf)

⁸¹ A pre-vocational training year offers students the possibility of returning to education to gain a secondary general school certificate and they can also fulfil their obligation to attend school and acquire basic vocational skills and knowledge.

⁸² Detailed data on schooling background for 2015 is not yet available.

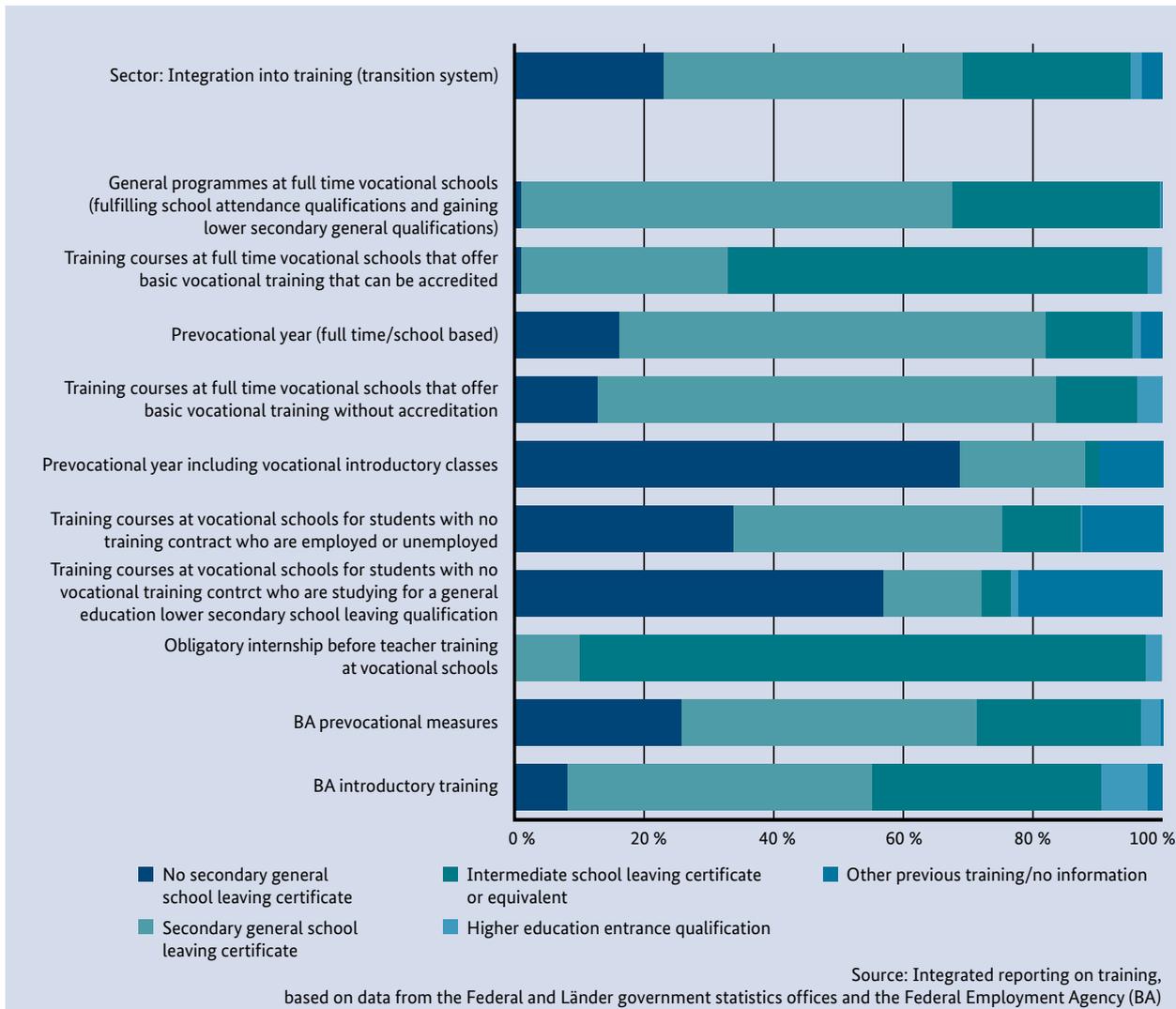
Table 12: New entries into the transition system, 2005 to 2015

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Sector: Integration into training (transition system)	417,649	412,083	386,864	358,969	344,515	316,494	281,662	259,727	255,401	252,670	270,783
General programmes at full time vocational schools (fulfilling school attendance qualifications and gaining lower secondary general qualifications)	68,095	67,949	63,976	59,940	59,812	54,180	49,182	52,086	49,394	45,069	44,542
Training courses at full time vocational schools that offer basic vocational training that can be accredited	58,706	59,341	55,548	51,776	49,821	47,479	44,051	35,708	36,119	35,581	47,562
Prevocational year (full time/school based)	48,581	46,446	44,337	42,688	32,473	30,620	28,144	26,938	27,325	28,408	6,257
Training courses at full time vocational schools that offer basic vocational training without accreditation	29,106	27,811	31,947	29,841	28,226	24,790	21,816	17,682	21,153	21,490	20,980
Prevocational year including vocational introductory classes	58,432	55,339	46,841	42,571	41,973	40,661	38,479	41,061	41,340	45,202	71,008
Training courses at vocational schools for students with no training contract who are employed or unemployed	27,035	28,671	25,789	21,364	20,875	19,186	16,250	16,285	15,331	14,393	15,652
Training courses at vocational schools for students with no training contract who are studying for a general lower secondary school leaving qualification	13,477	13,192	11,498	9,958	8,968	6,808	6,127	2,389	2,325	2,324	2,294
Obligatory internship before teacher training at vocational schools	3,525	3,561	3,391	3,531	3,724	3,854	3,821	3,835	3,890	3,841	3,842
Federal Employment Agency (BA) prevocational measures	91,811	86,171	80,193	78,080	77,934	69,933	58,389	51,274	47,264	46,149	46,539
BA introductory training	18,881	23,602	23,344	19,220	20,709	18,983	15,403	12,469	11,260	10,213	12,107

Source: Federal Statistical Office, Integrated Reporting on Training (iABE) 2014 and interim report of iABE 2015

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

Chart 14: Schooling background of new entries into the transition system in 2014



Young people with a higher education entrance qualification were represented at above-average levels in introductory training (7.1 %), a measure that ensures high rates of integration into training. Young people without a secondary general school certificate were especially often to be found in a prevocational training year including one-year careers entry classes (68.6 %), in training courses at vocational colleges for students with no training contract who are studying for a general education lower secondary qualification (56.9 %) and in training courses at vocational colleges for students with no training contract who are employed or unemployed (33.7 %).

Chart 14 presents information on the schooling backgrounds of new entries into the transition system.

19.8 % of those in the transition system were foreign nationals in 2014⁸³ at (2013: 17.8 %). Young foreigners were most strongly represented in a prevocational training year including one-year careers entry classes (35.5 %), in training courses at vocational colleges for students with no training contract who are employed or unemployed (21.1 %) and in a basic vocational training year (20.2 %). It should be noted that this is also due to the different qualification levels that German and foreign young people have when they leave general education schools.⁸⁴

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

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

In a pilot project funded by the BMBF, the BIBB evaluated National Education Panel Study (NEPS)⁸⁵ data in the context of vocational training policy issues.⁸⁶ The project was designed to analyse the situation and progress of school leavers who leave general education schools with a secondary general school certificate as their highest school leaving qualifications and examine their education and training trajectories.

The NEPS is currently monitoring the progress of approximately 14,500 young people on their way from general education schools into (vocational) training.⁸⁷ Interim data is now available on 1,637 young people who left the general education school system after year nine in summer 2011.⁸⁸

The BIBB's initial findings show that just under half the young people (45.3 %) who left the general education school system after year nine with a secondary general school certificate as their highest school leaving qualification were placed in fully qualifying (dual or school-based) vocational training. All the others began a transition system measure (e. g. school-based courses providing specific vocational qualifications, prevocational measures).

More young men (64.8 %) than young female school leavers started training in transition system measures (53 %). Almost all of those placed in this training had achieved better results in German and mathematics. Young people from migrant backgrounds were more likely to be in the group of young people not placed in training than among those placed in training (32.1 % vs. 42.5 %).

Statistically relevant differences between young people who started training immediately after completing year nine and those who began a transition system measure were also reflected in careers orientation. Those who started training promptly had more often completed internships during their holidays before leaving school (31.5 % vs. 13.7 % of those not placed in training). Even at the outset of year nine, the students who started training right after school were much clearer about which occupation they wanted to pursue. 59.9 % of them in the first half of year nine and 69.5 % of them in the second half of year nine stated that they wanted to leave school to begin training in a company. These young people then set about achieving this goal with targeted applications at an early stage.

⁸³ Data for 2015 is not yet available.

⁸⁴ See [Chapter 2.7.11](#)

⁸⁵ The BMBF financed the NEPS from 2009 to 2013. NEPS was established as a permanent programme in 2014 and is now at the University of Bamberg (Leibniz Institute for Educational Trajectories). For further information on NEPS go to <https://www.lifbi.de/>

⁸⁶ See [Chapter 3.10.4](#) of the Report on Vocational Education and Training

⁸⁷ Students from special needs schools are not included in the following analyses because the NEPS surveys those students differently from those from general education schools so data is only available for some of the relevant features in their case.

⁸⁸ More details on the random sample and results can be found in Chapter A3.3 of the 2016 Data Report.

Young people who were not placed in training after leaving school showed different behaviour patterns. Towards the end of year nine around half of them assumed that they would still be in a general education school in the following year. Only 25.8 % at the beginning of year nine and only 15.4 % at the end of year nine planned to begin training in a company. Around half of them had never applied for a training place. These findings indicate that some young people who leave the general education school system after year nine do not initially seek vocational training, but want to improve their qualification levels in the transition system.

Multivariate analyses for the group of young people who sought training after leaving school show that application activities, mathematics skills, an awareness of how to gain a training place and the completion of internships in the holidays (compared with block internships or a few days of practical work experience during school)⁸⁹ significantly improved their chances of successfully managing the transition into training. Although migrants are underrepresented among this group entering training, when controlled for characteristics relevant to this transition (such as school results, skills, application activities, internships) migrant background does not influence chances of transitioning into training.

The comparison presented above can only indicate which school leavers succeed in starting training immediately after completing their school career and which do not. Questions of whether they go on to succeed in training and how those starting training and school leavers as yet unplaced in training will find their way through training and into work can only be answered by continuing monitoring of these target groups. This will be possible based on further rounds of NEPS surveys in future.

2.7.6 Unplaced applicants from previous years

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

2.7.6.1 Applicants from earlier reporting years

Since 2010 the BA has recorded numbers of applicants from earlier reporting years.⁹⁰ In interpreting this data it should be taken into account that the BA allocates its categories according to when a person was last registered as an applicant so it is impossible to state whether a person who was last registered as an applicant before the reporting year had already sought a training place with BA support in earlier years. The fact that a person was recorded as an applicant some time ago does not necessarily mean that they have been looking for a training place for the entire intervening period.

In 2015 the BA’s national statistics registered 185,060 people who had applied for a training place in at least one of the past five reporting years (see **Table 13**), 1,596 (–0.9 %) fewer than in 2014. Since the total number of registered applicants fell even more steeply (–10,333 or –1.8 % to 549,098), the proportion of applicants from earlier reporting years of all applicants rose slightly in 2015 (2012: 31.9 %; 2013: 32.2 %; 2014: 33.4 %; 2015: 33.7 %).

⁸⁹ The fact that internships carried out in holidays, in contrast to internships during school increase young people’s chances of being placed in training indicates that young people who take on internships in their free time have lots of initiative and motivation, which can have a positive effect on their transition into training.

⁹⁰ For 2010 only data for “applicants 1 year before the reporting year” is available, data on “applicants 1 or 2 years before the reporting year” can only be provided from 2011. Data on “applicants in at least one of the past five reporting years” is available from 2012. No findings on “applicants from previous reporting years” can be obtained from Jobcenters that have been entirely devolved to local government management since 01.01.2012.

Table 13: Applicants from earlier reporting years, 2012 to 2015

	Total	who were applicants in at least 1 of the past 5 reporting years	who were applicants 1 or 2 years before the reporting year	Applicants		applicants in at least 1 of the past 5 years before the reporting year, compared with the previous year	
				applicants 1 year before the reporting year	applicants 2 years before the reporting year	absolute	relative
National							
2012	561,783	179,365	163,596	142,587	21,009		
2013	561,168	180,599	165,779	145,721	20,058	+1,234	+0.7
2014	559,431	186,656	172,779	150,727	22,052	+6,057	+3.4
2015	549,098	185,060	170,804	148,410	22,394	-1,596	-0.9
Western Länder							
2012	468,661	148,299	137,701	120,658	17,043		
2013	468,759	149,806	139,171	122,755	16,416	+1,507	+1.0
2014	466,202	156,067	145,618	127,638	17,980	+6,261	+4.2
2015	456,591	154,716	143,808	125,329	18,479	-1,351	-0.9
Eastern Länder							
2012	92,914	31,020	25,855	21,894	3,961		
2013	91,098	30,744	26,565	22,925	3,640	-276	-0.9
2014	90,164	30,296	26,869	22,800	4,069	-448	-1.5
2015	89,260	30,028	26,683	22,778	3,905	-268	-0.9

Source: Federal Employment Agency statistics

In western Länder the number of applicants from earlier years than the reporting year decreased by 1,351 (-0.9 %) to 154,716.⁹¹ Here too, their number as a share of all applicants rose (2012: 31.6 %, 2013: 32.0 %, 2014: 33.5 %, 2015: 33.9 %). As with the national figures, this is due to an overall steeper drop in applicant numbers.⁹²

In eastern Länder the number of applicants from earlier reporting years fell by 268 (-0.9 %) to 30,028. The relatively less dramatic drop in the number of these applicants⁹³ means that the proportion of applicants from earlier reporting years of all registered applicants declined markedly in eastern Länder in 2015 (2012: 33.4 %; 2013: 33.7 %; 2014: 33.6 %; 2015: 33.6 %).

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

92 Decline in the number of registered applicants in western Länder: -9,611 or -2.1 % to 456,591.

93 Decline in the number of registered applicants in eastern Länder: -904 or -1.0 % to 89,260.

2.7.6.2 Applicants who left school in years preceding the reporting year

For a long time, the BA's training market statistics did not include any information on whether registered applicants had sought a training place with support from the BA or licensed local authority agencies in previous years. They only recorded whether current applicants had left school some time ago. Applicants who had left school in years before the reporting year were defined in the BA statistics as unplaced applicants from previous years, even if it was known that this group were not necessarily unplaced applicants from previous years who had in fact sought a training place before.⁹⁴ The number of applicants who left school in years preceding the reporting year fell in 2015 compared with the year before. This was equally the case across the nation and in western and eastern Länder.

Nationally the number of applicants who left school in years preceding the reporting year decreased by 4,418 (-1.9 %) to 230,850⁹⁵ so it declined slightly more than the number of applicants overall (-1.8 %, see above). The proportion of these applicants of all registered applicants therefore dropped slightly from 42.1 % in 2014 to 42 % in 2015.

In western Länder 186,221 applicants, 2,434 fewer (-1.3 %) than the year, before left school in years preceding the reporting year so their proportion rose slightly in 2015 (2014: 40.5 %; 2015: 40.8 %).⁹⁶

In eastern Länder is the number of applicants who left school in years preceding the reporting year declined by 2,001 (-4.5 %) to 42,306 compared with 2014⁹⁷ so their relative proportion of all registered applicants decreased from 2014 to 2015 (2014: 49.1 %; 2015: 47.4 %).⁹⁸

2.7.6.3 The results of the 2015 BA/BIBB applicants' survey

In contrast to the BA statistics, the BA/BIBB applicants' survey records young people as unplaced applicants from previous years when they state that they have in the past applied for a training place, whether or not they were registered with the BA as seeking a training place at that earlier time. The BA/BIBB applicants' survey therefore indicates when a person applied for a training place for the first time, regardless of whether they were registered with the BA. Current analyses carried out by the BIBB have evaluated the training opportunities of unplaced applicants from previous years based on data from the BA/BIBB survey of applicants in 2006, 2008, 2010, 2012 and 2014.⁹⁹

According to these analyses, the number of unplaced applicants from previous years of all registered applicants has fallen considerably in recent years (2006: 40 %; 2008: 40 %; 2010: 38 %; 2012: 31 %; 2014: 28 %).

94 One example of this would be young people who apply for a training place for a first time after completing Voluntary Service. Conversely, applicants from the current cohort of school leavers can be "unplaced applicants from previous years", when they have decided after applying unsuccessfully for training to improve their qualifications by going back to school, for example.

95 Since 2009 the figures have developed nationally as follows: 2009: 259,064 (46.1 %); 2010: 260,942 (46.7 %); 2011: 240,913 (44.1 %); 2012: 233,546 (41.6 %); 2013: 231,400 (41.2 %); 2014: 235,268 (42.1 %); 2015: 230,850 (42.0 %).

96 Time series from 2009 for western Länder: 2009: 200,940 (44.5 %); 2010: 208,294 (45.1 %); 2011: 191,909 (42.2 %); 2012: 186,769 (39.9 %); 2013: 184,948 (39.5 %); 2014: 188,655 (40.5 %); 2015: 186,221 (40.8 %)

97 Time series from 2009 for eastern Länder: 2009: 58,061 (52.7 %); 2010: 52,573 (54.7 %); 2011: 48,916 (53.6 %); 2012: 46,694 (50.3 %); 2013: 45,753 (50.2 %); 2014: 44,307 (49.1 %); 2015: 42,306 (47.4 %). Discrepancies in the figures shown for western and eastern Länder compared with national figures are due to cases that were not possible to classify.

98 Further findings on applicants from earlier cohorts of school leavers, such as schooling background or whereabouts, can be found in the Data Report 2016, Chapter A1.3.

99 See also the Data Report 2016, Chapter A3.1.2

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

Reviewed over a longer period, the chances of unplaced applicants from previous years of being placed in fully qualifying training have improved. Of the unplaced applicants from previous years who had applied for training for the first time in the previous year in 2006, 54 % were placed in fully qualifying training (33 % in company based training, 21 % other fully qualifying training). By 2014 this rate had grown to 58 % (39 % in company based training, 19 % other fully qualifying training) and it was even lower among unplaced applicants from previous years who had first applied for training three years ago or more, so there was a slight improvement for this group as well (2006: 42 % placed in fully qualifying training, of whom 21 % went into company-based training, 2014: 46 % placed in fully qualifying training, of whom 26 % went into company-based training). In 2014, 44 % of unplaced applicants from previous years who had first applied for training three years ago or more were still outside the training system (by comparison, it was 46 % in 2006) so there is still a need for action to integrate unplaced applicants from previous years into vocational education.

2.7.7 Companies cannot fill training places

Many companies are finding it increasingly difficult to fill the training places they offer. One indication of this is the clear and constant rise in the number of unfilled vocational training places registered with the BA.¹⁰⁰

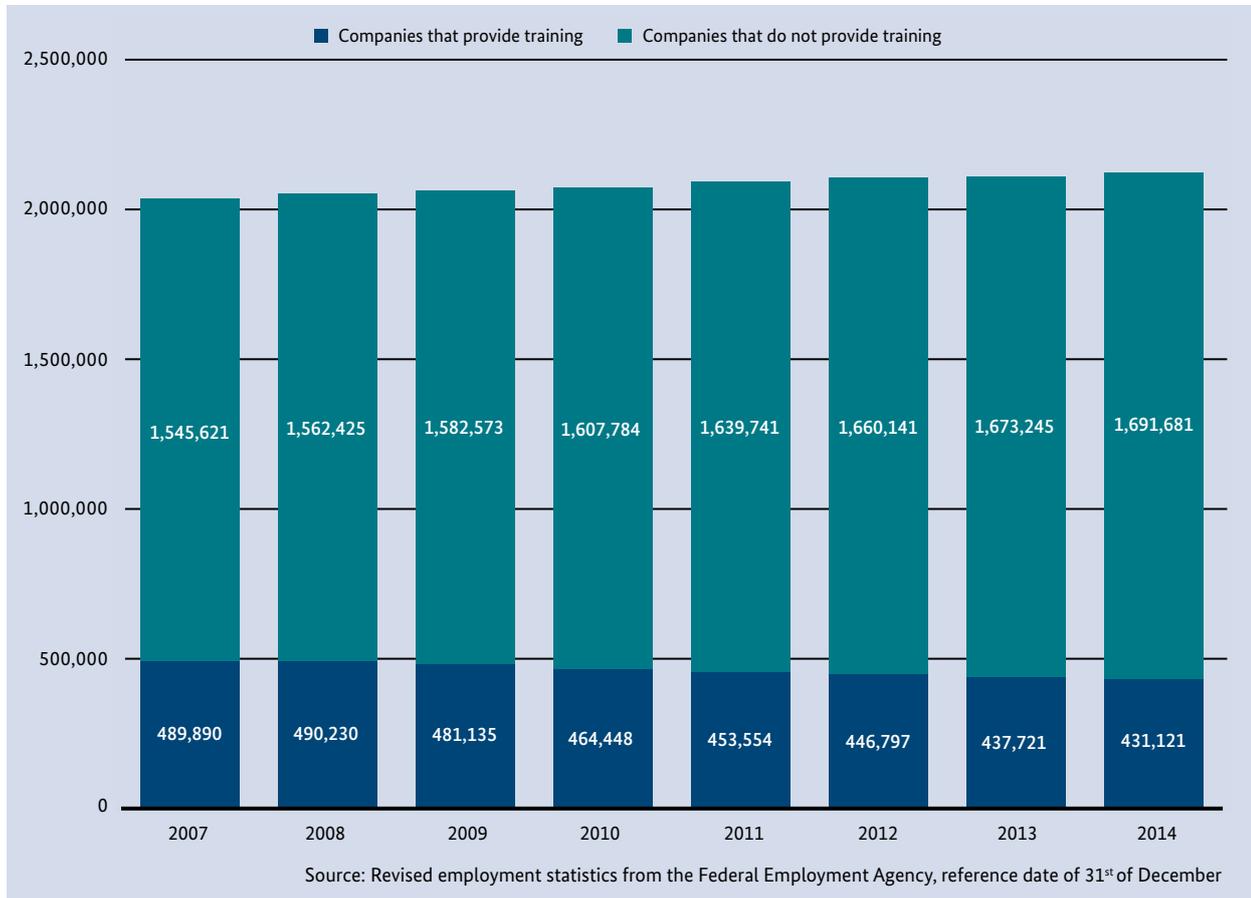
Surveys of companies also show that their search for trainees is becoming increasingly arduous. According to the results of the 2014 BIBB Qualification Panel (see **Chapter 3.10.3.4**) 44 % of companies surveyed were partly or entirely unable to fill the training places they offered (2011: 35 %; 2012: 37 %; 2013: 40 %).¹⁰¹ Smaller and the smallest companies found it much harder to fill the training places they offered. The proportion of vacant vocational training places is in inverse proportion to the number of employees in the company (1–19 employees: 50 %; 20–99 employees: 32 %; 100–199 employees: 29 %; 200 and more employees 24 %). Possible explanations for this are that large companies may be more attractive to young people as training providers and they have more funds available to spend on recruiting measures. The perceived attractiveness of individual occupations¹⁰² or a company's image may also play a role in trainees' choices.

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

¹⁰⁰ 2009: 17,255; 2010: 19,605; 2011: 29,689; 2012: 33,274; 2013: 33,738; 2014: 37,101; 2015: 40,960

¹⁰¹ The first three "waves" of the BIBB Qualification Panel between 2011 and 2013 each surveyed around 2,000 companies. Around 3,500 companies have participated in the survey since the 2014 "wave".

¹⁰² One current analysis carried out by the BIBB has shown that income and career expectations and social prestige play a central role in people's choice of occupation. The analysis was based on a comparison of the closely related occupations of retail salesperson and salesperson specialising in foodstuffs. See also, Granato, Mona; Matthes, Stephanie; Schnitzler, Annalisa; Ulrich, Joachim Gerd; Weiß, Ursula (2016): Warum nicht "Fachverkäufer/-in im Lebensmittelhandwerk" anstelle von "Kaufmann/-frau im Einzelhandel"? BIBB Report 1/2016 (<https://www.bibb.de/veroeffentlichungen/de/publication/show/id/7890>).

Chart 15: Companies that do and do not provide training in Germany

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

Numbers of companies offering training continued to fall in 2014. This is the conclusion reached by the BIBB based on analyses of the data from the BA's revised employment statistics.¹⁰³

Of the 2.12 million companies in Germany with at least one employee for whom they pay social insurance contributions, 431,121 offered training in 2014, 6,600 (–1.5 %) fewer than 2013 (see **Chart 15**).

In contrast, the total number of companies again increased compared with the year before by 11,836 (+0.6 %) so the percentage of companies offering training¹⁰⁴ decreased even more markedly, falling by 0.4 percent to 20.3 % (2007: 24.1 %; 2012: 21.2 %; 2013: 20.7 %; 2014: 20.3 %).

As in the previous year, the fall in the number of the smallest companies (19 employees) offering training was again responsible for the drop in the overall number of companies providing training (–8,185 or –3.8 % to 207,160). This development must be seen in the context of the increasing difficulties smallest companies are having in filling training places as described above.

¹⁰³ The BA employment statistics were revised in August 2014. See <https://statistik.arbeitsagentur.de/Statischer-Content/Grundlagen/Methodenberichte/Beschaeftigungsstatistik/Generische-Publikationen/Methodenbericht-Beschaeftigungsstatistik-Revision-2014.pdf>. For this reason, there are discrepancies compared with previously published figures.

¹⁰⁴ The company training rate is the proportion of companies with trainees of all companies with employees for whom social insurance contributions are payable.

The number of small companies (10–49 employees) offering training, at 155,199 was somewhat higher than in the previous year (+828 or +0.5 %). The number of medium-sized companies (50–249 employees) providing training also grew by 689 (+1.2 %) to 56,300. 12,462 more large companies (250 employees and more) offered training, 68 (+0.5 %) more than in 2013. The greater number of companies in these size categories offering training was however not enough to compensate for the decline in the number of the smallest companies providing training.

The total number of small, medium-sized and large companies grew more strongly than the total number of companies offering training, so the proportion of companies that offer training fell not among the smallest companies, but across companies in all size categories. Rates of companies providing training in 2014 classified by company size were as follows: smallest companies 12.4 % (2013: 12.9 %), small companies 44.1 % (2013: 44.7 %), medium-sized companies 67.0 % (2013: 67.6 %) and large companies 82.3 % (2013: 83.2 %).¹⁰⁵

It should be noted that not every company is authorized to offer training. According to data from the IAB Establishment Panel, in 2014 more than half (57 %) of companies were entitled to provide training (western Länder: 58 %, eastern Länder, 53 %).¹⁰⁶ The proportion of companies authorized to offer training increases with company size. While just on half of the smallest companies with fewer than ten employees were authorized to offer training, almost all the large companies with more than 500 employees were.¹⁰⁷ If only those companies authorized to offer training are taken into account, the rate of companies involved in training is much higher. According to information provided by the IAB, 52 % of companies authorized to provide training participated in training in 2014 (2013: 53 %). Many more companies entitled to offer training in western Länder actively provided training in 2014 53 % (2013: 55 %) than companies in eastern Länder, at 45 % (2013: 43 %). Companies with more employees also

105 Detailed analyses on trends in the proportion of companies providing training and training participation rate according to company size and industry can be found in the Data Report accompanying the 2016 Report on Vocational Education and Training, Chapter A4.10.1.

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

107 See the Data Report accompanying the 2016 Report on Vocational Education and Training, Chapter A4.10.2

tended to participate more frequently in training. In 2014 38 % of the smallest companies authorized to provide training offered training (2013: 40 %), while among large companies with 500 employees and more the rate was 97 % (2013: 95 %). Not all companies that provide training do so continuously, especially the smallest companies. A fluctuating need for skilled workers may be one reason why companies do not offer training places every year.¹⁰⁸

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

During a fourth round of the BIBB Qualification Panel in 2014, companies were asked about the development in the number of new training contracts in their enterprise in the past three years. Companies whose participation in training had declined were asked about the reasons why.¹⁰⁹

According to this data, 62 % of the companies surveyed did not offer training. The number of newly concluded training contracts was stable in 17 % of companies and 4 % had increased their number of new training contracts in the last three years. 17 % of companies had concluded fewer training contracts, including companies that concluded fewer training contracts in the past three years (4 %) and companies that had not concluded any new contracts in this period, in contrast to the situation in earlier years (13 %). The reasons most often stated for declining participating in training were no current demand for new young workers (43 %), few or no applications (39 %) and unsuitable applicants (31 %). As well as issues involving the demand for

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

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

Chart 16: Types of problems on the training place market

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

Source: BIBB

skilled staff and experiences in the search for training place applicants, reasons such as doubts about the cost-benefit ratio of training and changing conditions in the company were often given for falling training participation rates.¹¹⁰

The BMBF is taking the fall in companies’ participation rate in training and the particular difficulties that smaller firms are having in filling training places as an opportunity to increasingly focus on supporting small and medium-sized enterprises through its new JOBSTARTER plus programme.¹¹¹ The BMWi is also promoting targeted filling of training places in small and medium-sized enterprises.¹¹²

2.7.9 Matching – a central challenge

In view of the fact that companies have increased the number of training places they provide, the slight fall in demand for training places from young people, and difficulties in reconciling the training places companies offer with young people’s desire for training, the topic of matching remains an important issue in current vocational training policy discussions.

In considering the rates of unfilled vocational training places and applicants still seeking training, three main types of training market problems emerge: supply problems, problems filling places and matching problems¹¹³ (see **Chart 16**).

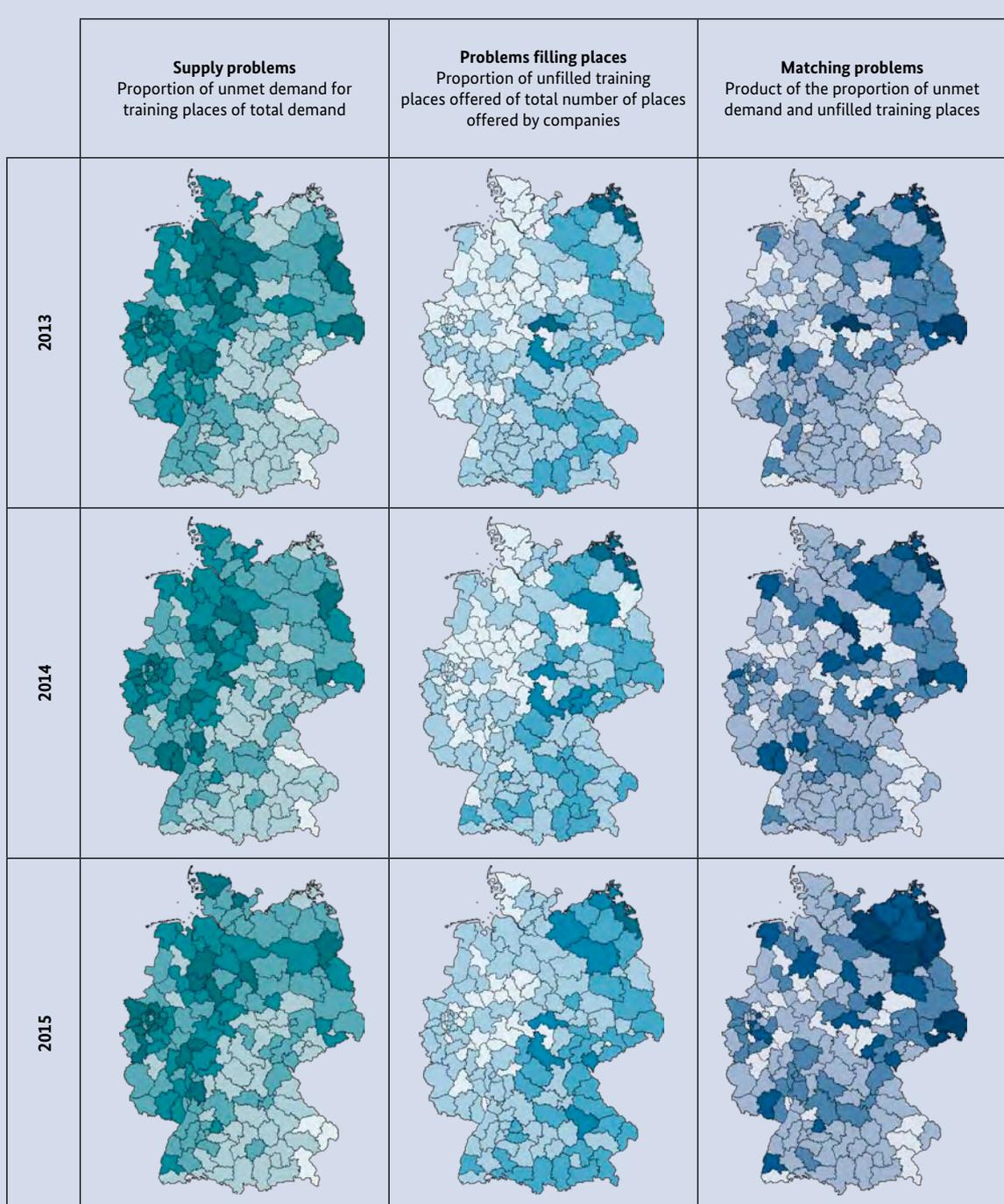
110 For further details see also Mohr, Sabine; Troltsch, Klaus; Gerhards, Christian (2015): Rückzug von Betrieben aus der beruflichen Ausbildung. Gründe und Muster. BIBB Report 4/2015 (<https://www.bibb.de/veroeffentlichungen/de/publication/show/id/7878>).

111 See **Chapter 3.6.7**

112 See **Chapter 3.6.9**

113 To calculate the extent of matching problems, the number of unfilled training places of all company-based training places is offset against the number of applicants seeking training related to demand (Expanded definition, see **Chapter 2.2**). The range of values can vary from 0 % * 0 % = 0 (no matching problems, no registered training places unfilled and no applicant looking for a training place at the end of the reporting year) up to a possible, but practically almost impossible, figure of 100 % * 100 % = 10.000 (all registered training places remain unfilled and all applicants are still seeking a training place at the end of the reporting year). The multiplicative linking ensures that the indicator shows no matching problems if there are extreme problems filling places and no supply problems (in the extreme case 100 % * 0 % = 0) and conversely, if there are no problems filling places, but supply problems are extreme (in the extreme case 0 % * 100 % = 0). See also Matthes, Stephanie; Ulrich, Joachim Gerd; Flemming, Simone; Granath, Ralf-Olaf (2016): Mehr Ausbildungsangebote, stabile Nachfrage, aber wachsende Passungsprobleme. Die Entwicklung des Ausbildungsmarktes im Jahr 2015. (http://www.bibb.de/dokumente/pdf/a21_beitrag_naa-2015.pdf).

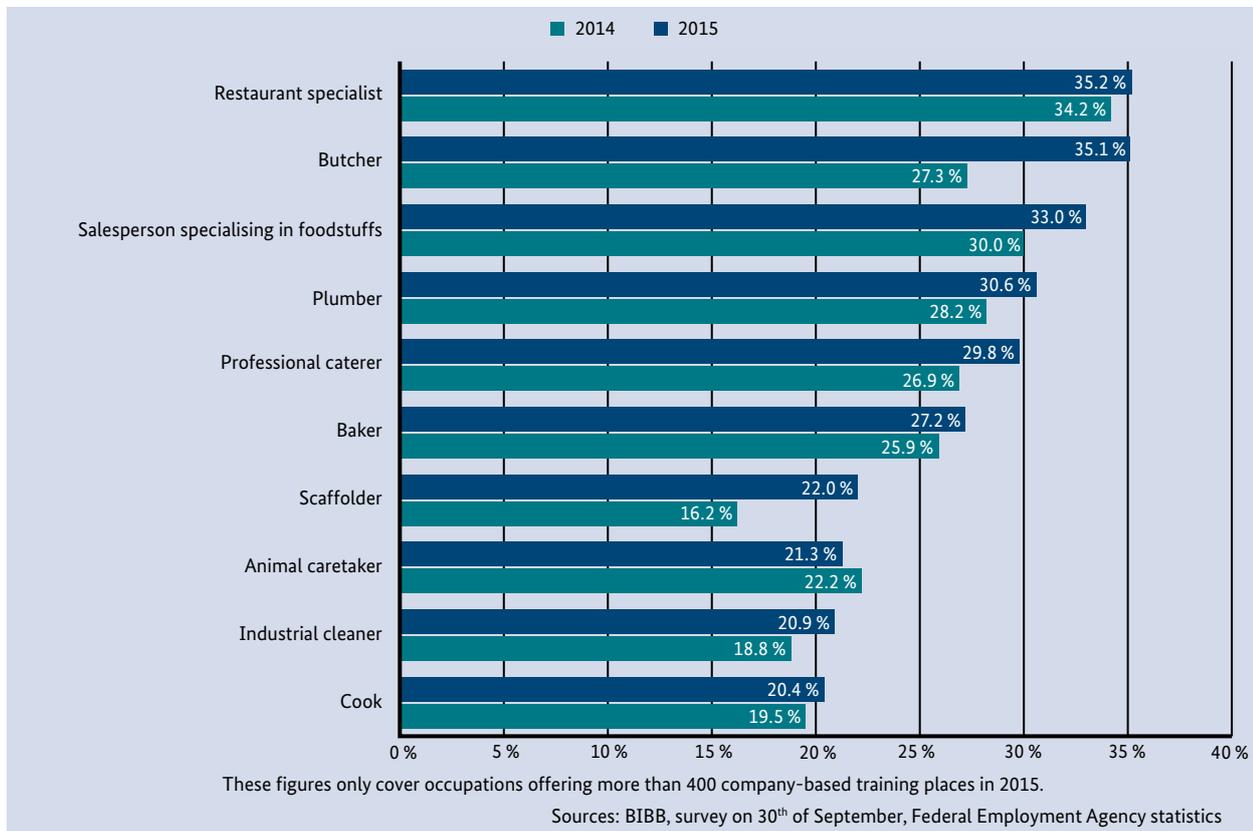
Chart 17: Regional disparities



under 5 %	5 % – u. 10 %	10 % – u. 15 %	15 % – u. 20 %	over 20 %
under 5 %	5 % – u. 10 %	10 % – u. 15 %	15 % – u. 20 %	over 20 %
under 50 %	5 – u. 100	100 – u. 150	150 – u. 200	over 200

Sources: BIBB, survey on the 30th of September; BA, training market statistics on the 30th of September; BIBB's own calculations carried out by Division 2.1

Chart 18: Occupations with a high proportion of unfilled training places of all in-company training places, 2014 and 2015



In recent years the proportion of unfilled training places of all places offered by companies has grown (2013: 6.2 %; 2014: 6.9 %; 2015: 7.5 %). Western Länder (2013: 5.9 %; 2014: 6.5 %; 2015: 7.1 %) and eastern Länder (2013: 8.5 %; 2014: 9 %; 2015: 9.9 %) both recorded increases. The ratio of applicants still seeking training has changed little. Slight falls in national figures (2013: 13.6 %; 2014: 13.5 %; 2015: 13.4 %) and in western Länder (2013: 13.9 %; 2014: 13.7 %; 2015: 13.6 %) were offset by a slightly higher rate in eastern Länder last year (2013: 11.5 %; 2014: 11.3 %; 2015: 11.9 %).

Chart 17 shows partly substantial regional disparities and trends in their development since 2013.¹¹⁴

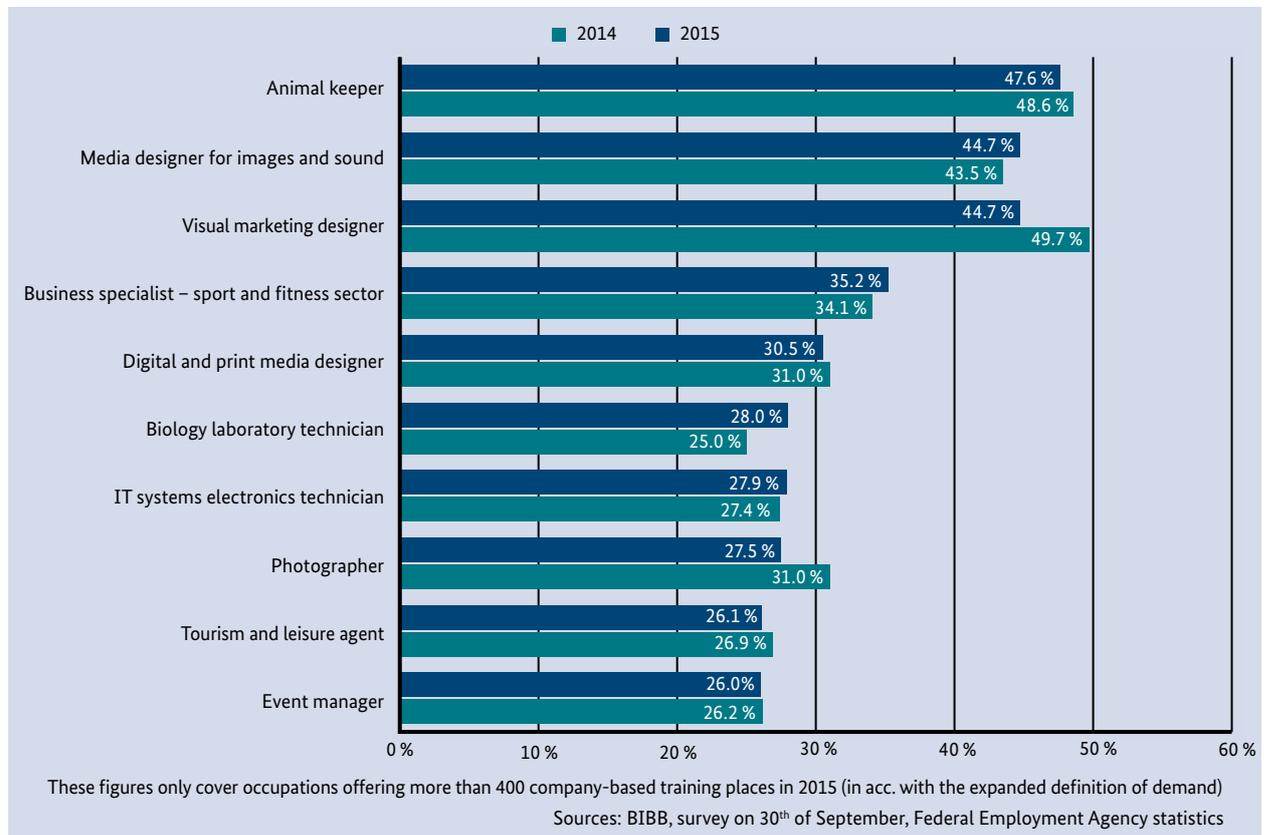
An analysis of figures from employment agency districts for 2014 and 2015 shows that problems filling training places for companies increased over the previous year, which is reflected in the number of regions affected.¹¹⁵ According to their figures, the proportion of unfilled training places of all training places companies offered was higher in 2015 than it was 2014 in 100 of the 154¹¹⁶ employment agency districts, or in 65 %. The proportion of unfilled training places was lower than in the previous year in 54 employment agency districts (35 %). Developments were more favourable in the area of supply problems at the regional level. Just on half the employment agency districts (74 of 154 or

115 A note on the calculation: An employment agency district is said to have increasing problems filling places when the proportion of unfilled training places of all places offered by companies in 2015 exceeded the 2014 figure. Increasing supply problems mean that the number of those seeking places in excess of demand (according to the expanded definition) was larger in 2015 than it was in 2014.

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

114 The key data is provided in the 2016 Data Report, Chapter A1.1.

Chart 19: Occupations with a high proportion of unsuccessful training place applicants, 2014 and 2015



48 %) recorded fewer unsuccessful applicants for training places compared with the year before. Matching problems grew in 97 (63 %) of 154 employment agency districts and decline in 57 (37 %) districts.

There are major differences not only among regions, but among individual occupations. Findings based on the results of the BIBB survey carried out on the 30th of September and BA training market statistics identify occupations with a particularly high proportion of unfilled company-based training places of all company-based training places (see [Chart 18](#)). Since these calculations include by definition only unfilled training places that were registered with the BA, the proportions reported are somewhat lower than those identified in the survey of companies.

The data also makes it possible to identify occupations in which this situation is reversed. [Chart 19](#) shows occupations with a high proportion of unsuccessful applicants for training places.

Compared with last year, it is mainly the same occupations with particularly high numbers of unfilled training places or unsuccessful applicants for training.¹¹⁷ While the proportion of unfilled training places of all company-based training places offered grew generally in these occupations, developments in occupations with very high numbers of unsuccessful applicants were not consistent. In some of these occupations fewer applicants than in the previous year remained unplaced.

¹¹⁷ See the Report on Vocational Education and Training 2015, Chapter 2.6.10

2.7.10 Attracting more university dropouts to dual vocational training

According to calculations made by the German Centre for Research on Higher Education and Science Studies (Deutsches Zentrum für Hochschul- und Wissenschaftsforschung – DZHW) more than a quarter of Bachelors students (28 %) never complete their studies. The dropout rate is higher in Bachelors courses at universities (33 %) than it is at universities of applied sciences (23 %).¹¹⁸ There has already been some success in placing many university dropouts in dual vocational training. Practice-based careers orientation, at grammar schools too, can play a major role in helping to reduce numbers of university dropouts. It is also important to provide opportunities for transfer between vocational and academic education and training, not only unilaterally, with options for transferring from vocational training into academic education but also in the opposite direction.

The Federal government and other actors want to attract university dropouts into dual vocational training by instituting measures to achieve a win-win situation for both parties. University dropouts would be given a chance to gain a vocational qualification through vocational training and companies would profit not from a larger pool of applicants from which they could recruit trainees (easing difficulties in filling training places), but would also be able to employ high-achieving and often suitably educated and motivated trainees (see **Chapter 3.8.5.3**).

During a survey of expert monitors in 2014, the BIBB canvassed the opinions of training experts on integrating university dropouts into vocational training. The experts regarded recruiting this group into vocational training positively and most of them (82 %) viewed integrating university dropouts into training as playing a vital role in solving the problem of a shortage of skilled workers. The experts assumed however, that not all companies and occupations would profit equally

and cited small and skilled trades companies, which currently have particular difficulties in filling training places, as one example of those with little chance of benefiting. One major challenge, according to the experts, would be matching companies and university dropouts.¹¹⁹

Attracting university dropouts into dual vocational training in small and medium-sized enterprises is therefore a current focus of the BMBF's JOBSTARTER plus training market structural programme.¹²⁰

The 2016 Data Report, with its focus on “University dropouts as a chance for dual vocational training – Dual vocational training as a chance for university dropouts” goes into this topic in detail. It includes reports on the results of the survey of expert monitors, findings from the survey of companies, a survey of students and National Education Panel Study (NEPS) and presents projects carried out under the aegis of JOBSTARTER plus.¹²¹

118 See Heublein, Ulrich; Richter, Johanna; Schmelzer, Robert; Sommer, Dieter (2014): Die Entwicklung der Studienabbruchquoten an den deutschen Hochschulen. Statistische Berechnungen auf der Basis des Absolventenjahrgangs 2012. Forum Hochschule 4/2014. Hanover (http://www.dzhw.eu/pdf/pub_fh/fh-201404.pdf). These figures record students who have left the tertiary education system without any qualification. Students who change subjects or institutions are not counted as dropouts.

119 See Ebbinghaus, Margit; Beicht, Ursula; Gei, Julia; Milde, Bettina (2014): Studienabbrecher für die duale Berufsausbildung gewinnen. Ergebnisse aus dem BIBB-Expertenmonitor Berufliche Bildung 2014. Bonn. (http://www.bibb.de/dokumente/pdf/Bericht_Expertenmonitor_2014.pdf).

120 See **Chapter 3.6.7**

121 See the 2016 Data Report, Chapter C.

Table 14: Young adults with no vocational qualifications, 2011 to 2014

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

Source: Research data centre of the statistical offices, micro-censuses 2011 to 2014, BIBB calculations

2.7.11 Young adults with no vocational qualifications

In 2014 according to micro-census data 13.3 % or 1.93 million) young people aged 20 to 34 in Germany had no vocational qualifications¹²² and so lacked the prerequisites for qualified participating in working life.¹²³ This is connected with significant negative consequences for individuals and their opportunities to earn a living and for society as a whole. Given current demographic changes, these young people will also be needed as skilled workers.

Compared with years past, the proportion of unskilled 20 to 34 year-olds has continued to fall, from 13.4 % 2013 to 13.3 % in 2014.¹²⁴ After declining in previous years, the absolute number of those without formal qualifications aged 20 to 34 rose slightly above the year before's figure (2013: 1.92 million; 2014: 1.93 million, see [Table 14](#)).¹²⁵

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

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

124 See also the 2016 Data Report, Chapter A8.2. From 2011 findings are based on data from the 2011 census so they are not entirely comparable with data from the previous year and information provided in earlier Reports on Vocational Education and Training.

125 See the 2016 Data Report, Chapter A8.2.

Reviewing results according to age cohorts provides the following picture: there are fewer unskilled young adults than unskilled 25 to 34 year-olds. The falls in the number of unskilled 20 to 24 year-olds in recent years were not however continued in 2014, and their number instead rose slightly (2013: 11.7 %; 2014: 12.0 %). 13.8 % of adults aged 25 to 34 were classified as unskilled in 2014, fewer than in the previous year (2013: 14.1 %). Among those aged 20 to 29, who were the main group of unskilled workers identified in earlier Reports on Vocational Education and Training, both the proportion of unskilled workers and their absolute number were stable at the previous year's level (2013 and 2014: 12.7 % or 1.2 million people).

The percentage of unskilled workers was lower among young women aged 20 to 34 at 13.1 % that it was among young men (13.4 %).

Young people with no school leaving qualifications run a particular risk of not gaining vocational qualifications. 68.7 % of 20 to 34 year-olds were in this group in 2014. The proportion of unskilled workers falls inversely as school leaving qualifications increase (secondary general school certificate, 31.2 %, intermediate school leaving certificate, 9.0 % and higher education entrance qualification, 4.4 %).

Young people from migrant backgrounds more often lack vocational qualifications. While 8.9 % of Germans aged between 20 and 34 and not from migrant backgrounds had no vocational qualifications in 2014, the proportion of migrants who were unskilled workers was more than three times as high at 28.7 %.¹²⁶

126 See [Chapter 2.7.1](#)

The number and qualifications of refugees arriving in Germany is expected to have a major impact on future developments in the numbers of unskilled young people without vocational qualifications.

2.7.12 Premature termination of training contracts and courses

According to the vocational training statistics provided by the Federal and Länder government statistics offices, 143,082 training contracts or 24.6 %¹²⁷ were prematurely terminated nationally in 2014 so the rate was slightly lower than it was in the previous year (2013: 25 %). Although the rate of premature contract termination was still above the 2009 figure, it declined in 2014 after a continuous rise since 2009 (2009: 22.1 %; 2010: 23.0 %; 2011: 24.4 %; 2012: 24.4 %; 2013: 25.0 %).¹²⁸

¹²⁷ The termination rate is the proportion of prematurely terminated contracts of all newly concluded contracts. Since it cannot yet be known how many trainees with newly concluded training contracts will prematurely terminate their contracts in the current reporting year, a so-called “layer model” is used to calculate the training contract termination rate, approximately determining the training contract termination rate of the current group of trainees. With the conversion of the vocational education and training statistics provided by the statistical offices of the Federal and Länder governments to individual data collection (see the Report on Vocational Education and Training 2010, page 31) the training contract termination rate can now be more precisely calculated because the month and year of central training-relevant events are now also recorded. Contract terminations can also be differentiated by the year in which the contract began and expressed as a percentage of all newly concluded contracts with a similar start date (see www.bibb.de/dokumente/pdf/a21_dazubi_daten.pdf). Another new feature is that sets of data can be compiled for each cohort, making it possible to analyse the course of training until the training contract ends. Based on these data sets for each cohort the proportion of prematurely terminated contracts can be calculated ex post without the need to resort to the relatively complex “layer model” calculation formula. The results show that the BIBB’s formula for calculating the premature termination rate based on the layer model provides a very good approximate figure.

¹²⁸ It should be noted that the rate at which training contracts are terminated prematurely in 2014 has remained within the usual range of fluctuation since the early 1990s. Analyses carried out by the BIBB show a connection here between the trend in the premature contract termination rate and the training market situation. In years with a higher supply and demand ratio (Angebots-Nachfrage-Relation – ANR) the premature contract termination rate tends to be about 25 % while in years with a less favourable ANR from the point of view of trainees it is closer to 20 %. One reason for this may be that young people who can choose from a large number of training places may be more likely to prematurely terminate a training contract and start in a new training place. See also the 2014 Data Report, Chapter A4.7.

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

A range of different studies have shown that training contracts can be terminated prematurely for various reasons, such as a change of the trainee’s occupation, a move from non-company into company-based training or the insolvency and closure of the company providing training so they cannot all be equated with simple termination.¹²⁹

Rates of premature training contract termination vary greatly among training occupations.¹³⁰ In 2014 the occupation of restaurant specialist (50.5 %) had the highest rate of premature termination of training contracts. Other hotel and hospitality occupations also had very high premature training contract termination rates, including (cook (48.6 %), professional caterer (41.8 %), hospitality services industry specialist (41.5 %) and hotel business specialist (40.1 %). Occupations including safety and security specialist (50.3 %), hairdresser (48.0 %), industrial cleaner (46.7 %), driver (46.5 %), scaffolder (45.4 %), building and object coater (44.5 %) specialist in furniture, kitchen and removals services, (43.7 %), salesperson specializing in foodstuffs (43.6 %) and baker (42.2 %) all had rates of premature training contract termination higher than 40 %.

¹²⁹ See also the 2016 Data Report, Chapter A4.7. Here it should be taken into account that in comparison, the university dropout rate measures the number of students who leave university without any qualification. According to calculations made by the German Centre for Higher Education Research and Science Studies (Deutsches Zentrum für Hochschul- und Wissenschaftsforschung) the dropout rate in Bachelors courses for the 2012 cohort was 28 %.

¹³⁰ Occupations in which at least 300 trainees began with new training contracts were included in the calculations.

The rate of premature training contract terminations was lowest for those training for the occupation of clerk in public administration (3.4 %). Occupations including aircraft mechanic (5.0 %), process mechanic in the metallurgical and semi-finished goods industry (5.4 %), media and information services specialist (5.9 %), electronics technician for automation technology (6.1 %), chemical technician (6.1 %), notary clerk (6.3 %) and bank clerk (6.4 %) also had very low levels of premature contract terminations.

The lower a trainee's general school leaving qualification is, the higher their premature training contract termination rate will be (no secondary general school certificate: 37.8 %, with secondary general school certificate: 35.8 %, with intermediate school leaving certificate: 21.8 %, with higher education entrance qualification: 13.7%).

There are also differences in premature contract termination rates between German trainees and rates of foreign nationals. 32.3 % of the training contracts of foreign trainees were terminated prematurely on average, while only 24.1 % of the contracts of German trainees ended prematurely. The differences in these rates can be partly explained by differences in the highest general school leaving qualifications attained by each of these groups.¹³¹

The premature termination rate was slightly higher among training contracts concluded with young women (25.0 %) than it was among those concluded with young men (24.3 %).¹³²

Premature termination of training contracts cannot be entirely avoided and may be necessary and reasonable. At the same time, premature termination of a training contract causes uncertainty and a loss of time, energy and other resources for both parties (companies and young people). In the worst case, they

could lead young people and companies to end their involvement in training altogether.

The Federal government has recognised a need for action here and launched measures to promote careers orientation and the maturity young people need to complete training at an early stage of general school education and provide individual support and mentoring for trainees and companies during training.¹³³

2.7.13 Recognition of foreign vocational qualifications

The Assessment and Recognition of Foreign Qualifications Act (Anerkennungsgesetz) came into force on the 1st of April 2012. All German Länder also have vocational qualification assessment and recognition laws covering jobs such as teaching, nursing and care and social services occupations and other occupations requiring a vocational college qualification that are regulated by Länder statutes. The recognition of qualifications in various regulated professions such as doctors and architect etc., is also partly regulated in specific laws governing these occupations.

According to official statistics compiled for the 30th of September 2015, around 20,000 national processes for recognizing vocational qualifications regulated by the Federal government were reported from January to December 2014 (2013: around 16,700). Since the Assessment and Recognition of Foreign Qualifications Act came into force at the end of 2014, more than 44,000 applications have been made to have qualifications recognized, 24 % of them involving non-regulated training occupations in the dual system. In contrast to recognition of equivalent qualifications in regulated occupations, this recognition is not a prerequisite for working in a particular occupation, but principally a "transparency instrument" that facilitates the evaluation of foreign qualifications. Even a partial recognition of equivalence makes it easier for employers to evaluate foreign qualifications and can offer a starting point for companies to offer internal training and other further training.

¹³¹ See [Chapter 2.7.1](#). This data should be interpreted with caution, because the context is complex. Rates of training contract termination may for example be higher for a particular group of people because they find themselves in training occupations, industries or regions with high rates of training contract termination. Rates of contract termination may also be higher in certain occupations because more people who are more likely to terminate their contracts work in these occupations.

¹³² For more detailed analyses see the 2015 Data Report, Chapter A4.7

¹³³ See [Chapter 3](#)

As in the previous year, most of the 15,000 cases adjudicated (78 %) resulted in complete recognition of the vocational qualifications acquired abroad. Only 3.6 % were completely declined. Recognised vocational qualifications are regarded as completely equivalent to those for German occupations and the legal consequences are the same as for holders of German qualifications (e. g. access to higher education for holders of vocational qualifications).

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

2.7.14 Part time vocational training for young mothers and fathers

For the past ten years, Section 8 of the Vocational Training Act (BBiG) has offered trainees the option of undergoing vocational training part time. This gives young parents in particular an opportunity to flexibly adapt periods of training and combine vocational training and their family responsibilities.¹³⁴

In 2014 50.3 % of young mothers (around 104,000) and 37.6 % of young fathers (around 22,000) aged between 16 and 24 had no vocational qualifications and were not attending school or participating in dual vocational training so these figures increased for young mothers and fathers compared with the previous year (2013: young mothers: 46.3 %; young fathers: 33 %).¹³⁵ They represent high levels of unused potential, particularly given the impending shortage of skilled workers. Young adults with family responsibilities are therefore another target group of the BMBF's JOBSTARTER training structure programme.¹³⁶

According to data from vocational training statistics provided by the statistics offices of the Federal and Länder governments (vocational training statistics on the 31st of December) just 2,259 new contracts for part time vocational training were concluded in 2014, 0.4 % of all new training contracts concluded in that training year. This was however a slight increase over the 2013 figure (1,638 or 0.3 % of new contracts for part time vocational training).

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

Experience has shown that part-time trainees are also highly motivated. Many companies, probably in view of falling applicant numbers, are also interested in offering part-time vocational training. The 2012 IHK Unternehmensbarometer survey found that 30 % of companies were already offering part-time vocational training or wanted to do so in future.¹³⁷ To close the considerable gap between the number of part-time vocational training contracts concluded and the potential of young mothers and fathers, the Alliance for Initial and Further Training partners have resolved to work towards a more widespread use of part time vocational training.

¹³⁴ In accordance with the recommendation of the BIBB Board on shortening and extending training and part time training (https://www.bibb.de/dokumente/pdf/ha-empfehlung_129_ausbildungszeit.pdf)

¹³⁵ Source: special analysis of the 2014 and 2013 micro-census by the Federal Statistical Office, commissioned by Jobstarter

¹³⁶ See also www.jobstarter.de/de/Junge-Erwachsene-mit-Familienverantwortung-48.php

¹³⁷ See also DIHK (2012): Vereinbarkeit von Familie und Beruf: Vom "Gedöns" zum Schlüssel gegen den Fachkräftemangel. Results of the IHK Unternehmensbarometer 2012. Berlin.

2.7.15 Vocational training for people with disabilities

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

Trainers and instructors working as recognized specialist trainers as regulated by S. 66 of the Vocational Training Act (BBiG)/S. 42m of the Crafts Code (HwO) must have an additional rehabilitation pedagogy qualification (ReZA). There needs to be more awareness however, that the statutory framework governing training regulations for people with disabilities (S.s 66 BBiG/42m HwO in S. 6) provide various options for proving such qualification. These include cooperation between training providers and suitable training institutions and taking specific qualifications in training people with disabilities that trainers may have acquired in other ways into account.

8,851 (2014: 9,068) new training contracts based on these regulations were concluded nationally in 2015, although these figures do not record all the vocational training contracts of people with disabilities who opted for training in the dual system as defined in BBiG/HwO. People with disabilities also conclude contracts in state-recognised training occupations and the BBiG sees this as standard. The relevant surveys and statistics (BIBB survey on the 30th of September, vocational training statistics provided by the statistics offices of the Federal and Länder governments for the 31st of December) do not record personal features such as disability, so no statements can be made on the actual participation rate of people with disabilities in training in the dual system.¹³⁸

¹³⁸ See also Gericke, Naomi; Flemming, Simone (2013): *Menschen mit Behinderungen im Spiegel der Berufsbildungsstatistik. Grenzen und Möglichkeiten*. Bonn.

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

If a company is not a suitable place for a young disabled person because of the degree and kind of their disability (as defined in S. 19 of the SGB III), they can, depending on their individual need for support, gain a vocational qualification in non-company residential-based training or a basic and further training organization as defined in S. 35 of the SGB IX. An annual average of 39,649¹³⁹ people with disabilities participated in an employment promotion measure with the goal of a vocational qualification as part of initial integration into an occupation in 2015 (2014: 41,005). An annual average of 13,053 young people in rehabilitation (2014: 12,991) were in prevocational courses and an annual average of 22,686 people were funded to take part in admissions procedures and vocational training in a workshop for people with disabilities (2014: 18,319). These were people who, because of their disability, were not or not yet able to work in accordance with the demands of the ordinary labour market.¹⁴⁰

(https://www.bibb.de/dokumente/pdf/ab21_dazubi_Kurzpapier_Menschen_mit_Behinderung_in_der_Berufsbildungsstatistik_201306.pdf) and the Data Report 2014, Chapter A4.1.4.

¹³⁹ Gliding 12 monthly average as of December 2014 of non-company vocational training as defined in S. 76 of the German Social Code (SGB III) incl. subsidies for remuneration for the training of disabled and severely disabled people as defined in S. 73 I II of the German Social Code (SGB III) and special promotion training measures as defined in S. 117 of the German Social Code (SGB III).

¹⁴⁰ See www.bibb.de/dokumente/pdf/ab21_dazubi_Kurzpapier_Menschen_mit_Behinderung_in_der_Berufsbildungsstatistik_201306.pdf and the Data Report 2014, Chapter A4.4

In June 2011 the Federal Cabinet adopted a national action plan to implement the UN Convention on the Rights of People with Disabilities and further include people with disabilities in society. As part of this national action plan, especially through the “Initiative Inklusion” and “Inklusionsinitiative für Ausbildung und Beschäftigung” programmes, activities have been initiated to increase the participation of young people with disabilities in company-based and company-related training. The national action plan is currently being updated and continued.¹⁴¹ In the 18th legislative period too, the Federal government will particularly emphasise inclusion as a social policy goal, one prescribed in the Coalition Agreement.

The Federal government’s new report on the life situations of people with disabilities and their participation in society, first published in 2013, completely restructured reporting on people with disabilities. It investigates the opportunities of people with disabilities for participating in employment and in the wider society and offers an empirically substantiated information basis for policy and practice.¹⁴² The next report will be published in 2016.

2.8 Training for the healthcare professions

Training in the healthcare professions including geriatric care is provided at healthcare vocational training schools and, due to the differently structured federal school systems, at vocational and trade and technical schools. According to the school statistics provided by the Federal government statistics offices, 214,715 students were training in the healthcare professions in the 2014/2015 school year, 78.0 % of them women, 3,123 or +1.48 % more than in the year before.

Developments in numbers of students in different areas of these professions varied widely. 64,022 students were training in registered and general nursing, almost as many as in the previous year (64,009 or 0.02 %). There was a 2.18 % increase in students training in general and paediatric nursing to 6,928.

The school statistics show that the total number of students training to be geriatric nurses again grew significantly compared with the previous year by 3,930 or +6.3 % to 66,285. The number of new entries into geriatric nursing training at 23,313, fell slightly compared with last year’s figure by 747 or –3.1 % for the first time. It should be taken into account though, that the school statistics do not include the increasing numbers of those starting shorter geriatric nursing training.

One reason for the increase in the overall number of geriatric nursing training students is the ‘Aged Care Training and Qualification’ campaign launched in December 2012 by the Federal and Länder governments and industry associations, which is designed to promote initial and continuing training in this occupational field and increase its attractiveness. To record the increase in new entries into geriatric nursing training that is the campaign’s goal, the ‘Aged Care Training and Qualification’ office is carrying out an annual detailed data survey of Länder governments that also records numbers of those starting shorter training for geriatric nursing. According to figures provided by the Länder, it estimated that there were 26,745 new entries into (shorter) geriatric nursing training nationally in the 2014/2015 school year.

¹⁴¹ See www.bmas.de/DE/Service/Publikationen/a740-aktionsplan-bundesregierung.html

¹⁴² See www.bmas.de/DE/Themen/Teilhabe-behinderter-Menschen/Meldungen/teilhabebericht-2013.html

As part of this campaign, the BA introduced an extended special regulation under S. 131b of the German Social Code (SGB III) allowing for full three-year financing for geriatric nursing retraining until 31st of March 2016, which has now been extended until the 31st of December 2017. This has resulted in a clear increase in the number of those retraining in the area of geriatric nursing and significantly contributed to ensuring a supply of skilled geriatric nursing staff. Participants have good employment prospects after successfully completing training (see [Chapter 3.7](#)). To ensure that new entries into geriatric nursing retraining continue at this high level until the planned new Nursing Act (Pflegerberufsgesetz) comes into force, the special regulation has been again extended until 31st of December 2017. The shorter three-year geriatric nursing training (e. g. for nursing assistants with professional experience) made possible by amendments to the Elderly Act (Altenpflegegesetz) is taken into account in selecting suitable applicants for funding. Although the percentage of those entering shorter training during the campaign increased, most new entries (60 %) were in unshortened further training measures. In the 2014/2015 school year the BA funded a quarter of all begun geriatric nursing training.

In the 2014/2015 school year the total number of students training to be geriatric nursing assistants, general nursing assistant and nursing and care assistants, occupations regulated by Länder legislation, fell slightly to 15,679, a decline of –211 (–1.3 %) compared with the previous year. 8,156 students (–237 or –2.8 %), are currently training to become geriatric nursing assistants, 4,517 to become general nursing assistants (+330 or +7.9 %) and 3,006 are training as nursing and care assistants (–294 or –8.91 %).

Among other healthcare professions, there were growing numbers training to become a midwife/midwifery nurse, up +4.98 % or +98 to 2,066, and dietary assistant, increasing by +2.4 % or +138 to 1,664.

There were declining numbers of students training in the occupations of pharmaceutical-technical assistant (–333 or –4.47 % to 7,124) and podiatrist (–18 or –13.64 % to 114). The massage und medical hydrotherapy (–122 or –6.77 % to 1,681)¹⁴³ and paramedic (–268 or –5.21 % to 4,878)¹⁴⁴ sectors recorded significant decreases in new trainee numbers.

143 Here it is assumed that the trend for fewer masseur and medical hydrotherapist trainees and more physiotherapy trainees will continue, although the total number of physiotherapy trainees also declined. The reason may be the increasing demand for academic training in that occupation.

144 This decrease may be connected with the expiry of the Rettungsassistentengesetz (law on assistant paramedics), which will be replaced by the new training profession of Emergency Paramedic. The numbers of those training for this occupation were not yet available when this Report was drafted.

3 Vocational training policy measures and programmes

The following chapter describes the Federal government's new and continuing vocational training measures, including its activities as a committed partner in the Alliance for Initial and Further Training.¹⁴⁵ One new challenge will be to make use of vocational training's capacity to integrate young people into employment to support the many refugees who have recently arrived in Germany. To integrate this group successfully, the Federal government is extending existing measures and starting new measures to accommodate this new group.¹⁴⁶ Vocational training's capacity to integrate all young people into work and society must be further strengthened and the education and training system's openness and opportunities for transfer between its various sectors, especially during the transition from school into work and between vocational training and academic education and training, also need to be optimized. Given the fact that people are now working for longer and the skilled workforce is ageing, continuing education and training and education, training and careers counselling will have to be expanded to effectively develop all of Germany's potential and secure a supply of skilled workers for the future.¹⁴⁷ In this context, the validation and recognition of skills acquired both in and outside the country has become increasingly important.¹⁴⁸ The Federal government is acting to secure the effectiveness and sustainability of Germany's vocational training system, now and in future, through various measures, such as the evaluation and amendment of the Vocational Training Act and the funding and promotion of ongoing research into methods of early identification of needs for qualification.¹⁴⁹

¹⁴⁵ See Chapter 3.1

¹⁴⁶ See Chapter 3.2

¹⁴⁷ See Chapters 3.3 to 3.8

¹⁴⁸ See Chapter 3.9

¹⁴⁹ See Chapter 3.10

3.1 Alliance for Initial and Further Training 2015–2018

Key data:

Period: 2015–2018

Internet: <http://www.aus-und-weiterbildungsallianz.de/>

Training policy goals:

2015 was the year in which the Alliance for Initial and Further Training partners were committed to initiating implementation of measures they had previously agreed on and developed. The Alliance, made up of the Federal government (BMW, BMBWF and integration commissioners), the BA, business and industry groups, unions and Länder governments, which joined forces at the end of 2014, set itself the goal of strengthening dual vocational training in Germany and establishing the equivalence of company-based and academic training. It aims to put every person interested in training on a path that can provide them with a vocational qualification as soon as possible, with company-based training remaining a clear priority.

The Alliance partners launched the following initiatives in 2015:

- Intensive efforts to encourage companies to register their training places with the BA resulted in a rise in the number of company-based training places registered with the BA in 2015 to 7,300 compared with the previous year.
- The new assisted training funding instrument, which was launched in May 2015, intensively supports disadvantaged young people and the companies offering them training continuously before and during company-based vocational training. In 2015 just on 5,000 young people began assisted training with expert support from out-of-school educators.
- Since May 2015 more young people have been able to take advantage of support for apprentices during training to help them overcome language and educational

deficits, for example. All young people who need support during training to begin and successfully complete their training can now receive it.

- The Alliance partners have developed a joint process to systematically find trainees training places, supporting young people and companies in their efforts to find and fill training places in four steps, or “Four Waves” over the entire year. More intensive efforts will also be put into careers counselling, including once the training year has already begun. As part of a broader counselling session, every young person who is still looking for a training place on the 30th of September will receive three offers of company-based training, preferably in the occupation they want to work in. This scheme will fully take effect from 2016.
- The Alliance partners are working to establish a coherent concept for careers orientation and the transition from school into work. The Länder have developed careers orientation programmes and schemes for optimising the transition from school into training and these Länder measures are linked with “Educational Chains” activities in the agreements reached by the Federal and Länder governments and the BA.
- A legislative initiative to amend financial assistance for skilled trades trainees (Meister-BAföG) to simplify access to funding and support, improve benefits and expand the range of those who are eligible to receive them was also launched in 2015. The Federal government’s Meister-BAföG amendments will come into force in August 2016.
- A joint Alliance for Initial and Further Training website was also launched.

In 2016 the Federal and Länder governments, business and industry groups and unions will continue to actively promote the Alliance goals and implement agreed measures. The process begun in September 2015 to successfully integrate refugees into training will play a central role here (see also the Alliance partners’ declaration on “Gemeinsam für Perspektiven von Flüchtlingen” (working together to offer refugees perspectives) of the 18th of September 2015¹⁵⁰).

¹⁵⁰ <http://www.bmwi.de/DE/Themen/ausbildung-und-beruf,did=726582.html>

3.2 Measures and programmes for refugees

As well as simplifying access to existing education and training programmes for refugees, the Federal government has expanded and developed some specific measures for this group. Länder strategies have also been launched to integrate refugees into education and training.

Language is key to participation in training and in life in the wider society. Integration courses, which the BAMF has substantially increased, are central measures in this context. Vocational language tuition measures, such as the ESF-BAMF “Programm zur berufsbezogenen Sprachförderung von Menschen mit Migrationshintergrund”¹⁵¹ (Vocational language tuition for people from migrant backgrounds programme), build on basic language tuition.

The Act on the Acceleration of Asylum Procedures (Asylverfahrensbeschleunigungsgesetz) of October 2015 also involved changes to the German Social Code (S. 421 of SGB III – funding for participation in language courses). These changes enabled the BA to offer exceptional financing for limited periods for language courses to teach asylum applicants with good prospects of being permitted to stay in Germany the first basic elements of German, as long as the courses begin by the 31st of December 2015 and the participants have not yet attended an integration course.

The Act on the Acceleration of Asylum Procedures also anchored Federal government financed vocational German language tuition, which builds on integration courses, in national legislation. It will successively replace the ESF-BAMF programme from mid-2016 as a follow-up measure.

The Länder have developed a range of different measures designed to help young people of school age gain formal school leaving qualifications and German language skills and provide them with careers orientation and intercultural skills. Working in cooperation with the Federal government, they provide young refugees through the “Educational chains leading to

¹⁵¹ See [Chapter 3.5.6](#)

vocational qualifications” (“Abschluss und Anschluss – Bildungsketten bis zum Ausbildungsabschluss”) initiative with access to careers orientation and mentoring for managing the transition from school into work while they are still at school. The BA’s careers orientations services reach both German school students and young refugees in schools. To assist local governments in integrating refugees, the BMBF published a new funding regulations on “Kommunale Koordinierung der Bildungsangebote für Neuzugewanderte” (coordinating local government training and education services for recently arrived foreigners) in January 2016 as part of the ‘Transferinitiative Kommunales Bildungsmanagement’ local authority education and training management initiative.¹⁵²

A further important starting point are measures to recognise and evaluate skills, to which the Federal Government’s Assessment and Recognition of Foreign Qualifications Act (Anerkennungsgesetz)¹⁵³ and other measures to validate non-formal and informal learning are central. The “Recognition in Germany” website, which is funded by the BMBF, provides additional support in the form of information on recognition procedures and qualification options.

Additional central careers orientation measures include the BMBF’s careers orientation programme¹⁵⁴ and the “Wege in Ausbildung für Flüchtlinge” (paths into training for refugees) initiative, which the BMBF, BA and ZDH started together in early February 2016. Within the “Wege in Ausbildung für Flüchtlinge” initiative the BA developed the “Perspektive für junge Flüchtlinge im Handwerk (PerjuF-H)” programme, which offers a wide range of labour market funding instruments. The BMBF also issued the “Berufsorientierung für Flüchtlinge (BOF)” funding guideline, which aims to provide detailed expert careers orientation resulting in prompt placement of refugees in training. The goal of the initiative is to prepare specifically young asylum applicants and persons with leave to remain who are entitled to work, recognised asylum seekers and recognised refugees who are no longer of school age for training in a skilled trade through direct contact with companies. The plan is to cooperate with inter-company vocational training institutions of the

skilled trades organisations in coming years to offer qualification options to up to 10,000 refugees, who skilled trade companies can then take on as trainees.

To improve the transition of refugees into training, the KAUSA network service centres in the JOBSTARTER plus¹⁵⁵ programme expanded the services they offer and their number was more than doubled from the beginning of 2016. Here the aim is to improve consultancy on training for young people, in particular for young entrepreneurs from migrant backgrounds. KAUSA service centres also support the standard institutions in establishing regional consultancy formats for refugees. The BMWi, has also adapted its precisely matched training placement instrument to the specific needs of refugees through its “Stark für Ausbildung” programme.¹⁵⁶ From 2016, up to 150 “Willkommenslotsen” (welcoming mentors)¹⁵⁷ will also support small and medium-sized enterprises employing and training refugees.

152 See [Chapter 3.8.1.2](#)

153 See [Chapter 3.9.1](#)

154 See [Chapter 3.4.1](#)

155 See [Chapter 3.6.7.1](#)

156 See [Chapter 3.6.9](#)

157 See [Chapter 3.6.8](#)

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

Key data:

Period: since 2010–2020

Internet: www.bildungsketten.de

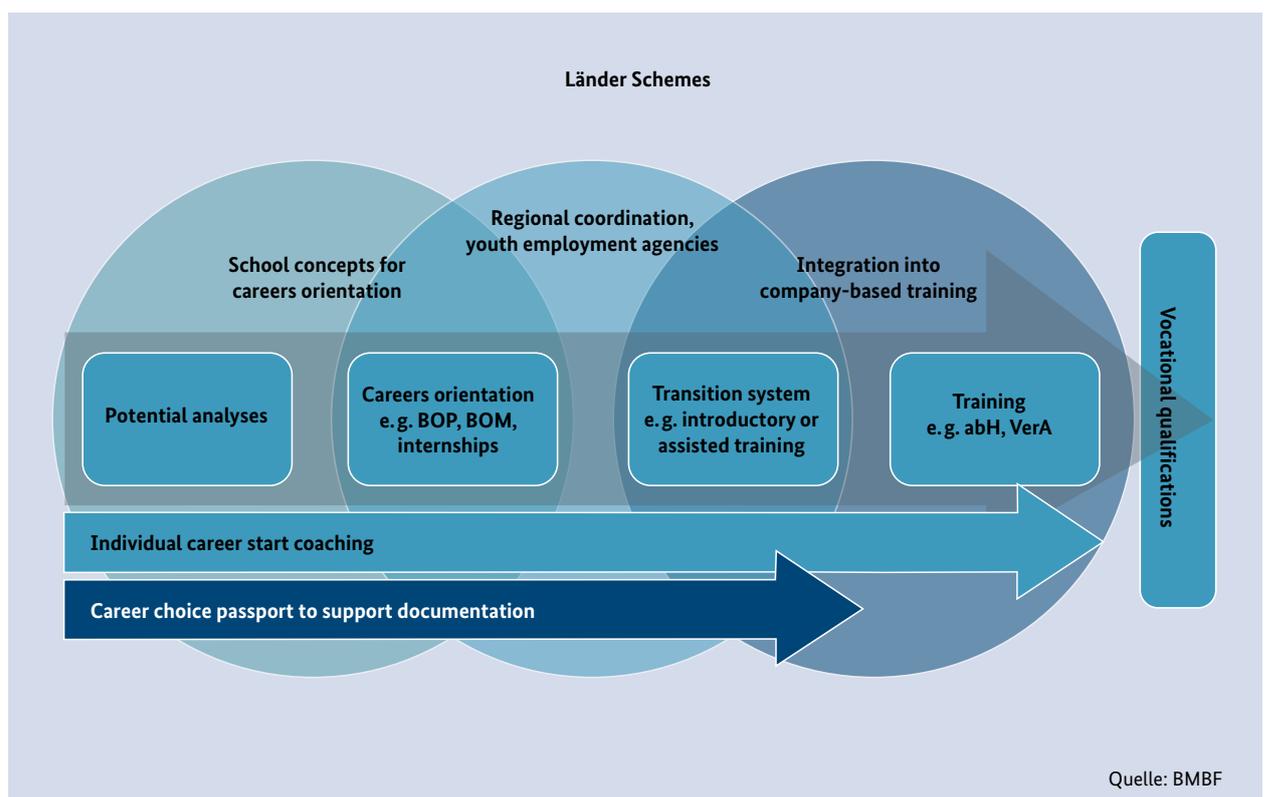
Training policy goals:

The goals of the “Educational chains leading to vocational qualifications” (“Abschluss und Anschluss – Bildungsketten bis zum Ausbildungsabschluss”) initiative are to comprehensively young people’s success in education and training and the successive development of a structured and coherent funding and support policy by the Federal government (BMBF, BMAS), Federal Employment Agency (BA) and Länder in the areas of careers orientation and the transition system. It is centred on potential analyses of young people at an

early stage, action-oriented careers orientation options such as the careers guidance programme (Berufsorientierungsprogramm – BOP), careers orientation measures as defined in S. 48 of the German Social Code (SGB III), individual career start coaching, mentoring through training by volunteers, introductory training, support for apprentices during training and assisted training.

To extend the range of the “Educational chains” initiative, the BMBF started the process of Federal-Länder-BA agreements in 2014. These agreements are a new and central step in establishing a more consistent careers orientation and transition system and will enable funds to be coordinated and used more efficiently. Close and binding cooperation among the relevant Federal and Länder government departments will result in successively more coherent funding structures for careers orientation and the transition from school into work in the “Educational chains” initiative.

Chart 20: The overall concept of the “Educational Chains” programme



Results of the Federal funding and support:

As part of the “Educational chains” initiative, Federal-Länder agreements were concluded with the Länder of Hessen und Hamburg in 2015 and another agreement concluded with Rhineland-Palatinate in the spring of 2016. Further agreements with North Rhine-Westphalia, Baden-Württemberg, Thuringia and Brandenburg were scheduled for the first half of 2016. The Federal government supports the Länder by providing subsidiary funding for the trialing, structural development and comprehensive introduction and development of innovative projects und instruments, such as establishing potential analyses, developing and introducing language-neutral and culturally neutral initial diagnosis and support procedures for refugees of school age, trialing careers orientation models and expanding instruments to cover more target groups.

3.4 Measures and programmes supporting careers orientation and vocational training place applications

3.4.1 The BMBF’s ‘Vocational orientation in inter-company vocational training centres and comparable institutions programme’ (Berufsorientierungsprogramm in überbetrieblichen und vergleichbaren Berufsbildungsstätten – BOP)

Key data:

Period: since 2008

Funding volume in 2015: 77 million Euros

Internet: www.berufsorientierungsprogramm.de

Training policy goals:

The “Vocational orientation in inter-company vocational training centres and comparable institutions” programme (Berufsorientierungsprogramm in überbetrieblichen und vergleichbaren Berufsbildungsstätten – BOP) is part of the “Educational chains” initiative and offers students in year 7 at school a potential analysis followed by two weeks of practical work experience in vocational training institution workshop in year 8. The programme aims to support students and motivate them to improve their school leaving qualifications in the medium term and choose an occupation or course of studies that is right for them and make the transition from school into training easier. It also aims to improve the maturity students need to start training and prevent them from dropping out of training in future.

Results of the Federal funding and support:

This vocational orientation programme started on the 1st of April 2008. By the end of December 2015, the BIBB, which manages the programme for the BMBF, had approved measures for around 965,000 young people worth 420 million Euros. The BMBF had already concluded Federal-Länder government agreements with the Länder of Thuringia and North Rhine-Westphalia to ensure that they comprehensively implement and establish these programmes. Building on these successful examples, the BMBF is currently engaged in bilateral negotiations with the Länder, together with the BMAS and Federal Employment Agency. The goal is to systematically anchor potential analyses and action-

based careers orientation at an early stage in the “Educational chains” initiative. The BMBF has had a very positive response to this programme from participating young people and their parents as well as from business and industry and schools.

The BMBF is also supporting the inclusion of refugees in ongoing measures with a call for proposals from relevant organisations. Practical careers orientation is one way of quickly integrating new arrivals, even those with limited German language skills, into education, training and work in Germany.

3.4.2 Career choice passport

Key data:

Period: since July 2014 actively integrated into in the BMBF “Educational chains” initiative
Internet: www.berufswahlpass.de

Training policy goals:

The Career choice passport is a workbook and documentation folder that helps young people at an early stage to find their way into an occupation that suits them. School students are given a medium that supports them through the careers orientation process and offers them an opportunity to document and reflect on the process. The passport can also be used to coordinate and correlate various careers orientation activities. The Career choice passport is issued by the Bundesarbeitsgemeinschaft Berufswahlpass (Career choice passport Working Group), of which 14 Länder, the BMBF and Federal Employment Agency (BA) are members.

Results of the Federal funding and support:

Integration of the Career choice passport into the “Educational chains” initiative and coordination of the Career choice passport Working Group by the “Educational chains” service office from July 2014 has ensured that Career choice passport is being developed jointly with the Länder, together with the BA. In 2015 the Career choice passport Working Group decided to completely review the Career choice passport concept. In a first step a conceptual basis for further developing this instrument was created that takes careers orientation developments at the Federal and Länder levels and school students’ needs and their use of new media into account.

3.4.3 Federal Employment Agency careers counselling careers orientation measures

Key data:

Period: Statutory benefit defined in the German Social Code (S.s 29f., 33 and 48 of the SGB III)
Actual spending on careers orientation measures under S. 48 of the German Social Code (SGB III) in 2015: 33.4 million Euros
Internet: www.arbeitsagentur.de

Training policy goals:

The Federal Employment Agency (Bundesagentur für Arbeit – BA) offers careers counselling to young people and adults who are in work or want to be and helps them to prepare to choose an occupation that is right for them. The stronger preventative approach towards formulating and implementing employment market policy taken by the BA in recent years is being resolutely continued. Funding is available for intensive careers orientation and career choice preparation measures for students at general education schools if third parties provide at least 50 % co-financing. The careers orientation measures can include the provision of comprehensive information on occupational fields, investigation of the students’ interests, tests of their suitability, the development of strategies for choosing an occupation making decisions, the acquisition of practical experience in various fields and help for students to carry out self-assessments. In designing and planning measures, the particular requirements of school students with special educational needs and several disabled students should be explicitly taken into account.

Results of the Federal funding and support:

The greater flexibility introduced into careers orientation measures some time ago has proven its worth. In establishing and consolidating this funding instrument, the BA has strengthened the preventative impact of careers orientation and supported the goals of the Alliance for Initial and Further Training.

3.4.4 Careers orientation for refugees (Berufsorientierung für Flüchtlinge – BOF)

Key data:

Period: 2016–2018

Available Federal government funding for 2016: 20 million Euros

An announcement of funding for BOF was scheduled for publication in April 2016.

Training policy goals:

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

Building on the BA’s “Perspektiven für junge Flüchtlinge im Handwerk”, the BMBF’s planned “Careers orientation for refugees” (“Berufsorientierung für Flüchtlinge – BOF”) initiative will provide young refugees with a better understanding of specific occupations by placing them in the inter-company training centre workshops of skilled trades organisations. There the young people are also introduced to the specific vocabulary used in the particular trade and gain insight into training in an occupation they would like to work in. They then do practical work experience in skilled trades companies, where they are given a solid appreciation of the daily work routine in the field. Skilled trades organisations have undertaken to provide the required training places, ensuring that every refugee who meets the prerequisites has an opportunity to be placed in training in an appropriate company. The initiative aims to place up to 10,000 young refugees in training for a skilled trade.

3.4.5 The coach@school pilot project

Key data:

Period: 01.12.2010–31.08.2015

Funding volume: 0.735 million Euros

Internet: www.ses-bonn.de/was-tun-wir/ses-und-schulen/coachschooll.html

Training policy goals:

The Senior Experts Service (SES) coach@school pilot project ended at the end of the 2014/2015 school year. Funded and supported by the BMBF, the project, which accompanied the “Educational Chains” career start coaching special programme, helped volunteers working as independent coaches to provide careers orientation in schools.

Results of the Federal funding and support:

The 174 independent coach@school experts provided careers coaching to around 1,500 students at 58 schools annually. After the conclusion of the BMBF’s funding and support, the SES has continued to offer its careers orientation services in its “Neue Impulse für Schülerinnen und Schüler” (new impetus for school students) schools programme. Volunteer coaches are still supporting students through careers orientation at 40 schools formerly participating in the coach@school pilot project. The service is provided in Baden-Württemberg, Hessen, North Rhine-Westphalia and Rhineland-Palatinate and there are plans to expand it to other Länder. The programme is financed with assistance from private sponsors.

3.4.6 The “Integration through qualification” (Integration durch Qualifizierung – IQ) funding programme

Key data:

Period: Current round of funding, 2015–2018

(total ESF period, 2014–2022)

Funding volume: up to 140 million Euros of ESF funding in the ESF funding period

Internet: www.netzwerk-iq.de

Training policy goals:

The “Integration durch Qualifizierung” (Integration through qualification (IQ) funding programme aims to sustainably integrate people from migrant backgrounds into the labour market. Working cooperatively,

the BMAS, BMBF, BAMF and Federal Employment Agency (Bundesagentur für Arbeit – BA) have now established an effective structure to do this in all Länder. The current phase of funding (2015–2018) is focusing on the following priorities for action in the programme’s 378 subprojects:

- Comprehensive counselling on the recognition of pre-existing skills and on qualifications,
- Qualification measures that can lead to a recognition of vocational qualifications or integration into the labour market commensurate with their training, and
- Development of intercultural skills among labour market actors (at Jobcenters, in administration and in companies) to sustainably open up and develop a culture of welcome in Germany.

The increasing number of people seeking asylum in Germany represents a particular challenge for the Federal and Länder governments in terms of integrating the new arrivals into the labour market and providing them with the support, assistance, counselling and qualification they need. The IQ funding programme supports refugees through integration into the labour market. Its central priorities include further developing and expanding counselling on the vocational qualifications recognition process and on qualification options and improving the intercultural qualifications of employment agencies and Jobcenter employees. The agencies and authorised local authority agencies reported a need for further qualification for around 6,400 people in 2015.

Results of the Federal funding and support:

44,000 applications for the recognition of foreign vocational qualifications were made from 2012 to 2014. 78 % of the applications resulted in recognition of the complete equivalence of the foreign vocational qualification. The IQ funding programme fund another 96 regional advisory centres throughout Germany that provide counselling for those wishing to participate in the recognition process or gain qualifications, refer them to the relevant agencies, explain the range of qualification options available and offer training for staff in government institutions. From the 1st of August 2012 to the 31st of December 2015 the advisory centres provided counselling to around 103,000 people on the recognition of foreign vocational qualifications and

qualification options. The funding programme’s 159 subprojects offer national qualification schemes that can result in the recognition of vocational qualifications.

3.4.7 The “Vocational Training – practically unbeatable” (“Berufliche Bildung – praktisch unschlagbar” – IOBB) information campaign

Key data:

Period: Continued phase 2014–2015
 Funding volume: around 2 million Euros annually (half each from the BMBF and BMWi)
 Internet: www.praktisch-unschlagbar.de

Training policy goals:

As part of the National Pact for Training and Young Skilled Staff, which ran from 2010 to 2014, the Federal government and business and industry groups agreed to promote dual vocational training. To do this, the BMBF and BMWi started their joint “Vocational training – practically unbeatable” information campaign in 2011. Business and industry groups involved in the Training Pact supported the campaign, whose first phase concluded at the end of 2013, after which it was extended until the end of 2015.

Results of the Federal funding and support:

The information campaign addressed young people and young adults all over Germany, communicating the diversity, benefits and prospects of vocational training in a way that fit in with their age group and situations. A motivational message was broadcast over a range of appropriate formats (a website, social media, a national information tour, advertising, a press and media campaign and publications) that positioned dual training as a realistic and attractive option for successful education, training and employment and highlighted the diverse opportunities provided by initial and continuing dual vocational training in a broader public space. In 2015 again, the campaign continued to contribute to increasing the attractiveness of vocational training.

The BMBF will start a more comprehensive campaign to promote and enhance the image of the dual vocational training system in 2016, to even more specifically target young people and motivate them to embark on dual training (with 15 million Euros of funding allocated for 2016 to 2018).

3.4.8 Target-group specific careers orientation measures

3.4.8.1 Girls' Day

Key data:

Period: 2014–2017

Funding volume: 1.2 million Euros

Internet: www.girls-day.de

Training policy goals:

“Girls' Day” aims to motivate girls and young women to embark on vocational training or a course of study 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, universities and research centres open their doors to girls in years 5 to 10 at school, giving them diverse insights into the world of work and opportunities to make contacts with those responsible for traineeships and personnel at an early stage.

Results of the Federal funding and support:

Girls' Day, with its national orientation and regular date, bundles individual regional initiatives and has achieved a uniquely broad impact. Since the action started in 2001, around 1.6 million girls and young women have participated in well over 100.000 events across Germany.

Every Girls' Day is accompanied by scientific research. 94 % of the participants surveyed in 2015 found the Day “good” or “very good”, as did over 87 % of the companies involved. 33 % of the companies that had also participated in previous years subsequently received applications for internships or training places from young women who had visited them on Girls' Day. After 15 years of Girls' Day, the Federal funding provided for it is showing successful results. The image of technical occupations has improved among young women. Companies and institutions that have participated in Girls' Day several times have shown a far greater commitment to further measures to recruit young women into STEM occupations than those participating for the first time. The successful Girls' Day concept has also attracted increasing international attention and more than 20 other countries have now held similar days based on the German model.

A ‘Girls' Day Radar’ helps girls and young women find a Girls' Day event that interests them and offers them opportunities to contact people in companies and institutions who they can approach with subsequent applications for work and training.

3.4.8.2 Boys' Day

Key data:

Period: 2014–2017

Funding volume: 2.2 million Euros

Internet: www.boys-day.de

Training policy goals:

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

The day offers events in and outside school exclusively for boys in their 5th to 10th year. Boys' Day activities concentrate particularly on early childhood education, nursing and care and social services occupations because there is a growing need for male skilled staff in these areas and boys are currently underrepresented in them. A ‘Boys' Day Radar’ helps boys find a Boys' Day activity that interests them and offers them opportunities to contact people in companies and institutions who they can approach with subsequent applications for work and training.

Results of the Federal funding and support:

Since the introduction of Boys' Day in 2011 across Germany its exceptionally broad impact has resulted in an expansion in the number of vocational activities offered specifically for boys. Both ongoing and new actions for boys are supported and networked. Since it started in 2011, more than 160,000 boys have taken part in 25,000 activities as part of Boys' Day.

The result of an evaluation carried out in 2015 show that boys are open to and interested in alternative occupational and life planning. 94 % of the boys found Boys' Day ‘good’ or ‘very good’. More than half the boys said they had found out about an occupational area that interests them on Boys' Day and 27 % of the participants could imagine pursuing a career in a field that they had found out about. Participating companies and

institutions also provided positive feedback, with 84 % of them stating that they found Boys' Day 'good' or 'very good'.

3.4.8.3 Careers orientation as part of the 'Initiative Inklusion' funding programme

Key data:

Period: 2011–2017

Funding volume: 80 million Euros from the national rehabilitation fund

Internet: www.bmas.de

Training policy goals:

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

The BMAS "Inklusion die Teilhabe schwerbehinderter Menschen am Arbeitsleben" inclusion initiative promotes the integration of people with disabilities into employment through measures within the Federal Government's National Action Plan to implement the United Nations' Convention on the Rights of People with Disabilities. Action area 1 of the Initiative, "Careers orientation" supports the establishing and ongoing development of structures and measures to improve careers orientation for severely disabled school students, especially those with special educational needs. The Action Area aims to provide intensive preparation for the transition into working life for 40,000 severely disabled young people, using 80 million Euros of funding from the national rehabilitation fund (Ausgleichsfonds). Measures that begin during the 2016/2017 school year at the latest are eligible for funding.

This funding and support programme was set up for the Länder, which design and carry out these careers orientation measures in cooperation with the relevant Federal Employment Agency (BA) regional directorates. The goal is to incorporate these measures into the standard support provided by the Federal government (BA) and Länder governments under the provisions of S. 48 of the German Social Code (SGB III) after the

programme finished. By that time the Länder will have been able to establish a sustainable financial basis for the measures.

Results of the Federal funding and support:

When the programme started in the autumn of 2011, some Länder were able to make use of existing structures but in most cases appropriate structures first had to be created, so many measures started later than planned. Nonetheless, the end of the funding period around 17,500 careers orientation measures had been initiated for students with severe disabilities, so the target number set at the outset of the programme was in fact reached.

The transitions that students in this programme succeeded in making shows that careers orientation can successfully indicate alternatives for their further occupational careers in the general labour market. The instrument of supported employment was increasingly made use of. In view of the high concentration of measures in special needs schools focused on "Intellectual development", it should especially be mentioned here that more participating students began training in a company or in a training institution after leaving school. The conclusion can therefore be drawn that identifying the all the options during a professional careers orientation increases these young people's chances of making the most inclusive possible start in working life.

3.4.8.4 Green Day

Key data:

Period: 01.02.2012–31.01.2016 (two rounds of funding)
 Funding volume: 864,786 Euros in total
 Internet: www.greendaydeutschland.de

Training policy goals:

The “Green Day” environmental professions day offers school students careers and study orientation in occupations and courses of studies involving environmental protection. It introduces young people to occupational fields and study courses in the areas of environmental protection, green technologies and environmental protection research and inspires interest in prospective careers in these fields. Companies, government agencies and education, training and research institutions all over Germany open their doors to young people, sharing with them their commitment to environmental protection. The practical experience that the young people gain on this day can make a valuable contribution to helping them decide on an occupation or course of studies.

Results of the Federal funding and support:

The Green Day was held every year on the 12th of November from 2012 until 2015 and over 13,000 school students took part in more than 600 Green Day events.

3.4.8.5 Towards 2050 – the innovative education laboratory on “climate-friendly mobility” for young people in training and studies

Key data:

Period: 01.01.2014–31.12.2016
 Funding volume: 969,234 Euros
 Internet: <https://mobilitaet2050.vcd.org/>

Training policy goals:

This project aims to make the mobility behaviours of trainees and students more sustainable by offering them a range of different events including experience-oriented action days, courses, competitions and creative workshops. Higher education institutions, vocational colleges, companies that provide training in these areas and other non-company education and training organisations are all cooperating in this project.

Over the course of half-day workshops participants (training or studying in the areas of office management, administration and logistics) are provided with information on environmentally-friendly mobility and mobility management in companies. They then go on to develop their own proposals for implementing measures to increase environmental protection in various areas, such as implementing a E-bike project for trainees travelling in commuter traffic or carrying out an analysis on environmentally-friendly business travel.

Results of the Federal funding and support:

By October 2015 several rounds of training for multipliers and 30 actions had been held (a bike parcours, poster campaigns, upcycling actions for bicycles). A “Future Camp” held in the summer of 2015 will be followed by another in 2016. The project’s intermediate results were presented at a conference held in December 2015.

In 2015 this project reached more than 530 trainees, who took part in activities and education and training modules at vocational colleges.¹⁵⁸

¹⁵⁸ Educational materials, activities ideas and networking opportunities can be found at <http://bildungsservice.vcd.org>.

3.5 Measures and programmes for optimising transition management

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

Key data:

Period: Standard support as defined in S. 49 of the German Social Code (SGB III), special programme (external funding)

Actual funding spent in 2015: 88.1 million Euros, 45.9 million Euros from the BMBF's "Educational Chains" special programme (external funding)

Internet: www.arbeitsagentur.de, www.bildungsketten.de

Training policy goals:

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

In the 2014 to 2020 ESF funding period, Career start coaching is being co-financed through ESF funding made available to the BMAS. From 2015 as well as the original 1,000 model schools specified in S. 421s of the German Social Code (SGB III old version) another 1,000 model schools in the Career start coaching special programme, part of the BMBF's "Educational Chains" initiative, will receive ESF and Federal Government funding and the programme will be expanded. A total of 1 billion Euros has been allocated for these measures, about 500 million Euros each from ESF funds and Federal Employment Agency funding. Measures started in mid-March in 2015 and will be offered for five cohorts of school leavers. Around 113,000 young people at around 3,000 schools are expected to participate in measures in the 2014/2015 to 2018/2019 school years.

Results of the funding:

In 2015 around 49,000 school students were supported through Career start coaching, 16,800 of them through the "Educational Chains" initiative special programme. Six months after completing the measure around 29.6 % of the participants were in employment subject to social security contributions (integration rate¹⁵⁹). The concluding report of the evaluation of Career start coaching can be found on the BMAS website.¹⁶⁰

The BMBF established "Educational Chains" services offices ("Servicestelle Bildungsketten") under the aegis of the BIBB to provide scientific evaluation of measures and ensure expert support for actors and for the press and public relations work carried out for the "Educational Chains" initiative. In 2015 the services offices held eight basis seminars for around 400 participants drawn from the ranks of Career start coaches and other central actors (employment agency staff and representatives from the Länder).

3.5.2 Prevocational education and training measures

Key data:

Period: Standard funding support under the German Social Code (SGB III, S.s 51 to 54 and S.s 112 SGB III ff.) Integration into Employment

Actual spending in 2015: 224.9 million Euros

Internet: www.arbeitsagentur.de

Training policy goals:

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

¹⁵⁹ The withdrawal period used in calculating the integration rate in this Report covers the months of March 2014 to February 2015.

¹⁶⁰ See also: www.bmas.de/DE/Service/Publikationen/Forschungsberichte/fb414-berufseinstiegsbegleitung.html

- give participants the opportunity to assess their skills and abilities in the run-up to choosing an occupation, orient themselves within a range of potentially suitable occupations and decide on one,
- equip participants with the abilities and skills they need to start initial vocational training (supporting them in preparing for acquisition of a secondary general school certificate or an equivalent school leaving qualification, for example) or they cannot or cannot yet start, to enter employment, and
- sustainably integrate participants in the training and/or labour market.
- Young people with disabilities participate in general prevocational education and training measures and in those specifically designed for people with disabilities. Measures that aim to place young people in training can usually be funded for up to eleven months and measures aimed at enabling them to enter employment can be funded for up to 18 months. The place in which a prevocational education and training measure is carried out is determined according to the disabled individual's specific requirements. Once a need for extra support has been established, young people may be entitled to the basic vocational training allowance, training allowance or a transition allowance in some individual cases.

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

Results of the Federal funding and support:

Around 70,000 young people in need of extra support participated in a BA prevocational training measure in 2015. 47.8 % of participants employed in jobs subject to

social insurance contributions were six months after completing the measure (integration rate).

In establishing prevocational education and training measures with a production-oriented approach the BA has redoubled its efforts to make use of all available potential to secure a supply of skilled workers.

3.5.3 Introductory training

Key data:

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

Actual spending in 2015 (SGB III and II):

35.2 million Euros

Internet: www.arbeitsagentur.de

Training policy goals:

The principal intention behind introductory training is to give young people whose prospects of being placed in training are limited for individual reasons an opportunity to acquire or enhance vocational skills. Introductory training also offers companies providing training an opportunity to get to know young people, not just in a brief job application interview, but to observe their skills and abilities over a period of six to twelve months in daily work processes. Business and industry has made a commitment to provide 20,000 introductory training places in companies that will build bridges into training for young people as part of the "Alliance for Initial and Further Training". Specific forms of introductory training are offered for disadvantaged youngsters (EQ-Plus) and those from migrant backgrounds and companies are specifically recruited to get involved in these. Employers receive a subsidy of up to 216 Euro monthly for remuneration of young persons they are providing with introductory training plus a flat-rate contribution towards the average total social security amount payable. The subsidy will be increased to 231 Euros from the 1st of August 2016.

Changes to employment regulations in 2015 have made it easier for asylum-seekers and those with leave to remain in Germany to access introductory training by exempting internships for which the minimum wage is not payable from the requirement for Federal Employment Agency (BA) approval.

Results of the funding:

In 2015 around 17,500 young people began introductory training.

Company-based introductory training has been continuously evaluated since 2009. Findings from the accompanying research show that introductory training has opened doors to vocational training in a company for many unplaced applicants. 69 % of those completing introductory training had transferred into training six months after completing the introductory training measure.¹⁶¹

3.5.4 The JUGEND STÄRKEN initiative**Key data:**

Period: since 2008 (various periods)

Funding volume: around 52 million Euros of Federal funding annually, up to 115 million Euros of ESF funding for the 2015–2018 funding phase

Internet www.jugend-staerken.de

Training policy goals:

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

Results of the Federal funding and support:

The number of youth migration services (Jugendmigrationsdienste – JMD), which advise and mentor 12 to 27 year-olds from migrant backgrounds on integration into school, training, work, society and the German

language, with a particular focus on the transition from school into employment, was expanded nationally by the end of 2015 to around 450. More than 90,000 young people were provided with support in 2015.

As part of the “jmd2start – Beratung für junge Flüchtlinge” model project, 24 youth migration services have opened up their counselling and mentoring services to young refugees aged from 12 to 27 who either have leave to remain in Germany or are undergoing asylum proceedings in a pilot phase beginning at the end of 2015 and continuing until 2017. Specific services focusing on the priorities of training, the employment market, health, living situation and integration into school are being developed and trialed.

In January 2015 the new ESF model programme “JUGEND STÄRKEN im Quartier” started. It is funded in a first funding round from 2015 until 2018 with around 115 million Euros of ESF funding and 5 million Euros each from the BMFSFJ and BMUB. Lead managed by local public youth welfare services providers, 178 local authorities in 15 Länder create socio-educational counselling and mentoring services for young people who need special support to manage the transition from school into work but are hard to reach (S. 13 of the German Social Code (SGB VIII), youth social work). Young refugees and recent immigrants in need of additional support can also profit from these measures. The programme focuses on areas covered by the “Soziale Stadt” urban development funding programme and other socially disadvantaged areas. Micro-projects are established not only to strengthen the personal development of the young people involved but also to create added value for the local area, so “JUGEND STÄRKEN im Quartier” also contributes to integrated, socially just urban development.

In the “JUGEND STÄRKEN: 1,000 Chancen” project, run jointly by the BMFSFJ and Junior Chamber International Germany (Wirtschaftsjunioren Deutschland), young entrepreneurs work on a voluntary basis with social and educational experts to offer local low entry-level services to disadvantaged young people, providing them with practice-based insights into the world of work and impetus and prospects for their future careers. During the project’s first phase, from early 2012 until the end of 2015, it provided support to more than 4,130 disadvantaged youngsters. Its main goals in the current round of funding for 2016 and 2017 are to build

¹⁶¹ The evaluation’s concluding report of March 2012 can be downloaded from the BMAS website. www.bmas.de/DE/Service/Publikationen/Forschungsberichte/fb-eq-abschlussbericht-maerz-2012.html

links with the local authorities involved in “JUGEND STÄRKEN im Quartier” and focus its activities more on young people from migrant backgrounds and especially young refugees.

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

Key data:

Period: ESF funding period 2014–2020

(2 rounds of funding: 2015–2018 and 2019–2022)

Funding volume: ESF funding period 2014–2020: up to 90 million Euros of ESF funding, around 64.5 million Euros in Federal funding

Internet: www.biwaq.de

Training policy goals:

The BMUB and ESF “Education, employment and economy in the local neighbourhood” (“Bildung, Wirtschaft, Arbeit im Quartier – BIWAQ”) programme has succeeded in becoming established as a complement to the “Soziale Stadt” urban development funding programme. Continuing in the EU’s new 2014 to 2020 funding period, the programme aims in to improve the social, training and employment prospects of local residents (aged over 27) and strengthen local economies in disadvantaged urban areas covered by the “Soziale Stadt” programme.

The programme’s main target groups are the long-term unemployed and migrants, including recent immigrants. BIWAQ projects target integration of investment in urban development with areas where action is needed. The involvement of further integrated fields of urban development activity is designed to create additional added value in the local area and improve social cohesion in inner-city areas. Cooperation and network building among local partners in business, industry and civil society aim to secure the programme’s results for the long term.

In the previous funding period the “transition from school into work” area of action was part of BIWAQ, but in the new 2014–2020 funding period work will be carried out in this field in cooperation with the BMFSFJ. The ESF “JUGEND STÄRKEN im Quartier” model programme will trial services for young people aged

under 27 to help them overcome social and individual disadvantage and support them to enter employment.

Results of the Federal funding and support:

75 local authorities received funding in the current 2015 to 2018 round of funding. An initial interim evaluation has shown that almost half the BIWAQ projects in the 2015 to 2018 funding round (in 33 or 45 % of the local authorities) offer various activities for refugees and asylum seekers. The broad portfolio of services offered ranges from indirect activities such as reading sessions in kindergartens through to direct involvement with “employable” refugees and asylum seekers, with services such as vocational language tuition, counselling on qualifications recognition or (second round) qualification and the coordination of volunteer efforts.

3.5.6 ESF vocational language tuition for people from migrant backgrounds programme

Key data:

Period: 2015–2017

Funding volume: 242 million Euros

Internet: www.bamf.de

Training policy goals:

Since August 2008 this programme, which is co-financed by the ESF, has been providing vocational language tuition for people from migrant backgrounds (an ESF-BAMF joint programme) to improve their occupation-related German language skills. The programme will continue in the current ESF funding period. The first courses started in early 2015 and the programme will run until the end of 2017.

People eligible for benefits under the German Social Code (SGB II and SGB III) are the main group participating in these courses. Asylum seekers and refugees participating in the Federal Government’s “ESF-Integrationsrichtlinie Bund” programme can also receive funding to take part but around three quarters of participants are benefits recipients as defined in the German Social Code (SGB II). Recognised refugees and those entitled to asylum are eligible to obtain further language tuition when they also receive benefits under the provisions of the German Social Code (SGB II).

The programme's core mission is to sustainably improve the opportunities of integration into the mainstream labour market for people from migrant backgrounds. To this end, German language tuition is linked with elements of vocational training in measures ranging from classic language courses including specialist occupation vocabulary through to specific internships in companies.

A "pedagogic concept" developed specially for the programme summarises the main requirements in a clear but binding form for those carrying out the courses. A full time measure involves up to 730 hours of tuition over a period of up to six months. The maximum funding period for part time measures is twelve months. Those carrying out the measures are also required to set up cooperative ventures with local companies with the goal of placing course participants in internships and integrating them into training and employment.

The current plan is to enable around 90,000 people to take part in this ESF-BAMF programme during the years 2015 to 2017. The ESF reallocated appropriations and the Federal Government increased its national budget to raise the original ESF funding of 180 million Euros (2015 to 2017) to 242 million Euros for 2016.

Results of the Federal funding and support:

The programme has achieved a high public profile and been very well received by participants. Vocational language tuition measures supplement Federal Government integration courses, which usually precede them, and contribute to opening up the potential for skilled employment of a wider group of people.

The ESF-BAMF programme will be successively replaced by a national Federal Government-financed vocational language tuition programme under S. 45a of the Residency Act (AufenthG) from mid-2016.

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

Key data:

Period: June 2008–June 2015 in two rounds of funding (1st round of funding: September 2008–October 2010, 2nd round of funding: November 2010–June 2015)
 Funding volume: 37.5 million Euros funding from the BMAS, 57 million Euros of ESF funding
 Internet: http://www.esf.de/portal/DE/Ueber-den-ESF/Geschichte-des-ESF/Foerderperiode-2007-2013/ESF-Programme/Programme/programm_bleiberecht.html

Training policy goals:

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

Results of the Federal funding and support:

71 consultancy networks were funded over two rounds of funding. In the first funding round 43 consultancy networks with 220 individual projects and in the second funding round 28 consultancy networks with 230 individual projects were funded and around 35,000 people were reached.¹⁶²

The successful approaches developed in this programme are being promoted in the new ESF 2014 to 2020 funding period in the Federal Government and ESF Integration directive and in the "Integration of asylum seekers and refugees" ("Integration von Asylbewerberinnen und Asylbewerbern und Flüchtlingen" – IvAF) action priority.¹⁶³

¹⁶² Further information can be obtained from the evaluation report. http://www.esf.de/portal/SharedDocs/PDFs/DE/Berichte/evaluationsbericht-bleiberechtii.pdf?__blob=publicationFile&v=1

¹⁶³ See **Chapter 3.5.8**

3.5.8 The ESF and Federal Government Integration Directive

Key data:

Period: October 2014–December 2019

Funding volume: up to 105.7 million Euros of ESF funding for the programme period

Internet: <http://www.esf.de/portal/DE/Foerderperiode-2014-2020/ESF-Programme/bmas/2014-10-21-ESF-Integrationsrichtlinie-Bund.html>

Training policy goals:

The ESF and Federal Government “ESF Integrationsrichtlinie Bund” programme aims to solicit the active involvement of companies, public administration agencies, Jobcenters and employment offices in gradually integrating young people experiencing particular difficulties in accessing employment or training sustainably into the labour and training market.

The BMAS funds cooperative consortia set up to support young people and young adults aged 18 to 35 and people who have not yet established permanent residency but have at least limited access to the labour market (asylum applicants and refugees). The programme supports projects in three priority areas for action:

- **Integration instead of exclusion (Integration statt Ausgrenzung – IsA)** for the target group of young people and young adults aged 18 to 35 (55 projects),
- **Integration through exchange (Integration durch Austausch – IdA)** with a focus on international mobility for the target group of young people and young adults aged 18 to 35 (32 projects),
- **Integration of asylum seekers and refugees (Integration von Asylbewerbern und Flüchtlingen – IvAF)** for the target group of asylum applicants, people with leave to remain in Germany and refugees with at least limited access to the labour market¹⁶⁴ (41 projects).

These measures are designed for young people and young adults for whom entry into work or training is difficult for several individual or structural reasons, such as long-term unemployment, deficits in school and or vocational education and training or migrant background and are not or no longer reached by the

integration services offered by Jobcenters (SGB II) or employment offices (SGB III). The goal is to carry out measures that will result in gradual and sustainable integration of this target group into work or training or (re-)entry into education offering a qualification.

IvAF is open to people in this group without age restriction. From the 1st of July 2015 41 cooperative alliances (or project alliances) carrying out around 300 subprojects started. As well as measures for participants, an agreement with the head office of the Federal Employment Agency provides consistent national training for Jobcenter and employment offices on the legal situation of refugees in terms of the residency and employment of foreigners at the structural level.

The programme is based on proven and successful approaches from previous programmes in the 2007 to 2013 funding period: “XENOS-Integration und Vielfalt”, “ESF-Bundesprogramm zur arbeitsmarktlichen Unterstützung für Bleibeberechtigte und Flüchtlinge mit Zugang zum Arbeitsmarkt”¹⁶⁵ and “Integration through exchange” (“IdA – Integration durch Austausch”).

The sustainability of the recently ended ESF IdA programme’s international approach was ensured at the European level by the activities of the European “Learning Network on Transnational Mobility Measures for Disadvantaged Youth and Young Adults” (TLN Mobility) learning network¹⁶⁶. IdA offers funding for two stays abroad for six months and an internship in a company, activities embedded in an intensive preparation and follow-up process. Projects involving TLN Mobility activities will also be offered to young people from other EU member states, who can also receive funding through similar mobility programmes.

164 See [Chapter 3.5.7](#)

165 See [Chapter 3.5.7](#)

166 TLN Mobility – www.tln-mobility.eu ‘The ESF-funded learning network on transnational mobility measures for disadvantaged youth and young adults’

3.6 Measures and programmes to strengthen dual training

3.6.1 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 offered by employment offices and Jobcenters. All young people can access the services, regardless of whether they are entitled to subsistence benefits under the terms of the German Social Code (SGB II). The agencies also offer employers specific consultancy and approach them to enquire about training places. Employers are free to register any training places they are offering.

The (joint) Employer Service (Arbeitgeber-Service) of the Federal Employment Agency (BA) is expanding consulting and advisory services for small and medium-sized enterprises. Providing companies with consultancy on training and qualification helps them to develop and implement solutions and strategies that enable them to meet their own need for skilled staff.

Providing consultancy and placement services are core functions of the BA. The BA's consulting concept (Beratungskonzeption) describes these processes from a consulting methodical perspective. The 4-Phase Model of Integration work structures the integration process and sets content quality standards. An analysis of the client's strengths and weaknesses and potential is first made together with the client, then individual integration strategies and solutions are identified and a shared strategy on how to reach these goals and the services and funding required to support placement is agreed on. Implementation begins with a binding integration agreement on the necessary steps and activities that is made between jobseekers and employment offices and Jobcenters. These professional consultancy methods and the structured integration process ensure that clients receive high quality services.

3.6.2 Basic vocational training allowance

Key data:

Standard funding support under S. 56 ff. of the German Social Code (SGB III and BAföG)

Actual spending in 2015: 330.4 million Euros

Internet: www.bafoeg.bmbf.de and www.arbeitsagentur.de

Training policy goals:

The basic vocational training allowance is financial support provided by the Federal Employment Agency during training and prevocational training measures to help people overcome economic difficulties that can stand in the way of appropriate vocational qualification to ensure a more balanced training market and secure and improve occupational mobility.

A statute amending the German Social Code (SGB XII) and other regulations brought forward a reduction in the initial period of residence required for young people with leave to remain in Germany and holders of residence permits based on humanitarian grounds wanting to obtain a training allowance or basic vocational training allowance from four years to 15 months to the 1st of January 2016. The amendment allowing for this reduction was originally scheduled to come into force in the 25th Amendment to the Training Assistance Act (BAföG-Änderungsgesetz) on the 1st of August 2016.

Results of the Federal funding and support:

In 2015 an average of around 100,000 people received funding through a basic vocational training allowance for vocational training and around 24,500 obtained it to cover participation in a prevocational training measure.

3.6.3 Assisted training

Key data:

Period: Limited period under the German Social Code (S. 130, SGB III)

Actual spending in 2015 (SGB III and II): 5.2 million Euros

Internet: www.arbeitsagentur.de

Training policy goals:

The new Assisted Training employment promotion law instrument, which will apply for a limited period, is designed to help disadvantaged young people to

successfully complete company-based vocational training in the dual system and give young people who have hitherto only been able to engage in non-company training new employment and training prospects. The instrument's salient feature is that young people receive continuous individual support and social and educational mentoring within the company.

Assisted Training supports both young people who need additional help and the companies training them through company-based vocational training. In terms of content, the mentoring of trainees is oriented towards support for apprentices during training and it should be arranged as such and its intensity adapted to ensure individual and continuous support and stabilise the training relationship.

A prevocational training phase can be undertaken before vocational training in a company as part of a consistent Assisted Training measure to open up the possibility of integration into company-based vocational training, ensuring continuing support from the same provider. During the prevocational phase young people are already eligible to receive a basic vocational training allowance.

This instrument will be available only for the period of the Alliance for Initial and Continuing Vocational Training, so four cohorts of young people, including the initial one in the 2018/2019 training year, will receive funding and support through this scheme.

A statute amending the German Social Code (SGB XII) and other regulations reduced the initial period of residence required for young people with leave to remain in Germany and holders of residency permits for other humanitarian reasons for establishing eligibility to participate in the Assisted Training instrument as of the 1st of January 2016.¹⁶⁷

Results of the Federal funding and support:

By introducing Assisted Training, the Federal Government has fulfilled the commitments it made in the Alliance for Initial and Continuing Vocational Training. In 2015 just over 5,000 young people received support and funding in the Assisted Training programme. The high number of participants is explained by the short lead time after the amendment to the law came into force.

3.6.4 Support during training (Ausbildungsbegleitende Hilfen)

Key data:

Standard funding support as defined in the German Social Code (S.s 74 to 80 SGB III and S. 16 (1) SGB II and S.s 74 to 80 SGB III)

Actual spending in 2015 (SGB III and II): 97 million Euros
Internet: www.arbeitsagentur.de

Training policy goals:

Support during training (Ausbildungsbegleitende Hilfen) aims to ensure success in training or instructors training and prevent dropouts. It can be provided at any time at the beginning of or during vocational training or introductory training as needed. Special classes and accompanying social and educational mentoring helps trainees overcome language and educational deficits and/or help them acquire specialist theoretical knowledge. Agreements were incorporated into the Alliance for Initial and Continuing Vocational Training 2015 to 2018 and commitments made in the Coalition Agreement with the intention of expanding the group of people eligible for support during training. Beginning in the 2015/2016 training year, all young people who need support during training to begin and successfully conclude vocational training receive it. A statute to this effect came into force on the 1st of May 2015.

A statute amending the German Social Code (SGB XII) and other regulations reduced the initial period of residence required for young people with leave to remain in Germany and holders of residency permits for other humanitarian reasons for establishing eligibility for support during training as of the 1st of January 2016.¹⁶⁸

Results of the Federal funding and support:

Around 41,000 young people were provided with support during training during vocational training or initial training by employment offices and Jobcenters in 2015. This programme has prevented trainees from dropping out of training, stabilised training relationships and helped them successfully conclude vocational training. Six months after completing the measure 78.6 % of participants were employed in jobs for which social insurance contributions are payable (integration rate).

¹⁶⁷ See [Chapter 3.6.2](#)

¹⁶⁸ See [Chapter 3.6.2](#)

3.6.5 Non-company vocational training

Key data:

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

Actual spending in 2015 (SGB III and II):

347.9 million Euros

Internet: www.arbeitsagentur.de

Training policy goals:

Non-company training is training provided not by a company but by a training provider. Support and funding during non-company vocational training is available from employment offices and Jobcenters for disadvantaged young people and disadvantaged young people with disabilities who have not yet been successfully placed in training in a company, not even with support for apprentices during training. During the measures, efforts are made to transfer the young people into vocational training in a company. If a direct transition into training in a company is not (yet) possible, efforts are made to place participants in a cooperative form of integrative training from their second year of training. These measures are designed to provide more young people with the experience of training and working in a company.

Results of the Federal funding and support:

In 2015 around 31,000 young people took part in non-company training provided by employment offices and Jobcenters. 47 % of participants were employed in jobs for which social insurance contributions are payable six months after completing the measure (integration rate).

3.6.6 The VerA initiative for preventing premature training termination

Key data:

Period: 2015–2018

Funding volume: 11.15 million Euros

Internet: www.vera.ses-bonn.de

Training policy goals:

Through the VerA Initiative, volunteer Senior Experts support young people through training, prevent imminent training dropouts and accompany young people through introductory training with the concrete goal of integrating them into training. In the current phase of the project the number of young people supported

is scheduled to rise to 3,000 a year. The involvement of young people who need further support after being mentored through introductory training will also be increased and cooperation with training providers be intensified to achieve this aim.

At the same time, as part of the “Educational Chains” initiative, the integration of the VerA initiative into Länder programmes supporting the transition from school into work will be optimised so that existing programmes are supplemented and more young people reached. Efforts will be made to conclude cooperative agreements with partners in the Länder to achieve this goal. A first such agreement has already been concluded for qualified mentoring through training in companies and vocational schools in Hessen, ensuring a regular exchange of views and ideas among the cooperative partners and regulated transfer between services.

VerA is a joint initiative of the BMBF and major German business organisations (ZDH, DIHK and BFB) and was launched in 2009. The Senior Expert Service Bonn (SES) carries out the initiative.

Results of the Federal funding and support:

In 2015 the numbers of requests for support from VerA and mentoring provided both increased. The SES supported around 2,600 young people through training in 2015, 1,470 of them new trainees just beginning. Since the Project began in 2009 the SES has received more than 7,800 requests for support and almost 5,500 young people have profited from VerA initiative services. The project has been able to solve problems in training, prevent trainees from prematurely terminating their training contracts and improve young people’s overall skills.

With over 2,500 newly qualified Senior Experts, SES volunteers offer support for young people undergoing training throughout Germany, helping to establish a dialogue between different generations and enabling them to learn from each other.

3.6.7 JOBSTARTER training structural programme – training for the future

3.6.7.1 JOBSTARTER plus

Key data:

JOBSTARTER plus

Period: 01.01.2015–30.06.2019

Funding volume: 109 million Euros,
61 million Euros of it from ESF funding

JOBSTARTER

Period 01.09.2013–30.09.2016 (6th round of funding)

Funding volume: around 8 million Euros (without ESF co-financing), Internet: www.jobstarter.de;
www.kausa-medienpreis.de

Training policy goals:

Through its JOBSTARTER plus training structural programme the BMBF is supporting national projects to improve regional training structures and trial innovative training policy approaches. The programme is planned so that it can flexibly and actively respond to current training market developments by means of variable funding priorities. JOBSTARTER plus supports the goals of the Alliance for Initial and Continuing Vocational Training and is part of the Federal Government's qualification initiative to strengthen training opportunities and increase options for transfers in the education and training system. It is also closely linked with the BMBF's "Educational Chains" initiative. In the new ESF 2014 to 2020 funding period the programme will continue the successful work of the preceding JOBSTARTER and JOBSTARTER CONNECT programmes with additional new funding priority areas.

Results of the Federal funding and support:

JOBSTARTER plus – 1st round of funding

Following the first announcement of funding in May 2014, 51 new projects started in the JOBSTARTER plus programme from the beginning of 2015. The overall goal was to increase small and medium-sized enterprises' (SMEs') willingness and ability to provide training and open it up to more potential skilled workers. The projects were actively engaged in four different lines of funding:

1. Projects in the first funding line focused on developing a regional structure to support SMEs in integrating young people in need of extra support into training. The 24 regional projects, working in cooperation with existing regional services such as mentors accompanying young people through the transition into the labour market, aim to enable companies to bring young people who need additional support directly in company-based training. If this is not immediately possible for young people due to their individual prerequisites, training can be preceded by a company-based training preparation measure developed by the project together with companies and regional partners. Standard national training modules in particular could be used for this purpose.
2. A further focus is the seven new "KAUSA" service centres. These regional coordinating offices offer counselling and information on dual training, providing services for the self-employed, young people, and parents from migrant backgrounds (for further information contact KAUSA).
3. Two projects were approved for funding in 2015 that will develop and trial inter-regional cooperative ventures to remedy disparities in regional training markets. They aim to increase the mobility of young people seeking training and motivate them to seek a training place outside their home region. Working relevant vocational training actors, the projects will initially build up matching and mobility networks between regions in the Länder of North Rhine-Westphalia and Lower Saxony. These are designed to contribute to solving the different problems of regional training markets, which may have supply or matching problems or difficulties filling training places.
4. Another 18 projects were launched nationally to support SMEs in recruiting university dropouts as trainees in 2015. The goal of this fourth funding line is to work with companies to establish a perception of this target group as potential skilled employees and develop strategies to inform university dropouts on dual training options and attract them into vocational training.¹⁶⁹

169 See [Chapter 3.8.5.3](#)

Parallel to the 51 new projects in the JOBSTARTER plus programme were another 23 projects in the 6th round of funding for the JOBSTARTER programme in 2015 (which started in the autumn of 2013). The projects are working on three different priority areas:

- improving the transition into training (external training management/in-company preparation for training and integration into company-based training),
- accessing further potential skilled personnel: regional coordination and information centres for “training and integration” (six KAUSA service centres) and
- interlinking further and continuing training: developing and trialing additional qualifications during dual vocational training.

JOBSTARTER plus – 2nd round of funding

The second announcement of funding was published on the 6th of July 2015 in the Federal Gazette and funding applications could be submitted by the 1st of October 2015. Projects were scheduled to start from 1st of May 2016. In this round of funding too, JOBSTARTER plus tackled aspects of the training market currently in need of action.

Another four funding lines were announced:

1. Support and advisory structures for SMEs in industries with matching problems or problems filling training places or business or research clusters,
2. Training and migration – KAUSA service centres,
3. Interlinking further and continuing training: additional qualifications during dual vocational training,
4. Developing and trialing inter-regional mobility.

2015 was defined by considerations of how to give refugees prospects of integrating by preparing them for or integrating them into initial vocational training that would also correspond with the needs of SMEs for young people interested in training. JOBSTARTER plus is tackling this topic within its remit in the training and migration area.

KAUSA – training and migration coordination centres

KAUSA’s goals are to recruit self-employed workers from migrant backgrounds into vocational training, increase young people’s participation in training and inform parents on vocational training.

KAUSA service centres

13 KAUSA service centres, regional contact offices that offer counselling on dual training, especially to self-employed workers, young people and parents from migrant backgrounds, were funded in 2015. Further goals include strengthening existing networks and working together with migrants’ organisations, parents’ associations, vocational training institutions, politicians and business and industry organisations to develop strategies and anchor structures to sustainably make equitable participation in training possible for everyone. Another 15 new service centres will be added to the existing KAUSA service centres from May 2016.

Further KAUSA activities

The digital “Migration and training”¹⁷⁰ map drawn up by KAUSA presents central counselling offices to self-employed workers, young people and parents from migrant backgrounds on training across Germany at a glance. The digital map went online in July 2015 and is continuously updated. Plans have also been made to expand the KAUSA map to make the structure of migrant and refugee-specific training offers such as “Kommunales Bildungsmanagement” (local authority education and training management), “Willkommenslotsen” (welcome mentors) and “MOZAIK education advisors” more transparent.

BMBF national ‘Training and migration’ conference

The Federal Ministry of Education and Research (BMBF) hosted the KAUSA “Ausbildung und Migration” (training and migration) national conference held on the 26th of November 2015 in Berlin, inviting experts in the field to discuss current challenges in this area and to work together to develop solutions to it. Forums focused on topics such as “Auszubildende mit Migrationshintergrund – heute eine Selbstverständlichkeit?” (Trainees from migrant backgrounds – now a matter of course?), “Ausbildung in migrantengeführten KMU – neue und alte Herausforderungen” (Training in migrant-led SMEs – new and old challenges) and “Niemand geht

¹⁷⁰ www.jobstarter.de/KAUSA-Landkarte

verloren – mit welchen Konzepten verbessern wir den Übergang?“ (Nobody is lost – what concepts can we use to improve the transition into training?).

The KAUSA Media Award

The KAUSA Media Award aims to highlight the education and training paths of migrants. For six years the BMBF has presented the award to young journalists who contribute to objective and balanced reporting on people from migrant backgrounds and their paths through education and training. Prizes worth a total of 30,000 Euros were again awarded in the categories of text, audio, video and multimedia in 2015, this time at the KAUSA “Ausbildung und Migration” (Training and migration) national conference (s. o.).

3.6.7.2 JOBSTARTER CONNECT – trialing nationally-consistent, skills-oriented training modules

Key data:

Period: 2009–2015

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

Internet: www.jobstarter-connect.de

Training policy goals:

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

Results of the Federal funding and support:

4,427 young people and young adults took part in a qualification measure in 40 regional CONNECT projects using training modules. As well as the beneficial structural effects of integrating transition system measures into initial vocational training curricula and the provision of easier access to external examinations, through the use of training modules has further developed qualification and training processes.¹⁷¹

¹⁷¹ See also the external evaluation concluding report at www.jobstarter-connect.de.

In 2015 the BMBF commissioned the BIBB to develop and publish training modules for another eight occupations: alteration tailor, driver, sewage engineering technician, safety and security specialist, safety and security services specialist, hospitality industry services specialist, construction mechanic and cutting machine operator. Their efforts have now resulted in the creation of training modules for a total of 22 occupations.

3.6.8 Willkommenslotsen (welcome mentors)

Key data:

Period: 2016–2018

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

Available Federal funding for 2016:

up to 7.1 million Euros

Internet: www.foerderdatenbank.de

Training policy goals:

The BMWi funds and supports the competitiveness of small and medium-sized enterprises (SMEs) by helping them to recruit suitable trainees and secure the skilled staff they need.

Personnel from the Chambers of Crafts, Industry and Commerce and Liberal Professions and other business and industry non-profit organisations support SMEs in their efforts to offer training and employment to refugees.

The measures, which started in 2016, offer the following assistance to SMEs:

- Raising awareness among SMEs of the need to ensure a supply of skilled workers and advising them on ways of securing skilled staff by employing refugees,
- Campaigning for and supporting the establishment of an open culture of welcome for refugees in SMEs,
- Advising SMEs on legislative frameworks, additional qualification requirements, national and regional funding and support programmes and support options for refugees,

- Helping SMEs to help refugees find their way through the German vocational training system, training practice, application processes, etc.,
- Advising SMEs on the potential challenges, problems and conflicts involved in integrating refugees into companies,
- Establishing and maintenance of a pool of SMEs that are prepared to offer refugees training and employment
- Supporting SMEs in building networks for training and employing refugees.

The goal is to secure these advisory and support services especially for SMEs in the skilled trades and services sectors to help companies in these sectors meet their needs for a supply of skilled staff in future.

3.6.9 Supporting small and medium-sized enterprises to fill training places with German young people and establish a culture of welcome for foreign trainees and skilled employees and integrate them into their firms

Key data:

Period: since 2007; currently until 31.12.2020
 A new guideline comes into force on 30.01.2015
 Scheduled funding volume in 2016: 7.16 million Euros, 3 million Euros of Federal funding and 4.16 million Euros of ESF funding. Funding recipients contribute 30 % of the total project costs (3.04 million Euros of a total of 10.2 million Euros)
 Internet: www.foerderdatenbank.de

Training policy goals:

Assisted by ESF co-financing, the BMWi funds and supports the competitiveness of small and medium-sized enterprises (SMEs) by helping them to recruit suitable trainees and ensure that they can meet their need for skilled staff.

SMEs are supported by consultants from the Chambers of Crafts, Industry and Commerce and Liberal Professions and other business and industry non-profit organisations in filling training places with young Germans, selecting appropriate applicants and holding job application interviews with suitable potential trainees.

The consultants also support and advise SMEs on integrating young foreign trainees (in cooperation with the BMAS "Förderung der beruflichen Mobilität von ausbildungsinteressierten Jugendlichen aus Europa – MobiPro-EU" programme) and foreign skilled workers and migrants already living in Germany into employment.

The goal is to secure these consultancy and support services especially for SMEs in the skilled trades and services sectors to help companies in these sectors meet their needs for a supply of skilled staff in future.

Results of the Federal funding and support:

From 2007 to 2015 more than 392,750 consultancies were held with companies and over 614,800 consultancies were held with young people. More than 70,100 young people were placed in training and around 7,550 young people were placed in introductory training.

3.6.10 Funding for residential homes for young people

Key data:

Standard funding support as defined in the German Social Code (SGB III, S.s 80a and 80b)
 Actual spending in 2015: 900,000 Euros
 Internet: www.arbeitsagentur.de

Training policy goals:

Sections 80a und 80b of the Act to improve chances of integration into the labour market (Gesetz zur Verbesserung der Eingliederungschancen am Arbeitsmarkt), which was passed on the 1st of April 2012, (again) anchored institutional funding of residential homes for young people in the German Social Code (SGB III). This funding meets some of the costs of structural repairs to and modernisation of residential homes for young people and in exceptional cases the rebuilding and extension of such homes. Operators of residential homes for young people can receive interest subsidies

and one-off subsidies if these are necessary to balance the training market. Up to 35 % of costs can be provided or in exceptional cases up to 40 % of appropriate total costs, with a maximum of 25,000 Euros for each home. Those running the facility or a third party must also partly meet the costs to an appropriate extent. On the 13th of July 2012 the Federal Employment Agency (BA) passed a youth residential home regulation (Anordnung Jugendwohnheime) to more closely regulate implementation of this funding scheme. This regulation was updated in a first amendment on the 18th of July 2014 so investments in construction to renovate and modernise residential homes for young people can now be supported with one-off subsidies until the 31st of December 2015 where the goals of this funding could not be reached by means of interest subsidies.

Results of the Federal funding and support:

In 2015 the BA advised numerous operators of residential homes for young people on the funding subsidies available for renovating and modernising homes and 16 funding applications were lodged.

3.6.11 Inter-company training centre funding (Überbetriebliche Berufsbildungsstätten – ÜBS)

Key data:

Period: BMBF since 1973, BMWi since the end of the 1950s

Funding volume in 2015: BMBF 42 million Euros, BMWi 29.1 million Euros, plus Länder funding and applicants' own contributions

Internet: BMBF/BIBB <https://www.bmbf.de/de/regelungen-der-beruflichen-bildung-1078.html>; <https://www.bibb.de/de/12303.php>

BMWi/BAFA www.bafa.de/bafa/de/wirtschaftsfoerderung/foerderung_ueberbetrieblicher_berufsbildungsstaetten/index.html

Training policy goals:

Small and medium-sized enterprises often find it difficult to teach all the necessary dual training content due to specialisation, machines that do not meet the latest standards or disruption of company processes, for example, so inter-company training centres (überbetriebliche Berufsbildungsstätten – ÜBS) have been set up in many industries. The centres supplement the training provided in companies and vocational colleges

with practice-based inter-company education and training courses. These improve the quality of training and ensure that it meets modern requirements. They also provide the preconditions to enable companies that do not yet provide training to offer training places.

The Federal Government provides funding for the development of suitable inter-company training centres into Competence Centres (Kompetenzzentren – Komzet), which function as education and training providers offering advice, information and technology transfers. Since they are equipped with the most modern technology and closely connected to companies Competence Centres (Komzet) can develop new technologies and innovative, application-oriented products and integrate them quickly into company practice through initial and continuing vocational qualification measures. They mediate between applied research and practice and function as trendsetters in their specialist areas, helping to secure and strengthen the supply of skilled workers in SMEs.

The BMBF and BIBB are jointly responsible for projects involving vocational training and the BMWi and BAFA are responsible for those involving continuing education and training. Funding for projects involving both areas is allocated depending on the project's main priority.

Inter-company training centres have an essential position in further and continuing training in SMEs, especially in commercial and technical sectors. The practical elements of training, to become a master tradesman for example, requires instruction and training using the newest machines and equipment and most modern state-of-the-art technology. The BMWi also regards well-qualified trainers and instructors with a good command of the technologies and methods they teach and the necessary expertise and pedagogical skills as vital to this programme.

Funding for inter-company training centres is provided for the long term.

Results of the Federal funding and support:

In 2015 the BMBF provided funding and support for 74 projects and the BMWi funded and supported 34 projects, further strengthening the national network of inter-company training centres.

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

Key data:

Period: since 1952

Actual spending in 2015: 45.1 million Euros

Internet: <http://www.foerderdatenbank.de/FoerderDB/Navigation/Foerderrecherche/suche.html?get=-views;document&doc=362&typ=RLI>

Training policy goals:

The provision of funding for sector-wide apprentice training aims to both increase the willingness of skilled trades companies to offer vocational training and also their ability to do so.

Results of the Federal funding and support:

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

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

The courses help to adapt vocational training to new technical and economic developments, even out regional differences in vocational training and ensure consistently high standards in the training provided by companies.

3.6.13 Vocational training without borders

Key data:

Period: 2015–2018

Funding volume in 2015: 1.8 million Euros, 2016–2018: 1.65 million Euros annually

Internet: www.mobilitaetscoach.de

Training policy goals:

In 2015 the “Vocational training without borders” national programme funded 23 mobility consultants from Chambers of Skilled Trades, Industry and Commerce who inform small and medium sized enterprises (SMEs) about opportunities for their trainees to spend time working abroad in the EU and help them organise such trips. Its goal is support SMEs in offering training places that will meet the challenges of global markets and make companies more attractive to young people as employers. The mobility consultants also arrange internships in companies in Germany for trainees and young skilled workers from outside the country.

The BMWi funds the mobility consultants with funding from the national budget as an “Alliance for Initial and Continuing Vocational Training” measure. New and revised programme guidelines were issued on the 1st of January 2016 and will remain in force until the end of 2018. The BMAS and ESF funded the “Vocational training without borders” programme from 2009 to 2014. In recognition of the positive outcomes the programme has achieved the BMWi will continue its funding from 2015.

Results of the Federal funding and support:

By 2015 around 139,000 consultancies had been provided, mainly to SMEs and young adults in training and employment (including multiple consultancies) and practical training abroad initiated and organised for around 9,700 trainees and young employees (outgoing). Just on 4,600 trainees und young skilled workers from other European countries were taken on in German companies and mentored by mobility consultants (incoming).

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

3.7 Vocational training measures in the care and nursing sector

3.7.1 The Geriatric care training and qualification campaign (Ausbildungs- und Qualifizierungs-offensive Altenpflege)

Key data:

Period: 2012–2015

Internet: www.altenpflegeausbildung.net/ausbildungsoffensive.html

Training policy goals:

At the end of 2012 the Federal Government, with lead-management from the BMFSFJ and involvement of the BMAS, BMG and BMBF, the Länder governments and industry associations¹⁷² launched a geriatric nursing qualification and training campaign. This first geriatric care and nursing ‘Training Pact’ aims to bundle the forces of all geriatric care stakeholders into a joint initiative and reach agreement on concrete measures to strengthen initial and continuing vocational training and increase the attractiveness of geriatric nursing and care as a vocational and professional field. Around 240 measures in ten areas of activity were agreed on, some of which will continue for the period of the campaign and many scheduled to be implemented on a long term basis.

Results:

The signing of the agreement text was also the starting signal for implementation of the ‘Beratungsteam Altenpflegeausbildung’ (Geriatric nursing and care advisory team) set up by the BMFSFJ at the Federal Office for the Family and Civil Society Functions (BAFzA) and the launch of a new geriatric nursing and care training information website.¹⁷³ An interim report was issued at the end of the first half of the campaign in January 2015 to highlight the campaign’s success and

give all partners an opportunity to review, supplement or continue their contributions. A concluding report on the campaign’s results is planned for 2016.

One central goal of the campaign is to increase new entries into geriatric nursing and care training by 10 % in every year over the course of the campaign. While no increases were recorded in the campaign’s first year, the 2012/2013 school year, compared with the agreed reference school year 2010/2011, but only the decline in numbers of new entries into this training from the 2011/2012 school year were compensated for, their number grew by around 14 % in the 2013/2014 school year. Based on interim reports from the Länder, it is assumed that numbers for the 2014/2015 school year will not grow further, although the number of new entries into geriatric nursing and care training have been kept at a very high level.

The Act to strengthen initial and continuing vocational training in geriatric care and nursing (Gesetz zur Stärkung der beruflichen Aus- und Weiterbildung in der Altenpflege), which allows employment offices and Jobcenters to again fund three-year retraining courses for geriatric nursing trainees that begin from the 1st of April 2013 and 31st of March 2016 and expands options for shortening further vocational training for trainees with relevant existing skills has played an important role in increasing the number of people training in the area of geriatric nursing and care. From December 2014 to November 2015 a floating annual total of 6,451 new trainees started funded retraining in geriatric nursing and care courses (in the preceding year there were 7,333 new entries). Over a third of the retraining (37.6 %) funded over this period were shortened training measures, so the number of shortened funded retraining courses grew slightly compared with the previous year (+4 %). Building on the experiences gained in the Geriatric care training and qualification campaign, the option of receiving funding for a three-year geriatric nursing and care retraining course was extended to the 31st of December 2017, so until the start of planned new general nursing training¹⁷⁴.

¹⁷² As well as the Federal and Länder governments, other partners are welfare organisations, associations of private medical institutions, geriatric care professional organisations, health insurers, the Association of German Cities (Bundesvereinigung der kommunalen Spitzenverbände), the Statutory occupational accident insurance fund for the healthcare and welfare occupations (Berufsgenossenschaft für Gesundheitsdienst und Wohlfahrtspflege), the ver.di union and Federal Employment Agency (Bundesagentur für Arbeit).

¹⁷³ www.altenpflegeausbildung.net

¹⁷⁴ See [Chapter 3.7.2](#)

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

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

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

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

Geriatric care is one of the strongest growing service industries and offers secure employment prospects. According to the care and nursing statistics, the number of people employed in outpatient healthcare services and nursing home rose between 1999 and 2013 by 61 % to 1,005,000. Employee numbers grew especially strongly in the field of geriatric care and nursing, increasing by 108 % to around 228,000 over the same period. As well as geriatric care and nursing staff, around 136,000 registered and general nurses and 12,000 paediatric and general nurses were working in outpatient healthcare services and nursing homes in 2013. Of the 376,000 employees working in the three geriatric care and nursing, general nursing and paediatric and general nursing sectors, 37 % were employed in geriatric nursing.

Given current demographic developments, demand for qualified geriatric care and nursing staff will continue to grow. The number of benefits recipient in the social care insurance system will have increased by just on 30 %, compared with the benchmark year of 2014, to 3.5 million by 2030. At the same time the number of

young people entering the training market will decline sharply in future. There is already a national shortage of qualified nursing staff in the area of geriatric care and to a lesser extent in general nursing and it will only further increase in future unless prompt and decisive countermeasures are taken.

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

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

In the context of these developments, the Federal Cabinet adopted legislation to reform care and nursing occupations on the 13th of January 2016. After passing this law, which is scheduled to pass in 2016, further prerequisites in the form of additional regulations, deployment of a commission of experts and the introduction of a new financing system must be created before the new training system can start on the 1st of January 2018. Comprehensive transition measures and regulations to safeguard existing standards will ensure that the reforms do not disadvantage people currently working in the care and nursing sector.

The new care and nursing legislation will reform training for geriatric care and nursing, general nursing and paediatric and general nursing and consolidate to provide a general and consistent care and nursing training. This training should be free of charge for every trainee. Qualified care and nursing staff trained full time for three years at a vocational college will remain the most important and strongest pillar of this professional field, although academic training will also be added to future training options. These measures are designed to address new target groups, open up career paths to a wider range of people and strengthen care and nursing as a profession. Consolidating forms of care and nursing training and carrying out related measures to improve the quality of training will increase the attractiveness of these professions. Their ability to work more flexibly will give people completing the new care and nursing training more access to greater occupational development opportunities. In future these professions will be characterised by subsequent specialisation, ongoing training and lifelong learning.

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

Introduction

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

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

The Coalition Agreement for the 18th legislative period therefore makes provision for the Federal government to work together with the Social Partners and Länder to start an "Alliance for Initial and Continuing Vocational Training" and expand ongoing vocational training. In the Alliance agreement signed on the 12th of December 2014 by the Federal government, Federal Employment Agency (BA), business and industry, unions and Länder governments, the partners declare

that they want to make the opportunities offered by advanced vocational qualifications and the options available for funding them more widely known, increase training and qualification rates, especially among employees with no vocational qualifications, have more use made of those options and continue to develop them.¹⁷⁵

The Coalition Agreement also emphasises the equivalence of vocational and academic training and education, which is documented in the German Qualifications Framework (Deutsche Qualifikationsrahmen – DQR). Since 2014 the relevant DQR qualification level has been shown on new qualification documents. Transfer opportunities in the education and training system will be further reinforced and there will be a stronger focus on transitions between vocational and academic training and education.

Upgrading qualifications – making continuing training a matter of course

According to the results of the national Adult Education Survey Trend Report for 2014 the participation rate of 18 to 64 year-olds was 51 % in 2014, so it was above the Qualification Initiative's 50 % goal for the first time and is continuing the increase in participation in further training in Germany that has been observed since 2010.

Despite this progress, there is still a need for action to develop all possible potential to help people become skilled and qualified workers and specially to motivate more people with low levels of formal qualifications to enter continuing vocational training and improve their access to ongoing training. A study on the participation in further training of people with low-level qualifications commissioned by the BMBF to evaluate the National Education Panel Study (NEPS)¹⁷⁶ found that their participation in continuing training varied widely. The data showed that only 3 % of those surveyed in the NEPS participated in formal continuing training and 40 % took part in non-formal continuing training. Around 60 % of those surveyed made use of informal continuing training. It also found that 40 % of those with no, few or low-level formal vocational qualifica-

tions have high or the highest level skills in areas such as mathematics, reading, science and information and communications technologies.

The BMAS is currently preparing draft legislation aimed at strengthening continuing vocational training and insurance cover as part of the unemployment insurance system (AWStG) to attract more people with few or low-level qualifications, the long-term unemployed and older employees into continuing vocational training. This draft legislation, which was initiated in early in 2016, will strengthen the motivation, resilience and basic skills of participants in continuing vocational training, reduce premature termination of training, continuously develop funding and support for further training and improve the overall conditions for continuing vocational training.

The BMBF's activities in 2015 have also focused on increasing the participation rate in training, especially of population groups that have so far been underrepresented in training, with the help of schemes such as the Literacy Decade, by expanding counselling on continuing vocational training, by trialing a national continuing training information hotline, by modernising and increasing the attractiveness of continuing vocational training, by creating new and modernised further training regulations and by increasing the financial aid available for individual participation in training, through the AFBG or "Master craftsman or upgrading training assistance", for example. The third amendment to the Training Assistance Act (AFBG) will improve the services and benefits offered, extend funding and support and modernise structures. The amendment, which will come into force in August 2016, will also bundle improved services and benefits, modernise structures and expand the group of people eligible for funding and support. In 2015 the BMBF also started pilot project on evaluating non-formal and informally acquired skills together with the Chambers of Skilled Trades, Commerce and Industry to develop and implement processes for recognising practical vocational skills gained by experience and so motivate people without vocational qualifications to enter training in a company.

¹⁷⁵ On the Alliance for Initial and Continuing Training see [Chapter 3.1](#).

¹⁷⁶ Thomas Kruppe, Merlind Trebesch: Weiterbildungsbeteiligung in Deutschland, Endbericht, IAB Projekt Nr. 1501

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

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

The goal is better accreditation of the vocational or academic skills gained by usually younger people with no vocational qualifications and review the extent to which existing processes, methods and evaluation criteria can be optimised by establishing quality standards. Among the examples of BMBF programmes and initiatives in this area are “ANKOM – Recognition of Vocational Competences in Higher Education” (“Übergänge von der beruflichen in die hochschulische Bildung”), a funding initiative that ended in mid-2015, the “Advancement through Education – Open Universities” (“Aufstieg durch Bildung: offene Hochschulen”) competition, which continued in 2015, and the initiative to attract university dropouts into vocational training, which started in 2014 and continued in 2015. To specifically recruit university dropouts into continuing vocational training in a company, the BMBF has provided funding and support in the latter national initiative for 18 regional projects through the JOBSTARTER plus programme since early 2015 and has also established four national consultancy projects for university dropouts through Federal and Länder government agreements as part of the “Vocational Chains” (“Bildungsketten”) initiative.

3.8.1 Measures and programmes to create transparency, systematic structures and standards

3.8.1.1 Development of a German Qualification Framework (Deutscher Qualifikationsrahmen – DQR)

The German Qualification Framework for Lifelong Learning (Deutscher Qualifikationsrahmen für lebenslanges Lernen – DQR) provides a comprehensive reference framework for lifelong learning. As the national implementation of the European Qualification

Framework (EQR), the DQR classifies the German education and training system’s qualifications into eight proficiency levels. Classifying qualifications in the DQR and EQR makes the German education and training system more transparent and comparable in the national and European context. By making qualifications based on learning outcomes more transparent and comparable, the DQR also makes transfers between sectors in the German education and training system easier.

The process of implementing the DQR began on the 1st of May 2013. Indications of DQR/EQR levels reached have been successively introduced on vocational training certificates and Certificate Supplements in tertiary education since January 2014. This is described in the “Recommendations for basic principles for the structure and quality assurance of advanced vocational training under the Vocational Training Act and Crafts Code” (“Empfehlungen für Eckpunkte zur Struktur und Qualitätssicherung der beruflichen Fortbildung nach Berufsbildungsgesetz und Handwerksordnung”) issued by the BIBB Board on the 12th of March 2014. The BIBB Board also issued a recommendation on the 26th of June 2014 to the effect that the DQR’s skills orientation and definition of skills should be applied to from training regulations 2015. With the passing of BIBB Board Recommendation 160 on “The structure and formation of training regulations, training occupation profile and a general training plan”, which will apply to all training regulations from 2015, the DQR definition of skills will be anchored in all training regulations and the structural regulations in the Recommendation implemented. A skills-oriented arrangement of training content is designed to create the prerequisites for improving comparability in the (vocational) education and training system and with it increase opportunities for transfer within and between education and training system subsystems.

As well as classifying qualifications in the formal education and training system, efforts are also being made to classify qualifications acquired in non-formal settings in the DQR. The DQR Working Group commissioned a working group of experts to develop criteria for classifying non-formal skills and proposals for a potential classification process. The working group’s recommendations were submitted to the DQR Working Group in the spring of 2014 and are currently under discussion.

3.8.1.2 Transferinitiative Kommunales Bildungsmanagement

Key data:

Period: 01.09.2014–31.08.2017

Funding volume: up to 10 million Euros annually

Internet: www.transferinitiative.de

Training policy goals:

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

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

To help local governments integrate the current influx of refugees, asylum seekers and migrants to Germany, the BMBF published a new funding directive on “Local government coordination of education and training services for recently arrived immigrants and refugees” (“Kommunale Koordinierung der Bildungsangebote für Neuzugewanderte”) in January 2016. All towns and districts can apply for funding for local government coordinators to coordinate local training and education services for newly arrived migrants, refugees and asylum seekers with relevant local government actors. The funding directive is embedded in the “Transferinitiative Kommunales Bildungsmanagement” programme and aims to improve management in and around the area of integration through education and

training. Many local governments already have proven structures and models for integrating immigrants and refugees into the education and training system and the aim is to now better network them.

Results of the Federal funding and support:

A national network of nine Transfer Agencies at 13 locations has been advising and supporting local governments from all over Germany free of charge on building up, further developing and establishing data-based local government education and training management since mid-2014.¹⁷⁷ Districts and towns also apply for funding to support the establishing and ongoing development of education and training monitoring and management through the ESF’s “Bildung integriert” funding programme.¹⁷⁸

Seven Transfer Agencies are regionally based (in Bavaria, Hessen, Rhineland-Palatinate, Saarland, North Rhine-Westphalia, Central Germany, the Northeast and Lower Saxony) and two Transfer Agencies with offices in Berlin and Hamburg/Bremen provide advisory services specifically designed for big cities with 250,000 or more inhabitants (including Berlin districts) under the umbrella of “Transfer Agencies for big cities” (“Transferagenturen für Großstädte”). “Netzwerk Stiftungen und Bildung”¹⁷⁹ (Foundations, education and training network) coordination offices assist and monitor the Transfer Agencies’s work by supporting local foundations and government agencies in setting up cooperative local government education and training management programmes.

90 local governments from all over Germany have applied for funding from “Bildung integriert” and another 30 local governments have made binding cooperative agreements with a Transfer Agency, so 120 local governments – 75 districts and 45 towns – are participating in the Transfer initiative.

¹⁷⁷ www.transferinitiative.de

¹⁷⁸ www.bildung-integriert.de

¹⁷⁹ www.netzwerk-stiftungen-bildung.de

3.8.2 Measures and programmes to ensure equality of opportunity and participation in society

3.8.2.1 Literacy and basic education

Key data:

The National Strategy for Literacy and Basic Education for Adults (Nationale Strategie für Alphabetisierung und Grundbildung Erwachsener)

Period: 2012–2016

The “Reading and writing – my key to the world” (“Lesen und Schreiben – Mein-Schlüssel-zur-Welt”) information campaign

Period: since 2012

The “Workplace-oriented Literacy and Basic Education for Adults” (“Arbeitsplatzorientierte Alphabetisierung und Grundbildung Erwachsener”) funding priority

Period: 2012–2015

Funding volume: 20 million Euros

Internet: www.bmbf.de/de/426.php?hilite=alphabetisierung

Training policy goals:

The growing demands of the world of work, even in so-called “basic jobs”, mean that employees have to have increasingly high-level and comprehensive skills, so all adults need adequate literacy and basic education. To support people who lack these essential skills, the Federal and Länder governments joined forces with other partners to launch a “National Strategy for Literacy and Basic Education for Adults” in December 2011. It seeks to sustainably anchor and network actors in the field at the Federal level. The joint agreement includes measures and actions for individual partners¹⁸⁰ on several levels, initially until 2016. Coordination offices have also been established in the Länder to serve education and training providers and companies as contacts and partners.

Results of the Federal funding and support:

To increase awareness of this wider social problem, the BMBF started the national “Reading and writing – my key to the world” information campaign in September 2012. It aims to abolish taboos around the issue of

illiteracy in German society, address people in the private and occupational environment of those affected and encourage them to seek assistance to change their situation. The message of the TV, cinema and radio advertising broadcast in the campaign was that learning to read and write is always worthwhile, even for adults. Seventeen regional events¹⁸¹ were held until the end of 2014 to accompany the media campaign and raise the public profile of the issue of literacy and basic education at the regional level. In 2015 the National Strategy was absorbed into the Literacy Decade.

A contribution made by the BMBF as part of its wider strategy is the “Workplace-oriented Literacy and Basic Education for Adults” funding priority. The areas for action in the projects funded aim to

- recruit companies to provide literacy and basic education courses for their employees at work,
- raise awareness of the issue among contacts in the private and occupational environment of those affected and
- further develop advanced and continuing training courses for education and training teachers in adult education organisations, in welfare and employment organisations and in companies.

The projects funded cooperate with companies, employment placement organisations, Chambers, business and industry associations and training providers. The results of the funding priority were presented at a concluding conference in May 2015. From October 2015 selected, particularly successful projects were resumed as transfer measures as part of the Literacy Decade, applying the successful outcomes reached in the projects.

The German Adult Education Association (Deutsche Volkshochschul-Verband – DVV) is planning “Einstieg Deutsch”, a BMBF-funded German course for asylum seekers and refugees in Germany with good prospects of being allowed to remain, which will be launched in mid-2016. The measure will be offered to new arrivals

¹⁸⁰ BMBF, KMK, German Federal Literacy Association, German Evangelical Church representative, German Institute for Adult Education, Association of German Counties, German Adult Education Association, Commissariat of German Bishops, Stiftung Lesen (Reading Foundation), Federal Employment Agency, German Trade Union Confederation, Association of German Cities.

¹⁸¹ 2012: 22.10. Magdeburg, 26.10. Bochum, 14.11. Trier, 21.11. Oldenburg, 11.12. Munich
2013: 29.01. Frankfurt-Höchst, 07.02. Göttingen, 11.04. Gießen, 22.04. Erfurt, 29.04. Düren, 09.07. Neubrandenburg, 29.11. Berlin-Schöneberg,
2014: 24.02. Nuremberg, 20.03. Chemnitz, 27.05. Bocholt, 22.10. Schwäbisch Gmünd, 20.11. Spandau

soon after placement in a reception centre. It is a low entry-level course that does not involve the usual course progression through subject matter. There will also be an “Einstieg Deutsch” language learning app to supplement the course and offer blended learning, which will be linked to the DVV’s language learning website¹⁸².

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

Key data:

Standard funding support under the German Social Code (SGB III (§§ 81ff, also applied with reference to S.16 Paragraph 1 Clause 2 Number 4 of SGB II as part of basic benefits for jobseekers)

Actual spending in 2015: 2.7 billion Euros

Internet: www.arbeitsagentur.de/web/content/DE/BuergerinnenUndBuerger/Weiterbildung/index.htm

Training policy goals:

Funding and promoting initial and continuing vocational education and training are core elements of an active labour market policy and essential in ensuring a current and future supply of skilled workers in Germany. Labour market policy funding and support for continuing vocational training provides a broad, flexible range of instruments that companies, employees and employment offices and Jobcenters can use to respond to needs for qualification and cooperate with one another.

Funding and support for continuing vocational education and training in accordance with employment promotion law is defined in the second and third volumes of the German Social Code (SGB II and III, especially S. 81 ff. of SGB III). Continuing vocational training funding is available not only to the unemployed and employees under threat of imminent unemployment, but also to workers with low levels of qualifications and employees in small and medium-sized enterprises. Training to update qualifications and upgrading continuing vocational training courses are eligible for funding.

Results of the Federal funding and support:

The BA and Jobcenters fund and support vocational education and training at a high level. New entries into continuing vocational training measures have halved since the very high level of new entries due to the financial crisis in 2009 but are still twice as high as they were in 2005. In 2015 around 309,600 people began a funded continuing vocational training measure, about 168,200 of them men and 141,400 women and there were 49,000 new entries into measures resulting in a vocational qualification. The five initial and continuing training qualifications most in demand were in occupations in the areas of “Office and secretarial”, “Vehicle driving in road traffic”, “Early childhood education, social work and curative education therapy”, “Geriatric care” and “Inventory control, mail, deliveries and freight handling”.

3.8.2.3 Initial Vocational Training for Young Adults Initiative (“Spätstarter”)

Key data:

Period: 2013–February 2016

Internet: www.arbeitsagentur.de/web/content/DE/BuergerinnenUndBuerger/Weiterbildung/Spaetstarter/index.htm

Training policy goals:

The BMAS and Federal Employment Agency (BA) joint initiative to provide initial vocational training for young adults (“AusBILDUNG wird was – Spätstarter gesucht”) started in 2013 to initially continue for three years was launched with the goal of recruiting 100,000 young adults aged from 25 to 34 defined as eligible for this support by the German Social Code (SGB II and III) into training resulting in qualification. According to data provided by the micro-census, 1.4 million young people had no vocational qualification in 2013 and just one in five of them (around 330,000) was registered as unemployed.

The initiative focuses on providing targeted funding for continuing training resulting in a vocational qualification (full and part time qualification measures in a recognised training occupations, external examinations, modular qualification courses). This training is especially provided to fill training places that companies have not been able to fill due to a lack of applicants. The initiative is designed not only for the unemployed

¹⁸² www.ich-will-deutsch-lernen.de

but for employees who do not yet have a vocational qualification. Young adults with disabilities can also profit from the initiative. Funding is offered on the basis of existing statutory regulations (SGB II and III) and the budget made available for them.

Results of the Federal funding and support:

The “Initial vocational training for young adults” initiative has become established as an important and forward looking focal programme. Between January 2013 and November 2015 around 97,300 people started training under the initiative, either in the form of unfunded training or in a funded measure. It has therefore almost achieved its original goal of recruiting 100,000 young adults into vocational training resulting in a qualification. BMAS und BA will continue their efforts to promote and provide this kind of continuing vocational training qualification and plan to bundle them in a new joint follow-up initiative.

3.8.2.4 WeGebAU (Weiterbildung Geringqualifizierter und beschäftigter Älterer in Unternehmen) programme

Key data:

Period: since 2006

Actual spending in 2015: 187.9 million Euros

Internet: www.arbeitsagentur.de/web/content/DE/BuergerinnenUndBuerger/Weiterbildung/Foerderungsmoeglichkeiten/Beschaefigtenfoerderung/index.htm

Training policy goals:

To further improve employees' qualification levels, the Federal Employment Agency (Bundesagentur für Arbeit – BA) initiated the “WeGebAU” programme, which is financed from funds provided to promote participation in employment, in 2006. The programme enables Job-centers to wholly or partly fund qualification measures for employees aged over 45 who work in small and medium-sized enterprises (SMEs) employing fewer than 250 workers. Since the 1st of April 2012, younger employees in SMEs aged under 45, regardless of their initial qualifications, can also receive funding for advanced vocational training, with the additional prerequisite that their employer must pay at least 50 % of the training costs. The programme, originally scheduled to run until the 31st of December has been extended to run until the end of 2019. Employees who have no or no useful vocational qualifications can also receive funding to return to train-

ing to gain qualifications. Employers who release employees with low-level qualifications to take part in training to gain qualifications can receive a subsidy to cover the employee's pay for the period they spend in training.

Results of the Federal funding and support:

Around 15,300 people began a funded continuing vocational training measure under “WeGebAU” in 2015 (December 2014 to November 2015), a 7.8 % increase over the previous year.

The changed prerequisites for funding resulted in an 8.4 % increase in participation rates among employees aged under 45 of all funding recipients compared with the previous year. “WeGebAU” has increasingly been made use of as part of the Geriatric care training and qualification campaign to help working geriatric nursing assistants upgrade their qualifications.

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

Key data:

Period: since 2010

actual spending in 2015: 341.6 million Euros

Training policy goals:

Up-to-date, employment-related qualifications are not only the best insurance against unemployment, they are also key in solving the problem of a possible shortage of skilled staff. The Federal Employment Agency developed the ‘Initiative for responding to structural change’ (Initiative zur Flankierung des Strukturwandels – IFlaS) to be a central element of its prompt response to these issues. The continuing vocational training provided by the “IFlaS” programme has been giving those with low-level qualifications the opportunity to acquire a recognised vocational qualification or complete modular qualifications since 2010. Since 2012 the Initiative has also been aimed at helping those returning to work to get back into in jobs subject to social insurance contributions.

Results of the Federal funding and support:

In 2015 around 29,300 people received funding for vocational training under “IFlaS”, a fall of 5.5 % compared with the previous year. The Initiative is being evaluated by the IAB.

3.8.2.6 The ESF “weiter bilden” programme (Social Partner Directive)

Key data:

Period: 2015–2020

Funding volume: 130 million Euros, with ESF co-financing

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

Training policy goals of the Federal funding (2015–2020):

The ESF “Securing a skilled labour base, continuing vocational education and training and the promotion of equality” programme was established to support the efforts of the Social Partners and improve the participation rate in continuing vocational training of both employees and companies. A further priority added since the previous ESF “weiter bilden” programme is the promotion of equality of opportunity in companies. The funding provided is particularly designed to address the issue of securing a supply of skilled staff at the company level. The programme is implemented in partnership with representatives from employee and employer organisations (Social Partners).

The Social Partners are essential actors in efforts to secure a supply of skilled workers and have made qualification and equality of opportunity in various areas central issues in their joint agreements, initiatives and projects. This programme supports the Social Partners’ efforts to improve participation rates in further vocational training and equality of opportunity in companies. The projects also help to improve overall conditions in companies. Their main areas of action include establishing structures to promote personnel development and network continuing vocational training structures in small and medium-sized enterprises, the initiating of intra-industry dialogue, strengthening the potential for action among stakeholders from companies to promote equality of opportunity and developing working hours’ models to fit in with various life phases and career path planning.

The ESF “Securing a skilled labour base, continuing vocational education and training and the promotion of equality” programme, a joint initiative of the BMAS, Confederation of German Employers’ Associations (Bundesvereinigung der deutschen Arbeitgeberverbände) and German Trade Union Confederation (Deutscher Gewerkschaftsbund) was launched on

the 8th of April 2015. Up to 70 million Euros of funding has been allocated from the ESF budget for this programme.

Results of the Federal funding and support:

An initial selection procedure started on the 6th of May 2015 and 110 expressions of interest had been submitted by the 3rd of July 2015. The steering committee, consisting of five representatives each from employer groups, unions and the public sector, proposed funding for 36 projects on the 14th of October 2015. Project management agencies could lodge applications with the Federal Office of Administration (BVA) until the 30th of November 2015 and the BVA then decided on their eligibility for funding. The next call for expressions of interest was launched on the 4th of January 2016, with the deadline for submissions the 29th of February 2016.

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

Key data:

Period 2015–2019

Funding volume: up to 30 million Euros with ESF co-funding

Internet: www.bagfw-esf.de

Training policy goals:

The “rückenwind” programme funds personnel and organisational development in the social economy and was developed by the BMAS and the Federal Association of Non-Statutory Welfare Associations (Bundesarbeitsgemeinschaft der freien Wohlfahrtspflege). The programme aims to fund, support and maintain the employability of employees in the social economy by promoting integrated, sustainable personnel and organisational development in institutions and associations. It provides funding for integrated personnel development projects to improve workers’ adaptability and employability and organisational development to ensure that enterprises will be able to meet the challenges posed by demographic change.

Results of the Federal funding and support:

The programme provides funding and support for trialing innovative personnel and organisational development projects and testing promising methods and tools in practice in non-profit organisations. The first two calls for expressions of interest were held in 2015 and 24 of the projects presented were invited to submit applications. The projects started from the 1st of November 2015 so no results are available from them as yet.

3.8.2.8 The ESF “Promotion of vocational training for sustainable development. Teaching green key skills for climate-friendly, resources efficient action at work” (“Berufsbildung für nachhaltige Entwicklung befördern. Über grüne Schlüsselkompetenzen zu klima- und ressourcenschonendem Handeln im Beruf”) programme

Key data:

Period: 2015–2021

Financing: European funding from the ESF, co-financed by the BMUB

Funding volume: 35 million Euros (ESF and Federal funding)

Internet: <http://www.esf.de/portal/DE/Foerderperiode-2014-2020/ESF-Programme/bmub/berufsbildung-entwicklung-bbne.html?nn=31220>

Initial situation:

Plenty of well-educated and trained workers with additional qualifications will be needed to successfully establish a sustainable, climate-friendly economy and achieve the goals of the EU’s 2020 Strategy in the long term. Planned ESF measures in the areas of environmental education and vocational qualification aim to enable workers to work in a climate-friendly and resources-saving way by teaching the key competencies required. This funding programme, carried out as part of the remit of the BMUB in harmony with the UN Decade and Global Action Programme for Education for Sustainable Development makes vocational training for sustainable development an essential priority.

Goals:

- Practically-oriented communication of the broader prospects and orientational knowledge around the issue of renovating buildings to make them more

energy efficient for trainees, even beyond their own occupations, especially in the form of opportunities for informal learning.

- Development and trialing of advanced training courses for training personnel, teaching of methods for communicating the interface issues between different areas of trade and industry in a practical way specifically designed for the target group of trainees.
- Measures to provide practical insights into occupations and work processes that will result in a resources-saving and climate-friendly economy and increase the attractiveness of these occupational fields for young people.

Results of the Federal funding and support:

14 projects were chosen in the first round of funding and provide practically-oriented, non-formal training measures on sustainability in training and employment in the form of advanced training courses, work camps and exhibitions.

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

3.8.3.1 Amendment of the Upgrading Assistance Act (Aufstiegsfortbildungsförderungsgesetz – AFBG)

Key data:

Period: unlimited (law)

Budget allocation in 2015: 183.5 million Euros (78 % of it from the Federal government (BMBF) and 22 % from the Länder)

Funding recipients in 2014: 171,815

Internet: www.meister-bafoeg.info

Training policy goals:

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

entitlement to funding for upgrading vocational training under certain conditions.

587 million Euros of funding was available in 2014, 190 million Euros of it from subsidies provided by the Federal and Länder governments and 397 million Euros in loans from the 'Kreditanstalt für Wiederaufbau' state-owned development bank.

Results of the funding:

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

According to the Federal Government statistics published in July 2015 171,815 people (a rise of 0.2 % over the previous year, following on from another increase of 1.8 % in 2013 compared with 2012) received funding through the AFBG to help them participate in upgrading training in the vocational system in 2014. Around 75,000 (44 %) those who received funding took part in a full time measure and around 97,000 (56 %) in a part time measure. 83 % of funding recipients were aged between 20 and 35 and 32 % of them were women. Almost half the of the training measures funded were in the Trade and Industry sector, while just on 28 % of funding recipients received training in the Skilled Trades sector, in which the rate of trainees who go on to work as freelancers is especially high.

Since the "Meister-BAföG" was introduced the AFBG has made it possible for around 1.7 million people to upgrade their vocational skills and achieve occupational promotion by providing around 6.9 billion Euros in funding for upgrading training measures. The AFBG has therefore successfully lived up to its remit of being an attractive funding programme that provides incentives for people to upgrade their skills and advance in their careers and also expands individual's opportunities.

To ensure that this success continues in future, the AFBG is being amended in the current legislative period with the aim of improving the benefits and services offered by expanding opportunities for funding and making vocational upgrading training even more attractive by implementing structural modernisation.

This will ensure that it continues to make an important contribution to securing a supply of skilled staff and young skilled workers coming out of the dual training system for the benefit of the economy and of the wider society.

3.8.3.2 The continuing education bonus

Key data:

Period: 01.12.2008–30.11.2011 (1st round of funding), 01.12.2011–30.06.2013 (2nd round of funding), 01.07.2014–31.12.2017 (3rd round of funding) Extension option currently under consideration.

Funding volume: 85 million Euros in the 3rd funding phase (Financing for the voucher from the ESF)

Internet: www.bildungspraemie.info

Training policy goals:

By establishing its 'Continuing education bonus' programme, Federal government wants to mobilise more people to take part in individual continuing vocational training. The programme focuses on employees earning lower incomes to increase participation in ongoing vocational training among groups of people who have hitherto been underrepresented in training. Low income earners have fewer chances of participating in continuing vocational training, have less money to invest in individual ongoing training and because of the progressive taxation imposed by the Income Tax Act have poorer opportunities for refinancing.

The continuing education bonus consists of two financing elements:

1. The bonus voucher

People interested in undergoing further training can receive a bonus voucher worth a maximum of 500 Euros every two years as long as their taxable annual income does not exceed 20,000 Euros (or 40,000 Euros for couples jointly assessed). Funding recipients must work at least 15 hours a week on average and be aged over 25. Maximum funding of 1,000 Euros is available for each continuing training measure,¹⁸³ half of which must be privately financed.

¹⁸³ To comply with the ESF's coherency requirement, which stipulates that Federal and Länder government measures must be clearly separated. Measures worth over 1,000 Euros can be funded at the Länder level.

2. Education savings plan

The education savings plan allows those who have savings under the employee savings incentive scheme (under the Capital Formation Act (Vermögensbildungsgesetz)) to use them to finance continuing training, regardless of their annual income. If these people want to participate in continuing vocational training this programme enables them to withdraw money from their savings to cover the costs of education and training without having to leave the employee savings incentive scheme.

Applicants must take part in consultation in one of the 530 or so national advisory offices to obtain a bonus voucher and/or participate in the education savings plan.

Results of the Federal funding and support:

Around 300,000 bonus vouchers have been issued since the programme began in the autumn of 2008.

The occupation profile of participants has changed little since the education bonus voucher programme began. In the current third round of funding, most bonus recipients are working in the fields of “Health-care, veterinary medicine and social services” (44 %), followed by the “Teaching and instruction” (11 %) and “Corporate services” (11 %) sectors.

Groups who are usually underrepresented in company-based continuing vocational training were again reached at above-average rates by this programme, especially women (77 %), employees in small and medium-sized enterprises with up to 250 employees (90 %) and part-time workers (46 %). With a participation rate of 24 %, the self-employed are also well-represented in this programme.

3.8.3.3 Continuing training grants

Key data:

Programme start, 1991

Funding volume: 21.9 million Euros

Internet: <https://www.bmbf.de/de/das-weiterbildungsstipendium-883.html>

Training policy goals:

The BMBF's Continuing training grant programme supports young people in obtaining further vocational

qualifications after they successfully complete of vocational training. The grants fund specialist further training for those wishing to become technicians, master tradesmen or certified senior clerks, as well as non-specialist training such as computer courses or intensive language and study courses for employees that build on their existing training or employment. Funding is provided to cover the costs of the measure, accommodation and travel and the expense of the necessary equipment. Participants can apply for subsidies of up to 6,000 Euros for as many training courses eligible for funding as they like within the three-year funding period, as long as they pay 10 % of the costs themselves.

Results of the Federal funding and support:

5,862 new grant recipients entered the programme in 2015, bringing the total number of recipient since the programme began to 120,455. They will enter the labour market as qualified skilled workers who have become aware of the value of targeted continuing vocational training and lifelong learning at an early stage in their development and will know how to make best use of it in their professional biographies. Since 2010 the BMBF has made additional funding available every year to specifically include young people with a secondary general school certificate who have completed training and people with non-German origins in this programme. In 2015 13.3 % of the new grant recipients were from migrant backgrounds.

3.8.3.4 The Upgrading Scholarship (Aufstiegsstipendium)

Key data:

Programme start 2008

Funding volume: 22 million Euros

Internet: <https://www.bmbf.de/de/das-aufstiegsstipendium-882.html>

Training policy goals:

The BMBF's Upgrading Scholarship offers incentives to study to skilled workers with professional experience, whether or not they gained a higher education entrance qualification at school. It was established for experienced professionals who have especially successfully completed vocational training and have at least two years of professional experience.

When qualified skilled professionals are already working, financial issues often prevent them from starting a course of studies. These scholarships provide additional incentives for further study and improve the career and promotion prospects of talented skilled staff. It is the only academic programme supporting talented students who are working full-time and studying or studying full-time for the duration of their course of studies (standard prescribed study period). The funding provided for full-time study is 750 Euros a month (plus a one-off childcare payment), with 2,000 Euros a year offered for those combining work and study.

Results of the Federal funding and support:

By the end of 2015 7,860 Upgrading Scholarships had been awarded. More than a third of the students successfully completed their courses and one in six recipients who had successfully completed a first degree were offered continuing funding for Master's degree courses. Over a third of the scholarship holders were combining work and study. Most of them were studying at a university for applied sciences. Two out of every three applicants were aged over 30 when they joined the programme and one in six recipients who has received funding since 2011 has come from a foreign background. This programme is making a major contribution to education and training and to society by emphasising the significance of vocational qualifications as a potential means of access to higher education and enabling talented skilled staff to undertake a course of studies in parallel to employment.

3.8.4 Measures and programmes to increase the attractiveness of and modernise advanced vocational training

3.8.4.1 New and modernised training regulations

The shared goal of the Federal Government, business and industry and Social Partners is to continue to develop and improve the regulated upgrading training system in keeping with the provisions of the Vocational Training Act (BBiG) and Crafts Code (HwO). Attractive opportunities for occupational development open up to those completing this vocational training. It also ensures that companies are able to find the qualified staff they need for high-level managerial and leadership positions by relying on the qualifications these training

occupations provide in their employee development measures and in recruiting personnel.

Examination regulations for the following recognised qualifications were amended in 2015:

- **Certified balance accountant**
Regulation of 26th of October 2015 (BGBl. I S. 1819). This demanding and well-respected upgrading training regulation is a response to changes in accounting and tax law and the additional qualification of "International balance accounting" upgrades qualifications requirements involving international accounting rules.
- **Certified Sales Manager in the Food Trade**
Regulation of 10th of November 2015 (BGBl. I S. 1980). This new training regulation addresses structural changes in food retailing, particularly in bakeries and butchers, which are increasingly being incorporated into grocery chains. Those completing this training are able to run retail food outlets, manage staff and perform managerial tasks and provide training in this field.
- **Regulation on the recognised retraining qualification as Certified civil aviation ground handling services specialist.** The only retraining regulation based on S. 58 of the Vocational Training Act (BBiG) this qualification recognises a need for new skills to manage changing tasks in the operative handling of aircraft in civil aviation.

Master Craftsman (Meister) examination regulations in the Skilled Trades sector

Key data:

Period: continuous, based on S.s 45, 51a of the Crafts Code (HwO)

Internet: <http://www.bmwi.de/DE/Themen/Mittelstand/Mittelstandspolitik/handwerk,did=737324.html>

Training policy goals:

Master Craftsman's qualifications in the Skilled Trades enable those holding them to independently run skilled trades firms and take on managerial roles in the areas of technology, business, personnel management and training. A master craftsman's certificate (Meisterbrief) is an important "seal of quality" and a marketing instrument for every skilled trades company. Germany's master craftsman's examination is well-known and

recognised in many countries and German master craftsmen are in demand all over the world. Within the EU the master craftsman's qualification has been given a high level of recognition in the EU Directive on the Recognition of Professional Qualifications and German master craftsmen can usually work anywhere in the EU.

Master craftsman's training is modular and oriented towards the four parts of the master craftsman's examination, which tests skills in the areas of practice (Part I), theory (Part II), business administration and law (Part III) and vocational and occupational education (Part IV). Trainees who pass all four parts of the master craftsman's examination are awarded a master craftsman's certificate and can refer to themselves in business as master craftsmen. Trade-specific master craftsman examination regulations regulate the master craftsman's examination curriculum and examination regulations for Parts I and II. The examination regulations on general business and training topics for Parts III and IV are regulated in the general master craftsman's examination regulations (Allgemeinen Meisterprüfungsverordnung – AMVO). Master craftsman's qualifications usually build on related vocational training in the dual systems.

Results of the Federal funding and support:

In 2015 master craftsman's examination regulations were amended for the occupations of

- beautician (KosmetikerMstrV),
- refrigeration technician (KälteanlMstrV) and for
- chimney sweeps (SchoMstrV).

3.8.4.2 Continuing training consultancy

Key data:

Period: 2015/2016

Internet: www.der-weiterbildungsratgeber.de

Training policy goals:

The BMBF's continuing training consultancy telephone information service helps people to actively and independently plan their own educational and occupational biographies as part of efforts to establish continuing training consultancy as a (user-friendly) service. Since the beginning of 2015 the phone service has been informing people on all issues involving

further training from a single national telephone number¹⁸⁴.

Results of the Federal funding and support:

The phone information service is like personal continuing training consultant, supporting individuals in identifying their own need for further training and making concrete plans for continuing training and offering them easy access to consistent, provider-neutral continuing training consultancy. Qualified consultants inform people on all issues in and around continuing vocational training. Callers seeking specific, individual advice are directly referred to advisory offices near their homes. The Federal Employment Agency (BA) and BAMF "Arbeiten und Leben in Deutschland" hotline are partners in the continuing training consultancy telephone information service.

3.8.4.3 Federal Employment Agency careers counselling measures

Key data:

Programme start: Pilot project since the spring of 2015

Training policy goals:

The Federal Employment Agency started a pilot project offering further training consultancy for employees in the spring of 2015, trialing a professionalised service providing advice on all issues involving continuing training in response to increasingly specialised and swiftly changing qualification requirements. The pilot project is being trialed in three models at 15 locations and its main target groups are the unemployed, job seekers and employees facing imminent unemployment.

Results of the Federal funding and support:

The continuing training consultancy pilot project is designed to yield findings on the content and organisational form of this kind of professional consultancy service. The trial phase is scheduled to continue for one year and it will be scientifically evaluated by the IAB and Institute for Social Research (Institut für Sozialforschung und Gesellschaftspolitik). A decision on whether to continue the project will be made in mid-2016.

¹⁸⁴ Under the number 030/20 17 90 90

3.8.4.4 Consultancy on qualification for employers

Key data:

Introduction of the service: July 2013

Internet: <http://www.arbeitsagentur.de/web/content/DE/Unternehmen/Arbeitsmarktinformationen/Qualifizierungsberatung/index.htm>

Training policy goals:

To support small and medium-sized enterprises (SMEs) in securing the supply of skilled workers they need, the Federal Employment Agency introduced a qualification consultancy service for employers in SMEs in July 2013. The service raises awareness among employers of the necessity for sustainable personnel development strategies and helps them to implement them.

The service aims to help employers identify potential for development among their employees and for further qualifying them by offering them continuing training within the company. It focuses in particular on employee groups whose potential for development is too often overlooked, especially those with low-level qualifications and older workers. Consultancy on qualification is offered to employers whose staff requirements cannot currently be met by the usual placement services and are unlikely to be met by them in the foreseeable future.

Results of the Federal funding and support:

The qualified placement staff and consultants in the employer advisory service are performing a leadership and guidance function, advising employers on the instruments and analytical tools available to them to improve personnel development in their companies and “helping them to help themselves”.

3.8.5 Increasing opportunities for transfer in the education and training system

3.8.5.1 ANKOM – transitioning from vocational into university education and training

Key data:

Period: October 2011–2015

Funding volume: around 6.5 million Euros

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

Training policy goals:

A diverse range of cross-sectoral training and educational measures and services has developed out of the historic coexistence of the two vocational and academic education and training sectors. The BMBF has set itself the goal of establishing a functional balance between these two sectors. Vocational and academic training and education are of equal value and equally essential elements of our education and training system. It is this mix of vocational and academic training and education that forms the backbone of Germany’s economic competitiveness and ability to innovate and guarantees the country’s low rate of youth unemployment.

In this context, aspects such as opportunities for horizontal and vertical transfers between sectors, the recognition and accreditation of skills acquired through work, and a transparent system of access to tertiary education for holders of vocational qualifications who did not gain a higher education entrance qualification at school are all extremely important.

The ANKOM funding initiative’s trialed and implemented measures to help people manage the transition into study and improve their chances of succeeding in that study by making courses of study and employment more flexible in terms of their time and place, by offering consulting and mentoring, skills assessment procedures, bridging courses and a system of didactics that builds on people’s occupational experience and integrates it into education and training.

One salient benefit of these projects was the way in which representatives from the fields of tertiary education and vocational training, starting from the qualifications their individual sectors offer, jointly pinpointed similarities and differences, identified areas in which there was potential for accrediting skills acquired in the respective sectors and developed additional qualification measures where these were necessary.

Results of the funding:

The projects funded, which involved a very diverse range of measures and courses of study, developed various concepts for facilitating transfers between education and training sectors and have provided impetus for continuing activities to improve opportunities for transfer between the sectors.¹⁸⁵

¹⁸⁵ The results have been published at <http://ankom.dzhw.eu>.

3.8.5.2 The “Advancement through education: open universities” competition

Key data:

Period: 2011–2020

Funding volume: 250 million Euros

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

Training policy goals:

The Federal and Länder governments are working together through the “Advancement through education: open universities” competition to increase opportunities for transfer between vocational and academic education and training and help companies secure the supply of skilled staff they need. The BMBF is providing financing for researching, developing and trialing various courses of study to enable institutions of higher education to sustainably establish continuing scientific education and training, even after the project ends, to expand the current range of practical dual study and training measures for people in employment and other groups who are the focus of this competition.

Funding is provided in two rounds of the competition, each of which runs for six years (2011–2017 and 2014–2020).

Results of the funding:

26 projects (15 individual and 11 collaborative projects, with 57 funding recipients) were funded in the first round of the competition and 47 projects (37 individual and 10 collaborative projects, with 65 funding recipients) in the second round. This means that 122 funding recipients at 95 German institutions of higher education (63 universities of applied sciences; 32 universities) three non-university research institutes and other institutions are currently receiving funding in 73 individual and collaborative projects as part of this competition. One in four German universities is now on the way to becoming an open university and universities in all Länder are represented.

These institutions of higher education fund and support different target groups (most of them employees, people with family responsibilities and those returning to work) through these concepts. They develop and trial study courses in the form of (accumulative) modules, combinations of modules (certificates) and courses of study designed for those in employment (Bachelors and Masters degrees). These should make

it possible for participants to better combine employment, continuing vocational training and their private obligations while taking part in lifelong learning. Support measures (consultancy), internal access and accreditation processes for tertiary institutions are also (further) developed and trialed as part of this programme. Work to further develop higher education structures to sustainably implement the courses of study developed and other support measures and processes will continue even after the projects end.

3.8.5.3 Attracting university dropouts into vocational training

Key data:

Period: 2014–2018

Funding volume: around 15 million Euros

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

Training policy goals:

In May 2014 the BMBF launched an initiative to attract university dropouts into vocational training. In the context of a forecast shortage of skilled workers with middle-level qualifications, young people’s increasing tendency to gain higher education qualifications and the relatively high dropout rates of students in Bachelors courses in Germany at 28 %, the initiative aims to open up new opportunities in vocational training for university dropouts through vocational training. University dropouts often have substantial pre-existing qualifications that can be accredited in vocational training and be used in to achieve rapid success in a non-academic career. Conversely, given the impending issue of corporate succession, vocational training can open up interesting expert and managerial roles to university dropouts.

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

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

Results of the Federal funding and support:

The following goals were achieved in the initiative's central areas for action in 2015:

- Improving information services for students considering dropping out on alternative paths to qualifications, publishing information on the legal possibilities of having course credits accredited and/or recognised in vocational training (under the provisions of the Vocational Training Act (BBiG) and Crafts Code (HwO) and establishing existing regional integration and counselling projects for university dropouts through the BMBF/BMWi "Vocational Training – practically unbeatable" information campaign website.¹⁸⁶
- Establishing sustainable counselling services for university dropouts at the main institutions of higher education in the Länder, commencing funding for national 'lighthouse projects' as part of the Federal and Länder government agreements on the "Educational Chains" initiative in the Länder of Hessen, North Rhine-Westphalia, Berlin and Hamburg.
- Bringing university dropouts and companies offering training, especially small and medium-sized enterprises, together and providing funding and support for 18 regional integration projects through the BMBF's JOBSTARTER plus programme, funding line III, which started in early 2015.¹⁸⁷

3.8.5.4 Pilot project on joint curriculum development at DQR Level 5

Key data:

Period: 01.12.2013–30.09.2016

Funding volume: 863,774 Euros

To improve opportunities for transfer in the education and training system the BMBF has started two pilot projects together with the BIBB and other partners to make it easier for people to move between vocational and academic training and education. The development and dissemination of integrated curricula across education and training sectors at Level 5 of the German Qualification Framework (GQR) should yield substantial potential for systematically expanding opportunities for transfer between academic and vocational training and education in both directions. Working with the vocational advanced training qualifications of IT Specialist and Vehicle Service Engineer, the GQR Bridge 5 Project develops and trials links between exemplary measures across education and training sectors for integrating vocational and academic training and education curricula with consultation concepts designed for certain target groups. Chambers and institutions of higher education are working together at the regional level to achieve these project goals.

¹⁸⁶ www.praktisch-unschlagbar.de/content/3294.php

¹⁸⁷ See **Chapter 3.6.7.1**

3.9 Validating and recognising vocational skills

3.9.1 **Anerkennung ausländischer Berufsqualifikationen (Professional Qualifications Assessment Act – BQFG)**

The Federal Government's Professional Qualifications Assessment Act, which came into force on the 1. April 2012, has proven to be an effective instrument in securing a supply of skilled workers in Germany within a short period of time. It helps people with qualifications acquired outside Germany to integrate in the labour market and is part of a culture of welcome in Germany. In its first three years, more than 44,000 applications for the recognition of vocational qualifications were made, three quarters of which were judged to be fully equivalent. Most of the qualifications recognised were in the regulated professions, especially the healthcare professions.

The Länder professional qualifications assessment statutes create the legal basis for recognising qualifications in occupations regulated by Länder law (e. g. teachers and early childhood educators). In 2016 a central assessment office for the healthcare professions will be set up at the Central Office for Foreign Education in the Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder (KMK) to assess and evaluate qualification documents from non-member states. This should also help to streamline processes and make them more consistent.

Specific and accurate information and consultation are essential to success in the recognition process. The Federal Government has established a range of comprehensive information and consultancy services, such as the "Recognition in Germany" website, the counselling network of the "Integration through Qualification (IQ)" programme and the "Working and Living in Germany" telephone hotline, a project run jointly by the Federal Employment Agency and BAMF. A BMBF project with the DIHK to have recognition consultants provide personal consultancy for people interested in having their qualifications recognised while still in their countries of origin in eight selected Chambers of Foreign Trade (ProRecognition) started at the end of 2015.

In 2015 the funding options available for updating training where a foreign qualification has not been judged to be fully equivalent to a German qualification were substantially expanded by a new priority area of action in the "Integration through Qualification (IQ)" funding programme.¹⁸⁸ The new section added to the Residency Act (S. 17a AufenthG), which came into force on the 1st of August 2015, also created a new residence permit for people undertaking qualification measures in Germany to achieve full equivalence of a foreign vocational qualification for skilled foreign workers.

3.9.2 **The "Validation of non-formal and informal learning" working group**

According to the "Bildung in Deutschland 2014"¹⁸⁹ report, in 2012 around 17 % of people aged between 30 and 40 living in Germany had no vocational qualifications. These people's risk of becoming unemployed or only temporarily employed is especially high. Yet some of them have acquired skills through occupational practice or in continuing training that validation would allow them to demonstrate and make use of. It would also greatly improve their chances of being permanently employed.

Validation processes can also expand the opportunities of employees who no longer work in the occupation they trained for or who have been promoted to higher positions in their companies without additional formal qualifications.

The European Union Council recommendation on "The validation of non-formal and informal learning" of the 20th of December 2012 resulted in a call for member states to establish processes for validating skills acquired in non-formal and informal ways by 2018. It is up to member states to define and establish specific processes to fit in with their particular national situation.

¹⁸⁸ See **Chapter 3.4.6**

¹⁸⁹ http://www.bildungsbericht.de/daten2014/bb_2014.pdf

The “Abschlussbezogene Validierung non-formal und informell erworbener Kompetenzen (ValiKom)” pilot initiative,¹⁹⁰ which started in November 2015, will substantially contribute to achieving this goal.

In July 2013 the BMBF set up a working group on “Validating non-formal and informally acquired skills” to bundle expertise from the areas of politics, practice, science and the Social Partners. Pilot areas in which the validation processes discussed and could be developed and trialed were also identified. The German Institute for Adult Education in one project for example, developed the fundamental elements of a cross-provider recognition process to validate the skills of teaching staff in the area of adult education.

3.9.3 Assessing vocational skills – opportunities for people with no vocational qualifications: the ValiKom joint Chambers project

Key data:

Period: 1st of November 2015–31st of October 2018

Funding volume: 1.5 million Euros

Internet: www.validierungsverfahren.de

Training policy goals:

Around 1.9 million people living in Germany aged between 20 and 34 have no formal vocational qualifications, yet most of them have acquired occupationally relevant skills through work processes. They lack however, a document or certificate to attest to these skills, which is an obstacle to their professional progress and opportunities to participate fully in society. An absence of standards and evaluation criteria and the many different training provider certificates and ‘competence passports’ make it harder for employers to estimate what a job applicant is in fact capable of.

Fulfilling the obligations the Coalition Agreement imposes on it, the BMBF has started a national initiative to remedy this situation, reaching agreement on the launching of the ValiKom (validation of non-formal and informally acquired vocational skills) pilot initiative with the DIHK and ZDH as the umbrella organisations of the relevant agencies (Chambers).

The initiative is based on existing training regulations and avoids establishing parallel rules on a formal examinations system. Instead a skills assessment is carried out and ideally a finding of equivalence. The initiative makes use of the practical instruments established by the Assessment and Recognition of Foreign Qualifications Act (Anerkennungsgesetz).¹⁹¹

The project is designed not only for German employees with low-level qualifications, it is open to people with untypical educational, training and occupational biographies seeking regulated continuing vocational training. ValiKom could also benefit refugees without vocational qualifications because the standards used in skills assessment can make it easier to access training and education and ultimately employment.

The West German Chambers of Crafts and Skilled Trades Council (Westdeutschen Handwerkskammertag) is the project coordinator and the Chambers of Commerce in Munich, Dresden, Munster, Hanover and the Chambers of Trade and Industry in Munich, Halle Dessau, Cologne und Stuttgart are all participating. The Research Institute for Vocational Education and Training in the Crafts (Forschungsinstitut für Berufsbildung im Handwerk) at the University of Cologne is scientifically evaluating the project. The ZDH and DIHK will be responsible for the project’s strategic steering.

An advisory board consisting of representatives from Federal Government departments, the Social Partners, Länder, The Federal Employment Agency and BIBB is currently being established.

The outcome of the initiative’s efforts will be guidelines for action prescribing processes, accreditation criteria, instruments, a validation certificate and recommendations.

190 See [Chapter 3.9.3](#)

191 See [Chapter 3.9.1](#)

3.9.4 Skills assessment in vocational training – ASCOT

Key data:

Period: December 2011–May 2015

Funding volume: around 7 million Euros

Internet: www.ascot-vet.net

Training policy goals:

The BMBF's ASCOT – Technology-based Assessment of Skills and Competencies in VET research initiative developed and trialed innovative and scientifically valid processes for assessing vocational skills in selected occupational fields.

Results of the Federal funding and support:

21 projects were funded and valid testing procedures for assessing skills were developed for mechatronics technicians, electronics technicians for automation technology, industrial and freight clerks, medical assistants and geriatric and general nurses, which the participating partners tested nationally. Basic qualifications and skills in the areas of mathematics, science and reading were also tested. Over 800 new test tasks were developed, 560 of them IT-based. More than 12,000 students from vocational colleges in 13 Länder and around 300 schools took part in the trial. ASCOT showed that the resulting testing procedures are viable and produce reliable and valid results within a reasonable period, even when tested across very large random samples. Computerised test formats and processes can also increase the objectivity of examinations, because they reduce the influence of the testing administration and environment. Another of the project's findings was that using multimedia and interactive technologies (e. g. video, animation) can increase the motivation of test participants.

The project findings will help to improve the productivity of education and training measures and the quality of the institutions offering them and make individuals' learning successes transparent and open to measures to build on and enhance them. From the point of view of representatives from vocational education and training practice, the project has yielded many more possible applications in the areas of training, the training of trainers and examinations systems. An ASCOT follow-up initiative to transfer the skills assessment instruments developed into wider vocational education and training practice is planned for 2016 (with 6 million Euros in funding allocated for 2016 to 2019).

3.10 Preparing the vocational education and training system for the future

3.10.1 Evaluation of the Vocational Training Act (Berufsbildungsgesetz)

Ten years after the last amendment to the Vocational Training Act (Berufsbildungsgesetz – BBiG), an evaluation of the Act is called for. A remit to do this is formulated in the Coalition Agreement (page 31) as follows; “We will evaluate the Vocational Training Act and review adjustments to it, especially in terms of increasing opportunities for transfer between sectors, improving the quality of training and multi-stage training, forming ‘occupational families’ and securing the involvement of volunteers in examination boards”.

As well as the topics mentioned in the Coalition Agreement, current issues involving the application of the BBiG will be recorded and reviewed without prejudging the outcome as part of a broader approach. The evaluation will appraise the implementation and effectiveness of new features introduced in the 2005 amendment to the Act and determine whether the Act can and should react to intermittent developments and trends in the training system. Based on an initial exchange of views with the main vocational training system stakeholders, the BMBF has taken stock of current problems and points for discussion involving implementation of the Act. The Social Partners, relevant Federal and Länder government departments and members of various factions in the German Parliament (Bundestag) debated these problems and issues in a workshop held on the 4th of May 2015 in Berlin. The BIBB has supported the evaluation process and based on a catalogue of issues developed out of the process described above, brought its expertise to bear in this context. It has provided facts and figures that will help to objectify the process, such as the official statistics and empirical findings from projects and studies in the BIBB's area of activity. Independent of this, the BMBF has also undertaken a legal and policy analysis of current issues concerning the Act and reviewed and evaluated those rules created under the Act that affect the BIBB.

The report on evaluating the implementation of the Coalition Agreement's evaluation remit adopted in March for the 18th electoral term reviews and evaluates the proposals, questions and problems put to the BMBF in relation to implementing the Act to check whether there are options and a need for additional potential regulations in the Act and whether these have prospects of being implemented and incorporated into vocational training practice.

3.10.2 Modernised training regulations

Technological, economic and social developments are constantly changing the modern world of work, especially in areas impacted by information and communications technologies. Remarkable change is also occurring in many other areas including manufacturing, trade, the skilled trades, the service industries and agriculture.

These continuous changes require the regular updating of existing vocational training regulations and the development of new initial and continuing training courses because this is the only way to ensure that skilled staff with various levels of qualifications will continue to be able to meet the challenges of the permanently changing working environment.

16 modernised training regulations came into force on the 1st of August 2015 under the provisions of the Vocational Training Act (BbIG) and Crafts Code (HwO). Since the beginning of this legislative period 26 training occupations have been modernised and nine new regulations on nationally regulated advanced vocational training and retraining passed by the BMBF.

The training regulations modernised in 2015 covered the occupations of

- Mining technologist
- Prefabricated concrete element builder
- Bow maker
- Leather production and tanning specialist
- Violin maker
- Foundry mechanic
- Timber technician
- Candle maker and wax sculptor
- Notary clerk
- Orthopaedic shoe maker

- Patent lawyer's clerk
- Lawyer's and notary clerk
- Paralegal
- Textile and clothing sewer
- Textile and clothing tailor
- Engineered stone production specialist

Three training occupations that had been trialed were permanently incorporated into law in 2015. They were the three occupations of

- Automat machine service technician
- Specialist music retailer
- Works fireman

3.10.3 Early identification of qualification requirements

3.10.3.1 Jobs monitoring

Key data:

Period: 2010–2014 (report publication in February 2015)
Internet: <http://www.iab.de/651/section.aspx/Publication/k150107304>

Training policy goals:

To analyse the current and future labour market the BMAS, working with researchers in the field, developed a regular and detailed monitoring system to identify indications of possible shortages of skilled staff and counteract them at the earliest possible stage.

Results:

The IAB's concluding report on competition among companies for employees ("Betriebe im Wettbewerb um Arbeitskräfte" was published in February 2015. Its analyses are based on the IAB's two comprehensive surveys of companies, the IAB Establishment Panel and IAB jobs survey, which extensively sum up developments since 2000. Taken together they provide a sophisticated analysis of trends involving demand for and shortages of skilled workers since 2006.

The report shows that demand for skilled staff is still high, but there is not a general lack of skilled workers in Germany at the moment. There are however indications of shortages in certain regions, industries and occupations. The reports also show that it is essential to focus not only on academic, but also on occupations

requiring vocational qualifications to secure a supply of skilled employees.

3.10.3.2 Labour market prognosis

Period: 2011–2016

Funding volume: 112,158 Euros (actual spending in 2015)

Internet: [http://www.bmas.de/SharedDocs/](http://www.bmas.de/SharedDocs/Downloads/DE/PDF-Pressmitteilungen/2015/arbeitsmarktprognose-2030-zusammenfassung.html)

[Downloads/DE/PDF-Pressmitteilungen/2015/arbeitsmarktprognose-2030-zusammenfassung.html](http://www.bmas.de/SharedDocs/Downloads/DE/PDF-Pressmitteilungen/2015/arbeitsmarktprognose-2030-zusammenfassung.html)

Training policy goals:

The BMAS has commissioned an international consortium of researchers to draw up a prognosis of the labour market situation by 2030. Their prognosis assumes that there will be further improvements in central areas of action required to secure a supply of skilled staff, such as reconciling family and work and employment rates of older workers. Based on these assumptions and a migration balance of 200,000 annually from 2020, the prognosis for 2030 compared with 2013 forecasts that

- the population aged between 20 and 64 will fall by around 5.1 million,
- the total labour force will decline by 2 million,
- the number of those in employment will decrease by 1 million, and
- the number of unemployed people will be reduced by 1 million to 1.2 million.

Results of the Federal funding and support:

If a higher migration rate and annual migration balance of 300,000 from 2020 is assumed, the number of people in employment will only fall by 0.9 million and the total labour force increase by around 0.1 million. The growth in the migration rate in 2015 has not yet been factored into these figures. There will be a drop in employment levels in manufacturing, trade, traffic management and in public administration. In contrast, employment rates will rise in the corporate services and financial services sectors and in the healthcare and social services professions. There will be comparable developments in occupations, with more demand for workers in healthcare occupations, managerial positions, scientific and technical occupations, while the number of people working in manufacturing and office jobs will decline markedly due to trends and changes in the organisation of work resulting from continuing globalisation.

3.10.3.3 The BIBB and IAB qualification and occupational projection project (QuBE project)

Key data:

Period: Since 2007 as research service of the BIBB and IAB

Internet: www.qube-projekt.de

Training policy goals:

The labour market of the future will change qualifications and occupation requirements. The “Qualifications and occupations in future (QuBe)” project aims to identify potential developments based on modelling calculations by updating previously observed records, transitions, trends and behaviours in the education and training system and on the labour market. By taking into account career changes and with the aid of empirically-determined vocational flexibility matrices comparing the occupations workers trained for with the ones they are in fact working in, supply and demand is offset at the occupational qualification level and an overall balance estimated.

Taking this approach makes it possible to identify potential shortages of skilled workers in the labour market and quantify the factors influencing it. A long-term prognosis enables various needs for education, training and labour market policy action to be identified and a range of scenarios illustrate the impact that different education and training policy measures could have on the labour market in the long term.

Results of the projections:

The BIBB and IAB qualifications and occupations projections show that there may be shortages of skilled staff with middle-level qualifications, so among skilled workers who have completed dual training, in Germany in the medium term. Demand for these employees will decline slightly, but many skilled employees with middle-level qualifications are also retiring from work. The resulting gap between supply and demand will only be closed by continuing efforts to increase participation in vocational training. According to the results of the model calculations, there may be problems in the recruiting of staff in the healthcare professions and technical, processing, manufacturing and maintenance occupations in the long term.

Considering the projection results in a general regional context, they forecast that the number of those with academic qualifications will rise more sharply in

western Länder than in eastern Länder, because in eastern Länder the declining number of young people with academic qualifications resulting from demographic change will only offset the number of those retiring from work. As well as the shortage of skilled staff with middle-level qualifications expected in the long term, this means that the labour market for holders of academic qualifications in eastern Länder will not relax to the same extent as it will in western Länder. Viewing the projection results for specific occupations reveals regional differences. In North Rhine-Westphalia and northern Germany the recruiting situation will be better from the point of view of companies in the healthcare professions in the long term due to the greater efforts invested in vocational training there, while Baden-Württemberg and Bavaria are forecast to experience shortages of staff in these occupations. Comprehensive shortages are forecast for the technical occupations. The possibility can also not be excluded that there will be further shortages at the local regional level and in specific occupations.

3.10.3.4 The BIBB companies panel on qualification and skills development

Key data:

Period: since 2009

Internet: www.bibb.de/qp

Training policy goals:

The overall conditions for companies' qualification and recruiting activities have changed fundamentally in recent years. From an education and training policy point of view, falling numbers of school leavers, young people's changing training and education choices, the economy's growing digitalisation and increasing demand on employees for higher qualifications are some of the main trends. In this context, BIBB Qualification Panel, which the BMBF funded from November 2009 until March 2015, investigates the ways in which companies are responding to these new conditions and which strategies they are pursuing to meet their future need for skilled qualified workers in future. This research project aimed to establish the Qualification Panel as an annual survey on qualification and training activities in companies in Germany, focusing on their activities in the area of initial and continuing vocational training. The companies' notable willingness to participate in the surveys, not just once but repeatedly, and high

demand among research and policy experts for the survey's results has resulted in the Qualification Panel being established as an integral component of the BIBB's science and research services.

Results of the Federal funding and support:

The Qualification Panel provides long-term indicators at the company level on issues regularly referred to in the Report on Vocational Education and Training and Data Report and deals with a range of education and training policy issues. It delivers a previously unavailable wealth of opportunities for detailed analyses, especially on initial and continuing training in companies and shows how company-based vocational training can be sustainably improved in the long term. Examples of such measures include activities designed to increase the attractiveness of training in companies, the support programmes offered by employment offices or improved opportunities for transfer between education and training systems. The results are incorporated into the Report on Vocational Education and Training.¹⁹²

3.10.3.5 Identifying the costs and benefits of company based training

Key data:

Period: 2012–2015

Funding volume: 0.64 million Euros

Internet: <http://www.bibb.de/de/11060.php>

Training policy goals:

The returns on training are an important criterion for companies in deciding whether or not to engage in dual training. The BIBB has calculated the costs and benefits of dual vocational training for companies in five surveys (for 1980, 1991, 2000, 2007 and the 2012/2013 training year). The most recent survey for the 2012/2013 training year provides current representative figures on the cost-benefit ratio of training from the companies' point of view. The BMBF has commissioned the BIBB to carry out a representative survey of companies among 3,000 companies that provide training and just on 1,000 companies that do not provide training as a control group.

¹⁹² See [Chapter 2.7](#). Detail results have been published in the 2016 Data Report in Chapters A4.10.3 and B1.2.3.

Results of the Federal funding and support:

Based on the data gathered, gross costs, returns, net costs and personnel recruitment costs and representative averages for all trainees according to various features such as company size or training sector were calculated. Policy-makers will be able to use these results to identify developments as they arise and adapt conditions accordingly. Companies can use the results as a benchmark for their own training activities. This data will also be useful for investigating a wide range of science and research issues involving the costs and benefits of company based training and companies' participation in training.¹⁹³

3.10.3.6 Vocational training for sustainable development 2015–2019

Key data:

Period: 2015–2019

Funding volume: around 6 million Euros

Internet: www2.bibb.de/bibbtools/de/ssl/33716.php

Training policy goals:

The BMBF regards itself as the “engine” driving implementation of the Federal Government’s national sustainability strategy, a strategy also endorsed in the Coalition Agreement. The national sustainability strategy guidelines are designed to ensure equity between generations, quality of life, social cohesion and shared international responsibility for these issues. The BMBF is engaged in research, education and training activities designed to achieve these goals and in the context of the “Education for sustainable development” global action programme, which began in 2015, will continue its commitment to vocational training for sustainable development. The BMBF is therefore funding the BIBB to carry out pilot projects on issues represented in two areas for action in the UNESCO road map in its “Education for sustainable development 2015–2019” funding priority.

Results of the Federal funding and support:

Funding for this programme was announced on the 29th of September 2015 in the Federal Gazette. Funding for three-year collaborative projects in the two funding lines will begin in early 2016.

Funding line I will focus on developing, trialing and disseminating vocational training teaching and learning arrangements for sustainable development in selected occupational fields in a range of different places of learning. It is designed to develop concepts for curricula, teaching and learning modules and examination-relevant teaching and learning arrangements for trainees and vocational training personnel to put sustainability-oriented occupational activity in specific fields in concrete terms. It should also promote transferrable concepts for commercial occupations in the fields of wholesale, retail and foreign trade, logistics and traffic and nursing, healthcare and social services.

Funding line II will provide funding for developing, trialing and disseminating concepts for sustainable dual training places of learning that make it possible to implement sustainability-oriented organisational development across a range of different places of learning. It should also create institutional implementation concepts to put a sustainable dual vocational training place of learning in concrete terms. The organisational development strategy should enable sustainability-oriented profiling of training institutions and differentiating indicators on a range of different sustainable places of learning to be developed that can be appropriately incorporated into companies’ reporting on training.

3.10.3.7 Research projects on qualification structures and qualification needs in the area of environmental protection

Key data:

Period: 2013–2015

Financing: BMUB/UBA

Training policy goals:

The transition to a green economy will change the kind of qualifications that business and industry need in future. Prognoses for individual environmental technology markets indicate a growing need for skilled staff that varies greatly from sector to sector. There are

¹⁹³ The most important findings and an explanation of the approach used can be found in the 2015 Data Report, Chapter A7.3. Analyses involving individual occupations can be found in the 2016 Data Report in Chapter A7.3.

few well-founded findings available so far on which sectors will need which qualifications but these will be necessary to counteract any shortages of skilled staff in this vital future market as quickly as possible. The project investigates current qualification structures for those working in the area of environmental protection and which qualifications will be increasingly in demand in future.

Results of the Federal funding and support:

The project's initial results were presented in November 2014 at the BMBF/BMUB "Green Economy 2014" conference in the "Work and Qualification in the Green Economy" workshop and in the "Work and Qualification in the Green Economy"¹⁹⁴ report. Analyses carried out to date show that the transformation to a green economy is not an abstract future project, but is already having a concrete impact on qualification requirements in all industries. An evaluation of job advertisements has shown that the qualifications required for working in them are changing as a result of new content and occupational profiles. A fixation on "green jobs" will not produce the required results; far more important in this context are the processes of change occurring due to the wider "greening" of jobs.

In 2015 the project's final interviews with experts were carried out and the analysis of job advertisements concluded. A concluding report containing detailed results will be published in mid-2016.

3.10.3.8 Research into environmental education in vocational training (Forschungsvorhaben MINT the gap: Umweltbildung in der beruflichen Bildung – eine Bestands- und Bedarfsanalyse)

Key data:

Period: 2014– 2016

Financing: BMUB/UBA

Training policy goals:

The transformation to a resources-saving economy will require technological and scientific (STEM) knowledge and expertise and more than just teaching specific "green skills" for specific occupational profiles. Instead,

additional qualifications can further develop employee' existing abilities, overcoming a shortage not just of special "green workers" but in STEM qualifications and related management skills to provide a general occupational basis.

Results of the Federal funding and support:

To appropriately and specifically make use of existing resources and promptly manage policy knowledge gaps, factors resulting in success and experience should be recorded in a study and on this basis recommendations formulated for possible future BMUB activities. The recommendations should include suitable criteria that can be used to identify the most productive vocational training measures and provide concrete proposals for their implementation. The project's results will be published in mid-2016.

3.10.4 Making use of the potential of the NEPS in current vocational education and training policy issues (NEPS-BB)

Key data:

Period: 01.08.2015–31.07.2018

Funding volume: around 0.4 million Euros

Internet: <https://www2.bibb.de/bibbtools/de/ssl/dapro.php?proj=7.8.142>

Training policy goals:

The National Educational Panel Study (NEPS) gathers longitudinal data on the acquisition of education and training, training and education processes, and skills development in formal, non-formal and informal contexts over the course of life. It has investigated more than 50,000 people in six cohorts ranging from babies through to adults and into pensionable age. The BMBF has commissioned the BIBB to investigate the diverse potential of NEPS data in developing reporting on vocational education and training. It aims to analyse the situation and development of school leavers whose maximum school leaving qualification is a secondary general school certificate and young adults with no vocational qualifications. A further goal is to develop a long-term set of indicators for use in reporting on education and training policy on the topics mentioned above.

¹⁹⁴ <http://www.umweltbundesamt.de/publikationen/arbeit-qualifikation-in-der-green-economy>

Results of the Federal funding and support:

The results are regularly incorporated into reporting on vocational education and training and are published in the Report on Vocational Education and Training. Initial results can be found in [Chapter 2.7.5](#).

3.10.5 The BMBF's vocational training research initiative (BBFI)**Key data:**

Period: August 2006–December 2018
 Funding volume: needs-based, usually up to 800,000 Euros annually
 Internet: www.bmbf.de/de/13567.php

Training policy goals:

The BMBF's vocational training research initiative (BBFI) was launched to bundle the BMBF's vocational training research portfolio and meet the great need for scientific expertise to reinforce its vocational training policy activities. The initiative's results can assist the BMBF in preparing for and substantiating strategic decisions and their findings also support vocational training policy making and research in Germany. To this end, project reports that are also of interest to a wider public are published in BMBF's "Vocational training research" series.

Results of the Federal funding and support:

In 2015 the "Efficiency of inclusion consultancy for companies and trainers" ("Effizienz der Inklusionsberatung für Betriebe und Ausbilderinnen und Ausbilder") project, which increased the level of knowledge and consultancy skills of inclusion consultants from the Chambers, concluded. The other project concluded was on "Securing qualified skilled staff through continuing training and qualification for older people able to work" ("Sicherung qualifizierter Facharbeit durch Weiterbildung und Qualifizierung älterer Erwerbsfähiger"), which processed and evaluated current findings on further training and qualification in the context of ensuring a supply of qualified skilled workers by employing older people.

The following new projects started in 2015:

- Needs and potential for improvement in study and careers orientation at grammar schools,
- Future prospects for the tertiary sector in vocational training by 2040,
- Attractiveness of vocational training to university dropouts, and
- Development of upgrading training in the media sector.

The goal of the "Needs and potential for improvement in study and careers orientation at grammar schools" project is to compare the practical approaches of careers orientation concepts for grammar schools with substantiated scientific theories. The results are designed to help grammar school students to accurately and successfully choose a course of studies or training after completing school. The "Future prospects for the tertiary sector in vocational training by 2040" project investigates which education and training institutions, structures and services will be in demand in future in meeting the need for expert and transferrable qualifications and skills for upper-level specialist and middle-level managerial roles. It will develop scenarios for restructuring the tertiary education system and clarify and model the significance and types of links between (regulated) continuing vocational training subsystems and academic education and training. The project will make use of the methodological instrument of a Delphi survey.

In 2015 two volumes in the "Vocational Training Research" series were published: Volume 16 on "The significance of dual training in large companies" and Volume 17 on "The attractiveness of the dual training system from the point of view of young people and young adults with varying levels of ability".

3.10.6 Digital media in vocational training**Key data:**

Period: until 2020
 Funding volume 2015: 11.8 million Euros + ESF funding
 Internet: www.qualifizierungdigital.de

Training policy goals:

Digitalisation is increasingly changing the world of work. Expertise and skills have to be increasingly frequently updated and work processes and occupa-

tional profiles are constantly changing or being entirely reinvented. Vocational training also needs to adapt to the challenges posed by ongoing innovation.

The “Digital Media in Vocational Training” funding programme develops and trials approaches to solutions, such as workplace-based learning, ePortfolios and open education and training materials, so-called ‘Open Educational Resources’ (OER). These can help to modernise initial and continuing vocational training, help to more widely disseminate the use of digital media for training and education purposes and increase the number of people engaged in digital learning and forms of work.

Results of the Federal funding and support:

The BMBF’s “Digital Media in Vocational Training” funding programme has so far funded 150 innovative projects to develop and trial digital media applications

and media literacy. The skilled trades, medicine, nursing and care and construction sectors were the sectors applying most actively to be involved. To gain a current overview of companies’ use of digital media in Germany, a representative study was commissioned, which surveyed 3,000 companies. An ideas competition was also started with the goal of improving the media (education) skills of vocational trainers. In 2015 a broadly defined dialogue process (especially on the qualifications of multipliers, licences and legal certainty, quality assurance and business models) was initiated to answer outstanding questions on Open Educational Resources (OER) and a feasibility study on OER infrastructure was commissioned. The study aims to identify the overall conditions for use of these kinds of materials and issue recommendations on whether and in which forms OER infrastructure could be appropriate for Germany’s various education and training sectors.

4 International vocational training cooperation – current status and future prospects

Germany was again in high demand as a partner in cooperative vocational training programmes at the international and European level in 2015. This was particularly the case in the area of dual vocational training because the German system's productivity, competitiveness and labour market orientation means that it enjoys an excellent reputation internationally.

At the European level, activities in 2015 were focused on revising and realigning the Copenhagen Process in vocational training and preparing for the European “Skills Agenda”. To this end, European education ministers adopted the “Riga Declaration” in June 2015, which will establish a programme of work concentrated on five main topics that aims to expand apprenticeship training and strengthen the “European Alliance for Apprenticeship”. The planned European “Skills Agenda” will review the adaptation of systems to future labour market and qualification requirements and EU transparency instruments such as Europass, European Qualification Framework for Lifelong Learning (EQR) and ECVET. It will also examine possible ways of improving de facto recognition of labour market qualifications.

The OECD is the Federal Government's most important partner in its endeavours to sustainably anchor vocational education and training structures in Europe and beyond. OECD analyses and studies make an essential contribution to education and training policy development in the world's major industrialised nations. The OECD's Directorate General for Education supported vocational education and training in 2015 through its studies on vocational training and education. The BMBF in 2015 was actively involved in OECD studies on “Work-based learning” in 2015.

4.1 Cooperative education and training ventures in Europe

In June 2015 in Riga the EU expanded the European Alliance for Apprenticeships and recruited more stakeholders who have committed themselves to expand training opportunities for apprentices.

A new European Commission “European Pact for Youth” and “European Business Network for Corporate Social Responsibility” will create more than 100,000 new, high quality training places, internships and occupational entry-level positions by the end of 2017.

The EU group of experts consisting of representatives from member states and European Social Partners set up to accompany the European Alliance for Apprenticeships published a joint guideline setting out 20 principles on high quality apprenticeship training and labour market oriented vocational training¹⁹⁵ at the end of 2015.

In the spring of 2015 the national ministries' Erasmus plus projects that the Commission has called on to introduce a dual training system started their work. Germany is participating as a partner in six of the ten European project consortia funded, working through the BIBB.¹⁹⁶ Of particular interest is a project under Danish leadership, which is developing an online toolbox for implementing the principles of dual training. As well as the Danish ministry, the ministries of Austria, Luxembourg, Switzerland and Germany (BMBF) were involved in the project.

Excellent vocational education and training is also the guiding principle of bilateral cooperation which is carried out with Greece, Portugal, Italy, Slovakia, Latvia and Spain within the framework of the Berlin Memorandum of December 2012. While dynamic cooperative

¹⁹⁵ <http://ec.europa.eu/social/main.jsp?catId=1147&langId=de&moreDocuments=yes>

¹⁹⁶ Partner countries are Slovakia, Portugal, Belgium, Denmark, Italy and Greece

vocational training projects were developed with other countries, it was not possible to develop cooperative activities with Spain, so cooperation with Spain concluded as scheduled in July 2015. One successful cooperative project developed with Slovakia was made possible by a new Slovakian vocational training statute. Five German and Slovakian medium-sized companies and a vocational college started a pilot project in Nove Mesto near Bratislava to train 26 industrial and construction mechanics in small and medium-sized enterprises there from September 2015. The trainee mechanics will receive a vocational training college qualification and a Slovakian apprentices certificate as well as a certificate issued by the Slovakian Chamber of Foreign Trade and Association of German Chambers of Commerce and Industry (Deutscher Industrie- und Handelskammertag) on completing their training.

4.1.1 Erasmus+: the EU education, training, youth and sport support programme (2014–2020)

Since 2014 the EU's Erasmus+ programme has been pursuing the goal of improving the skills and employability of citizens in member states and general and vocational education and training systems and modernising youth work.

The programme's central instrument is project funding, as exemplified in the "Individuality, Mobility" and "Strategic Partnerships" key action programmes, for which around 14.8 billion Euros has been made available until end of 2020. This scheme will provide more than four million students at school, students, trainees, teachers and trainers and young volunteers with grants and subsidies to help them fund a trip abroad for learning and study purposes (mobility). A minimum budget of 17 % of the total budget is allocated for vocational education and training mobility and other vocational training projects.

An estimated 170,000 trainees and students in vocational schools and 20,000 trainees and vocational school teachers in Germany will have received funding through Erasmus+ by 2020 so the programme is making an essential contribution to achieving the goal of markedly increasing their participation in trips abroad for the purposes of qualification and international mobility in vocational education and training. Around 4 % of all trainees and vocational

school students currently have experience of international mobility.

In Germany the number of trips abroad for students and trainees funded through the "Mobility" key vocational training action programme was steady in 2015 at 18,000. Around 4,500 vocational training teachers and trainers also received funding for this purpose, 12.5 % more than in the previous year.

39 strategic partnerships have also started under Erasmus+, working on topics such as work-based learning, new skills for new occupations, equality of opportunity and inclusion, entrepreneurship, teaching and training personnel, digital education and training, and consultancy and transparency.¹⁹⁷ A series of projects support European activities to strengthen employment-oriented learning, activities directed at reducing both the shortage of skilled staff and high rates of youth unemployment.

No systematic information has been available so far on the sustainability of innovation transfer projects, so the National Agency at the BIBB carried out an investigation into this topic. One central finding was that after projects concluded around 60 % of them stated that they had achieved significant effects in initial and continuing vocational training in Germany and in other countries. Among these important successes were processes for recognising and certifying qualifications (such as upgrading training and recognition programmes in partner countries) and the incorporation of results in teaching curricula. The survey results show that these effective projects are working intensively to ensure that their results continue to be transferrable and increase their effectiveness, even after projects concluded. The combination of relevant project findings and close cooperation often resulted in the further development of products and led to follow-up projects and sustainable partnerships.¹⁹⁸

After the first programme year 2014 was beset by difficulties in practical implementation, new efforts were made in close cooperation with the European Commission in 2015 to make Erasmus+ in vocational training and adult education more user-friendly. The National Agency at the BIBB is introducing a separate

¹⁹⁷ <http://ec.europa.eu/programmes/erasmus-plus/projects/>

¹⁹⁸ www.na-bibb.de/service/publikationen

project selection process for large and small partnerships to make it easier for smaller organisations to access programmes. In future companies' branch offices will also be able to submit funding applications independently and training staff will not have to be employees of the applicants for mobility projects.

4.1.2 The European Qualification Framework for Lifelong Learning (EQR)

In establishing European Qualification Framework for Lifelong Learning (EQR), the EU education ministers and European Parliament created a shared reference framework to mediate between different qualification systems and standards and make qualification certification in Europe more transparent, comparable and transferrable. EU recommendations on the EQR made in the 2008 require member states to link their qualification standards in a transparent way within EQR levels and develop national qualification frameworks. Of the 36 countries voluntarily taking part in EQR, 26 countries have developed national qualification frameworks and linked them with EQR as part of the referencing system. In Germany the EQR is implemented through the German Qualification Framework for Lifelong Learning.¹⁹⁹

In 2013 the European Commission commissioned an evaluation of EQR, the results of which were submitted to the European Parliament and Rat in early 2014. Based on these results, the European Commission recommended a series of measures to improve the relevance, effectiveness and impact of the EQR. These included accelerating the development of national qualification frameworks and their reference to the EQR, strengthening the role and impact of qualification frameworks, improving the transparency and coherence of EQR referencing, better use of EQR in strategies and instruments for mobility and lifelong learning and defining the EQR's role in assessing international qualifications for countries and regions outside Europe. Given the increasing interest in the EQR from countries outside Europe, the European Commission planned in 2016 to review the recommendations on the EQR made on the 23rd of April 2008.

4.1.3 The European credit system for vocational education and training (ECVET)

Since the European Parliament and Council first recommended establishing a vocational training credits system in 2009, ECVET principles and instruments have been tested and applied all over Europe in more than 300 pilot projects.

In 2014 the EU tabled an external evaluation²⁰⁰ on implementing ECVET which showed that ECVET is seen more as a "toolbox" than a "system". The "points" (credit points) were a topic of controversial discussion. Member states with existing credit point systems and countries with holistic, employment-related vocational training regard ECVET as less useful than as countries without a credit point system or that have a school-based vocational training system do.

ECVET projects have contributed to increasing understanding of the learning outcomes approach across countries and systems, but efforts in these areas often lack a systemic integration. ECVET has however proven the worth of its essential fundamental principles in the area of international mobility. The template forms for partnerships and learning agreements have increased mutual trust among training organisations across borders and improved the quality and didactic structuring of trips abroad undertaken for training and education. The proportion of actors using ECVET elements in promoting mobility rose from 2.5 % in 2013 to around 15.8 % in 2015.

Since the end of 2010 actors have been supported by the ECVET National Coordination Point²⁰¹, which was set up in the National Agency at the BIBB at the behest of the BMBF, and by the 13 experts on the National ECVET team. The offer consultancy, hold workshops and create and distribute practice-oriented materials. An ECVET seal for outstanding international mobility for organisations that make excellent use of ECVET instruments was awarded for the first time in 2015.

The ECVET toolkit²⁰² is a practice-oriented online toolbox containing guidelines, checklists and templated

200 http://ec.europa.eu/dgs/education_culture/more_info/evaluations/docs/education/ecvet14_en.pdf

201 www.ecvet-info.de

202 www.ecvet-toolkit.eu

designed for the European context. It was developed by 14 national agencies and experts lead-managed by the National Agency at the BIBB. The European ECVET network and ECVET team are currently focusing their efforts on further developing ECVET.

4.1.4 EQAVET: a quality framework for vocational training

34 European countries now belong to the European Network for Quality Assurance in Vocational Education and Training (EQAVET) and 29 of them have established a national Reference Point for quality assurance in vocational training. Their work is based on a recommendation of the European Parliament and Council on establishing a Quality Assurance reference framework made in 2009.²⁰³

Germany's National Coordination Point (DEQA-VET), set up at the BIBB and financed by the BMBF, is focusing its activities on ways of ensuring quality assurance. Working under the motto, "Going where quality is assured" ("Dahin gehen, wo Qualität gesichert wird") DEQA-VET has expanded networking activities around the topic of regional training practice. Practice-oriented quality assurance strategies for action and innovative measures have been presented and discussed at regional conferences, linking DEQA-VET regional and company-based approaches with the European EQAVET initiative.²⁰⁴

4.1.5 European skills/competences, qualifications and occupations (ESCO)

"European skills/competences, qualifications and occupations (ESCO)" is an EU initiative to establish a multi-lingual²⁰⁵ classification of occupations, skills, competencies and qualifications based on three interconnected 'pillars': occupations, skills/competencies and qualifications. ESCO's goals include paving the way for an efficient Europe-wide information exchange,

especially between employment offices, facilitate European processes for matching supply and demand and improving jobseeker's access to the pool of positions in other EU member states. ESCO is also designed to develop a shared language and enhance interaction between the labour market and training systems. Significant efforts are still required to develop the "Qualifications" pillar and its interaction in the ESCO system and the outcome remains uncertain.

Further major steps were taken to expand ESCO in 2015, especially in the "Occupations" and "Skills/competencies" pillars. The ESCO prototype, which has already classified many occupations relevant for Europe, is being rapidly developed and trialed and a full version should be available at end of 2016. ESCO has also been incorporated into the amended EURES²⁰⁶ regulation. An initial general approach to this was passed in December 2014 under the Italian presidency. Under Luxembourg's presidency, 'trilog' negotiations began in mid-July in 2015 were largely concluded by December 2015. The European Parliament adopted the text on the 25th of February 2016 and a conclusive decision by the Employment Council was scheduled for March 2016.

4.1.6 Europass

In January 2005 the decision of the EU Parliament and Council on establishing the Europass framework concept came into force. Its five documents are designed to help EU citizens to present their skills and qualifications in a way that can be easily understood across Europe.

The overarching document is the Europass CV, 60 million of which have been issued online Europe-wide and there are four other Europass documents. Time spent in education and training abroad is documented by Europass-Mobility. With more than 190,000 documents applied for since 2005, Germans have made the most use of Europass-Mobility, compared with their European compatriots. Europass Certificate Supplements help to clarify vocational qualifications across European borders. They are available in German, English and French for over 380 training courses. Skilled workers from outside the country are increas-

203 https://www.deqa-vet.de/_media/PDF_allgemein/Recommendation_2009_deutsch.pdf

204 <https://www.deqa-vet.de/de/deqa-vet-regional-tagungen-4425.php>

205 ESCO is in all 22 official European languages, apart from Irish. Translations into Croatian, Norwegian und Icelandic will be available soon.

206 The European vocational mobility website: <https://ec.europa.eu/eures/public/de/homepage>

ingly frequently applying for positions in Germany with this additional document. The Europass Diploma Supplement clarifies academic qualifications. The awarding of Diploma Supplements to graduates is now anchored in the laws governing tertiary education in twelve German Länder and has become an accepted standard at many institutions of higher education across the entire Bologna higher education area. The Europass Language Passport allows holder to describe and demonstrate their language skills in detail.

The National Europass Center (NEC) was established in the National Agency at the BIBB as the programme's central office in Germany. The NEC creates information materials, carries out Europass training for teachers and trainers and promotes the scheme at trade fairs.

In 2015 activities focused on the ten-year anniversary of Europass. A commemorative publication, "Kompetent durch Europa – 10 Jahre Europass" (Skilled across Europe – 10 years of Europass) contains information on facts and figures and reports by young people on their experiences using Europass.

In June 2015 a new function was added to the Europass CV to document holders' digital skills.

4.1.7 The special programme to promote the professional mobility of young people with an interest in a training place and unemployed young skilled workers from Europe (MobiPro-EU)

Through the BMAS "Funding to promote the professional mobility of young people with an interest in training and unemployed young skilled workers from Europe" (MobiPro-EU) special programme the Federal Government is helping to combat youth unemployment in Europe. The programme supports young people interested in training and young adults from the EU to undergo vocational training in a company in Germany. It makes the German training market more accessible for young adults aged 18–27 from other European countries by providing individually tailored support in the form of language courses before and during training, subsidies for travel costs, cost of living allowances and accompanying qualification and orientation measures.

In its first phase of funding (2013/2014) the special programme directly addressed young people interested in training and skilled staff in occupations experiencing shortages of qualified workers (individual funding). In response to the great interest shown in support provided for training, funding eligibility under the special programme was restructured for the cohort starting in the 2015 training year. Young people interested in training can now benefit from project funding in groups and funding is no longer provided for qualification measures for skilled employees.²⁰⁷

More than 130 projects for just on 3,300 participants were approved for the cohort starting in the 2015 and 3,000 young people took part. 127 projects were ongoing in December 2015. Around two thirds of funding recipients were men and one third women. Most participants came from Spain (65 %), followed by Italy, Poland, Bulgaria and Greece with 5 % to 7 % each. Most of them were funded to train in the hotel and hospitality industry (32 %), followed by metalworking, machine and plant engineering (10 %), electrical engineering, precision machining and medical technology (9 %), healthcare and nursing professions (9 %), and security, cleaning, maintenance and repair and other services (8 %). Most participants had been placed in training by the 1st of October 2015.

4.1.8 The international mobility service point (IBS)

Spending time learning and training in another country can help young people to find their place in an increasingly globalised society, influence that society and improve their own occupational prospects. There are multitude of programmes and consultancy structures for funding and supporting trips abroad for study and training but vocational training measures need to be developed, advertised and classified to address specific target groups. In response to this need, the International Mobility Service Point (Informations- und Beratungsstelle für Auslandsaufenthalte in der beruflichen Bildung – IBS) was set up in 2013 as a central service office at the Education for Europe National Agency at the BIBB. Its website²⁰⁸ is linked

²⁰⁷ For further information go to the programme website www.thejobofmylife.de.

²⁰⁸ go-ibs.de

to a database that for the first time records all the programmes and financial assistance available to support time spent in another country for the purposes of careers orientation and vocational training. Interested school leavers, trainees, skilled workers or personnel managers can now find and compare services, which were previously presented dispersed across various platforms, at a glance. The website is supplemented by an integrated ‘consultants’ map’ showing the locations of specialised contacts for people seeking advice and a phone hotline providing initial personal consulting. Since March 2015 around 25,000 database queries have been registered and over 1,500 people provided with advice over the telephone and more than 600 in writing. The IBS also supports the removal of obstacles to mobility in its networks and moderates an exchange of views and ideas around the issues of good quality assurance practice and the further development of international education and training activities.

Advisors from the Federal Employment Agency working in the EUROGUIDANCE network (European training and careers counselling) keep end users and multipliers (such as careers counsellors and teachers) informed on the diverse opportunities for training in Europe.

Services provided in the EURES network can also be combined to cover the often closely succeeding phases of mobility in training and employment in the context of joint counselling services.

In 2015 23 mobility consultants from the Chambers of Trade and Industry and Skilled Trades provided companies, trainees and young people starting out on careers with advice and support involving options around the issue of spending time abroad during vocational education and training.²⁰⁹

4.1.9 Continuing training with a European dimension

The European Centre for the Heritage Crafts and Professions in Thiene (Italy) is the only facility in Europe that offers advanced practical training courses for those working to preserve Europe’s cultural heritage in four

languages – German, English, French and Italian. Course participants have an opportunity to make international contacts and exchange ideas and experiences on the different ways of managing monuments and cultural heritage in various European countries.

In 2015 the BMBF provided advanced training funding for ten talented German tradesmen with experience in the area of cultural heritage preservation, awarding them grants to participate in a three-month heritage preservation course. In classes, workshops and on sites the grant recipients were able to improve their skills and abilities in a wide range of different fields, working together with European colleagues to maintain and preserve historic architecture under the direction of international instructors.

²⁰⁹ See also <http://www.mobilitaetscoach.de/mobilitaetsberaterprojekt/ueber-uns.html>

4.2 Multilateral vocational training cooperation

4.2.1 OECD studies

The German government has been campaigning continuously within the OECD for greater recognition for vocational training, and with success. The annual discussion on whether Germany has too few university graduates was again muted in 2015. The principles of a functioning vocational training system are undisputed and expert discussion is now more focused on relative levels of the career and earning prospects of young people who have successfully completed vocational training.

With its ‘Skills Strategy’ the OECD has provided a strategic framework for indicating ways to optimise vocational training systems. It focuses on skills and abilities that help young people manage the transition into work and offers participating companies an effective, innovative resource. The studies on vocational training now concluded form part of the broader context of the Skills Strategy. In Education Policy Committee and Group of National Experts meetings the German government has openly declared its strong commitment to continuing its support for the OECD’s research in the field of vocational education and training (VET) in the next two OECD budget years (2015/2016). In January 2015 work began on the topic of “Work-based learning”, the successor to “Skills beyond School”. The BMBF’s contributions will concentrate on three key areas:

1. Costs/benefits analyses,
2. Counselling, monitoring and support services,
3. Recognition and certification of vocational training qualifications.

In response to the recent influx of refugees into the country, the OECD has also approached Germany with a proposal to add to research activities in 2016 with a preliminary study on migration. The BMBF is receptive to this proposal, perhaps as part of upcoming negotiations in 2016 on the focal points in the next two budget years of 2017/2018, but Germany has not given up its hopes of carrying out an OECD-wide international study comparing vocational training benchmarks,

comparable with PISA and PIAAC. Preliminary work has already been carried out at the national level in the BMBF’s ASCOT skills research initiative and test models for recording vocational training skills developed.

4.2.2 DIHK “ProRecognition – Professional and Vocational Qualifications for Germany” funding project

Key data:

Period: 01.10.2015–30.09.2018

Funding volume: 3.2 million Euros

Internet: <http://www.dihk.de/themenfelder/aus-und-weiterbildung/bildung-international/auslaendische-abschluesse/erkennung/pro-recognition>

Training policy goals:

At the end of 2015 eight selected Chambers of Foreign Trade began establishing personal counselling and support services for people applying for recognition of vocational qualifications in Germany, expanding consultancy and information services for skilled workers living outside the country who are interested in working in Germany. People planning to migrate to Germany can obtain help from a contact person in their home country in enquiring into the possibility of having their vocational qualifications recognised in Germany and so assess their chances in the German labour market. This will also make it easier for people with vocational qualifications from the Middle East to migrate beyond the scope of the asylum procedure. Appropriate communication and marketing channels to broadly appeal to those interested in having their qualifications recognised and multipliers were also established in the host countries (government authorities, media etc.).

4.2.3 UNESCO’s vocational training centre: UNEVOC

Key data:

Period: 2014–2016 (With an option for extension in 2017–2019)

Funding volume: 785,000 Euros annually

Internet: www.unevoc.unesco.org/go.php

Training policy goals:

UNESCO’s International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC)

is one of seven UNESCO institutes and centres active in the area of education and training and maintains a global network of international vocational training cooperation centres. UNEVOC is UNESCO's point of contact for vocational training issues and a platform for international and regional cooperation. UNEVOC opened in 2002 and has been at the United Nations Campus in Bonn ever since. As part of a medium-term vocational training strategy for 2015 to 2017 UNEVOC is focusing on three areas of activity:

1. Further developing institutional and specialist capacity (capacity building) in the worldwide network of vocational training organisations. People can contact the network for information on vocational training issues and it is a platform for international and regional cooperation. In Germany the BIBB and Gesellschaft für Internationale Zusammenarbeit GmbH are part of the network. Projects in this context include a series of capacity building programmes for trainers in Madagascar on applying biotechnology in agriculture designed for rural youth and two-week intensive programmes for Indian trainers.
2. The network partners' shared research initiatives focus on three issues: costs/benefits analyses of vocational training, the image of vocational training and learning at work. Germany's BIBB and its Australian counterpart carried out a joint research project on the latter topic in 2015.
3. Continuing to develop the online-based "TVETipedia" communication tool (a collaborative online glossary). Virtual, thematically structured conferences have also been carried out over the reporting period, on quality in training, "Greening TVET" and fundamental considerations on a new UNESCO vocational training strategy, scheduled for adoption in the first half of 2016.

Results of the Federal funding:

The public profile of UNEVOC's work and awareness of the importance of vocational training in central debates at the United Nations have both been raised significantly.

4.2.4 The international skills championship

WorldSkills: The 43rd world vocational championships were held in 2015 from the 11th to the 16th of August in Anhembi Parque, São Paulo, Brazil. Germany started with a large team and was highly successful. The 41-member German team won two gold medals, two silver, one bronze and 19 "Medallions for Excellence" in 17 skills, so two-thirds of the German participants won either a medal or medallion for excellence. The German Chancellor held a reception for the team in Berlin in November. The German team's participation in the São Paulo WorldSkills in 2015 was funded and supported by the BMBF. The next WorldSkills will be held in 2017 in Abu Dhabi (the United Arab Emirates).

The next EuroSkills will be held in Göteborg (Sweden) from the 1st to the 3rd of December 2016. The German team is set to start in around 20 skills.

4.3 Bilateral programmes

The German-French Vocational Exchange Programme is a bi-national scheme run by the Deutsch-Französische Sekretariat²¹⁰ to support the mobility of young people and adults in initial and continuing vocational education and training in each of the partner countries. The exchange programme began in 1980 and is financed jointly by the BMBF and the French Ministry of National Education and Ministry of Social Affairs. In 2015 just on 3,000 participants received funding through the programme and since 1980 around 98,000 people have taken part in an exchange. Thanks to the extensive involvement of business and industry, the exchange projects are closely linked with industry practice and contribute significantly to increasing trainees' specialist skills. The principle of reciprocity underlying this bilateral exchange programme makes a major contribution to international networking and to the exchange of information and ideas among participants.

The German-Israeli vocational training cooperation programme is run by the Israeli Ministry for the Economy and the BMBF with two main goals: to provide impetus for further developing vocational training at a range of different levels and to contribute to the success of the many cooperative ventures between Israel and Germany. It opens up opportunities for training experts and trainees from various occupational areas to learn from each other about their respective technical areas, to experience a hitherto unknown everyday reality and deepen people's understanding of each other. Since 2013 the National Agency at the BIBB has been responsible for carrying out the programme in Germany on behalf of the BMBF. In 2015 the German final report of the team from the "Competence-based education and training in the field of solar energy and energy efficiency" project was published and a group of 18 Israeli construction and architecture trainees also completed a practical course on the "Bauhaus" during a three-week stay in Berlin.

4.3.1 International cooperation on vocational training

In December 2012 BMBF signed the Berlin Memorandum on closer cooperation in the area of vocational training²¹¹ and in 2013 the Federal Government adopted the "Strategy for integrated international vocational education and training cooperation" ("Strategie zur internationalen Berufsbildungskoooperation aus einer Hand"). Germany offers its partner countries approaches to solutions based on the world renowned German dual vocational training system. GOVET²¹² is the Federal Government's central international vocational training cooperation office for and is accommodated at the BIBB. The office supports institutions in partner countries through cooperative relationships by providing consultation on systems, cooperative research and activates promoting an exchange of views and ideas. The BMBF also maintains a vocational training policy dialogue with a wide range of different countries.

Working groups in Italy, Greece, Latvia, Portugal and Slovakia continued with broad implementation of the Memorandum in 2015. At the international vocational training cooperation round table, which was lead-managed by the BMBF, representatives from Federal ministries, Länder governments and the Social Partners involved in cooperative ventures in this area exchanged views and ideas on potential activities to promote vocational training and agreed to coordinate them. In its role as the central point of contact for actors in Germany and beyond, GOVET is funded and supported by the BMBF and by additional staff provided by the BMZ and AA. GOVET organises the round table and keeps stakeholders informed on current vocational training developments, carries out pilot projects and supports the BMBF's bilateral cooperative vocational training activities.

The BMBF has also maintained close cooperative relationships in the area of vocational training with its partner ministries in China, India, Israel, Russia and South Africa for many years, relationships that are being strengthened and extended. In 2015 the USA, Thailand and Mexico were incorporated into this network of cooperative relationships.

²¹⁰ www.dfs-sfa.org

²¹¹ See [Chapter 4.1](#)

²¹² www.govet.international

4.3.2 Exporting vocational training services

Germany has many years of experience and outstanding systemic strengths in providing initial and continuing vocational training. An already acute shortage of skilled workers poses a serious risk to both current and future economic development for many countries so training services “Made in Germany” are increasingly in demand all over the world. The BMBF supports German vocational training companies in opening up the dynamic and growing international market for training to the initial and continuing vocational training services they provide.

The measures the BMBF funds and supports often also create a leverage effect for German industry, because the export of mechanical engineering or car industry products often relies heavily on the existence of well-trained skilled staff abroad. Skilled workers with qualifications gained in dual training can make a major contribution to helping German companies penetrate markets in other countries.

The iMOVE (International Marketing of Vocational Education) initiative launched by the BMBF in 2001 is a central partner for German vocational training services providers and people abroad who are seeking their services. iMOVE offers a comprehensive range of services to Germany’s mainly die small and medium-sized training providers to support them in planning and implementing their international commitment, including market studies, conferences, seminars and workshops, delegation trips, participation in trade fairs and a comprehensive Internet presence in seven languages, including a provider database.²¹³ The initiative also campaigns in other countries to raise the profile of German companies’ effectiveness in providing initial and continuing vocational training, highlighting the “Training – Made in Germany” brand.

4.3.3 Prospects for vocational training in development cooperation

Labour market-oriented initial and continuing vocational training improves people’s employability and with it their chances of gaining employment and income. The availability of skilled, qualified workers in many partner countries involved in German development cooperation through the Federal Ministry for Economic Cooperation and Development (BMZ) is an essential prerequisite for sustainable economic development that will be viable in the long term in the partner countries.

For these and other reasons, vocational training remains a central focus in German development cooperation activities and has in fact become steadily more important in recent years. The amount of funding provided for efforts in this area by the BMZ has more than quadrupled since 2009 (from 44.58 million Euros in 2009 to 178 million Euros in 2014). In 2015 this high level of funding was maintained, with funding commitments of 119 million Euros. This makes Germany the world’s largest bilateral vocational training donor.

Vocational training programmes are currently being carried out in bilateral government development cooperation in more than 50 countries. The BMZ’s commitment in the area of vocational training focuses in particular on qualification in the informal economy, vocational training in rural areas and in fragile states, gender equality in education and training and financing training and education. German development cooperation sees private business and industry as an important partner in its efforts so since 2011 the BMZ has been supporting vocational training partnerships (Berufsbildungspartnerschaften – BBP) with German business and industry groups. The BBP enables German business and industry to bring its experience and skills in developing vocational education and training to bear in partner countries. In 2015 BMZ supported partnerships in 24 countries, 13 of them in Africa. As well as funding bilateral projects through the Deutsche Gesellschaft für Internationale Zusammenarbeit and ‘Kreditanstalt für Wiederaufbau’ development bank, the BMZ funds and supports projects run by churches and private development providers, with a regional focus on Africa and Asia.

²¹³ http://www.imove-germany.de/cps/rde/xchg/imove_projekt_de/hs.xsl/anbieter_datenbank.htm

To manage the challenges posed Germany's recent refugee crisis, the BMZ started the "Combat the causes of flight, reintegrate refugees" ("Fluchtursachen bekämpfen, Flüchtlinge reintegrieren") special initiative in the spring of 2014 to target funding at efforts to combat the causes of flight provide support for refugees. From a development policy point of view, vocational education and training can make an essential contribution to alleviate the causes of crises and flight. Education and training measures are already being offered as part of a programme for Syrian refugees and the communities hosting them in Turkey. Africa is another focal area for the vocational education and training partnership programme (see above).

Another ten partnerships in this area are scheduled to start in 2016 and 2017.

The German government also campaigns among international donors for efforts to improve the economic situation of women in developing countries through vocational education and training. During Germany's G7 Presidency at the summit meeting in Elmau in June 2015, the G7 states agreed to provide a third more women and girls in developing countries with vocational qualifications by 2030. For German development cooperation this will mean that more measures will need to be specifically designed to support women and girls in vocational education and training.

Bonn, 10th of March, 2016

Opinion of the Board of the Federal Institute for Vocational Education and Training on the draft Report on Vocational Education and Training 2016

Dual vocational training – a guarantee of employability and career prospects

The Board of the Federal Institute for Vocational Education and Training thanks the Federal government and Federal Institute for Vocational Education and Training for creating the Report on Vocational Education and Training 2016, which, building on the Reports of previous years, again provides a good overview of the German government's training and education policy approaches and priorities. The Board members also appreciate the fact that the Report on Vocational Education and Training has explicitly dealt with issues facing disadvantaged young people and young refugees in the area of vocational education and training and developments involving the Alliance for Initial and Continuing Vocational Training.

Germany's dual vocational training system relies on the engagement of business and industry, the unions and the Federal and Länder governments. This shared responsibility for vocational training is anchored in the Vocational Training Act (Berufsbildungsgesetz) and Works Constitution Act (Betriebsverfassungsgesetz). It is a lived partnership that allows for a fair balance of interests among individual companies, the needs of whole industries and the interests of young people and young adults.

Vocational training in Germany provides young people with broad-based, high quality occupational qualifications and ensures companies a supply of outstanding young skilled staff. Its close orientation towards everyday practice in companies enables it to offer young people and young adults good prerequisites for successfully managing the transition into work and vocational upgrading training can provide a wide range of opportunities for both career and personal development. Well trained and qualified skilled workers are the backbone of the German economy and dual vocational training in Germany is an essential factor in the country's low rate of

youth unemployment, compared with rate in other European countries.

In Germany dual vocational training is not a purely state-run system financed solely by Federal and Länder government budgets. Instead, companies that provide training invest around 26 billion Euros annually in training young skilled workers in the form of training allowances and costs for training personnel and equipment. According to calculations made by the Federal Institute for Vocational Education and Training (Bundesinstitut für Berufsbildung), after deducting the revenue earned by the trainees, companies still pay out 7.7 billion Euros in net training costs.

The Länder and local governments also pay a substantial proportion of training costs as a result of their responsibility for vocational schools. In 2012 public budgets spent 2,700 Euros on each trainee at a vocational school in the dual system. With around 1.5 million students in part time courses at vocational schools, this means that around 4 billion Euros was spent on the vocational schools sector alone. The Länder also help strengthen vocational training by funding a range of Länder-specific measures.

Although the key data provided below for 2015 provides a positive picture, there are still current and future challenges that all vocational training stakeholders will have to face so as to maintain the great attractiveness of dual vocational training and reinforce it:

- The number of training applicants (around 549,000) fell by 10,000 (1.8 %) compared with the previous year. Over the past ten years the number of applicants has declined by over 100,000. This is due to decreasing numbers of students leaving secondary general and intermediate schools, who are the main school-leaver groups entering training in the dual system. In contrast, the number of school leavers with qualifications to enter higher education who started dual training grew slightly.

- The number of newly concluded training contracts also fell slightly to 522,100 or 0.2 % compared with the preceding year. The number of training places offered in companies rose slightly by 0.1 % over the previous year so the slight decrease in training place numbers was exclusively among non-company training places.
 - The number of unfilled training places registered with the Federal Employment Agency (BA) was around 41,000 in 2015 so it increased (from 37,100 in the previous year). Companies prepared to provide training are however increasingly having problems filling the training places they offer so small companies in particular are withdrawing from involvement in training.
 - Compared with the previous year, the number of unplaced applicants remained fairly steady at 20,700. Another 60,100 young people found another vocational activity or an alternative but still wanted to be placed in training by the Federal Employment Agency (BA).
 - Interest in company-based vocational training remains high. This is demonstrated by the fact that many more young people than the 549,000 or so applicants recorded in the BA's business statistics are interested in training. 800,000 young people are classified in the Report on Vocational Education and Training as interested in training, although some of them decided to pursue alternative training and education paths (e. g. studies, trade and technical schools etc.), were unplaced or their whereabouts was unknown. There is potential for attracting more young people into dual vocational training. Our shared goal is to put every person interested in training on a path that can lead to vocational qualification as quickly as possible.
 - The trend for more young people to complete secondary education and enter university is continuing unabated and will increasingly be a challenge for vocational training. According to prognoses made by the BIBB and Institute for Employment Research (Institut für Arbeitsmarkt und Berufsforschung – IAB) there will be shortages of skilled workers in Germany, especially of workers vocational qualifications.
 - The decline in numbers of young people entering the transition system due to demographic change has flattened out since 2011. In 2014 253,000 young people entered the transition system and in 2015 their number grew (to around 271,000). These young people often find it hard to achieve vocational qualifications.
 - The proportion of young adults with no vocational qualifications is still too high, although it has fallen to 13.3 % (in 2014) compared with previous years.
 - There are still significant regional and industry-specific differences in the training place market, various supply and matching problems and difficulties in filling training places. Varying levels of mobility in the Länder outside major cities and the availability of companies and vocational schools as places of learning play a role in these differences.
 - Continuing digitalisation is also a major challenge for education and training. Vocational training has always made changes to qualification requirements and modernised the regulations governing training occupations as necessary. Given the great dynamism of digitalisation in vocational training, the right conclusions must be drawn promptly for implementation measures. Further training will remain central to work processes and is the right instrument for managing the continuous changes in work and qualification requirements.
 - The integration of young refugees into training and work will present new challenges for everyone involved but also offers opportunities to securing these young people as skilled employees in future.
- In the Alliance for Initial and Further Training, which was launched in December 2014, the Federal and Länder governments, business and industry and unions committed to creating and maintaining a high quality dual training system that can integrate young high achievers, young people with unfavourable starting chances, those from migrant backgrounds and people with disabilities equally into training in companies. Their shared central goal is to further strengthen dual vocational training and continuing vocational training and so support further positive economic development, social cohesion and people's employment prospects. The declared goal of the Alliance for Initial and Further Training is to put every person interested in training on a path that can lead them to a vocational qualification as quickly as possible.

The Alliance partners are currently drawing up an initial interim balance of the goals achieved.

The central points achieved by the Alliance to date are as follows:

- On the 18th of September 2015 a “Joint Declaration” was signed setting out concrete support measures for refugees focusing preparatory prevocational measures and training. The new statutory funding instrument of “Assisted Training” for young people with lower-level attainments started in the summer of 2015 and funded more than 5,000 people in its first year. The Alliance partners assume that an increase in numbers of funding recipients, reinforcing the instrument’s impact, is a realistic forecast for the ongoing year.
- At the same time the support offered through the Support for apprentices during training (ausbildungsbegleitende Hilfe – abH) funding instrument was extended to cover all young people who need it to successfully complete training. The number of those receiving this support increased by 14 % over the previous year.
- A joint subsequent placement concept (4-wave model) was developed and adopted. Business and industry has agreed to make every young person seeking training who had no training place on the 30th of September three offers of company-based vocational training.
- A joint Alliance for Initial and Further Training website with useful service information was launched.

These are just some of the major new training initiatives and measures. Work will now focus on pursuing the shared goals of implementing the Alliance for Initial and Further Training, better reconciling the training places offered with applicants seeking training and providing more company-based vocational training.

The Board welcomes these Alliance activities and, given the regional differences in the training market situation and strategies already developed to deal with them, urges stakeholders to ensure that new approaches can be adapted to regional conditions in the implementation of Alliance measures. It is essential that all partners be involved in designing and creating different measures to make sure that they interact collaboratively to maximum effect. This is the only way using funds efficiently and ensuring that national measures can be specifically supplemented by further measures.

Federal government and Länder funding and support programmes and prevocational measures must be meaningfully interlinked to avoid creating a “funding jungle”. This will require coordination at an early stage between Federal and Länder governments.

To meet our future needs for a supply of skilled staff we will have to continue to develop needs-based further training to strengthen people’s abilities to embark on specialist technical and managerial careers and increase the number of those participating in continuing vocational training. These are essential factors in securing an attractive initial and continuing training system.

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