



Federal Ministry  
of Education  
and Research

# Report on Vocational Education and Training 2018





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## Abbreviations used

AA	Auswärtiges Amt – German Foreign Office
AFBG	Aufstiegsfortbildungsförderungsgesetz – Upgrading Training Assistance Act
ASEAN	Association of Southeast Asian Nations
ASMK	Konferenz der Ministerinnen und Minister, Senatorinnen und Senatoren für Arbeit und Soziales – Conference of Ministers and Senators for Labour and Social Affairs
AufenthG	Gesetz über den Aufenthalt, die Erwerbstätigkeit und die Integration von Ausländern im Bundesgebiet – Residency Act
BA	Bundesagentur für Arbeit – Federal Employment Agency
BAFA	Bundesamt für Wirtschaft und Ausfuhrkontrolle – Federal Office for Economic Affairs and Export Control
BAföG	Bundesausbildungsförderungsgesetz – Federal Training Assistance Act
BAFzA	Bundesamt für Familie und zivilgesellschaftliche Aufgaben – Federal Office of Family Affairs and Civil Society Functions
BAMF	Bundesamt für Migration und Flüchtlinge – Federal Office for Migration and Refugees
BAuA	Bundesanstalt für Arbeitsschutz und Arbeitsmedizin – Federal Institute for Occupational Safety and Health
BBiG	Berufsbildungsgesetz – Vocational Training Act
BFB	Bundesverband der Freien Berufe – Federal Association of Liberal Professions

BGBL	Bundesgesetzblatt – Federal Law Gazette
BIBB	Bundesinstitut für Berufsbildung – Federal Institute for Vocational Education and Training
BMAS	Bundesministerium für Arbeit und Soziales – Federal Ministry of Labour and Social Affairs
BMBF	Bundesministerium für Bildung und Forschung – Federal Ministry of Education and Research
BMEL	Bundesministerium für Ernährung und Landwirtschaft – Federal Ministry of Food and Agriculture
BMFSFJ	Bundesministerium für Familie, Senioren, Frauen und Jugend – Federal Ministry for Family Affairs, Senior Citizens, Women and Youth
BMG	Bundesministerium für Gesundheit – Federal Ministry of Health
BMUB	Bundesministerium für Umwelt, Naturschutz, Bau und Reaktorsicherheit – Federal Ministry for the Environment, Nature Conservation, Building and Nuclear Safety
BMWi	Bundesministerium für Wirtschaft und Energie – Federal Ministry for Economic Affairs and Energy
BMZ	Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung – Federal Ministry for Economic Cooperation and Development
BVA	Bundesverwaltungsamt – Federal Office of Administration
DGB	Deutscher Gewerkschaftsbund – German Trade Union Confederation
DIHK	Deutscher Industrie- und Handelskammertag – Association of German Chambers of Commerce and Industry
ESF	European Social Funds
EU	European Union
HwO	Handwerksordnung – Crafts Code
HWK	Handwerkskammer – Chambers of Skilled Trades
IAB	Institut für Arbeitsmarkt- und Berufsforschung – Institute for Employment Research
IHK	Industrie- und Handelskammer – German Chambers of Industry and Commerce Association
ILO	International Labour Organization
KMK	Kultusministerkonferenz – Conference of Ministers of Education and Cultural Affairs
ODA	Official Development Assistance
OECD	Organisation for Economic Co-operation and Development
PISA	Programme for International Student Assessment
PIAAC	Programme for International Assessment of Adult Competencies
SGB	Sozialgesetzbuch – German Social Code
SME	Small and medium-sized enterprises
SSE	Small and the smallest enterprises
SOEP	Sozio-ökonomisches Panel – Socio-Economic Panel Study
StBA	Statistisches Bundesamt – Federal Statistical Office

UBA	Umweltbundesamt – The German Environment Agency
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
WHKT	Westdeutscher Handwerkskammertag – West German Chambers of Crafts and Skilled Trades Council
WMK	Wirtschaftsministerkonferenz – Conference of Ministers of Economics
WZB	Wissenschaftszentrum Berlin für Sozialforschung – Berlin Social Science Center
ZDH	Zentralverband des Deutschen Handwerks – German Federation of Skilled Crafts
ZWH	Zentralstelle für die Weiterbildung im Handwerk – National Agency for Continuing Vocational Education and Training in the Skilled Crafts



## Foreword

For most people in our country, vocational education and training marks the start of entry into work, a career and participation in the wider life of society. There are plenty of opportunities for advancement available to everyone, from trainees to master craftsmen, technicians and self-employed entrepreneurs, so it's no wonder that Germany's dual system is so highly regarded internationally.

This report documents the continuing improvements in the training situation from the perspective of trainees. Opportunities for training places were rarely as good as they have been for the current year's cohort of applicants. Once again, more than 520,000 new training contracts were concluded. I am particularly pleased that many more companies offered training places at the start of the 2017 to 2018 training year.

We are however still facing structural challenges. Companies complain of a lack of training place applicants and increasingly cannot fill the training places they offer. At the same time, a large number of young people cannot find adequate training places. Offering careers orientation, mentoring and support during the transition from school into work and targeted place-

ment are among the essential tasks that will help them into training and will continue to do so in future. We also need to attract more young women into dual training and enable more young people from migrant and refugee backgrounds to enter the dual training system.

The 2018 Report on Vocational Education and Training portrays all the developments in applicants' situations and explains them in detail. It also documents the wide range of measures that the Federal Government has initiated to secure the future of vocational education and training. It is an important source of information for everyone with the interests of the future of training and the dual training system at heart.

A handwritten signature in white ink that reads "Anja Karliczek". The signature is written in a cursive, flowing style.

Anja Karliczek MdB  
Federal Minister of Education and Research

## Summary

The 2018 Report on Vocational Education and Training describes the training market situation for the period until the 30<sup>th</sup> of September 2017 and documents the challenges of the current training place situation in the Federal Republic in four chapters. Outcomes in current vocational education and training in Germany have generally been positive.

In 2017 the number of newly concluded contracts for training was again over 520,000 and increased slightly compared with the previous year. Positive developments in the number of companies offering training places in particular have contributed to this development. The supply and demand ratio was 104.6 or 94.8, so there were just on 105 training places for every 100 people seeking training. When applicants with an alternative are included in these calculations there were still 95 training places available for every 100 people seeking training. These figures show that the positive trend of previous years is continuing. The placement rate for young people interested in training was similarly favourable. The number of companies offering training remained largely steady, although their ratio fell for the first time to below 20 %, due in particular to a declining participation rate in training among the smallest companies. At the same time, companies offered around 10,000 more training places in the reporting year.

One persistent major challenge is that of matching the supply and demand. In 2017 the number of company-based training places remaining unfilled rose again to just on 49,000, while the number of unplaced applicants also rose to around 24,000. To their number is added the 56,500 young people who had an alternative to training yet still wanted a training place. These figures underscore the necessity of taking advantage

of the opportunities that the training market offers by increasing trainees' mobility and flexibility. Just as significant is the fact that young men are increasingly participating in dual training while young women's participation rate in training tends to be lower. It is essential to better integrate young people from migrant backgrounds into vocational training and education, the more so now since growing numbers of people from a refugee background are starting to leave language and integration courses and apply for training.

The Federal Government is working together with the Länder and Social Partners through countless programmes, initiatives and projects to optimise the transition from school into training. These measures are outlined in the 2018 Report on Vocational Training and details on their budgets and outcomes provided.

Measures to modernise training were also crucial in 2017. Here there has been an increasing focus on topics around "digitalisation" and "skills recognition" and measures involving these areas were trialed in many training market sectors. The Report also provides an update on the status of the overarching "Vocational Training 4.0" initiative.

Current measures to further increase the attractiveness of vocational training are also portrayed in this Report. The Federal Government allocated more than 250 million Euros in 2017 for advanced further training alone as part of its amendments to the Upgrading Training Assistance Act (AFBG). To this are added further initiatives in the bilateral and European cooperation context. These underline the necessity to more strongly anchor vocational training internationally and open up attractive career options to young people through vocational qualification.

# 1 Vocational Education and Training Policy Priorities

## I. The training balance in 2017

Vocational initial and continuing education and training is an essential pillar of economic growth, prosperity and social cohesion in Germany.

Germany's vocational training system opens up a wide range of career prospects with diverse opportunities for training and advancement and differentiated qualification levels and ensures that the country's young people are highly employable.

The decisive role played by companies, close cooperation between the Federal and Länder governments and Social Partners and the good transitions that trainees make into qualified employment are all hallmarks of the successful German vocational training model. In this reporting year Germany again recorded the lowest rate of youth unemployment rate in the EU. The German vocational training system justifiably enjoys increasing international regard.

To secure vocational training's future viability, continuous modernisation and adaptation to current challenges are however necessary. Everyone involved is called on to ensure the value, attractiveness and quality of dual training and enhance it in future. A good mix of specialist qualifications in the German labour market and a balance of workers with high quality vocational and academic qualifications is indispensable to Germany as a place where business and industry can thrive. Maintaining this competitive edge is in the vital interest of German enterprises and companies.

The relevant key data for the 2017 training year shows a positive balance, especially considered from the perspective of applicants seeking training. At the same time, problems in matching the training places that companies offer with and demand from applicants have increased in some regions and occupations. The proportion of small companies offering training also fell further.<sup>1</sup>

The 2017 training balance was characterised by the following developments:

### 1) The number of newly concluded training contracts increased slightly for the first time since 2011

While the number of newly concluded training contracts has fallen continuously since 2011 in the context of falling demand from applicants due to demographic change, a slight rise in numbers of newly concluded training contracts was recorded for the first time in 2017.

According to the results of the BIBB survey carried out for the reference date of the 30<sup>th</sup> of September, 523,300<sup>2</sup> new training contracts were concluded in 2017, an increase of 3,000 (+0.6 %) compared with the previous year. This growth was recorded exclusively in newly concluded training contracts in companies (+4,700 or +0.9 % to 507,400). In contrast, the number of new contracts concluded for training outside a company fell by 1,700 (9.5 %) to 15,900.

### 2) Many more training places offered in companies and more unfilled vocational training places

572,200 training places were offered nationally so the total number of training places offered (newly concluded training contracts plus unfilled training places) rose by 8,500 (+1.5 %) compared with the previous year's figure.

Here too, growth was recorded only in the number of training places offered in companies. The number of training places companies offered (so not including largely publicly financed training places) rose in 2017 to 556,300 so companies and enterprises in Germany offered 10,100 (+1.9 %) more training places than in the year before.

549,800 (+2,800 or +0.5 %) vocational training places were registered with the Federal Employment Office (BA) and again, the increase was recorded in training places offered by companies (+4,100 or +0.8 % to 521,900).

<sup>1</sup> For details please see [Chapter 2](#)

<sup>2</sup> The figures in [Chapter 1](#) have been rounded to the nearest hundred. The absolute figures are provided in [Chapter 2](#).

Companies' difficulties in filling the training places they offer have however also further intensified. On the reference date of the 30<sup>th</sup> of September 2017, 48,900 vocational training places in companies were unfilled, a figure that has not been this high since 1995. Compared with the previous year, the number of unfilled vocational training places grew by 5,500 (+12.6 %) although there are significant differences among occupations and regions.<sup>3</sup>

### 3) Increasing demand for training places

On the demand side, the downward trend of previous years was halted in 2017, with demand for training increasing for the first time since 2011.<sup>4</sup> Among the factors influencing this development is the fact that applicants from a refugee background are increasingly participating in the training place market. The number of refugees among training place applicants registered with the BA more than doubled compared with the previous year's figure (2016: 10,300; 2017: 26,400).

### 4) Improved supply and demand ratio and placement rate

Since the number of places offered in 2017 grew more strongly than demand for training places, the supply and demand ratio improved further in favour of young people seeking training. In 2017 the supply and demand ratio rose to 104.6 (2016: 104.2).

The expanded supply and demand ratio, which takes into account unplaced applicants without an alternative as well as applicants with an alternative on the 30<sup>th</sup> of September who still wanted a training place, also improved from 93.8 (2016) to 94.8 (2017). The number of training places offered by companies alone increased to 92.2 (2016: 90.9) in 2017.

The national rate of placement in training for young people interested in training likewise improved slightly over the previous year's figure (2016: 64.7; 2017: 64.9).<sup>5</sup>

### 5) Slight reduction in numbers of applicants from earlier reporting years

The number of applicants from earlier reporting years who were registered as an applicant in at least one of the past five reporting years, was 183,700 in 2017. Compared with the previous year their number fell slightly by (1,400 or 0.8 %).

### 6) Matching problems are still a central challenge

23,700 applicants remained unplaced (+3,200 or +15.4 %) in 2017, due mainly to growing regional and occupational matching problems. The number of applicants with an alternative who still wanted to be placed in training was however lower than in the year before (3,500 or 5.9 % to 56,500). It should be noted here, that the increase in numbers of unplaced applicants and applicants with an alternative is also partly due to statistical alterations in the BA's classification of the relevance of measures and internships, resulting in shifts between the two groups.<sup>6</sup>

These figures for unfilled vocational training places and applicants still seeking training show that difficulties in matching the training places on offer with demand for training persist and matching problems remain a central training place market challenge.

<sup>3</sup> See [Chapter 2](#)

<sup>4</sup> Demand in 2017: 547,000 (2016: 540,800), demand according to the expanded definition 2017: 603,500 (2016: 600,900)

<sup>5</sup> The computed placement rate of young people interested in training (EQI) refers to the percentage of people registered with the relevant institutions during the reporting year as interested in training who were recruited into dual vocational training and found a training place. All young people who were at some time during the reporting year interested in starting dual vocational training and who were classified as being able to do so are classified as "interested in training" so this figure also includes those who were registered as applicants for training places but who had abandoned their efforts to be placed in training by the 30<sup>th</sup> of September 2017.

<sup>6</sup> See [Chapter 2](#)

### 7) Slight fall in the proportion of companies offering training

426,400 of the 2.15 million companies in Germany with at least one employee for whom they pay social insurance contributions offered training in 2016, 1,100 (0.3 %) fewer than in 2015. In parallel, the number of companies in Germany again rose compared with the previous year by 11,300 (+0.5 %) so the proportion of companies providing training fell slightly by 0.2 percentage points to 19.8 % in 2016 (2015: 20.0 %).

This is largely due to a fall in numbers of the smallest companies (1–9 employees) offering training. One of the reasons for this decline is increasing competition for young talent, in which smaller companies are often less successful than larger firms. The training places that small companies do offer remain more frequently unfilled, which makes it more difficult to recruit and retain small companies as training providers. One feature of the way that “companies providing training” for are counted statistical purposes must however be noted here. The statistics record only those companies that were in fact able to fill the training places they offered at the time of reporting (filled training places).

Other central developments included:

### 8) Fewer young women began dual vocational training; the number of dual training contracts concluded with young men grew

In 2017 the number of training place contracts concluded with young women again fell further by 6,500 (3.2 %) to 197,600. In contrast, the number of training place contracts concluded with young men rose by 9,500 (+3.0 %) to 325,600, continuing a trend that has been observed for some time.

Young women are however far more strongly represented in full-time school-based vocational training, especially for healthcare, education and social services occupations, and in recent years more young women have been starting university studies.

### 9) Young people in the transition system

After substantial falls in numbers of young people entering the transition system between 2005 (417,600) and 2014 (252,700), the number of new entries into the transition system rose in 2015 and 2016. In 2017 it was lower than it was in 2016 at 291,924 (10,957 or 3.6 %). This decline must however be seen in the context of further easing in the training market situation from the point of view of young people. It should also be noted that the standard delivery programme of Integrated Reporting on Education and Training does not take into account the many new measures developed in response to the recent influx of refugees.<sup>7</sup>

### 10) Comparison of numbers entering the dual system compared with those starting university

Since 2013 the number of first year students has been higher than that of young people starting dual vocational training (in 2017: 515,300 to 490,300). If numbers of first year students are adjusted to exclude non-national students who acquired their university entrance qualifications abroad and Germans studying abroad however, there were in fact more young people entering dual vocational training, although a clear trend in favour of university studies is emerging.<sup>8</sup>

### 11) Stable balance in the ratio of dual vocational training to school-based vocational training

The ratio of school-based vocational training to dual vocational training has been largely stable since 2005 (30 % to 70 %), although there have been shifts within school-based vocational training. While the significance of school-based vocational training for the healthcare, education and social services occupations has increased, the importance of other school-based vocational training has waned.<sup>9</sup> The number of those entering into healthcare, education and social services

<sup>7</sup> See [Chapter 2.6.4](#)

<sup>8</sup> It should also be noted that as well as dual vocational training as defined in the Vocational Training Act (BBiG) and Crafts Code (HwO) and university studies there are other fully qualifying forms of vocational training that are not taken into account in this comparison. Developments in all fully qualifying forms of vocational training (including full time training at a vocational school and training for the middle grade of the civil service) are described in [Chapter 2.4](#).

<sup>9</sup> See [Chapter 2.4](#)

occupations has grown since 2005 by 33,200 (+23.3 %), a development that must be seen in the context of demographic change and the increasing need for skilled workers in the healthcare sector, including in geriatric care.

### **12) Integrating young foreigners and young people from migrant backgrounds into training**

There are still major differences between young people from migrant backgrounds and foreign nationals<sup>10</sup> and young Germans undergoing the transition into vocational training.

The number of young people who are foreign nationals starting training is about half as high as it is for those who are German nationals (27.6 % vs. 55.8 %).

Foreign nationals starting training are also usually two years older on average than Germans are when they begin training.

People from migrant backgrounds also more often lack vocational qualifications. 31.4 % of young migrants with a direct experience of migration are classified as unskilled. For young people from migrant backgrounds who were born and have grown up in Germany and have no direct experience of migration this figure is around twice as high as it is for young German adults not from a migrant background (19.9 % vs. 8.8 %).

The number of training place applicants from a refugee background has increased substantially, rising from 10,300 (in 2016) to around 26,400 in the current reporting year. Of these, 9,500 (35.9 %) had been placed in training by the 30<sup>th</sup> of September 2017.

### **13) Marginal increase in the rate of premature training contract termination**

In 2016 25.8 % of training contracts were terminated prematurely, which was a marginal increase of 0.9 % over the previous year's figure but above the range of fluctuations observed in recent years (20–25 %).

Premature termination of training contracts often involves a change of training company or training occupation, so it does not necessarily mean that trainees drop out of training altogether so these trainees remain in the process of gaining vocational skills qualifications. Analyses carried out by the BIBB also show links between levels of training contract terminations and the training market situation. The more favourable the supply and demand ratio is from the point of view of those seeking training, the higher the rate of training contract terminations will be.<sup>11</sup>

Rates of premature training contract termination also vary greatly between different occupations, which is partly connected with the lower attractiveness of certain occupations and the training conditions they offer. The premature termination rate is fairly high for example, among those training to be safety and security specialists (50.7 %) and restaurant specialists (50.6 %) and it is especially low among trainees in the field of production mechanics (7.8 %) and media agents for digital and print media (7.5 %).

### **14) Young adults who have not completed vocational training**

In 2016 14.3 % of young adults aged from 20 to 34 had not completed vocational training (2015: 13,4 %). In absolute figures, this meant that 2.13 million 20 to 34-year-olds had no vocational qualifications, 180,000 more than in the previous year (2015: 1.95 mill.). The rise was particularly apparent among young foreign nationals and people with their own experience of migration.

### **15) Developments in the examinations system/an increase in the hiring rate of trainees**

444,200 final exams (413,200 initial exams, 31,000 repeat exams) were held and 399,800 people completed their vocational training by passing a final examination. 91.9 % of participants (370,600 people) succeeded in doing so at their first attempt. The overall pass rate in 2016 was 92.6 %, slightly higher than in the previous year (+0.1 percentage points over the 2015 figure).

<sup>10</sup> Many sets of statistics do not record the characteristic 'migrant background'.

<sup>11</sup> See [Chapter 2](#)

In 2016 68 % of trainees were hired by the company they trained with, which was the highest figure since 2000.

## II. Challenges for the medium term

Overall the 2017 training balance underscores the outstanding performance of Germany's business-oriented dual vocational training system, although it is also clear that securing the future of dual training remains a challenge.

As well as pursuing the ongoing goals of ensuring an adequate supply of training places and supporting actors in reaching the targets that have been set, vocational training is facing a particular need for action in the following areas in the medium term:

- **Securing a future supply of applicants and making use of the potential of specialist skilled staff:** Securing a supply of skilled workers is central to Germany's success as place where business and industry can thrive. Prognoses issued by the BIBB, IAB and EU (Cedefop) confirm that the national and European labour market will in future have a particular need for more highly qualified skilled professional specialists. In Germany a shortage of skilled staff is already a reality in many industries. The goal must therefore be to strengthen vocational training in the increasing competition with universities and colleges for young, interested and committed junior employees, make use of all Germany's skilled specialist potential and recruit skilled workers from Europe and outside Europe for the domestic labour market by implementing a skilled worker strategy.
- **Further increasing the attractiveness of vocational training and the qualifications it offers:** Vocational training must make the range of qualifications it offers and its qualification processes more attractive compared with other educational and training pathways, establish itself in its requirements and qualifications profile as an equal alternative to tertiary education and strengthen vocational training that upgrades employees' skills. Among the important elements of this kind of strategy are a qualitative and quantitative expansion of vocational training, qualification courses for top-level skilled and managerial employees up to the level of leadership positions, adapting vocational training to business and industry's digital qualification demands and the resulting new digital teaching and learning skills requirements, optimising training and working conditions in less popular training occupations and engaging attractive newly-emerging industries that do not yet have a tradition of participating in dual training to get involved.
- **Digitalising vocational training:** Digitalisation is transforming traditional services and production processes. Many jobs are being automated and new roles and different forms of employment are emerging. These new jobs tend to be more demanding and complex. Germany's vocational training system must quickly respond to these digital changes and integrate them into its regulatory activities, both at the level of digital teaching and learning didactics and at the specialist-professional level. Cross-professional data protection, data security and digital networking skills are becoming increasingly important. Skills-oriented and IT-supported testing procedures can help to establish proficiency in these areas. Hybrid qualification courses that include both vocational and academic components should be developed and integrated into vocational training to expand the range of qualification courses available for top-level skilled and managerial employees and those in leadership positions. Vocational training IT infrastructure must also be more rapidly adapted to these emerging changes.
- **Integrating specific groups into education and training:** The success of Germany's vocational training system both nationally and internationally is due not least to the country's national quality standards and its precondition that young people have the maturity required for training, which forms the basis for successful participation in dual vocational training. The goal in integrating disadvantaged groups into education and training must be to prepare them for vocational training through adequate measures so that they can successfully complete it. At the same time, the Social Partners must in their own interest make more efforts to provide individual support to young people interested in training, both in the runup to and during training. This is particularly the case for the group of young people from migrant backgrounds and the large number of refugees with good prospects of remaining in Germany, who are substantially underrepresented in the dual system, but also for the integration of young

parents and single parents who have not undergone training (e. g. by offering them part-time training) and for qualifications-oriented, return-to-learn training for less qualified employees and jobseekers (e. g. through modules offering partial qualifications, retraining and external examinations).

- **Improving the regional and sectoral matching of supply and demand – increasing the regional mobility of applicants:** In many regions in Germany the training place market is impacted by disparities between the training companies offer and young people's demand for training places. Problems in offering and filling training places often cannot be solved within a single region and can affect specific industries as well as entire regional training markets. The reasons for these problems are many and varied and include a lack of mobility among trainees, unawareness of information on the help that is available on the part of companies and parents, and a lack of social and educational assistance and accommodation in some places. The financial outlays involved (travel and accommodation costs) and fears of a 'brain drain' in regions being 'left behind' are further major obstacles.

The goal should be closer cooperation with various actors (Federal, Länder and municipal governments, chambers of trade and industry and entrepreneurs etc.) to intensify information activities, improve cooperation among inter-regional job and training placement services, promote mobility, create further social integration measures and support for young trainees and provide additional financial incentives.

- **Opening up vocational training at the European level:** Germany plays a major role in guiding vocational training cooperation at both the European and international level and must measure up to this task in the runup to Germany's EU presidency in 2020. The country is facing some fundamental strategic decisions in this area: a follow-up to the Europe 2020 Strategy for the field of education and vocational training, a new budget, new structural funds, a new EU education and training programme and new institutional EU structures. In the area of vocational training cooperation, Germany will be especially actively involved in shaping EU vocational training policy from 2020, including further developing the European Alliance for Apprenticeships, and in designing the relevant EU funding and support mechanisms. Germany will be judged on the extent

to which its national system is aligned with the European education area. Recognising qualifications and making them more transparent, incorporating more international and intercultural skills into national training courses and expanding international mobility are all essential tasks in this context.

### III. Federal Government measures

In response to the challenges outlined above, the Federal Government focused its policy on strengthening the integrative power of dual training in 2017. Optimising the transition between training and work, modernising training, digitalising vocational training, increasing its attractiveness, and funding and supporting continuing training and education were also at the forefront of its efforts. Programmes and initiatives designed to secure the future of vocational training were continued and strengthened and new ones created.

The measures described are the responsibility of the relevant departments and managed within prevailing budget and financial planning guidelines (including posts/planned posts) and are entirely and permanently financed by them within the framework of their various budgetary and fiscal policy specifications.

In this reporting year the focus was on the following measures:

#### 1) Optimising the transition into training

To better engage young people in training and prevent shortages of skilled workers, the BMBF, BMAS and BA have further expanded their joint "Educational Chains leading to Vocational Qualifications" ("Bildungsketten bis zum Ausbildungsabschluss") initiative. It offers integrated mentoring and the support instrument of potential analyses, as well as careers orientation measures extending over several weeks and individual career start mentoring.

The “Educational Chains” initiative is flanked by agreements between the Federal and Länder governments on sustainably anchoring the Educational Chains philosophy in their standard systems. By the end of 2017 agreements with 13 Länder had been concluded and various partner measures and programmes inter-linked and extended. Among the main examples of their activities are:

Around 260,000 young people were provided with support in the form of potential analyses as part of a BMBF careers orientation programme measure in 2017 and another 517,000 started BA careers orientation measures as defined in Section 48 of the German Social Code (SGB III). The Federal Government’s national ESF career start mentoring programme provided around 113,000 young people with long-term individual mentoring and supported them through the process of achieving a school-leaving qualification, transitioning into training, and in their first year of training.

The “VerA” initiative, which the BMBF funds and supports to prevent young people from dropping out of training was also further expanded. In 2017 more than 3,000 Senior Experts mentored 4,270 young people who were at risk of abandoning their training. By the end of the reporting year they had for the first time mentored 10,000 young trainees.

Further focal activities of the Educational Chains initiative include providing funding and support for a digital career choice ‘passport’, which has been coordinated with the Länder, and the creation of a coherent, overarching online advisory service to help young people manage the transition into training and work.<sup>12</sup>

By introducing Assisted Training in 2015, the Federal Government has fulfilled the commitments it made in the “Alliance for Initial and Continuing Training”. Further funding and support through this scheme was provided in 2017 and it was backed up by specialist technical expertise from Alliance Partners and the involvement of actors practically involved in the field. 12,000 (new entries to the programme in 2017) young people began Assisted Training in the reporting year. In March 2018 the Federal Government tabled a draft law

to extend Assisted Training, which had been due to end in the autumn of 2018, initially by two annual cohorts. This will enable a longer-term decision to be made on Assisted Training’s future on a broader basis.

In 2017 the Federal Government again reinforced its measures to improve the integration of young people from migrant backgrounds and young refugees into training. As part of the BMBF’s KAUSA initiative, the KAUSA network was expanded to consist of 32 national consultancy service offices and in this context the first national KAUSA service centres were agreed on in coordination with the Länder. As part of the joint “Paths into Training for Refugees” programme, which offers careers orientation and integration into training for young refugees (BOF), more than 3,600 refugees, including 1,000 refugees as part of the BMBF’s section of the BOF programme, had been supported through the transition into training by the end of 2017. Young people from migrant backgrounds and young refugees are also a vital target group of the Educational Chains initiative.

To support SMEs in providing training, the Federal Government again in 2017 provided additional funding and support for strengthening SMEs’ training structures, for qualifying trainers in SMEs (JOBSTARTER plus programme funding) and for reducing matching problems in the training market (the ‘Passgenaue Besetzung’ programme). Funding and support for inter-company training centres was also further increased.

## 2) Modernising vocational training

Occupational and skills profiles are undergoing continuous change. Ensuring that qualifications are up-to-date and measure up to both the current and foreseeably developing state of technological progress is the essential quality criterion of good vocational training. The continuous modernisation of training regulations is closely oriented towards the needs of the world of work and undertaken in consultation between the Federal Government and Social Partners, which work closely together to develop training regulations, as well as with the Länder, which are responsible for the school-based components of vocational training.

<sup>12</sup> “überaus – Fachstelle Übergänge in Ausbildung und Beruf” website ([www.ueberaus.de](http://www.ueberaus.de))

In 2017 twelve vocational training regulations and 19 of the statutory instruments regulating initial and further training and retraining were modernised with the active participation of the Social Partners. In the period from 2007 to 2017, 135 occupations, so more than a third of all occupations, have been modernised and 16 new occupations have been created.<sup>13</sup>

To better integrate people with no formal vocational qualifications into the training and employment system, the BMBF, working with the ZDH and DIHK, started the “Validating informal and non-formally acquired skills” (“Abschlussbezogene Validierung non-formal und informell erworbener Kompetenzen”) or “ValiKom” initiative at the end of 2015. ValiKom’s goal is to develop a standardised procedure for evaluating and documenting occupational skills so as to lay the foundations for a future set of regulations for validating vocational skills in Germany. In doing so, the BMBF is complying with the EU Council recommendation that member states introduce national regulations for validating vocational skills.<sup>14</sup>

The participating chambers of industry, trade and skilled trades each began trials in two focal occupations in April 2017 and presented their interim results in December 2017 at a conference in Berlin.<sup>15</sup>

### 3) Digitalising vocational training

Information and communications technologies and especially the areas of data security, data protection and digital process management, are becoming an increasingly important component of vocational training skills. Germany’s flexible, dynamic vocational training system offers a wide range of creative design possibilities and scope for a range of activities and with them a solid basis for managing impending processes of change. New occupational profiles are also emerging in some industries and fields of work, such as “Management Assistant for E-Commerce”, for example. A training regulation for this new occupation was drawn up

during this reporting year and will come into force on the 1<sup>st</sup> of August 2018.

At the suggestion of and with the active involvement from the Social Partners, it was also agreed that issues such as data protection and data security would be increasingly incorporated into training for industrial metalworking and electrical trades and IT occupations. Work to update the relevant training regulations began in 2017. The amended training regulations are also scheduled to come into force on the 1<sup>st</sup> of August 2018.

In 2016 the BMBF launched the “VET 4.0” initiative to quickly align initial and further vocational training with the economy’s increasing digitalisation. VET 4.0 includes initiatives to analyse the effects of digitalisation on qualification requirements (such as the joint BMBF/BIBB “Skills for the digital workplace of tomorrow” (“Fachkräftequalifikation und Kompetenzen für die digitalisierte Arbeit von morgen”) initiative, to promote digitalisation in inter-company vocational training centres and skills centres and the use of digital media in initial and further vocational training, concepts designed to support small and medium-sized companies in managing transformation processes that will enable them to succeed in “economy 4.0” and introduce IT-supported skills assessment processes into vocational training.

The VET 4.0 initiative was expanded in 2017 and further underpinned with concrete funding and support for a range of different projects.

1. As part of the JOBSTARTER plus programme, 20 regional projects started with the goal of helping SMEs to manage the personnel requirements associated with digital transformation processes at the earliest possible stage and increase the attractiveness of vocational training.
2. In 2017 funding for the special programme for promoting digitalisation in inter-company vocational training centres and skills centres was increased with an additional 10 million Euros to provide a total of 84 million Euros for the period of the programme. This funding was allocated for the purchase of digital equipment and for selected pilot projects to adapt learning and teaching processes to digitalisation.

<sup>13</sup> Total number of recognised occupations as defined in the Vocational Training Act (BBiG) and Crafts Code (HwO): 327 occupations

<sup>14</sup> <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2012:398:0001:0005:DE:PDF>

<sup>15</sup> <https://www.valikom.de/fachtagung/content/impressionen/>

3. The “ASCOT+ – Skills Assessment in Vocational Education and Training” (“ASCOT+ – Technologieorientierte Kompetenzmessung in der beruflichen Bildung”), research and transfer initiative, which started in 2017, aims to increasingly transfer valid technology-supported processes for measuring practical occupational skills into practice.
4. Under the auspices of the “Digital Media in Vocational Training” programme, the first “Digital Learning in Vocational Training” (DigiNet) transfer networks were launched in October 2017. In parallel, the first projects as part of funding for the new “Inclusion through digital media in vocational education and training” (“Inklusion durch digitale Medien in der beruflichen Bildung”) also started on the 1<sup>st</sup> of October 2017.

#### 4) Increasing the attractiveness of vocational training

Although an increasing number of training place applicants have gained an Abitur, vocational training has to contend with universities and colleges in increasing competition for the best minds so it needs to set course effectively at an early stage. Given the high number of university dropouts, careers and study course orientation must be strengthened and made more systematic, including at grammar schools (Gymnasien). The Federal and Länder governments are increasingly pursuing this goal, working together within the framework of the Educational Chains initiative. Initial and further vocational training qualification courses must also be made more attractive and forward-looking. What is crucial here is not only the provision of options for accrediting skills and qualifications in the event of a move into academic education, but increasingly establishing the de facto equivalence of vocational qualifications with tertiary education qualifications.

Expanding qualification programmes for high achievers in vocational initial and further training, the development of hybrid qualifications with a mix or fusion of hitherto typical vocational and academic qualification components in a process that digitalisation is accelerating, classifying “Master craftsman” qualifications and Bachelors degrees as equivalent at the same level in the German Qualifications Framework (Deutscher Qualifikationsrahmen) and the unabated growth in dual degree courses were frequent topics

in the national discussion on vocational education and training in 2017. These issues were discussed in parliament, in the Alliance for Initial and Further Training and by all relevant German vocational training stakeholders under the heading of “Higher Vocational Training” (“Höhere Berufsbildung”).

In 2017 the Federal Government also launched and continued various initiatives to improve the attractiveness of vocational training and appreciation of it in the public mind.

- One of the activities undertaken during the BMBF’s national “You and your training – practically unbeatable!” (“Du + Deine Ausbildung = Praktisch unschlagbar!”) information campaign to raise the profile and enhance the image of the dual system in 2017 was an information tour that made 105 (2016: 90) stops throughout all regions of Germany. Around 5,800 consultation sessions and 70 workshops were also held in schools and at youth, vocational and training trade fairs.
- Amendments to the Upgrading Training Assistance Act (“Aufstiegs-BAföG”) to make it equivalent to Federal Government training assistance (BAföG) were passed in 2016, making a total of 619 million Euros available for schemes covered by the Act in 2017, 252 million Euros of it from the Federal Government (2016: 199 million Euros). Länder governments contributed around 71 million Euros (2016: 56 million Euros) towards programmes under the AFBG. The BMBF pays 100 % of the Federal Government’s share of AFBG funding. The Kreditanstalt für Wiederaufbau, Germany’s state-owned development bank, provided 296 million EUR (2016: 294 million Euros) for loans under the AFBG in 2017.<sup>16</sup> The BMBF also raised the profile of new reforms to the Upgrading Training Assistance Act (“Aufstiegs-BAföG”) with a national information tour that made more than 100 stops at awards ceremonies, trade fairs and other IHK, HWK and vocational college events.
- Through the BMBF’s programme to support the gifted and talented (Begabtenförderung) and high achievers (Spitzenförderung), such as the WorldSkills international vocational skills championship, the Federal Government has created further impetus for increasing the attractiveness of vocational training.

<sup>16</sup> These figures are based on actual expenditure in 2016 and 2017

- The Federal Government supports the targeted recruiting of university dropouts into dual training through a range of different measures. After a call for tenders launched in 2017, 14 regional projects for university dropouts qualified for further funding and support from 2018 as part of the “JOBSTARTER plus” programme. The projects focus on cooperation with universities, vocational schools and colleges and chambers of business and industry in providing consultancy and training placement services, especially in SMEs. A total of 6.2 million Euros was allocated to fund these projects. The experience of outcomes from the funding and support projects (so-called “lighthouse projects”) that were established in various Länder to create specifically local advisory networks as part of the Educational Chains initiative were also very positive in 2017.
- Companies need well-trained employees with a range of language and intercultural skills if they are to succeed global competition, so the Federal Government encourages companies to enable their trainees to undertake vocational training abroad, either through the EU’s Erasmus+ education and training exchange programme, or by deploying their own funds to offer an additional incentive for young high achievers to begin training.

##### **5) Funding and support for participation in continuing education and training**

The current results of the Adult Education Survey (AES) show that in 2016 every second German of working age had taken part in at least one continuing education and training measure, so participation in continuing education and training remains at a high level. Younger people aged under 50 are particularly active in continuing education and training, although the generation aged over 50 has continuously increased its participation in continuing education and training over the past ten years and at least one in five workers aged over 65 took part in a continuing education and training measure. The results of the AES also confirmed the observation that participation in continuing education and training depends on an individual’s school leaving qualifications and vocational qualification levels. The higher a person’s vocational qualifications, the higher their rate of participation in continuing education and training is. In recent years it has also been noteworthy that people with no vocational qualifications tend to engage in continuing education and training less often.

The Federal Government continued its continuing education and training initiatives in 2017. The new AFBG has greatly improved, modernised and expanded the funding and support offered for preparation for examinations in upgrading training, funding and support structures, and access to funding and support. The improvements to full-time school-based advanced further training for the social services occupations have been particularly successful, with the number of kindergarten teaching trainees funded alone growing by 34 % compared with the previous year and more than 17,000 recipients funded.

Through its Continuing education bonus (Bildungsprämie) the Federal Government again in 2017 supported employees who want to improve their career opportunities through individual vocational continuing education and training. The bonus is designed for employees on a low income that makes it impossible for them to pay the costs of vocational continuing education and training themselves. Around 320,000 Continuing education bonus vouchers have been issued since the programme began in the autumn of 2008.

The BA’s funding and support for continuing vocational education and training continued in 2017, with large amounts of funding made available within the framework of the law to strengthen further vocational training and insurance coverage in the employment insurance system (“Gesetz zur Stärkung der beruflichen Weiterbildung und des Versicherungsschutzes in der Arbeitslosenversicherung” – AWStG). Although the unemployment rate is falling, the BA’s 2017 budget made around 3 billion Euros in funding available to combat unemployment, substantially more than in previous years. The central role of continuing education and training that results in qualifications is also reflected in the BA’s funding and support programmes. The number of measures resulting in qualifications rose from 63,000 in the previous year to around 65,000 in 2017. Providing continuing vocational education and training that results in qualifications is also a focus of the “Zukunftstarter” initial vocational training for young adults initiative, which aims to recruit 120,000 participants in the 25 to under-35-year-old age group who are defined as eligible for support in the German Social Code (SGB II and SGB III) into training courses that provide qualifications by the end of 2020.

The AWStG further improves the access of employees with low-level qualifications and the long-term unemployed to continuing vocational education and training resulting in qualifications. Funding and support for continuing vocational education and training in SMEs was also further developed, with employees in companies with fewer than ten employees receiving a full reimbursement of course costs to fund continuing education and training.

Qualification and continuing education and training are also central areas for action in the Federal Government's progress report on the skilled labour strategy, which was published in August 2017. As well as marking developments and progress along five specifically defined paths as part of the strategy to secure a supply of skilled workers, the progress report identifies in detail the challenges and needs for action for the immediate and longer-term future. Given the changing future of work, greater efforts are required from society as a whole to continuously adapt employees' skills and qualifications to changing demands, especially to the economy's digital transformation. It is in companies' own interest to orient their commitment to the continuing education and training of their employees towards the new requirements of a digitalised economy.

Starting in the spring of 2017, the Federal Employment Office (BA) transferred the results of a continuing education and training counselling pilot project into the more comprehensive "Lifelong vocational counselling" ("Lebensbegleitende Berufsberatung") project, which is being implemented at three locations. This project will expand the BA's range of consultancy services for young people before they start their working lives and for adults to accompany employment. Once the pilot project has been completed and evaluated, the BA plans to comprehensively expand the portfolio of consultancy services that it offers from 2019.

## 6) Integrating young people from migrant backgrounds and refugees into education and training<sup>17</sup>

Integrating young people from migrant backgrounds into training remains a central challenge for vocational training. This group includes young people who as the children and grandchildren of the so-called "guest worker" generation have been living in Germany for a long time, often since birth, as well as young people who have arrived recently in Germany due to forced migration. Careers orientation, pre-vocational training, vocational training and second-chance qualifications for adults without formal vocational qualifications are among the central services provided for this target group.

Federal Government departments again in 2017 provided funding to support these two groups through the transition into vocational training in closely coordinated programmes and measures. Young refugees' educational needs are often particularly complex. The maturity they need in order to succeed in entering and completing training is often impaired by a lack of German language skills, inadequate basic education in their home country, and the trauma they have experienced while fleeing.

In 2017 the Federal, Länder and municipal governments, the BAMF, BA, Social Partners, chambers of business and industry, companies, foundations and civil society actors continued their diverse range of measures to improve the integration of refugees into training and the labour market. In the public sector the focus was on Länder school-based and vocational college measures as well as on BA measures as defined in the German Social Code (SGB II and SGB III) and various federal ministerial initiatives. Integration courses, which initially included a modular language

<sup>17</sup> The 2018 Report on Vocational Education and Training refers to measures for "refugees" and "people from a refugee background" at various points. These people are differentiated according to their residency status, whether they have been granted protection as a person entitled to be granted asylum, a refugee under the Geneva Refugee Convention, a person eligible for subsidiary protection, or whether they are still undergoing the asylum process (asylum applicants) or are subject to a removal order but have leave to remain in Germany (persons with leave to remain). A person's ability to access the labour market (including vocational training in a company) and vocational training measures and programmes may vary depending on their residency status. The Report on Vocational Education and Training restricts itself however to a brief description of the training situation in Germany and due to the data situation concerning them a differentiation of these various groups is largely dispensed with.

tuition system offering work-related German language tuition, have been developed into a much broader language programme. The national 'Educational Chains' initiatives (BMBF-BMAS), "Welcome mentors" (BMW) and the KAUSA network (BMBF) were continued, as were activities covered by the Federal Government (BMAS) and ESF Integration Directive on "Integrating asylum applicants and refugees" ("Integration von Asylbewerberinnen, Asylbewerbern und Flüchtlingen – IvAF").

All vocational training funding and support instruments provided for in the German Social Code (SGB II and SGB III) are fundamentally open to people eligible to claim asylum and those with recognised refugee status as well as to young German nationals from migrant backgrounds.<sup>18</sup> In 2016 the Integration Act (Integrationsgesetz) opened up access to a range of measures including support for apprentices during training, Assisted Training, pre-vocational education and training measures and the basic vocational training allowance to asylum applicants with good prospects of remaining in Germany at an early stage and for a specific period (S. 132 of the German Social Code (SGB III)). In March 2018 the Federal Government passed draft legislation to extend this initially by one year until end of 2019. The "3+2-Regulation" ("3+2-Regelung") was also created for asylum seekers whose asylum applications have been rejected (with leave to remain in Germany) but are in training. The regulation enables them to stay in Germany during and immediately after the completion of dual training. Section 60a of the Residency Act (Aufenthaltsgesetz) was however not consistently implemented by Länder government authorities in the reporting year. In September 2017 71,500 people who are in Germany as a result of forced migration took part in a BA labour market measure.<sup>19</sup>

Among the Federal Government ministries' other central initiatives during the reporting year were the following:

- In 2017 more than 80,000 people attended work-related German language courses, which specifically prepare them for training and entry into the labour market. Work-related German language tuition can also be provided during supported pre-vocational measures offered under the German Social Code (SGB II or SGB) III to accompany vocational training in a company.
- The BMBF's package of measures for refugees: in 2017 coordination of education and training measures available to recent immigrants at the municipal level, the "Einstieg Deutsch" programme, which offers refugees the opportunity to acquire fundamental German language skills (in 2017 to around 19,000 people) and analyses of the potential and skills of refugees as part of the Educational Chains initiative were all continued. The goal of establishing a national network of KAUSA service points (in particular for providing counselling on vocational education and training that addresses the needs of refugees) was implemented with the provision of funding for Länder offices in Rhineland-Palatinate, Thuringia and Brandenburg. The BMBF also initiated further measures for integrating refugees into education and training as part of Federal-Länder government agreements and these are due to be more definitively established in 2018 (with Bavaria, Hamburg and North Rhine-Westphalia).
- Working together, the Federal Employment Office (BA), ZDH and BMBF have so far provided skilled trades careers orientation for more than 3,600 refugees as part of the "Pathways into vocational education and training for refugees" ("Wege in Ausbildung für Flüchtlinge") initiative. After taking part in comprehensive "Careers orientation for refugees" ("Berufsorientierung für Flüchtlinge – BOF") measures, which are funded and supported by the BMBF, 17 % of participants had begun training, 21 % introductory training and 1 % an internship by the end of 2017. A substantial number (28 %) began a further education or training measure (language course, integration course, school, university studies or another measure) after completing a BOF measure, while 18 % started a job or were registered as jobseekers.<sup>20</sup>

18 The ability of young foreign nationals to access training assistance depends on their residency status and possibly the duration of their residency and their employment history (Ss. 59/130 of the German Social Code (SGB III)). There are no restrictions for young German nationals (including those from a migrant background).

19 Differentiation according to nationality: 70,500 people seeking asylum from non-European countries of origin. Special measures: PerjuF skilled trades 1,927 people, career selection and preparation measures: 11,600 people (stock figures as of September 2017).

20 Information was provided by agencies implementing the measures on the whereabouts of 15 % of participants.

- The “Companies integrate refugees” (“Unternehmen integrieren Flüchtlinge”) network, which is funded and supported by the Federal Ministry for Economic Affairs and Energy (BMWi) and Association of German Chambers of Commerce and Industry (DIHK), addresses companies that are or want to be involved in integrating refugees into training and employment. The network offers its more than 1,650 member companies (three quarters of them SMEs) opportunities for exchanges of views and ideas as well as practical information on employing refugees. Examples of good practice and practical tips are designed to encourage more companies to offer training and employment to refugees.
- The “Welcome mentors” (“Willkommenslotsen”) deployed by the Chambers of business and industry advise companies on all issues involving integrating refugees into companies. Since the programme started in March 2016 the Welcome mentors, most of them affiliated with Chambers of business and industry, have placed around 11,500 refugees in employment, training or internships.<sup>21</sup>

#### **7) Strengthening international and European cooperation in vocational training**

Many countries in and outside Europe are interested in introducing a workplace-based dual vocational training system like Germany’s. Established at the initiative of

the BMBF, the Federal Government’s Central Office for International Cooperation in Vocational Education and Training (GOVET) is the first point of contact in Germany for enquiries coming from outside the country. It also supports and monitors a series of international, inter-governmental cooperative ventures between the BMBF, BMZ, BMAS and BMWi and their partner ministries. Within the Federal Government, the Foreign Office (AA) ensures that vocational education and training cooperation is integrated into a broader coherent foreign policy.

While international interest in the country’s successful vocational training system remains high, Germany, a country with few raw materials but a strong global focus, is becoming more aware at the national level of the growing importance of recruiting skilled workers with intercultural skills that are in demand internationally. This is increasingly being demonstrated in both qualification processes and in international exchanges with neighbouring European countries.

More European transparency instruments were made available from 2017, including the European Qualifications Framework (EQR), EUROPASS and the ESCO framework of reference was further developed. These instruments also support the Federal Government’s goal of further increasing the 27,000 short-term vocational training placements outside Germany that German trainees underwent during the reporting year.

<sup>21</sup> Of which 2,432 were placed in training, 1,928 in introductory training, 5,337 in internships, 1,168 in work and 667 on study visits.

## 2 The training market situation in 2017

**Chapter 2 describes central training market developments in 2017. In compliance with the statutory remit of the Report on Vocational Education and Training (Section 86 of the Vocational Training Act (BBiG)), this section focuses on dual vocational training as defined in the Vocational Training Act (BBiG) and Crafts Code (HwO), on the 2017 training balance, and on developments in supply and demand in the training market.<sup>22</sup> This chapter also provides a general overview of training and qualification developments in Germany involving young people who have completed stage one secondary education. Activities in the area of training for health-care and early education occupations are dealt with separately. Challenges and areas for action on which the education and training policy efforts of coming years should concentrate on as part of efforts to secure a supply of young skilled employees in Germany in future, offer young people greater opportunities to take part in training and ensure their employability and inclusion in society are also outlined below.**

### 2.1 The training balance in 2017

The evaluation of the annual training balance is based on a range of various indicators<sup>23</sup> derived from data from the BIBB survey of newly concluded training contracts on the 30<sup>th</sup> of September and Federal Employment Office (BA) training market statistics

#### 2.1.1 Newly concluded training contracts

The results of the BIBB survey of the relevant authorities covering the period from the 1<sup>st</sup> of October 2016 to the 30<sup>th</sup> of September 2017 recorded 523,290 new training

contracts nationally, 3,018 (+0,6 %) more than in the previous year. This means that a slight rise in the number of newly concluded training contracts was recorded for the first time since 2011.<sup>24</sup>

The increase was recorded among newly concluded company-based training contracts, the number of which grew nationally by 4,689 (+0.9 %) to 507,411. In contrast, the number of new non-company training contracts fell by 1,671 (-9.5 %) to 15,879.<sup>25</sup>

Contract numbers grew both in western and eastern Länder. Developments in the number of newly concluded training contracts and other central benchmark training market data are shown in **Table 1**.

#### 2.1.2 Registered vocational training places and vocational training places unfilled on the 30<sup>th</sup> of September

According to Federal Employment Agency (BA) statistics, 48,937 of the 549,785 vocational training places registered nationally during the 2016/2017 training year were unfilled on the reference date of the 30<sup>th</sup> of September 2017, 5,459 (+12.6 %) more than in the year before. Since 2009 (17,564) the number of unfilled vocational training places has risen considerably (+31,373 or +178.6 %). As **Table 2** shows that the trend was observed in both western and eastern Länder.

The table also reveals that the number of vocational training places in companies registered with employment offices (Arbeitsagenturen) and Jobcenters in 2017 was higher than the previous year's figure for the fourth year in a row. Between 2016 and 2017 a marginal increase of 4,081 training places (+0.8 %) to 521,870 was recorded.

It should be noted here that from the beginning of the 2015/2016 reporting year the BA has included certain forms of special training for Abitur holders in its statistics on vocational training places and

<sup>22</sup> The Data Report supplements the Report on Vocational Education and Training. It is published by the BIBB and contains more detailed analyses ([www.bibb.de/datenreport](http://www.bibb.de/datenreport)).

<sup>23</sup> The BIBB drew up a systematic description of the main vocational training indicators in 2011. 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](http://www.bibb.de/veroeffentlichungen/de/publication/show/id/6830)).

<sup>24</sup> Subsequent corrections by the relevant agencies may result in slight discrepancies between information in the 2016 and 2017 Reports on Vocational Education and Training.

<sup>25</sup> See **Chapter 2.2.2** for more detail.

Table 1: Newly concluded training contracts, supply and demand, 1992 to 2017 (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	in %	absolute	in %	absolute	in %
<b>National</b>												
1992	595,215	126,610	12,975	721,825	608,190	118.7						
1993	570,120	85,737	17,759	655,857	587,879	111.6	-25,095	-4.2	-65,968	-9.1	-20,311	-3.3
1994	568,082	54,152	18,970	622,234	587,052	106.0	-2,038	-0.4	-33,623	-5.1	-827	-0.1
1995	572,774	44,214	24,962	616,988	597,736	103.2	4,692	0.8	-5,246	-0.8	10,684	1.8
1996	574,327	34,947	38,458	609,274	612,785	99.4	1,553	0.3	-7,714	-1.3	15,049	2.5
1997	587,517	25,864	47,421	613,381	634,938	96.6	13,190	2.3	4,107	0.7	22,153	3.6
1998	612,529	23,404	35,675	635,933	648,204	98.1	25,012	4.3	22,552	3.7	13,266	2.1
1999	631,015	23,439	29,365	654,454	660,380	99.1	18,486	3.0	18,521	2.9	12,176	1.9
2000	621,693	25,690	23,642	647,383	645,335	100.3	-9,322	-1.5	-7,071	-1.1	-15,045	-2.3
2001	614,236	24,535	20,462	638,771	634,698	100.6	-7,457	-1.2	-8,612	-1.3	-10,637	-1.6
2002	572,323	18,005	23,383	590,328	595,706	99.1	-41,913	-6.8	-48,443	-7.6	-38,992	-6.1
2003	557,634	14,840	35,015	572,474	592,649	96.6	-14,689	-2.6	-17,854	-3.0	-3,057	-0.5
2004	572,980	13,378	44,084	586,358	617,064	95.0	15,346	2.8	13,884	2.4	24,415	4.1
2005	550,180	12,636	40,504	562,816	590,684	95.3	-22,800	-4.0	-23,542	-4.0	-26,380	-4.3
2006	576,153	15,401	49,487	591,554	625,640	94.6	25,973	4.7	28,738	5.1	34,956	5.9
2007	625,885	18,357	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 <sup>1)</sup>												
2009	564,307	17,564	15,510	581,871	579,817	100.4						
2010	559,960	19,802	12,033	579,762	571,993	101.4	-4,347	-0.8	-2,109	-0.4	-7,824	-1.3
2011	569,380	30,446	11,366	599,826	580,746	103.3	9,420	1.7	20,064	3.5	8,753	1.5
2012	551,258	34,051	15,673	585,309	566,931	103.2	-18,122	-3.2	-14,517	-2.4	-13,815	-2.4
2013	529,542	34,625	21,087	564,167	550,629	102.5	-21,716	-3.9	-21,142	-3.6	-16,302	-2.9
2014	523,201	38,269	20,932	561,470	544,133	103.2	-6,341	-1.2	-2,697	-0.5	-6,496	-1.2
2015	522,161	41,592	20,782	563,753	542,943	103.8	-1,040	-0.2	2,283	0.4	-1,190	-0.2
2016	520,272	43,478	20,550	563,750	540,822	104.2	-1,889	-0.4	-3	0.0	-2,121	-0.4
2017	523,290	48,937	23,712	572,227	547,002	104.6	3,018	0.6	8,477	1.5	6,180	1.1
<b>Western Länder</b>												
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

Table 1: Newly concluded training contracts, supply and demand, 1992 to 2017 (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	in %	absolute	in %	absolute	in %
2001	480,183	23,618	11,962	503,801	492,145	102.4	-2,899	-0.6	-4,041	-0.8	-5,151	-1.0
2002	447,426	17,123	13,180	464,549	460,606	100.9	-32,757	-6.8	-39,252	-7.8	-31,539	-6.4
2003	434,747	13,994	22,267	448,741	457,014	98.2	-12,679	-2.8	-15,808	-3.4	-3,592	-0.8
2004	448,876	12,533	29,319	461,409	478,195	96.5	14,129	3.2	12,668	2.8	21,181	4.6
2005	434,162	11,786	29,334	445,948	463,496	96.2	-14,714	-3.3	-15,461	-3.4	-14,699	-3.1
2006	452,215	13,556	33,237	465,771	485,452	95.9	18,053	4.2	19,823	4.4	21,956	4.7
2007	500,787	15,943	23,078	516,730	523,865	98.6	48,572	10.7	50,959	10.9	38,413	7.9
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 <sup>1)</sup>												
2009	465,309	14,772	11,155	480,081	476,464	100.8						
2010	468,297	16,011	8,357	484,308	476,654	101.6	2,988	0.6	4,227	0.9	190	0.0
2011	484,885	25,084	8,319	509,969	493,204	103.4	16,588	3.5	25,661	5.3	16,550	3.5
2012	472,354	27,685	10,605	500,039	482,959	103.5	-12,531	-2.6	-9,930	-1.9	-10,245	-2.1
2013	455,298	28,219	16,342	483,517	471,640	102.5	-17,056	-3.6	-16,522	-3.3	-11,319	-2.3
2014	448,908	31,363	16,623	480,271	465,531	103.2	-6,390	-1.4	-3,246	-0.7	-6,109	-1.3
2015	448,026	33,989	16,398	482,015	464,424	103.8	-882	-0.2	1,744	0.4	-1,107	-0.2
2016	446,284	35,532	16,245	481,816	462,529	104.2	-1,742	-0.4	-199	0.0	-1,895	-0.4
2017	448,664	40,689	18,365	489,353	467,029	104.8	2,380	0.5	7,537	1.6	4,500	1.0
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

**Table 1: Newly concluded training contracts, supply and demand, 1992 to 2017 (Part 3)**

	New training contracts	Unfilled training places	Unplaced applicants	Supply	Demand	Supply and demand ratio	Trend compared with the previous year					
							Contracts		Supply		Demand	
							absolute	in %	absolute	in %	absolute	in %
New period series <sup>1)</sup>												
2009	98,998	2,662	4,352	101,660	103,350	98.4						
2010	91,663	3,676	3,675	95,339	95,338	100.0	-7,335	-7.4	-6,321	-6.2	-8,012	-7.8
2011	84,495	5,229	3,043	89,724	87,538	102.5	-7,168	-7.8	-5,615	-5.9	-7,800	-8.2
2012	78,904	6,244	5,066	85,148	83,970	101.4	-5,591	-6.6	-4,576	-5.1	-3,568	-4.1
2013	74,244	6,334	4,533	80,578	78,777	102.3	-4,660	-5.9	-4,570	-5.4	-5,193	-6.2
2014	74,293	6,823	4,099	81,116	78,392	103.5	49	0.1	538	0.7	-385	-0.5
2015	74,135	7,536	4,354	81,671	78,489	104.1	-158	-0.2	555	0.7	97	0.1
2016	73,988	7,932	4,259	81,920	78,247	104.7	-147	-0.2	249	0.3	-242	-0.3
2017	74,626	8,207	5,328	82,833	79,954	103.6	638	0.9	913	1.1	1,707	2.2

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

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

Due to a statistical restructuring of the relevance of measures for the 2016/2017 reporting year, the comparison with the previous year's unplaced applicant figures may be slightly overstated.

Sources: BIBB, survey on the 30<sup>th</sup> of September, Federal Employment Agency (BA) statistics, special evaluation in preparation for the Report on Vocational Education and Training (retroactive adjustment of the period series due to the inclusion of “special forms of training for Abitur holders”).

applicants for places.<sup>26</sup> To ensure an undistorted presentation of training market developments in the Report on Vocational Education and Training over a longer period, the time series up until 2009 has been retrospectively recalculated. The following results are based on a special analysis carried out by

the BA for the 2017 Report on Vocational Education and Training.<sup>27</sup>

The Federal Employment Agency (BA) is currently further developing its training market statistics with the goal of further increasing the transparency around training market developments<sup>28</sup> and adjustments will be made successively. This Report on Vocational Education and Training bases its statements on registered applicants and registered vocational training places on the data current for November 2017. Early adjustments that have been introduced by that point in time will be included in the Report on Vocational Education and Training. Further adjustments will be included in the 2019 Report on Vocational Education and Training.

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

27 So there may be slight discrepancies compared with other publications in which these adjustments for previous years have not been taken into account.

28 See also BA, Statistik/Arbeitsmarktberichterstattung, Grundlagen: Methodenbericht – Weiterentwicklung der Statistik über Berufsausbildungsstellen, Nuremberg, May 2017

**Table 2: Vocational training places registered during the 2016/2017 reporting year and vocational training places unfilled on the reference date of the 30<sup>th</sup> of September**

	2009	2010	2011	2012	2013	2014	2015	2016	2017	Change from 2016	
										absolute	in %
<b>National</b>											
registered vocational training places	478,455	486,947	524,378	523,092	513,932	520,144	530,998	546,947	549,785	2,838	0.5
▶ company-based training places	411,499	429,057	473,722	484,593	481,650	489,676	499,403	517,789	521,870	4,081	0.8
▶ training places unfilled on 30.09	17,564	19,802	30,446	34,051	34,625	38,269	41,592	43,478	48,937	5,459	12.6
<b>Western Länder</b>											
registered vocational training places	383,588	397,502	429,032	433,924	428,172	434,343	444,938	456,533	458,340	1,807	0.4
▶ company-based training places	343,626	359,631	396,023	405,632	404,817	412,214	420,396	434,851	438,779	3,928	0.9
▶ training places unfilled on 30.09	14,772	16,011	25,084	27,685	28,219	31,363	33,989	35,532	40,689	5,157	14.5
<b>Eastern Länder</b>											
registered vocational training places	94,052	89,003	94,878	88,785	85,559	85,584	85,822	90,280	91,302	1,022	1.1
▶ company-based training places	67,123	68,989	77,231	78,578	76,632	77,245	78,769	82,804	82,948	144	0.2
▶ training places unfilled on 30.09	2,662	3,676	5,229	6,244	6,334	6,823	7,536	7,932	8,207	275	3.5

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

Among the expansions and improvements of statistics on company-based vocational training places that have already been implemented is the recording of 'expected school-leaving qualification'. This attribute provides information on the (minimum) school-leaving qualification that an employer requires for a specific training place. For half the registered training places this was a secondary general school certificate (263,340 training places or 50.5 %) while for 192,285 training places (36.8 %) at least an intermediate school leaving certificate was required. An entrance qualification for studies at a university of applied sciences (Fachhochschule) was the minimum requirement for entry to 37,394 (7.2 %) registered training places and a general higher education entrance qualification was the precondition specified for 8,062 (1.5 %) training places. For 471 (0.1 %) of

the registered training places the employer did not require a secondary general school certificate while for 20,318 (3.9 %) registered training places the expected school-leaving qualification was either "not relevant" or "not specified".<sup>29</sup>

<sup>29</sup> For a comparison of expected school leaving qualifications for training places that remained unfilled and the school leaving qualifications of registered applicants still seeking a training place please see [Chapter 2.6.9](#)

### 2.1.3 Applicants for training places, unplaced applicants, and applicants with an alternative on the 30<sup>th</sup> of September

#### Applicants for vocational training places

In the 2016/2017 reporting year 547,824 young people were registered nationally as “training place applicants” with employment offices (Arbeitsagenturen) and Jobcenters,<sup>30</sup> a number similar to the previous year’s figure (+96 or +0.0 % – see **Chapter 2.6.2** and **Chart 12**). Different trends prevailed in western and eastern Länder, with western Länder recording a rise in the number of registered applicants by 3,034 (+0.7 %) to 457,722 in 2017 while the number of registered applicants in eastern Länder was marginally lower than in the year before (–822 or –0.9 % to 89,730).

#### Unplaced applicants and applicants with an alternative on 30<sup>th</sup> of September

On the 30<sup>th</sup> of September 2017 23,713 unplaced applicants were registered nationally who were not in training or in an alternative, 3,162 (+15.4 %) more than in the previous year. 18,365 of these people (+2,120 or +13.1 %) were unplaced on the reference date of the 30<sup>th</sup> of September in western Länder. More unplaced applicants were also registered in eastern Länder (+1,069 or +25.1 % to 5,328).

The number of applicants who had begun an alternative to training (e. g. a pre-vocational training measure, internship, introductory training or school-based training etc.) but were still looking for a training place and wanted to be placed in training by an employment office (Agentur für Arbeit) or Jobcenter, fell by 3,544 (–5.9 %) to 56,509. The number of applicants with an alternative on the 30<sup>th</sup> of September fell in western Länder by 3,376 (–6.2 %) to 50,744 and their number also fell in eastern Länder by 161 (–2.7 %) to 5,741.

It should be noted that growth in the number of unplaced applicants and falls in numbers of applicants with an alternative on the 30<sup>th</sup> of September are partly due to statistical adjustments made by the BA to its classification of the relevance of measures and internships, which result in a slight shifts between the two groups.

30 Only people who were registered in the reporting year, who wanted to be placed in training, and whose ability to start training has been established are counted as applicants for vocational training places, so only young people mature enough to start training attain applicant status.

Based on its simulations, the BA assumes that the number of unplaced applicants increased in 2017 by around 800 applicants, people who had been counted as ‘applicants with an alternative’ under the old classification.<sup>31</sup>

On the reference date of the 30<sup>th</sup> of September 2017, a total of 80,221 applicants nationally still wanted to be placed in training (unplaced applicants and applicants with an alternative). Fewer applicants than in the year before were still looking for a training place in western Länder (1,256 or –1.8 % to 69,109) while in eastern Länder 11,069 applicants still wanted to be placed in training (+908 or +8.9 %).

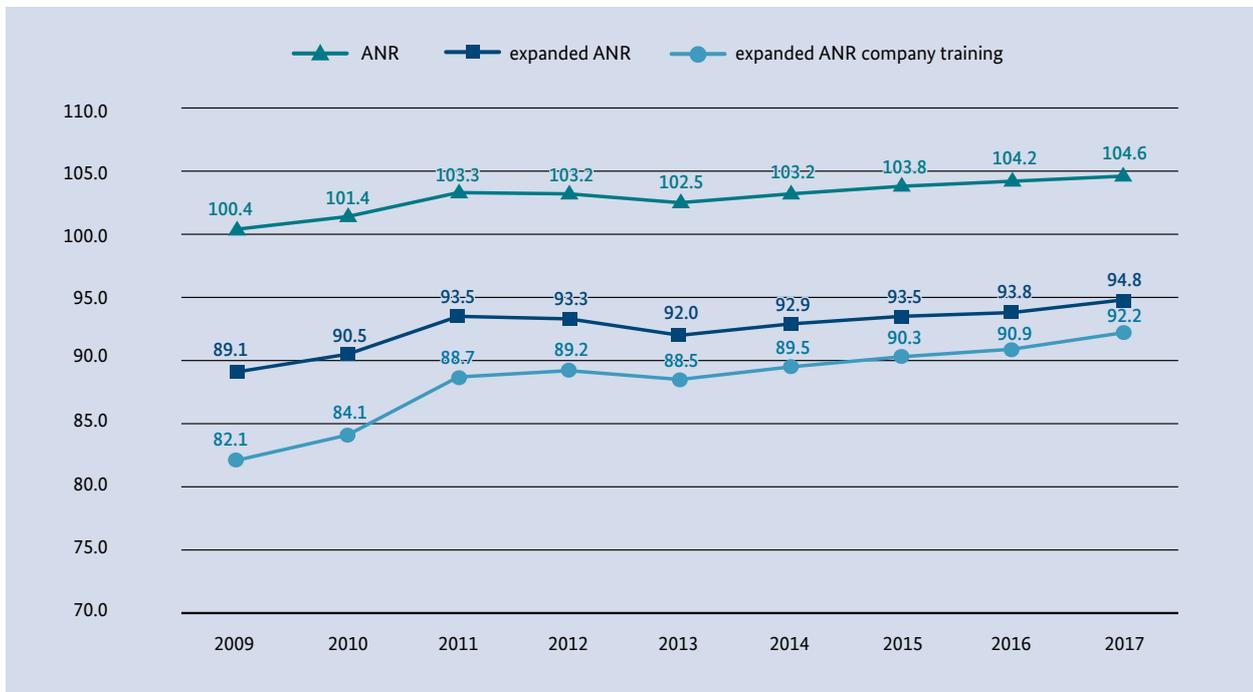
### 2.1.4 Supply, demand, and the supply and demand ratio (Angebots-Nachfrage-Relation – ANR)

#### Supply

As Section 86 Paragraph 2 of the Vocational Training Act (BBiG) prescribes, the supply of training places 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. According to their figures, the supply of training places grew in 2017 compared with the previous year (+8,477 or +1.5 % to 572,227; see **Table 1**).

31 The BA explains this as follows: “Applicants for vocational training places are counted in the BA statistics as placed when they have started vocational training or an alternative to vocational training. [...] From the 2016/2017 reporting year only those measures are counted as relevant that demonstrate an ‘education and training character’, meaning that they improve an applicant’s training market opportunities or prepare them for training or replace training or have a vocational qualification as their goal. For measures that do not have a vocational qualification as their goal, participants must take part for at least six months for the measure to be included as relevant and internships must have a minimum duration of six months to be eligible for funding payments. This change has been applied to data from the 1<sup>st</sup> of October 2016; retrospective changes to the data have not been made. A simulated application of the changes to the 2016/2017 training year resulted in an increase of approximately 800 unplaced applicants who had been counted as applicants with an alternative at the end of the reporting year (September 2017). Slight shifts also result in the data on the whereabouts of trainees in funded and unfunded vocational training. The total number of applicants and other attributes are not affected by these changes.” See also BA statistics and the report „Blickpunkt Arbeitsmarkt – Der Ausbildungsmarkt im Jahr 2016/2017“, Nuremberg, November 2017 (<https://statistik.arbeitsagentur.de/Navigation/Statistik/Arbeitsmarktberichte/Ausbildungsmarkt/Ausbildungsmarkt-Nav.html>).

**Chart 1: ANR, expanded ANR and expanded ANR based on company-based training places nationally, 2009 to 2017**



Sources: BIBB survey on the 30<sup>th</sup> of September, BA statistics, special evaluation in preparation for the Report on Vocational Education and Training (retroactive adjustment of the period series to include “special training for Abitur holders”)

**Demand**

Demand is calculated based on the number of newly concluded training contracts and the applicants registered with employment offices (Agenturen für Arbeit) and Jobcenters as still unplaced.<sup>32</sup> According to this definition, demand for training places was at 547,002 (+6,180 or +1.1 %) so it was higher than the previous year’s figure for the first time since 2011.<sup>33</sup>

**Supply and demand ratio (ANR)**

Since the supply of people seeking training rose more steeply than demand, ANR improved compared with the previous year (2016: 104.2; 2017: 104.6).

In western Länder the number of training places offered grew by 7,537 (+1.6 %) to 489,353 and the number

of people seeking a training place rose by 4,500 (1.0 %) to 467,029 so ANR there improved from 104.2 (2016) to 104.8 (2017). In eastern Länder more training places were offered than in the previous year (+913 or +1.1 % to 82,833) while there was demand for 79,954 training places (+1,707 or +2.2 %). Since demand grew more strongly than supply, ANR in eastern Länder was lower than in the previous year (2016: 104.7; 2017: 103.6).

**2.1.5 Expanded demand, the expanded supply and demand ratio (expanded ANR)**

**Expanded demand**

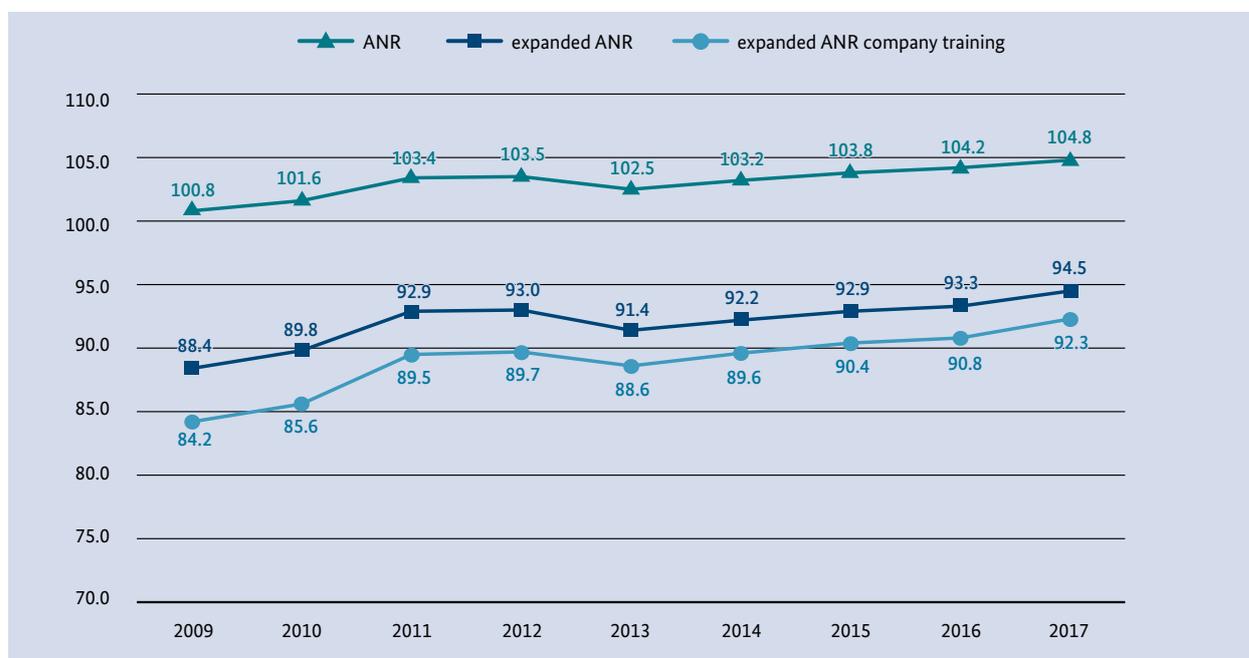
The traditional definition of demand does not accurately represent the number of young people seeking training so the Report on Vocational Education and Training and National Education Report<sup>34</sup> also make use of an expanded definition of demand that as well as trainees with new training contracts and unplaced applicants

32 Use of the services of the employment offices (Agenturen für Arbeit) and Jobcenter is voluntary for young people and companies so as well as the training places registered with them there are other training places that are not registered and not all young people take advantage of consultancy and placement services of the employment offices (Agenturen für Arbeit).

33 For more background please see **Chapter 2.1.5**

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

**Chart 2: ANR, expanded ANR and expanded ANR based on company-based training places in Western Länder, 2009 to 2017**



Sources: BIBB survey on the 30<sup>th</sup> of September, BA statistics, special evaluation in preparation for the Report on Vocational Education and Training (retroactive adjustment of the period series to include "special training for Abitur holders")

includes applicants who had an alternative on the 30<sup>th</sup> of September but still wanted to be placed in training. Growth in demand according to this expanded definition was also recorded for the first time since 2011, rising in 2017 to 603,511 (+2,636 or +0.4 %). This increase in demand is due to the fact that applicants from a refugee background are increasingly entering the training place market.<sup>35</sup>

#### The expanded supply and demand ratio (expanded ANR)

Expanded ANR also improved nationally in 2017. Demand increased because there was also growth on the supply side (see above), at 94.8 (2016: 93.8) nationally in 2017.

Demand according to the expanded definition grew by 1,124 (+0.2 %) to 517,773 in western Länder. Due to a strong increase in the number of training places on offer (see above), expanded ANR improved over the previous year from the perspective of young people seeking training (2016: 93.3; 2017: 94.5). In eastern Länder the increase in expanded demand was higher

(+1,546 or +1.8 % to 85,695) than the rise in the number of training places offered (see above) so expanded ANR declined slightly (2016: 97.4; 2017: 96.7) here, although it was still above the previous year's figure for western Länder.

#### 2.1.6 The expanded supply and demand ratio based on company-based training places

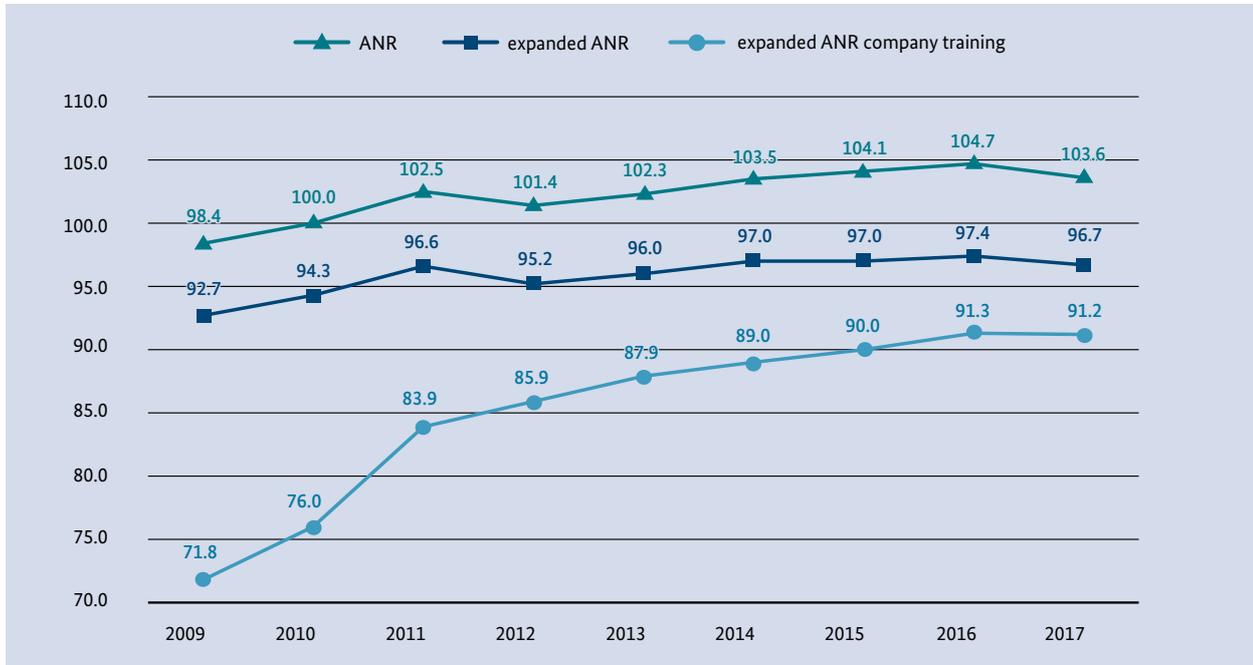
Even when expanded ANR is calculated based solely on company-based training places<sup>36</sup>, it improved nationally compared with the previous year (2016: 90.9; 2017: 92.2). Western Länder recorded an increase (2016: 90.8; 2017: 92.3) while in eastern Länder expanded ANR based on training places in companies was not quite at the previous year's level (2016: 91.3; 2017: 91.2).

**Chart 1** to **Chart 3** present information on trends in the supply and demand ratio nationally, in western Länder, and in eastern Länder from 2009 to 2017.

<sup>35</sup> See **Chapter 2.6.1.2**

<sup>36</sup> For more detail see **Chapter 2.2.3**

**Chart 3: ANR, expanded ANR and expanded ANR based on company-based training places in Eastern Länder, 2009 to 2017**



Sources: BIBB survey on the 30<sup>th</sup> of September, BA statistics, special evaluation in preparation for the Report on Vocational Education and Training (retroactive adjustment of the period series to include “special training for Abitur holders”)

As well as the differences between eastern and western Länder, there were significant regional differences. ANR varied considerably in different Länder, ranging from 93.8 (Berlin) up to 114.0 (Bavaria). Expanded ANR was highest in Bavaria at 107.1. Figures above 100 were also recorded for Thuringia (103,6) and Mecklenburg-Western Pomerania (101.4). The lowest figures were reported in Lower Saxony and Hamburg (both at 88.8) and Bremen (87.5).<sup>37</sup>

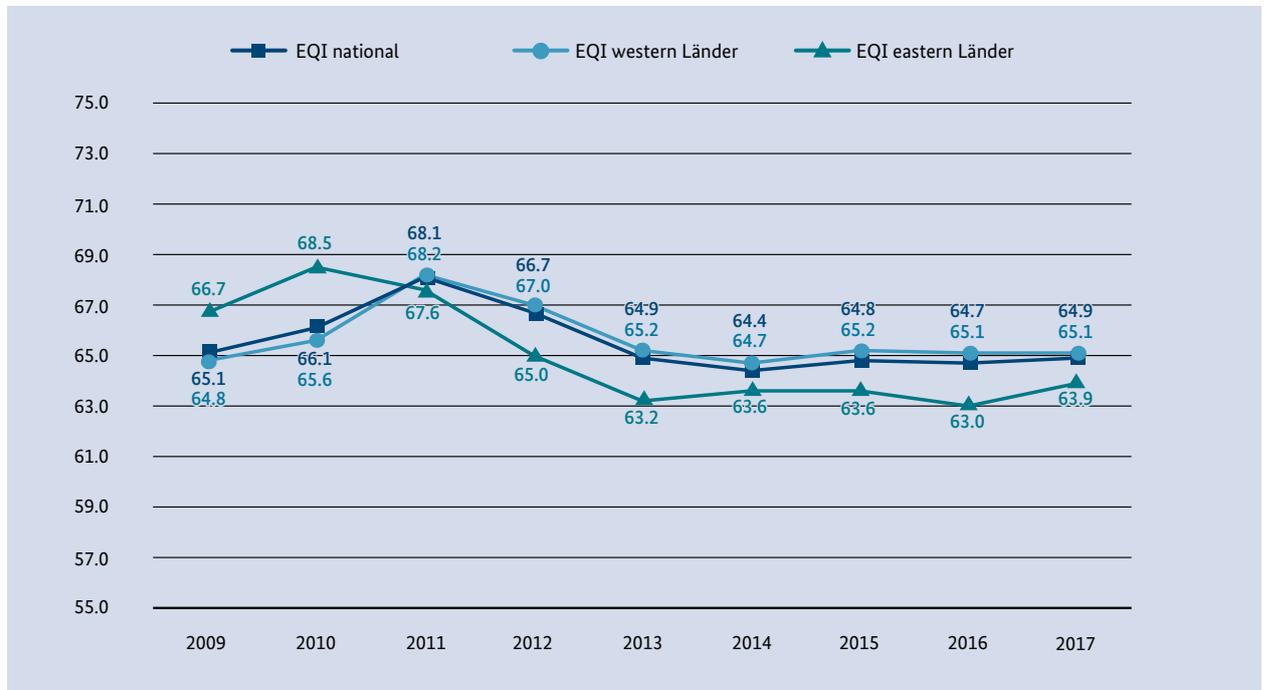
### 2.1.7 The computed placement rate of young people interested in training (Einmündungsquote der ausbildungsinteressierten Jugendlichen – EQI)

The computed placement rate of young people interested in training (Einmündungsquote der ausbildungsinteressierten Jugendlichen – EQI)<sup>38</sup> calculates the proportion of young people registered with institutions as interested in training who were recruited into dual vocational training and in a specific reporting year. It is calculated by correlating the number of newly concluded training contracts on the 30<sup>th</sup> of September

37 2017 training market outcomes differentiated by Länder, employment agency district and occupation can be found on the BIBB web site. As well as a range of detailed tables, it also now offers for the first time interactive regional maps that visualise central benchmark data and training market indicators. Go to [www.bibb.de/de/67784.php](http://www.bibb.de/de/67784.php)

38 The computed placement rate of young people interested in training (EQI) has been used in the Report on Vocational Education and Training (and in the Data Report accompanying the Report on Vocational Education and Training) since 2012 as an indicator of the training balance in addition to the supply and demand ratio (ANR) and expanded supply and demand ratio (expanded ANR). This indicator calculates the number of young people who were registered with institutions as interested in training who were placed in vocational training during a reporting year. The figure is calculated as follows:  

$$\frac{\text{Newly concluded training contracts}}{\text{Young people interested in training}} \times 100 = \text{EQI}$$

**Chart 4: Computed placement rate of young people interested in training (EQI) 2009 to 2017**

Sources: BIBB survey on the 30<sup>th</sup> of September, BA statistics, special evaluation in preparation for the Report on Vocational Education and Training (retroactive adjustment of the period series to include "special training for Abitur holders")

(2017: 523,290) with the number of all young people registered with institutions as interested in training (2017: 805,794).<sup>39</sup> The figure consists of the sum of newly concluded training contracts (523,290) and applicants for training registered with employment offices (Agenturen für Arbeit) and Jobcenters (547,824) minus those registered applicants who have been placed in training (265,320), because otherwise some people would be counted twice.

The computed placement rate (EQI) improved slightly nationally compared with the previous year at 64.9 (2016: 64.7). Eastern Länder recorded a slight rise (2016: 63.0; 2017: 63.9) while the figure in western

Länder was similar to that in the previous year at 65.1 (see [Chart 4](#)).

The EQI varies greatly between German Länder. Higher than average rates of over 70 % were recorded for Bavaria (73.6), Thuringia (71.7) and Hamburg (70.7) while the rate was relatively low (under 60 %) in Berlin (55.7) and in Brandenburg (59.4).

In summary, the number of training places offered and of young people seeking training both grew and more new training contracts were concluded than in the previous year in 2017. The number of training places offered rose more steeply than demand in 2017, so national market conditions improved further for young people seeking training. There are however major regional differences.

<sup>39</sup> The computed placement rate refers to all young people who reported an interest in training during the reporting year. By the reference date of the 30<sup>th</sup> of September some applicants who registered for vocational 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 start studying or school-based training) or their whereabouts may be unknown. This means that some applicants could be counted twice because among those whose whereabouts is unknown may also be applicants who have in fact started training. Other applicants may also have applied for a training place even though they already had a training place (see [Chapter 2.6.2](#)).

In 2017 many more training places again remained unfilled at the national level than in the year before. The number of applicants who were still looking for a training place at the end of the training year remained high, despite falling slightly. Matching problems remain a central challenge here.<sup>40</sup>

## 2.2 Newly concluded training contracts according to structural characteristics

### 2.2.1 Developments in training sectors

Classifying the results of the BIBB survey of newly concluded training contracts on the 30<sup>th</sup> of September by sector<sup>41</sup> makes it clear that the rise in newly concluded training contracts is due largely to growth in trainee numbers in the Skilled Trades, Professional Services, Public Sector and Agriculture sectors.

**Trade and Industry**, with a national proportion of 58.1 % (2016: 58.5 %) remained the largest sector in 2017 and the number of newly concluded training contracts was similar to the previous year's figure (–32 or –0.0 % to 304,271).

In 2017 the second-largest sector, with 27.5 % of all newly concluded contracts, was again the **Skilled Trades** (2016: 27.2 %), with 143,719 newly concluded training contracts registered, 1,950 (+1.4 %) more than in 2016.

<sup>40</sup> For more detail see [Chapter 2.6.9](#)

<sup>41</sup> The BIBB survey for the 30<sup>th</sup> of September accounts for newly concluded training contracts by sector, i. e. by the entity regulating that training occupation. Here it should be noted that “What is decisive in the classification of training contracts by sector is usually the type of training occupation and not the training entity. So the contracts of trainees who do their training in the public sector in commercial economy occupations are classified in the Trade and Industry or Skilled Trades sectors (depending on the relevant entity). [...] The classification therefore refers to ‘sectors’ and not ‘training sectors’, because the training actually provided in individual sectors may not necessarily correspond with the results by sector. In some Länder for example, the IHK is also the entity in charge of the Housekeeping sector and some Public Sector occupations, so a clear division by training sector is not always possible.” (see the 2018 Data Report, Chapter A1.2)

The **Professional Services** sector also recorded growth in numbers of newly concluded training contracts (+532 or +1.2 % to 45,095). As in the previous year, the percentage of new training contracts in the Professional Services sector of all new training contracts concluded nationally was 8.6 %.

In the **Public Sector** 14,254 new training contracts were concluded nationally, 464 more (+3.4 %) than in 2016. The Agriculture sector reported 13,702 new training contracts, 136 (+1.0 %) more than in the previous year.

Only the **Housekeeping sector** recorded a slight fall in the number of new contracts, with 2,107 new training contracts concluded in 2017, 32 (–1.5 %) fewer than in the year before. This fall must however be seen in the context of a deliberate downsizing of publicly funded (“non-company”) training, which plays a greater role in the housekeeping sector than it does in other sectors.

142 new training contracts were concluded in the **Shipping sector**, a number similar to that recorded in 2016.

**Table 3** shows the number of newly concluded training contracts by sector and Länder for 2017 and **Table 4** the absolute and percentage changes from the previous year.

### 2.2.2 Contracts for training in and outside companies

Of the 523,290 new training contracts concluded nationally in 2017, 507,411 were in companies (97.0 %) and 15,879 were non-company training places (3.0 %).<sup>42</sup> Compared with the previous year, the number of new training contracts in companies grew by 4,689 (+0.9 %) in 2017. The number of non-company training contracts fell by 1,671 (–9.5 %) and the relative proportion of company-based training places increased in both western and eastern Länder (see [Table 5](#)).

<sup>42</sup> Financing form and not place of learning is definitive for this classification, so “non-company training places” are those that are largely publicly financed.

Table 3: Newly concluded training contracts in 2017 by Länder and sector

Land	Newly concluded training contracts																		
	Total		Of which in the sector																
	Number	%	Trade and Industry	Skilled Trades	Professional Services	Public Sector	Agriculture	Housekeeping	Shipping	Number	%								
Baden-Württemberg	74,656	59.7	44,582	20,095	6,085	1,965	1,567	362	0	2.6	2.1	2.1	2.1	2.1	2.1	2.1	2.1	2.1	0.5
Bayern	92,528	57.5	53,176	25,855	9,165	1,897	2,176	259	0	2.1	2.4	2.4	2.4	2.4	2.4	2.4	2.4	2.4	0.3
Berlin	16,123	57.8	9,326	3,831	1,842	854	224	46	0	5.3	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	0.3
Brandenburg	10,431	56.6	5,904	2,926	610	448	481	62	0	4.3	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	0.6
Bremen	5,909	65.9	3,892	1,278	478	165	48	40	8	2.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.7
Hamburg	13,430	67.5	9,067	2,653	1,238	218	150	37	67	1.6	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.1	0.3
Hessen	37,726	59.4	22,400	10,346	3,128	1,129	714	9	0	3.0	1.9	1.9	1.9	1.9	1.9	1.9	1.9	1.9	0.0
Mecklenburg-Western Pomerania	7,971	58.9	4,697	2,032	449	309	430	49	5	5.6	5.4	5.4	5.4	5.4	5.4	5.4	5.4	5.4	0.6
Lower Saxony	54,701	53.0	28,978	16,908	4,612	1,545	2,318	293	47	8.4	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	0.5
North Rhine-Westphalia	116,696	59.5	69,486	30,235	11,140	3,039	2,411	385	0	9.5	2.6	2.6	2.6	2.6	2.6	2.6	2.6	2.6	0.3
Rhineland-Palatinate	26,169	54.0	14,134	8,251	2,254	650	732	148	0	8.6	2.5	2.5	2.5	2.5	2.5	2.5	2.5	2.5	0.6
Saarland	6,745	61.0	4,114	1,860	494	89	125	63	0	7.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	0.9
Saxony	19,437	59.2	11,499	5,417	929	761	726	105	0	4.8	3.7	3.7	3.7	3.7	3.7	3.7	3.7	3.7	0.5
Saxony-Anhalt	10,310	61.0	6,294	2,761	383	375	421	76	0	3.7	4.1	4.1	4.1	4.1	4.1	4.1	4.1	4.1	0.7
Schleswig-Holstein	20,104	51.3	10,308	6,608	1,816	514	780	63	15	9.0	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9	0.3
Thuringia	10,354	61.9	6,414	2,663	472	296	399	110	0	4.6	2.9	2.9	2.9	2.9	2.9	2.9	2.9	2.9	1.1
<b>Western Länder</b>	<b>448,664</b>	<b>58.0</b>	<b>260,137</b>	<b>124,089</b>	<b>40,410</b>	<b>11,211</b>	<b>11,021</b>	<b>1,659</b>	<b>137</b>	<b>9.0</b>	<b>2.5</b>	<b>0.4</b>							
<b>Eastern Länder</b>	<b>74,626</b>	<b>59.1</b>	<b>44,134</b>	<b>19,630</b>	<b>4,685</b>	<b>3,043</b>	<b>2,681</b>	<b>448</b>	<b>5</b>	<b>6.3</b>	<b>4.1</b>	<b>0.6</b>							
<b>National</b>	<b>523,290</b>	<b>58.1</b>	<b>304,271</b>	<b>143,719</b>	<b>45,095</b>	<b>14,254</b>	<b>13,702</b>	<b>2,107</b>	<b>142</b>	<b>8.6</b>	<b>2.7</b>	<b>0.4</b>							

Source: BIBB, survey on the 30<sup>th</sup> of September 2017

Table 4: Changes in newly concluded training contract figures from 2017 to 2016 by Länder and sector

Land	Newly concluded training contracts																	
	Total		Trade and Industry						Skilled Trades		Professional Services		Of which in the sector				Shipping	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Baden-Württemberg	668	0.9	352	0.8	-15	-0.1	236	4.0	54	2.8	70	4.7	-29	-7.4	0	0.0		
Bavaria	-857	-0.9	266	0.5	-894	-3.3	-71	-0.8	-46	-2.4	-79	-3.5	-33	-11.3	0	0.0		
Berlin	-324	-2.0	-36	-0.4	-165	-4.1	-184	-9.1	35	4.3	-11	-4.7	37	411.1	0	0.0		
Brandenburg	-4	0.0	-155	-2.6	132	4.7	51	9.1	-17	-3.7	-28	-5.5	13	26.5	0	0.0		
Bremen	-53	-0.9	45	1.2	-4	-0.3	-71	-12.9	-22	-11.8	8	20.0	-6	-13.0	-3	-27.3		
Hamburg	111	0.8	-74	-0.8	116	4.6	24	2.0	29	15.3	13	9.5	3	8.8	0	0.0		
Hessen	461	1.2	-15	-0.1	337	3.4	31	1.0	114	11.2	-13	-1.8	7	350.0	0	0.0		
Mecklenburg-Western Pomerania	102	1.3	2	0.0	12	0.6	45	11.1	12	4.0	32	8.0	0	0.0	-1	-16.7		
Lower Saxony	39	0.1	-481	-1.6	214	1.3	119	2.6	95	6.6	84	3.8	3	1.0	5	11.9		
North Rhine-Westphalia	1,981	1.7	403	0.6	1,289	4.5	257	2.4	68	2.3	1	0.0	-37	-8.8	0	0.0		
Rhineland-Palatinate	317	1.2	-244	-1.7	348	4.4	128	6.0	38	6.2	46	6.7	1	0.7	0	0.0		
Saarlant	-412	-5.8	-213	-4.9	-119	-6.0	-85	-14.7	-7	-7.3	-7	-5.3	19	43.2	0	0.0		
Saxony	990	5.4	377	3.4	473	9.6	15	1.6	112	17.3	10	1.4	3	2.9	0	0.0		
Saxony-Anhalt	-454	-4.2	-310	-4.7	-152	-5.2	-6	-1.5	5	1.4	14	3.4	-5	-6.2	0	0.0		
Schleswig-Holstein	125	0.6	-117	-1.1	308	4.9	-25	-1.4	-3	-0.6	-34	-4.2	-3	-4.5	-1	-6.3		
Thuringia	328	3.3	168	2.7	70	2.7	68	16.8	-3	-1.0	30	8.1	-5	-4.3	0	0.0		
<b>Western Länder</b>	<b>2,380</b>	<b>0.5</b>	<b>-78</b>	<b>0.0</b>	<b>1,580</b>	<b>1.3</b>	<b>543</b>	<b>1.4</b>	<b>320</b>	<b>2.9</b>	<b>89</b>	<b>0.8</b>	<b>-75</b>	<b>-4.3</b>	<b>1</b>	<b>0.7</b>		
<b>Eastern Länder and Berlin</b>	<b>638</b>	<b>0.9</b>	<b>46</b>	<b>0.1</b>	<b>370</b>	<b>1.9</b>	<b>-11</b>	<b>-0.2</b>	<b>144</b>	<b>5.0</b>	<b>47</b>	<b>1.8</b>	<b>43</b>	<b>10.6</b>	<b>-1</b>	<b>-16.7</b>		
<b>Germany</b>	<b>3,018</b>	<b>0.6</b>	<b>-32</b>	<b>0.0</b>	<b>1,950</b>	<b>1.4</b>	<b>532</b>	<b>1.2</b>	<b>464</b>	<b>3.4</b>	<b>136</b>	<b>1.0</b>	<b>-32</b>	<b>-1.5</b>	<b>0</b>	<b>0.0</b>		

Source: BIBB, survey on the 30<sup>th</sup> of September 2017

**Table 5: Newly concluded training contracts by financing form, 2009 to 2017**

Year	Newly concluded training contracts	National		Western Länder		Eastern Länder	
		absolute	relative	absolute	relative	absolute	relative
2009	total	564,307	100.0 %	465,309	100.0 %	98,998	100.0 %
	in-company	518,506	91.9 %	442,439	95.1 %	76,067	76.8 %
	non-company	45,801	8.1 %	22,870	4.9 %	22,931	23.2 %
2010	total	559,960	100.0 %	468,297	100.0 %	91,663	100.0 %
	in-company	518,917	92.7 %	445,821	95.2 %	73,096	79.7 %
	non-company	41,043	7.3 %	22,476	4.8 %	18,567	20.3 %
2011	total	569,380	100.0 %	484,885	100.0 %	84,495	100.0 %
	in-company	538,920	94.7 %	466,191	96.1 %	72,729	86.1 %
	non-company	30,460	5.3 %	18,694	3.9 %	11,766	13.9 %
2012	total	551,258	100.0 %	472,354	100.0 %	78,904	100.0 %
	in-company	525,354	95.3 %	454,785	96.3 %	70,569	89.4 %
	non-company	25,904	4.7 %	17,569	3.7 %	8,335	10.6 %
2013	total	529,542	100.0 %	455,298	100.0 %	74,244	100.0 %
	in-company	507,861	95.9 %	440,456	96.7 %	67,405	90.8 %
	non-company	21,681	4.1 %	14,842	3.3 %	6,839	9.2 %
2014	total	523,201	100.0 %	448,908	100.0 %	74,293	100.0 %
	in-company	502,807	96.1 %	435,166	96.9 %	67,641	91.0 %
	non-company	20,394	3.9 %	13,742	3.1 %	6,652	9.0 %
2015	total	522,161	100.0 %	448,026	100.0 %	74,135	100.0 %
	in-company	503,296	96.4 %	435,028	97.1 %	68,268	92.1 %
	non-company	18,865	3.6 %	12,998	2.9 %	5,867	7.9 %
2016	total	520,331	100.0 %	446,294	100.0 %	74,037	100.0 %
	in-company	502,781	96.6 %	433,837	97.2 %	68,944	93.1 %
	non-company	17,550	3.4 %	12,457	2.8 %	5,093	6.9 %
2017	total	523,290	100.0 %	448,664	100.0 %	74,626	100.0 %
	in-company	507,411	97.0 %	437,437	97.5 %	69,974	93.8 %
	non-company	15,879	3.0 %	11,227	2.5 %	4,652	6.2 %

Source: BIBB, survey on the 30<sup>th</sup> of September

The proportion of non-company training contracts is still higher in eastern than in western Länder. The higher percentage of non-company training places 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 balance have shown.<sup>43</sup> In fact it is the result of a different way of dealing with unsuccessful training place applicants and a different funding policy. While qualifying course modules in the transition system are provided for young people in western Länder who cannot find a

training place, in eastern Länder, partly as a reaction to a market situation that was very bad for many years, many more school-based or fully-qualifying non-company vocational training places are offered. In response to demographic developments and the resulting falling demand for training places, the number of non-company training places has been deliberately reduced in recent years. In 2009 all eastern Länder were still recording percentages of non-company training places in the double-figure range (with the highest figure of 25.4 % recorded in Brandenburg in 2009), while in 2017 this figure ranged only between 4.1 % (Berlin) and 7.0 % (Saxony and Saxony-Anhalt), as [Table 6](#) shows.

43 See [Chapter 2.1](#)

Table 6: Newly concluded training contracts by financing form and Länder, 2010 to 2017 (Part 1)

Land	Year	absolute			relative		
		in-company	non-company	total	in-company	non-company	total
Baden-Württemberg	2009	72,156	2,654	74,810	96.5	3.5	100.0
	...						
	2015	71,882	1,941	73,823	97.4	2.6	100.0
	2016	72,139	1,849	73,988	97.5	2.5	100.0
Bavaria	2009	90,097	3,467	93,564	96.3	3.7	100.0
	...						
	2015	90,278	1,899	92,177	97.9	2.1	100.0
	2016	91,565	1,820	93,385	98.1	1.9	100.0
Berlin	2009	15,425	4,060	19,485	79.2	20.8	100.0
	...						
	2015	15,579	960	16,539	94.2	5.8	100.0
	2016	15,646	801	16,447	95.1	4.9	100.0
Brandenburg	2009	11,233	3,832	15,065	74.6	25.4	100.0
	...						
	2015	9,603	800	10,403	92.3	7.7	100.0
	2016	9,690	745	10,435	92.9	7.1	100.0
Bremen	2009	5,667	466	6,133	92.4	7.6	100.0
	...						
	2015	5,449	348	5,797	94.0	6.0	100.0
	2016	5,634	328	5,962	94.5	5.5	100.0
Hamburg	2009	12,760	736	13,496	94.5	5.5	100.0
	...						
	2015	12,979	533	13,512	96.1	3.9	100.0
	2016	12,838	481	13,319	96.4	3.6	100.0
Hessen	2009	36,183	3,270	39,453	91.7	8.3	100.0
	...						
	2015	36,191	1,619	37,810	95.7	4.3	100.0
	2016	35,659	1,606	37,265	95.7	4.3	100.0
Mecklenburg-Western Pomerania	2009	8,918	2,907	11,825	75.4	24.6	100.0
	...						
	2015	7,138	703	7,841	91.0	9.0	100.0
	2016	7,332	537	7,869	93.2	6.8	100.0
	2017	7,464	507	7,971	93.6	6.4	100.0

**Table 6: Newly concluded training contracts by financing form and Länder, 2010 to 2017 (Part 2)**

Land	Year	absolute			relative		
		in-company	non-company	total	in-company	non-company	total
Lower Saxony	2009	55,085	2,310	57,395	96.0	4.0	100.0
	...						
	2015	53,161	1,411	54,572	97.4	2.6	100.0
	2016	53,056	1,606	54,662	97.1	2.9	100.0
North Rhine-Westphalia	2009	114,587	6,917	121,504	94.3	5.7	100.0
	...						
	2015	113,589	3,183	116,772	97.3	2.7	100.0
	2016	111,774	2,941	114,715	97.4	2.6	100.0
Rhineland-Palatinate	2009	27,348	1,503	28,851	94.8	5.2	100.0
	...						
	2015	25,116	1,122	26,238	95.7	4.3	100.0
	2016	24,937	915	25,852	96.5	3.5	100.0
Saarland	2009	8,180	609	8,789	93.1	6.9	100.0
	...						
	2015	6,821	307	7,128	95.7	4.3	100.0
	2016	6,839	318	7,157	95.6	4.4	100.0
Saxony	2009	17,855	5,961	23,816	75.0	25.0	100.0
	...						
	2015	17,023	1,521	18,544	91.8	8.2	100.0
	2016	16,978	1,469	18,447	92.0	8.0	100.0
Saxony-Anhalt	2009	11,399	3,538	14,937	76.3	23.7	100.0
	...						
	2015	9,496	1,147	10,643	89.2	10.8	100.0
	2016	9,999	765	10,764	92.9	7.1	100.0
Schleswig-Holstein	2009	20,376	938	21,314	95.6	4.4	100.0
	...						
	2015	19,562	635	20,197	96.9	3.1	100.0
	2016	19,386	593	19,979	97.0	3.0	100.0
Thuringia	2009	11,237	2,633	13,870	81.0	19.0	100.0
	...						
	2015	9,429	736	10,165	92.8	7.2	100.0
	2016	9,250	776	10,026	92.3	7.7	100.0
	2017	9,637	717	10,354	93.1	6.9	100.0

Source: BIBB, survey on the 30<sup>th</sup> of September

Figures for the years 2010 to 2014 can be found in the 2017 Report on Vocational Education and Training.

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

In light of the increasing difficulties that many companies are experiencing in filling the training places they offer<sup>44</sup>, the trend in the number of newly concluded training contracts and proportion of all new company-based training contracts is also of interest. As well as newly concluded training contracts in companies, unfilled vocational training places registered with the Federal Employment Office (BA) are taken into account in tracking this trend.

Of the 572,227 training places offered nationally in 2017, 556,348 were in companies, so the number of company-based training places rose by 10,148 (+1.9 %) compared with the previous year.

**Table 7** shows the trend in the number of company-based training places by sector. The largest overall increase was recorded in company-based training places in the Public Sector (+3.7 %). The strongest growth in absolute terms was registered in two biggest sectors of Trade and Industry (+4,061 or +1.3 % to 324,112) and the Skilled Trades (+3,648 or +2.4 % to 153,252). The Professional Services sector 47,590 registered company-based training places, 938 (+2.0 %) more than in the previous year.<sup>45</sup>

### 2.2.4 Gender-specific differentiation

Of the 523,290 new training contracts in 2017, 197,642 (37.8 %) were concluded with young women and 325,648 (62.2 %) with young men (2016: 39.2 % compared with 60.8 %).

Among the seven training sectors, the Professional Services sector offered the highest relative proportion of contracts concluded with women at 92.3 %, followed by Housekeeping (88.1 %) and the Public Sector (62.5 %). In Trade and Industry 36.4 % of contracts were concluded with women. The percentage of women training in

the Agriculture (23.5 %), Skilled Trades (21.7 %) and Shipping sectors (4.9 %) was fairly low.

Women are not only underrepresented in dual vocational training, they are also concentrated in fewer training occupations. In 2017 74.2 % of all young women entering training did so in just 25 occupations. In contrast, only 61.5 % of all men started training in the 25 occupations most frequently chosen by young males. **Chart 5** and **Chart 6** show information on the 25 occupations most frequently chosen by young women and young men.

In 2017 the number of training contracts concluded with women fell by 6,484 (3.2 %) to 197,642. In contrast, the number of training contracts concluded with men grew by 9,502 (+3.0 %) to 325,648 continuing a trend that has been observed for some time. It is increasingly the case that fewer training contracts are being concluded with women. Compared with 2009, their number has declined by 44,378 (-18.3 %) while the number of new training contracts concluded with men grew by 3,361 (+1.0 %) over the same period (see **Chart 7**).

One reason for this decline is falling demand for dual vocational training from women. Since 2009, when 219,864 female training applicants were registered with the Federal Employment Agency (BA), their number has declined by 42,860 (-16.3 %) while the number of registered male applicants has grown (+27,799 or +9.3 % to 327,951).<sup>46</sup> Compared with the 2016 figures, the number of registered female training applicants fell by 8,832 (3.9 %) while the number of registered male applicants rose by 8,920 (+2.8 %). In comparing these figures with the previous year's figures, it must be taken into account that the stabilising of demand<sup>47</sup> resulting from the increased number of refugees among training place applicants is largely due to demand from male applicants.

<sup>44</sup> See also **Chapter 2.1.2** and **Chapter 2.6.7**

<sup>45</sup> It should be noted that only those unfilled vocational training places registered with the BA were taken into account. The Federal Government recommends that companies register their unfilled vocational training places with employment offices (Agenturen für Arbeit) or Jobcenters and that young people looking for a training place take advantage of the services offered by the BA.

<sup>46</sup> The number of young women interested in training and demand for training from young women has also decreased considerably. See Matthes, Stephanie; Ulrich, Joachim Gerd; Flemming, Simone; Granath, Ralf-Olaf (2017): Angebot und Nachfrage mit leichtem Plus, jedoch erneut mehr unbesetzte Plätze. Die Entwicklung des Ausbildungsmarktes im Jahr 2017 ([https://www.bibb.de/dokumente/pdf/a21\\_beitrag\\_naa309-2017.pdf](https://www.bibb.de/dokumente/pdf/a21_beitrag_naa309-2017.pdf)).

<sup>47</sup> See **Chapter 2.1.5**

**Table 7: Developments in the number of company-based training places by sector, 2009 to 2017**

	2009	2010	2011	2012	2013	2014	2015	2016	2017	Development 2017 to 2016	
<b>Germany</b>	<b>536,070</b>	<b>538,719</b>	<b>569,366</b>	<b>559,405</b>	<b>542,486</b>	<b>541,076</b>	<b>544,888</b>	<b>546,200</b>	<b>556,348</b>	<b>10,148</b>	<b>1.9 %</b>
Trade and Industry	319,251	320,527	345,258	339,498	325,502	322,161	321,067	320,051	324,112	4,061	1.3 %
Skilled Trades	143,719	145,948	151,265	147,036	145,071	146,750	149,137	149,604	153,252	3,648	2.4 %
Professional Services	43,305	43,230	43,716	44,716	43,696	43,720	45,240	46,652	47,590	938	2.0 %
Public Sector	13,732	13,689	12,460	12,196	12,426	12,523	13,360	13,901	14,414	513	3.7 %
Agriculture	12,797	12,523	12,628	12,474	12,522	12,661	13,058	13,072	13,317	245	1.9 %
Other sectors No information <sup>1)</sup>	3,266	2,802	4,039	3,485	3,269	3,261	3,026	2,920	3,663	743	25.4 %
<b>Western Länder</b>	<b>457,211</b>	<b>461,832</b>	<b>491,275</b>	<b>482,470</b>	<b>468,675</b>	<b>466,529</b>	<b>469,017</b>	<b>469,359</b>	<b>478,126</b>	<b>8,767</b>	<b>1.9 %</b>
Trade and Industry	270,004	273,205	296,202	291,301	280,064	276,389	275,315	274,112	277,481	3,369	1.2 %
Skilled Trades	125,091	127,008	132,315	128,547	126,944	128,235	129,605	129,627	132,730	3,103	2.4 %
Professional Services	38,275	38,221	38,901	39,900	38,938	39,049	40,389	41,592	42,644	1,052	2.5 %
Public Sector	10,587	10,824	9,958	9,677	9,834	10,029	10,665	10,940	11,339	399	3.6 %
Agriculture	10,362	10,034	10,353	10,078	10,087	9,978	10,469	10,608	10,738	130	1.2 %
Other sectors No information <sup>1)</sup>	2,892	2,540	3,546	2,967	2,808	2,849	2,574	2,480	3,194	714	28.8 %
<b>Eastern Länder</b>	<b>78,729</b>	<b>76,772</b>	<b>77,958</b>	<b>76,813</b>	<b>73,739</b>	<b>74,464</b>	<b>75,804</b>	<b>76,827</b>	<b>78,181</b>	<b>1,354</b>	<b>1.8 %</b>
Trade and Industry	49,165	47,232	48,963	48,117	45,371	45,739	45,714	45,933	46,598	665	1.4 %
Skilled Trades	18,627	18,936	18,950	18,488	18,126	18,514	19,528	19,977	20,517	540	2.7 %
Professional Services	5,030	5,009	4,815	4,816	4,757	4,671	4,848	5,058	4,944	-114	-2.3 %
Public Sector	3,145	2,865	2,502	2,519	2,592	2,494	2,695	2,961	3,075	114	3.9 %
Agriculture	2,435	2,489	2,275	2,396	2,435	2,683	2,589	2,464	2,579	115	4.7 %
Other sectors No information <sup>1)</sup>	327	241	453	477	458	363	430	434	468	34	7.8 %

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

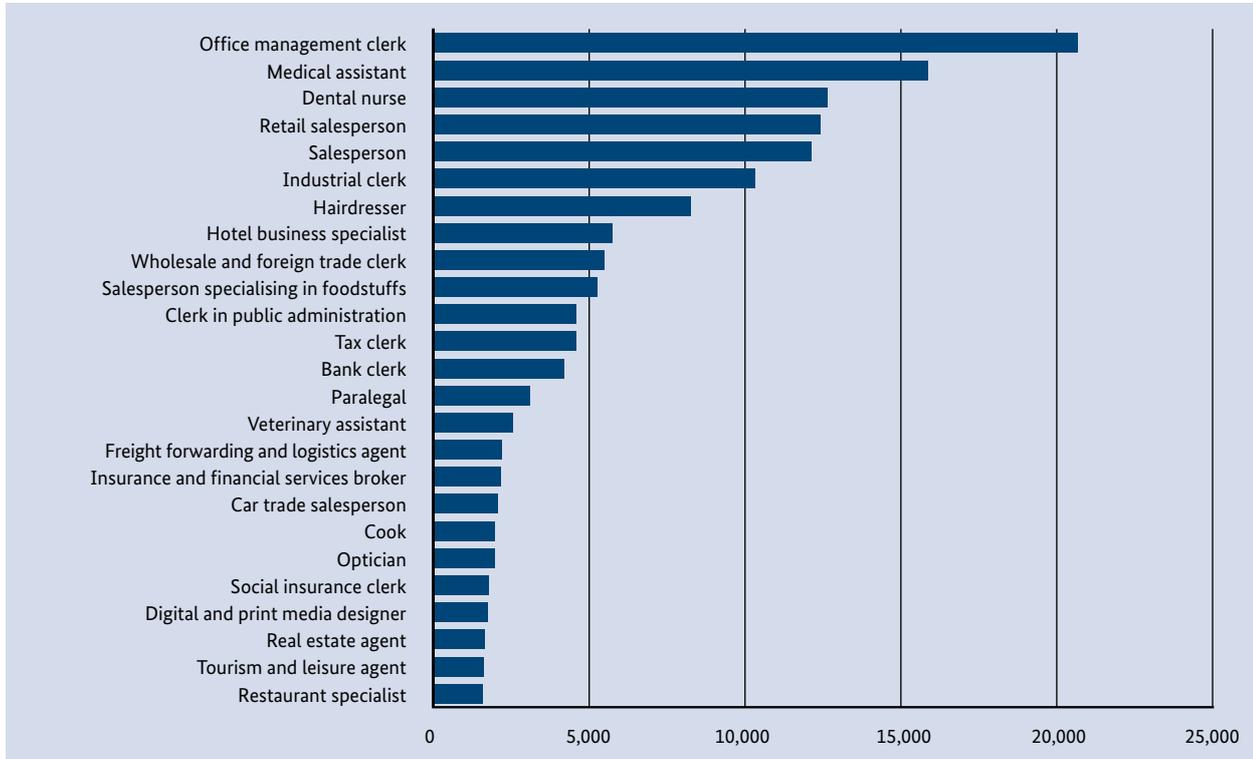
Sources: BIBB, survey on the 30<sup>th</sup> of September, Federal Employment Agency (BA) statistics, special evaluation in preparation for the Report on Vocational Education and Training (retroactive adjustment of the period series due to the inclusion of "special forms of training for Abitur holders").

Young women are still far more frequently in full-time school-based vocational training, especially in the healthcare, education and social services occupations. The Interim Report on Integrated Reporting on Training (iABE) identified a 77.0 % proportion of women in school-based vocational training for the healthcare, education and social services occupations in 2017. 175,937 people began training in this area in 2017, 135,555 of them women.

In evaluating the training in this field that young people are choosing, the Federal Statistical Office (StBA) statistics on vocational schools<sup>48</sup> record the gender of students in their first year of training for health-care and social services occupations. In 2016 19,553 female students were in their first year of training to become kindergarten teachers, 18,919 were in the first year of training to become registered general nurses, and 18,110 were in the first year of training to become geriatric nurses. There were also substantial numbers of young women (more than 1,000 female students in their first year of training) in the occupations of social

<sup>48</sup> See also Federal Statistical Office (StBA), Special series 11, Series 2, Table 2.9

**Chart 5: The 25 occupations as defined in the Vocational Training Act (BBiG) and Crafts Code (HwO) most frequently chosen by young women in 2017**



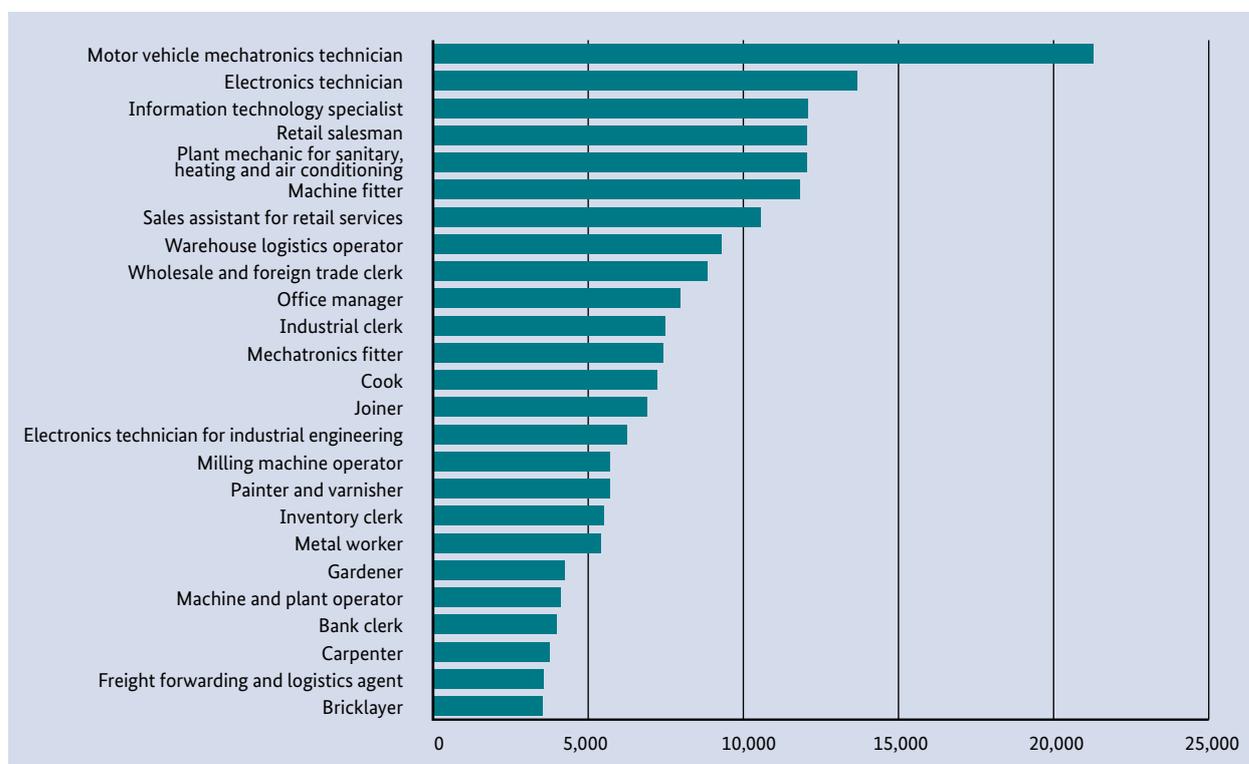
Source: BIBB, survey on the 30<sup>th</sup> of September 2017

work assistant (13,196) and social and educational assistant/childcare worker (10,325). There were between 3,000 and 6,000 female students in their first year of training in the occupations of geriatric nursing orderly (6,043), physiotherapist (5,039), pharmaceutical-technical assistant (3,234) and ergotherapist (3,233). Although the results cannot be directly compared with the occupations listed in **Chart 5** due to the different reference dates and years involved, these figures reflect the importance of the healthcare and social services occupations to women. Men are less likely to train for these occupations, although they are in part as popular as dual training for the occupations of gardener, bank clerk, freight forwarding and logistics clerk and brick-layer (see **Chart 6**). There were 6,020 male students in their first year of training to become geriatric nurses, 4,729 in the first year of training to become general registered nurses, 4,661 starting training to become kindergarten teachers and 4,124 to in the first year of training to become social work assistants.

The Interim Report on Integrated Reporting on Training (iABE) also shows that young women more often complete secondary schooling. More young women, 263,591, were on track to gain a higher education entrance qualification than young men (237,975) in 2017.<sup>49</sup> When long term (since 2005) figures are reviewed, it becomes evident that numbers of first year university students have become more evenly balanced between the genders, with a more recent trend favouring young women. Although more young women than young men gained a higher education entrance qualification in 2005, the number of male first year university students, 187,965 was far higher than the number of female first year university students, at 178,277. In 2014 there were more female than male first year university students for the first time and in 2017 again, the number of female first year university

49 Integrated Reporting on Training divides the training activities of young people who have completed lower secondary education into four overarching (training) sectors and sub-accounts (education and training programmes). See also **Chapters 2.4** and **2.3**.

**Chart 6: The 25 occupations as defined in the Vocational Training Act (BbIG) and Crafts Code (HwO) most frequently chosen by young men in 2017**



Source: BIBB, survey on the 30<sup>th</sup> of September 2017

students (261,346) was higher than the number of male first year students (253,981). Young women's declining interest in dual vocational training must therefore be seen in the context of their higher school leaving qualifications, increasing tendency to study in the tertiary sector, and their growing interest in training for the social services, care and nursing and healthcare occupations. Trends in numbers of new entrants into training by gender are described in **Chapter 2.4 (Table 9)**.

Within dual vocational training, the different range of careers chosen by young women and men is one major reason why young women are less likely to be placed in training in companies, as earlier Reports on Vocational Education and Training have indicated. While young women in the dual system are more inclined to want careers in services and commercial occupations, young men more often seek training in industrial and technical occupations, so levels of competition among applicants vary greatly in these occupations. Young men applying for training in industrial and technical occupations experience very

little competition from women. Regional analyses for the 2017 Report on Vocational Education and Training showed that women are more rarely placed in dual vocational training in regions offering less training for services occupations.<sup>50</sup>

Analyses carried out by the BIBB also indicate that women's prospects of being placed in training in the dual system would not improve if they were to apply for less popular occupations in which mainly men work. Young women's and young men's prospects of being placed in training are still best in those occupations in which their own gender makes up the majority.<sup>51</sup>

<sup>50</sup> See also the 2017 Report on Vocational Education and Training, Chapter 2.2.4

<sup>51</sup> See also Beicht, Ursula; Walden, Günter (2014): Berufswahl junger Frauen und Männer: Übergangschancen in betriebliche Ausbildung und erreichtes Berufsprestige. BIBB Report 4/2014 ([www.bibb.de/bibbreport-4-2014](http://www.bibb.de/bibbreport-4-2014)).

**Chart 7: Developments in newly concluded training contracts by gender**



Source: BIBB survey on the 30<sup>th</sup> of September

A study by the WZB published in April 2017 offers a possible explanation for this phenomenon. Applications for dual training submitted by women are rated more poorly on average than those submitted by men so women are invited to selection interviews less often. This phenomenon varies in different industries and occupations and is most pronounced in occupations that require low levels of education and training and have low occupational status. So applications from female applicants for training in male-dominated occupations are evaluated as even more inferior, although men who want to pursue occupations in which women predominate are not at any disadvantage.<sup>52</sup>

In view of this distribution situation, it is essential to interest more young women in industrial and technical occupations and more young men in social services occupations so in 2017 the Federal Government launched its ‘Klischeefrei – Nationale Kooperationen zur Berufs- und Studienwahl frei von Geschlechterklischees’ initiative. Establishing unclined careers

52 See Kübler, Schmid, Stüber (2017): Be a Man or Become a Nurse: Comparing Gender Discrimination by Employers across a Wide Variety of Professions. WZB Discussion Paper SP II 2017-201 (www.bibliothek.wzb.eu/pdf/2017/ii17-201.pdf)

orientation and counselling should further open up the range of career choices for young people of both genders. There needs to be more acceptance of women in enterprises and companies if women’s prospects of being placed in training with them are to be improved.

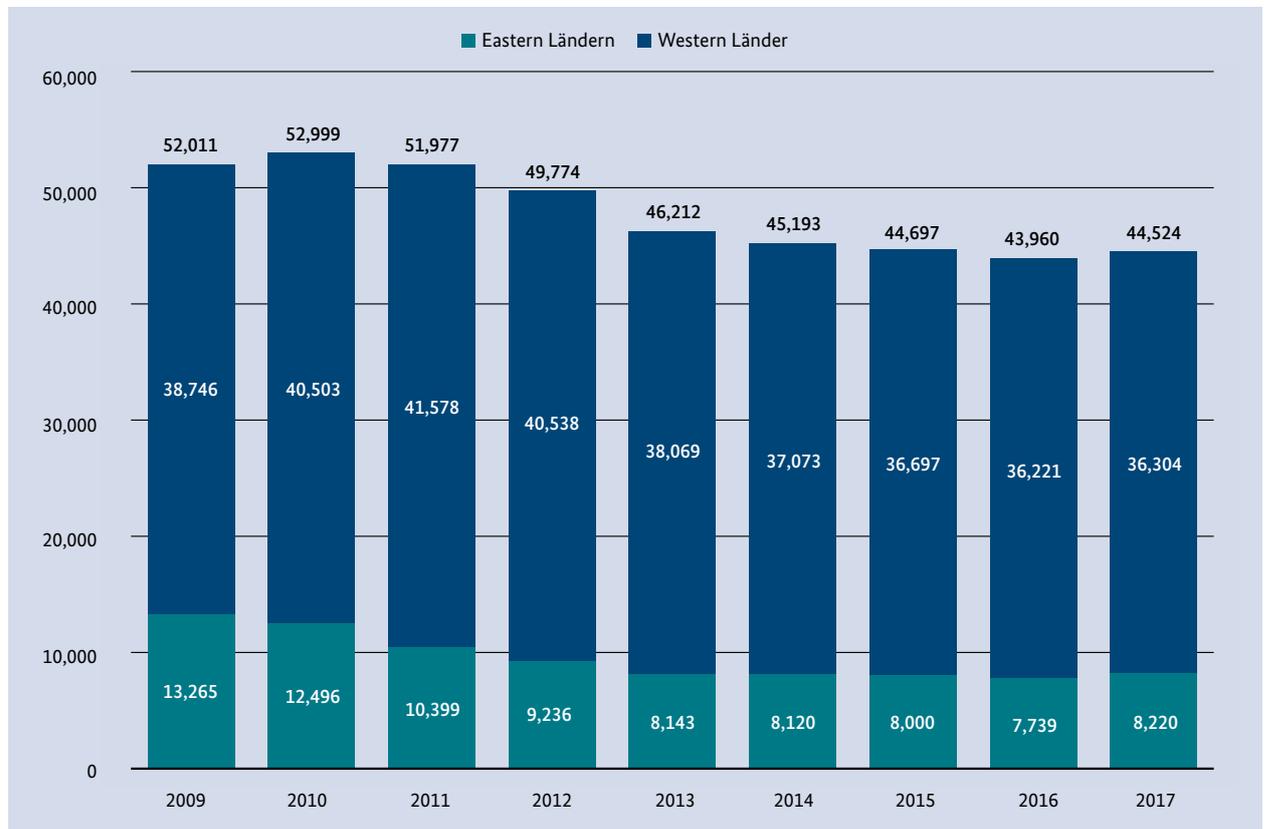
**2.2.5 Occupations requiring two years of training**

44,524 new training contracts were concluded nationally in occupations requiring two years of regular training<sup>53</sup> in 2017, 564 (+1.3 %) more than in 2016 (see **Chart 8**). The percentage of places in training for occupations requiring two years of vocational training of the total volume of training places also rose slightly (2016: 8.4 %; 2017: 8.5 %).<sup>54</sup>

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

54 Over a longer period, the figures have developed as follows: 2004: 6.3 %; 2005: 7.2 %; 2006: 8.1 %; 2007: 8.6 %; 2008: 8.6 %; 2009: 9.2 %; 2010: 9.5 %; 2011: 9.1 %; 2012: 9.0 %; 2013: 8.7 %; 2014: 8.6 %; 2015: 8.6 %; 2016: 8.4 %; 2017: 8.5 %.

**Chart 8: Newly concluded training contracts in occupations requiring two years of vocational training from 2009 to 2017**



Source: BIBB survey on the 30<sup>th</sup> of September

In western Länder 36,304 contracts were concluded in occupations with two years of vocational training as a prerequisite, a rise of 83 (+0.2 %), while in eastern Länder the number of new training place contracts in occupations requiring two years of vocational training grew by 481 (+6.2 %) to 8,220.

In 2017 the percentage of new contracts concluded in occupations requiring two years of vocational training was again higher in eastern Länder at 11.0 % than it was in western Länder at 8.1 %. The fact that relatively more new contracts were concluded in occupations requiring two years' training in eastern Länder than in western Länder is a result of the higher proportion of non-company training places offered in eastern Länder. Non-company training is often provided for occupations with two years of vocational training as a prerequisite so in eastern Länder 15.4 % of new training contracts in occupations requiring two years of vocational training were concluded for mainly publicly

financed ("non-company") forms of training in 2017. In previous years this figure was considerably higher (2011: 37.1 %; 2012: 30.6 %; 2013: 27.3 %; 2014: 26.0 %; 2015: 22.3 %; 2016: 18.2 %) <sup>55</sup> reflecting again the deliberate reduction in the number of non-company training places.

<sup>55</sup> By way of comparison, in western Länder in 2011: 10.9 %; 2012: 9.5 %; 2013: 8.9 %; 2014: 8.5 %; 2015: 7.9 %; 2016: 7.3 %; 2017: 6.5 %.

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

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Statements on the schooling background of trainees with newly concluded training contracts cannot be made based on data from the BIBB survey of newly concluded training contracts on the 30<sup>th</sup> of September because the survey does not record schooling background so the vocational training statistics provided by the statistics offices of the Federal and Länder governments (vocational training statistics for the 31<sup>st</sup> of December) are used as a source for the statements below. The most current data available is for 2016.

In 2016 42.8 % of trainees with newly concluded training contracts had an intermediate school leaving certificate, 25.3 % had a secondary general school certificate and 3.1 % had no secondary general school certificate. The percentage of young people with a higher education entrance qualification and new training contract was 28.7 % in 2016. Compared with 2009 (20.4 %) the proportion of young people qualified to enter higher education among new trainees has increased (see [Chart 9](#)) due to the introduction of two-year final school classes and the trend towards higher school leaving qualifications. While the proportion of new trainees holding a secondary general school certificate declined, the proportion of those with an intermediate school leaving certificate has remained fairly stable. The percentage of trainees with a new training contract and no secondary general school certificate fluctuated minimally around the 3 % mark from 2009 to 2016.

The proportion of different school leaving qualifications held by young people with new training contracts varies greatly from sector to sector.

In **Trade and Industry** young people with an intermediate school leaving certificate (42.1 %) formed the majority among trainees with a new training contract in 2016, followed by young people with a higher education entrance qualification (34.8 %) and those with a secondary general school certificate (20.1 %). 2.9 % had no secondary general school certificate.

41.6 % of trainees with a new training contract in the **Skilled Trades** had an intermediate school leaving certificate, 41.2 % had a secondary general school certificate, 13.3 % had a higher education entrance qualification and 3.8 % had no secondary general school certificate.

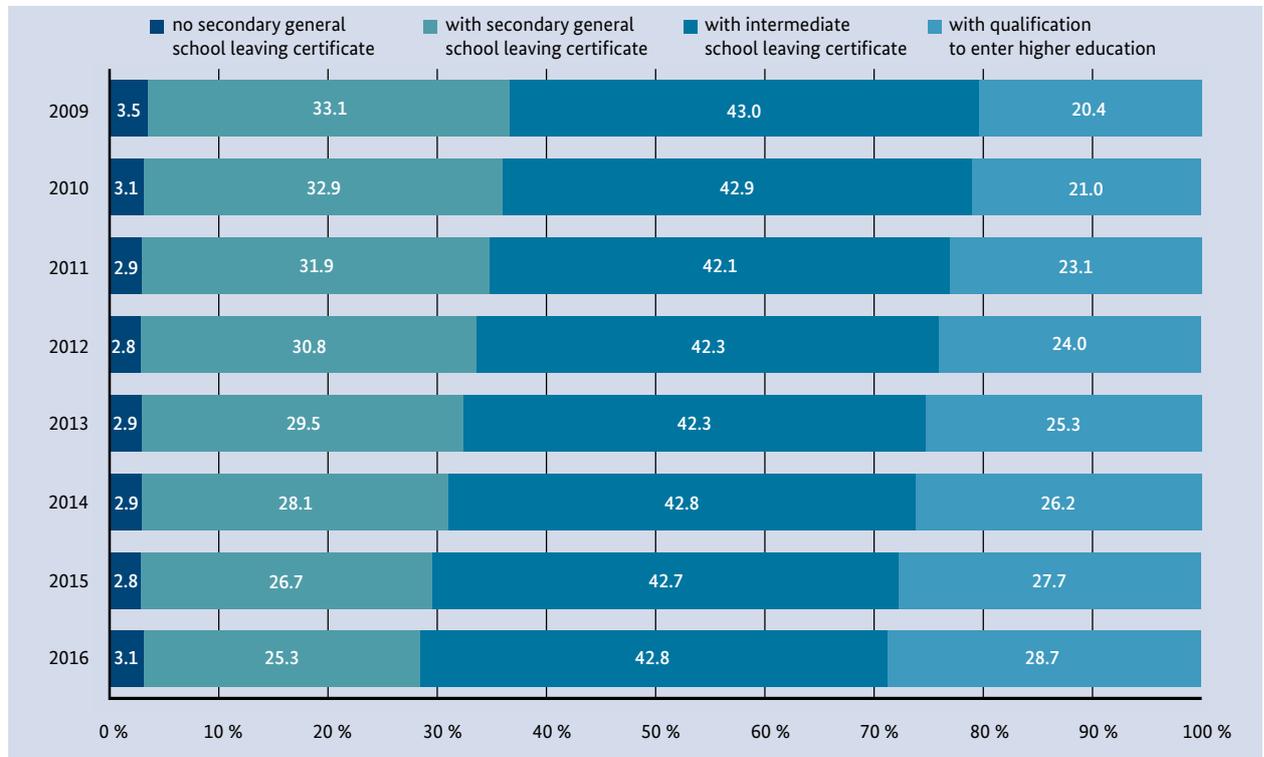
More than half the trainees with a new training contract in the **Professional Services sector** had an intermediate school leaving certificate (55.2 %). 28.5 % had a higher education entrance qualification, 15.6 % had a secondary general school certificate and 0.7 % had left school without a secondary general school certificate.

In the **Public Service sector** over half of the trainees with a new training contract had a higher education entrance qualification (56.2 %). 40.4 % had an intermediate school leaving certificate, 3.2 % had a secondary general school certificate and 0.2 % had no secondary general school certificate.

In **Agriculture** trainees with an intermediate school leaving certificate were the largest group among those with newly concluded training contracts (39.4 %). 29.6 % had a secondary general school certificate and 23.6 % had a higher education entrance qualification. A relatively large number of young people with no secondary general school certificate (7.4 %) also concluded a new training contract in the Agriculture sector.

In **Housekeeping** the share of new trainees with a secondary general school certificate (51.9 %) was highest and the percentage of young people with no secondary general school certificate was much higher than it was in the other sectors (31.5 %). 14.3 % of new trainees in this sector had an intermediate school leaving certificate and 2.4 % a higher education entrance qualification.

No figures on trainees in **Shipping** have been registered in the vocational training statistics since 2008 so no information about them can be provided.

**Chart 9: Schooling background of trainees with newly concluded training contracts from 2009 to 2016**

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

Compared with the 2009 figures, the proportion of young people with a secondary general school certificate has declined and the share of those qualified to enter higher education has grown in all sectors.<sup>56</sup> This trend must be regarded in the context of falling numbers of school-leavers leaving general education schools with a secondary general school certificate and structural changes to the school system<sup>57</sup>. According to data from the schools' statistics, the number of school-leavers with a secondary general school certificate has fallen by 53,000 (-27.5 %) to 139,000 since 2009 (192,000). Over the same period the number of school leavers with higher education entrance qualifications rose by 16,100 (+5.7 %) to 298,000 (see [Chart 10](#)).<sup>58</sup>

56 An exception is the Housekeeping sector, where the proportion of holders of higher education entrance qualifications fell from 3.0 % 2015 to 2.4 % in 2016.

57 i. e. the merging of secondary general and intermediate secondary school forms.

58 It should be noted that as well as school leavers leaving general education schools, other groups such as school leavers leaving vocational schools, unsuccessful applicants from previous years and university dropouts also seek training, so the figures in [Chart 9](#) and [Chart 10](#) cannot be correlated 1:1.

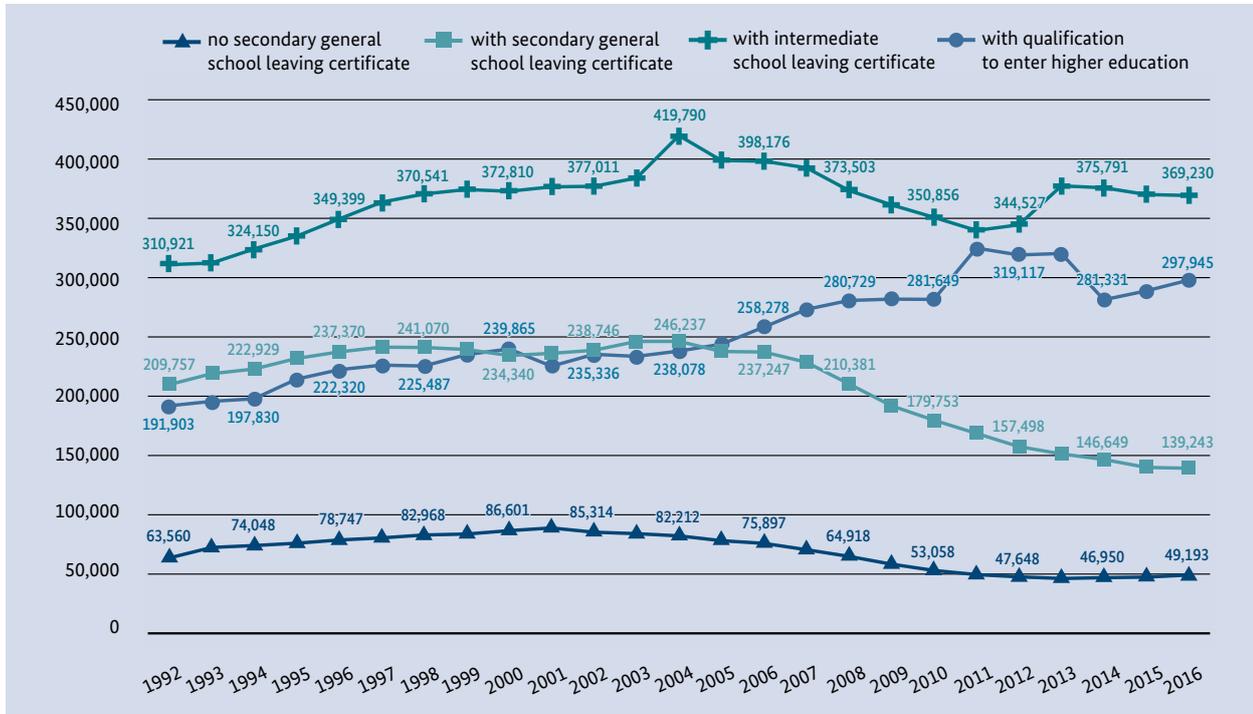
The reason for the higher numbers of young people qualified to start higher education who were entering training in the years 2011 to 2013 was the introduction of two-year final school classes.<sup>59</sup>

The trend towards higher school leaving qualifications and greater participation in tertiary education<sup>60</sup> gives rise to more questions than that of possible displacement. Also of interest in this context is the question of whether falls in numbers of young people with a secondary general school certificate can be

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

60 See [Chapter 2.4](#)

**Chart 10: School leaving qualifications held by young people leaving general education schools, 1992 to 2016**



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

compensated for by recruiting more holders of higher education entrance qualifications into dual vocational training to secure a future supply of skilled workers. Given the need to ensure a supply of skilled staff and the number of occupations with high proportions of unfilled training places,<sup>61</sup> including occupations that are less attractive to Abitur holders, recruiting more young people qualified to enter higher education will not be sufficient to offset the substantial decline among numbers of young people with lower-level school leaving qualifications.

There are now far fewer applicants with a secondary general school certificate still looking for a training place on the reference date of the 30<sup>th</sup> of September, although this is largely due to falls in the overall number of school-leavers holding secondary general school certificates. No improvement in their prospects of being placed in training in the occupations they want to train in has been observed, even though many training places remain unfilled in those occupations

with high proportions of trainees with a secondary general school certificate.<sup>62</sup>

## 2.4 Integrated Reporting on Training

While the previous chapters have described developments in dual vocational training covered by the Vocational Training Act and Crafts Code (BBiG/HwO) in keeping with the Report on Vocational Education and Training’s core statutory remit (under Section 86 of the Vocational Training Act (BBiG)), the following section focuses on developments in training involving young people who have completed stage one secondary education as a whole, based on data drawn from

61 See Chapter 2.6.9

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

**Table 8: Developments in numbers of new entries into Integrated Reporting on Training sectors, 2005 to 2017**

	Vocational training sector	Transition sector	Acquisition of a higher education entrance qualification sector	Tertiary sector
2005	739,168	417,649	454,423	366,242
2006	751,562	412,083	466,700	355,472
2007	788,956	386,864	463,464	373,510
2008	776,047	358,969	514,603	400,600
2009	728,484	344,515	526,684	428,000
2010	729,577	316,494	554,704	447,890
2011	741,023	281,662	492,696	522,306
2012	726,560	259,727	505,935	498,636
2013	716,042	255,401	537,740	511,843
2014	700,516	252,670	520,294	508,135
2015	698,419	266,194	519,446	509,821
2016	709,806	302,881	511,783	512,646
2017	715,857	291,924	501,566	515,327

Note: The information provided here is not comparable with other representations in the 2018 Report on Vocational Education and Training. Here the occupational 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 of the Vocational Training Act – 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 for the healthcare, education and social services occupations governed by Federal or Länder law, and vocational training under public law as part of civil service training (intermediate level). For further explanations on the sectors and details on the individual “accounts” see the 2018 Data Report, Chapter A4. Due to subsequent corrections to the data there may be discrepancies with earlier information.

Sources: The Federal Statistical Office (StBA), Integrated Reporting on Training (iABE) 2016 and the Interim Report on Integrated Reporting on Training (iABE) 2017

Integrated Reporting on Training (integrierte Ausbildungsberichterstattung – iABE).<sup>63</sup>

Integrated Reporting on Training (iABE) divides training into four sectors based on their main goals: vocational training, integration into training (transition system), acquisition of a higher education entrance qualification and tertiary studies.<sup>64</sup> Its initial findings are published in an interim report.

**Table 8** and **Chart 11** show data on developments in these sectors over time.

According to the findings from Integrated Reporting on Training, vocational training, with 715,857 new entries was again the biggest sector in 2017 and the number of new entrants in the vocational training sector grew slightly (+6,051 or +0.9 %) compared with 2016.

291,924 young people began a transition system measure in 2017, 10,957 (–3.6 %) fewer than in the year before.<sup>65</sup>

The number of young people starting stage II secondary education, which is designed to result in the acquisition of a higher education entrance qualification, also fell to 501,566 (–10,217 or –2.0 %).

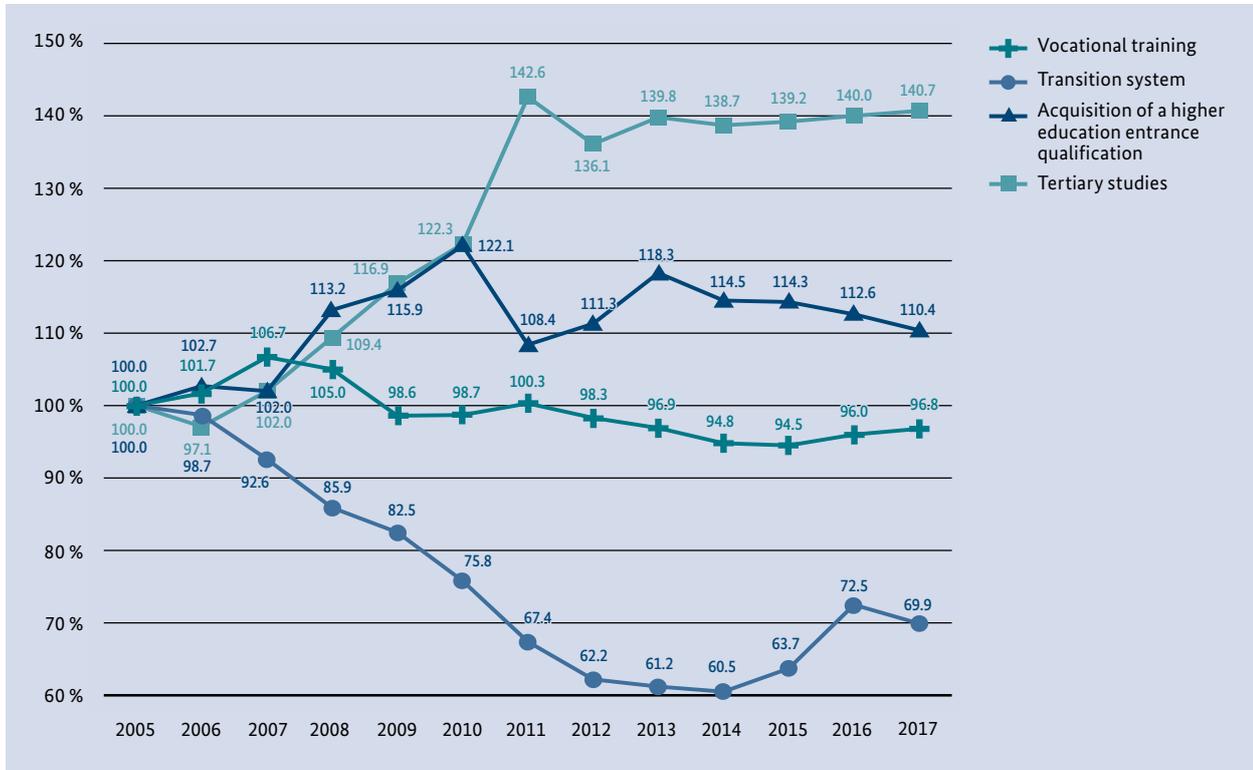
First year student numbers, 515,327, rose only slightly (+2,681 or +0.5 %) compared with 2016.

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

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

65 Here it should however be taken into account that many measures for young refugees are not included in the iABE (see **Chapter 2.6.4**).

Chart 11: Shifts between sectors, 2005 to 2017



Source: Federal Statistical Office (StBA), Integrated Reporting on Training (iABE) 2016 and the Interim Report on Integrated Reporting on Training (iABE) 2017

When new entries into the various systems over a longer period since 2005 are compared, the following trend emerges: the number of new entries into the transition system has been reduced compared with 2005 by 125,725 (-30.1 %). In the vocational training sector, the number of new entrants fell by 23,311 (-3.2 %). There was a rise in the number of new entries of 47,143 (+10.4 %) in stage II secondary education measures, which are designed to result in the acquisition of a higher education entrance qualification. Compared with 2005, numbers of first year students have grown substantially (+149,085 or +40.7 %).

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

Applying a more differentiated perspective on the vocational training sector (see Table 9) reveals that the number of new entries into training in the dual system covered by the Vocational Training Act and Crafts Code

(BBiG/HwO)<sup>66</sup> rose (+8,844 or +1.8 %) compared with the previous year. A comparison of new entries over a longer period since 2005 shows that numbers of new entries into dual vocational training have declined (-27,075 or -5.2 %). In contrast, numbers of new entries in the healthcare, education and social services occupations remained fairly constant compared with the previous year (-695 or -0.4 %), although they did rise compared with 2005 (+33,227 or +23.3 %). This development must be seen in the context of demographic change and an increasing need for specialist skilled staff in the healthcare system, including in geriatric care.

In 2017 the percentage of new entries into school-based vocational training as a proportion of all new entries into the vocational training sector was 31.5 %. Since 2005 the ratio of school-based to dual vocational training has been largely stable (30 % to 70 %) although

<sup>66</sup> It should be noted that the iABE uses vocational schools statistics to ensure a relatively consistent presentation of the dual vocational training system, so iABE data on dual vocational training is not identical with the results reported on in the preceding chapters.

Table 9: New entries into Integrated Reporting on Training sectors and accounts by gender

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	Development 2017 to 2016	Development 2017 to 2005
<b>Vocational training sector</b>	<b>739,168</b>	<b>751,562</b>	<b>788,956</b>	<b>776,047</b>	<b>728,484</b>	<b>729,577</b>	<b>741,023</b>	<b>726,560</b>	<b>716,042</b>	<b>700,516</b>	<b>698,419</b>	<b>709,806</b>	<b>715,857</b>	<b>6,051</b>	<b>-23,311</b>
female	374,150	378,208	394,498	389,864	376,297	370,182	367,183	363,344	359,304	349,591	345,128	350,335	345,649	-4,686	-28,501
male	365,019	373,354	394,459	386,183	352,187	359,396	373,837	363,216	356,739	350,925	353,291	359,471	370,208	10,737	5,189
of which															
<b>Vocational training in the dual system under BBIG/HwO<sup>1)</sup></b>	<b>517,342</b>	<b>531,471</b>	<b>569,460</b>	<b>559,324</b>	<b>512,518</b>	<b>509,900</b>	<b>523,577</b>	<b>505,523</b>	<b>491,380</b>	<b>481,136</b>	<b>479,545</b>	<b>481,423</b>	<b>490,267</b>	<b>8,844</b>	<b>-27,075</b>
female	217,115	222,979	238,061	235,750	220,593	214,070	213,747	206,521	199,476	194,719	191,919	189,745	187,676	-2,069	-29,439
male	300,227	308,492	331,399	323,574	291,925	295,830	309,827	299,003	291,904	286,418	287,627	291,678	302,591	10,913	2,364
<b>School-based vocational training in the healthcare, education and social services occupations governed by Federal or Länder law</b>	<b>142,710</b>	<b>140,484</b>	<b>143,144</b>	<b>142,407</b>	<b>153,840</b>	<b>159,850</b>	<b>160,141</b>	<b>164,776</b>	<b>171,081</b>	<b>166,407</b>	<b>167,330</b>	<b>176,632</b>	<b>175,937</b>	<b>-695</b>	<b>33,227</b>
female	115,112	112,568	115,645	115,355	123,840	126,139	125,191	129,168	134,088	129,465	129,643	137,123	135,555	-1,568	20,443
male	27,598	27,916	27,499	27,052	30,000	33,712	34,950	35,608	36,993	36,942	37,687	39,509	40,382	873	12,784
<b>Other school-based vocational training<sup>2)</sup></b>	<b>73,163</b>	<b>74,739</b>	<b>71,685</b>	<b>68,682</b>	<b>55,684</b>	<b>52,513</b>	<b>49,476</b>	<b>47,304</b>	<b>44,521</b>	<b>43,626</b>	<b>41,494</b>	<b>40,507</b>	<b>38,409</b>	<b>-2,098</b>	<b>-34,754</b>
female	39,473	40,743	39,026	36,707	29,476	27,247	25,382	24,529	22,482	22,042	20,024	19,421	18,372	-1,049	-21,101
male	33,690	33,996	32,659	31,975	26,208	25,266	24,094	22,774	22,039	21,582	21,470	21,086	20,037	-1,049	-13,653
<b>Vocational training for the civil service that is governed by public law (intermediate level)</b>	<b>5,953</b>	<b>4,868</b>	<b>4,667</b>	<b>5,634</b>	<b>6,442</b>	<b>7,314</b>	<b>7,829</b>	<b>8,957</b>	<b>9,061</b>	<b>9,347</b>	<b>10,050</b>	<b>11,244</b>	<b>11,244</b>	<b>0</b>	<b>5,291</b>
female	2,450	1,917	1,765	2,052	2,388	2,726	2,863	3,126	3,258	3,364	3,543	4,047	4,047	0	1,597
male	3,504	2,951	2,903	3,582	4,054	4,588	4,966	5,831	5,803	5,983	6,508	7,198	7,197	-1	3,693
<b>Transition sector</b>	<b>417,649</b>	<b>412,083</b>	<b>386,864</b>	<b>358,969</b>	<b>344,515</b>	<b>316,494</b>	<b>281,662</b>	<b>259,727</b>	<b>255,401</b>	<b>252,670</b>	<b>266,194</b>	<b>302,881</b>	<b>291,924</b>	<b>-10,957</b>	<b>-125,725</b>
female	177,361	176,935	168,605	157,635	148,536	133,976	119,924	109,857	106,054	102,226	100,707	104,471	102,001	-2,470	-75,360
male	240,288	235,148	218,258	201,334	195,976	182,468	161,719	149,870	149,347	150,444	165,487	198,410	189,923	-8,487	-50,365
<b>Acquisition of a higher education entrance qualification (secondary level II) sector</b>	<b>454,423</b>	<b>466,700</b>	<b>463,464</b>	<b>514,603</b>	<b>526,684</b>	<b>554,704</b>	<b>492,696</b>	<b>505,935</b>	<b>537,740</b>	<b>520,294</b>	<b>519,446</b>	<b>511,783</b>	<b>501,566</b>	<b>-10,217</b>	<b>47,143</b>
female	244,577	252,989	248,721	275,311	279,684	293,182	260,758	267,195	283,458	273,842	273,768	270,235	263,591	-6,644	19,014
male	209,846	213,710	214,743	239,292	247,000	261,522	231,938	238,739	254,282	246,453	245,677	241,548	237,975	-3,573	28,129
<b>Tertiary sector</b>	<b>366,242</b>	<b>355,472</b>	<b>373,510</b>	<b>400,600</b>	<b>428,000</b>	<b>447,890</b>	<b>522,306</b>	<b>498,636</b>	<b>511,843</b>	<b>508,135</b>	<b>509,821</b>	<b>512,646</b>	<b>515,327</b>	<b>2,681</b>	<b>149,085</b>
female	178,277	175,063	185,369	198,519	213,321	221,518	243,228	246,365	254,747	254,162	255,844	258,921	261,346	2,425	83,069
male	187,965	180,409	188,141	202,081	214,679	226,372	279,078	252,271	257,096	253,973	253,977	253,725	253,981	256	66,016

<sup>1)</sup> including comparable vocational training (S. Para. 2 No. 3 BBIG/HwO)

<sup>2)</sup> at vocational schools under the BBIG/HwO, at vocational schools outside the provisions of the BBIG/HwO and governed by Länder law, and at vocational schools outside the provisions of the BBIG/HwO and governed by Länder law and specialised grammar schools (Fachgymnasien) for students studying to gain a higher education entrance qualification (double qualifications)

Sources: the Federal Statistical Office (StBA), Integrated Reporting on Training (iABE) 2016 and the Interim Report on Integrated Reporting on Training (iABE) 2017

there have been major shifts in forms of school-based vocational training. While the importance of school-based vocational training in training for the healthcare, education and social services occupations has grown, the significance of other forms of school-based vocational training has declined.<sup>67</sup>

The gender ratio in the vocational training sector was relatively balanced (48.3 % young women) in 2017, although reviewing the sector's figures in more detail reveals that the share of women in dual vocational training as defined in the Vocational Training Act and Crafts Code (BBiG/HwO) is well below average (38.3 %), while the number of women in training for the healthcare, education and social services occupations is well above average (77.0 %). Young women are also more often to be found in the 'acquisition of a university entrance qualification' (52.6 %) and 'tertiary studies' sectors (50.7 %). In contrast, young men predominate in the 'transition system' sector (34.9 % young women).

Since 2013 the number of first year university students in Germany has been higher than the number of new entries into dual vocational training (see **Chart 12**). Here it must be taken into account that among first year university students are also non-national students who acquired their university entrance qualifications outside Germany (around 101,300 or 19.9 % of first year students in 2016<sup>68</sup>) as well as young Germans who go abroad to study after completing school (about 30,000 in 2015<sup>69</sup>).

According to BIBB calculations, the number of first year university students, excluding non-national students and Germans studying abroad, was around 440,000, so it was in fact lower than the number of new entries into in dual training (490,267).

Dual vocational training is indispensable to Germany as a country where business and industry can prosper. Projections made by the BIBB and IAB have shown that there will in future be shortages of skilled workers with middle-level qualifications, so among skilled staff who have completed dual vocational training. Demand for these employees will fall slightly, but a great many skilled workers are also retiring from work.<sup>70</sup> Future shortages will only be remedied by continuous vocational training.

## 2.5 Prognoses

Section 86 of the Vocational Training Act (BBiG) requires the Report on Vocational Education and Training to report not only on developments in numbers of newly concluded training contracts, unfilled vocational training places and people still looking for training places in the past year, but also to forecast how supply and demand will develop in the current calendar year. After a brief review of the prognosis for 2017 and actual training market developments in that year, a forecast of the development of supply and demand in 2018 will be provided.

### 2.5.1 A look back at the prognosis for 2017

Based on the results of PROSIMA, the econometric prognosis and simulation model that the BIBB uses to predict the training market situation, the prognosis published in the 2017 Report on Vocational Education and Training assumed that there would be a slight fall in the number of training places offered to 560,100 places (point estimate).<sup>71</sup> In fact 572,200 training places were offered, roughly 9,000 more than in the previous year.<sup>72</sup> The forecasts assumed with the 2017 annual

67 See the Data Report 2018, Chapter A6.1

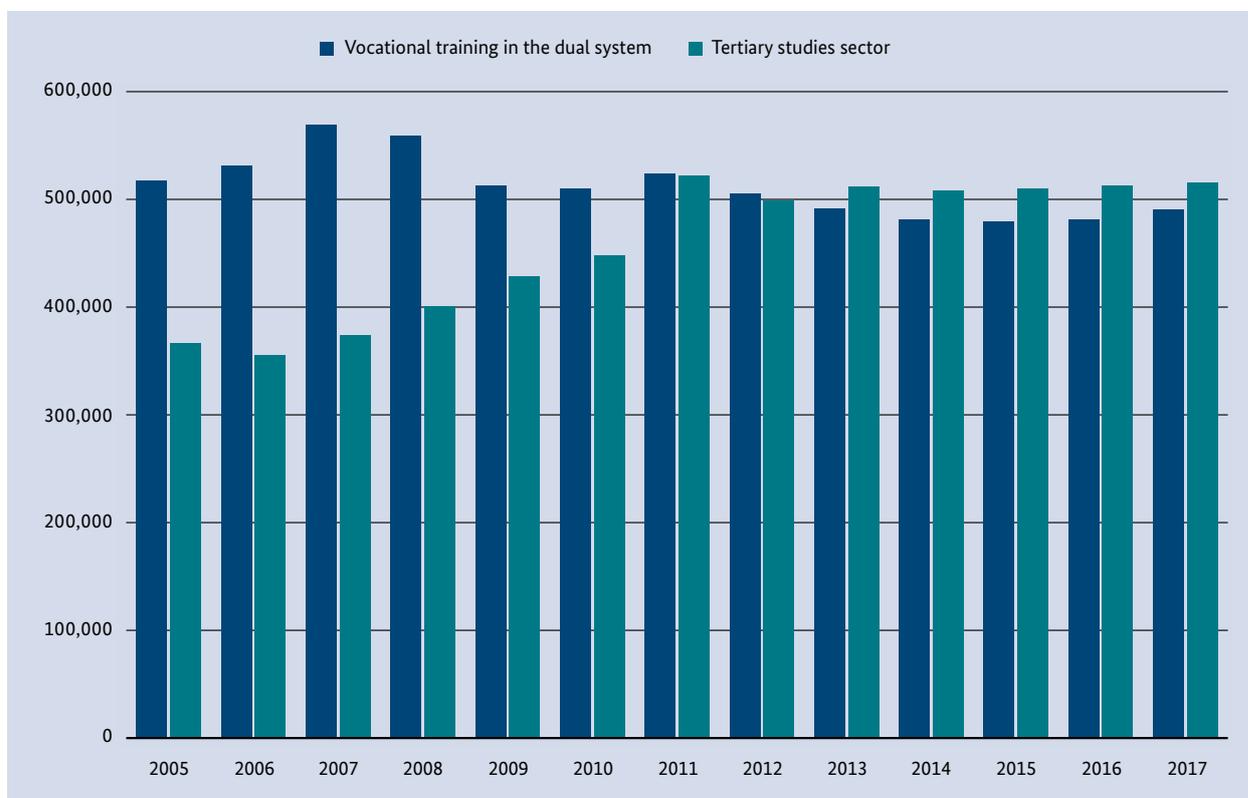
68 There is no data available on non-national students for 2017.

69 Numbers of first year German students studying outside Germany are estimated based on overall student numbers (total population) (StBA: Deutsche Studierende im Ausland 2017. Wiesbaden 2018). Data on Germans studying outside Germany is currently only available up to 2015.

70 See Maier, Tobias; Zika, Gerd; Wolter, Marc Ingo; Kalinowski, Michael; Neuber-Pohl, Caroline (2016): Die Bevölkerung wächst – Engpässe bei fachlichen Tätigkeiten bleiben aber dennoch bestehen. BIBB-IAB-Qualifikations- und Berufsfeldprojektionen bis zum Jahr 2035 unter Berücksichtigung der Zuwanderung Geflüchteter. BIBB Report 3/2016 ([www.bibb.de/veroeffentlichungen/de/publication/show/8147](http://www.bibb.de/veroeffentlichungen/de/publication/show/8147))

71 See the 2017 Report on Vocational Education and Training, Chapter 2.5.2 and 2017 Data Report, Chapter A2.2

72 The figure was in the range of the usual margin of error (five percent probability of error) between 543,000 and 577,100.

**Chart 12: Numbers of new entries into training in the dual system and first year students**

Sources: Federal Statistical Office (StBA), Integrated Reporting on Training (iABE) 2016 and the Interim Report on Integrated Reporting on Training (iABE) 2017

economic report that there would be an economic growth rate of 1.4 % but gross domestic product actually grew far more strongly (+2.2 %) in 2017.

At 523,300 the number of newly concluded training contracts (point estimate: 523,100) was almost exactly forecast, although more training places remained unfilled. The prognosis also predicted the slight rise in demand in 2017 fairly well.<sup>73</sup>

It should be noted that PROSIMA makes its estimates based on past empirical values. How the training place market develops however, depends on a wide range of factors (including cyclical economic and macroeconomic developments, demographic trends, rising or falling interest in dual vocational training and rates of participation in tertiary education). It is also hard to predict how refugees' demand for training will develop in coming years.<sup>74</sup>

<sup>73</sup> For the actual figures for 2017 see [Chapter 2.1](#)

<sup>74</sup> PROSIMA does not distinguish between refugees and non-refugees. See the 2017 Data Report, Chapter C5.

An added difficulty in this context is the omission of forecasts of school-leavers numbers until 2025, which is important in evaluating demographic developments.<sup>75</sup> The Statistics Commission (Kommission für Statistik) of the Conference of Ministers of Education and Cultural Affairs (KMK) of the Länder decided in March 2016 to suspend forecasts of school student and graduate numbers due to the uncertainties resulting from the influx of large numbers of (underage) refugees. This report describes trends in actual numbers of school-leavers 1992 to 2016 based on the type of school leaving qualification they hold in the context of the schooling background of trainees.<sup>76</sup>

<sup>75</sup> See the 2016 Report on Vocational Education and Training, Chapter 2.6.4

<sup>76</sup> See [Chapter 2.3](#)

### 2.5.2 Prognosis for 2018

PROSIMA assumes that there will be a slight rise in the **number of training places** offered from 572,200 to 573,800 (point estimate) in 2018<sup>77</sup> and forecasts that there will be 524,200 new training contracts (point estimate)<sup>78</sup> so the number of newly concluded training contracts will again grow slightly in 2018 (actual figure for 2017: 523,300).

According to PROSIMA forecasts the number of unfilled training places will again be higher than it was in the previous year<sup>79</sup> because potential demand is predicted to be roughly as high as it was in 2017.

At the same time, **potential demand** is predicted to fall slightly due to the trends towards higher school leaving qualifications and increased participation in tertiary education.<sup>80</sup> This will apply to both demand based on the traditional definition (point estimate: 543,700; actual figure for 2017: 547,000) and demand based on the expanded definition (point estimate: 598,700; actual figure for 2017: 603,500).<sup>81</sup>

As BIBB analyses show, it is changes in demand that will largely influence developments in the number of newly concluded training contracts in 2018. PROSIMA does not distinguish between refugees and those who are not refugees, so the model cannot predict this factor, it must be stipulated.<sup>82</sup> The findings presented here are based on the assumption that on the 30<sup>th</sup> of September 2018 around 33,000 people from a refugee or forced migration background will be registered as applicants with the BA (actual figure in 2017: 26,400).<sup>83</sup> The figure

could well be higher if a larger number of young refugees succeed in starting vocational training after completing a language and integration course. The forecast numbers will however not be enough to completely compensate for the decline in potential demand.

## 2.6 Current Challenges

In 2017 the training market situation was again characterised by two seemingly contradictory developments. On the one hand, companies have increasing difficulties in filling 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 that will assist these specific target groups<sup>84</sup> and respond to current developments, which are described below.

### 2.6.1 People from migrant backgrounds

There is still a major need for action to improve training opportunities for young people from migrant backgrounds so the following section deals with this target group. Not all education and training statistics record this characteristic, so some of the information in this section also refers to 'young foreign nationals'. Given the current education and training policy significance of issues involving the integration of refugees into training and education, these will be dealt with in a separate section.

77 Taking the usual margin of error (five percent probability of error) into account the lower limit of the confidence interval was 560,900 and the upper limit 586,700.

78 Lower limit of the confidence interval: 513,400, upper limit of the confidence interval: 535,000

79 Point prognosis: 49,600. The confidence interval, with a 5 % probability of error, was between 39,200 and 60,000. By way of comparison, the actual figure in 2017 was 48,900.

80 Potential supply and demand are latent variables in the PROSIMA model that are estimated based on a statistical process. For more information see the 2018 Data Report, Chapter A2.

81 The confidence interval for demand according to the traditional definition was between 532,900 and 554,500 and for demand according to the expanded definition between 587,700 and 609,700.

82 See the 2016 Data Report, Chapter 2.3

83 See the 2018 Data Report 2018, Chapter 2.2 and 2017 Data Report, Chapter C5

84 Here it should be noted that the target groups for whom the Federal Government has identified a need for action are not discrete groups; they often overlap. Young people from a migrant background for example, may also be unplaced applicants from previous years.

### 2.6.1.1 Integrating young people from a migrant background into vocational training

According to estimates based on data from the 2016 micro-census, 22.5 % of people living in Germany are from a migrant background<sup>85</sup> and the proportion of people from a migrant background is growing continuously (2011: 18.5 %; 2012: 19.1 %; 2013: 19.7 %; 2014: 20.3 %; 2015: 21.0 %).<sup>86</sup> Among younger people aged from 15 to under 20, the proportion of people from a migrant background is 30.3 % (2011: 25.9 %; 2012: 26.4 %; 2013: 27.3 %; 2014: 27.7 %; 2015: 28.5 %). Just on a third of people from a migrant background were born in Germany, the rest immigrated.

More than half of people from a migrant background had become German citizens, while 10.9 % of the population in Germany are foreign nationals. In the 15 to under 20-year-old age group this percentage is 11.1 %.

The schools' statistics and vocational training statistics of the statistical offices of the Federal and Länder governments do not record migrant background but do note their nationality so these statistics cover only some groups of young people from a migrant background.

As in previous years, young foreign nationals left general education schools with no school-leaving qualifications more than twice as often as young Germans<sup>87</sup> and the school-leaving qualifications of young foreign

nationals are generally lower than those of young German nationals.<sup>88</sup>

In 2016 the proportion of young foreign nationals starting training was 27.6 %, well below that of young Germans (55.8 %).<sup>89</sup> The rate of new entries into training was 28.7 % for young foreign men (young German men: 66.2 %) and 26.3 % for young foreign women (young German women: 44.9 %). In evaluating the fall in the rate of new entries into training for young foreigners from 2011 to 2015 it must be taken into account that in estimating the population, all people, including those not holding German passports, are counted as part of the resident population, regardless of their residency status and whether or not they have made an application for asylum, so the percentage basis includes people who cannot be expected to be placed in training immediately. The resident population of foreign nationals of an age to enter training has risen sharply due to the substantial increase in the number of refugees, which resulted in the strikingly high fall in the rate of new entries into training in 2015 compared with 2014, especially for foreign men. In the 2016 reporting year the number of new entries into training grew again, especially for foreign men. The fact that the rate of new entries into training rose here also indicates that more refugees are being placed in dual vocational training. A rise in the number of foreign trainees in 2016 was also recorded among nationals of countries from which the majority of asylum seekers in Germany come.<sup>90</sup>

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

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

87 2011: 11.8 % to 5.0 %; 2012: 11.4 % to 4.9 %; 2013: 10.9 % to 4.6 %; 2014: 11.9 % to 4.9 %; 2015: 11.8 % to 5.0 %; 2016: 14.2 % to 4.9 %

88 2016: Secondary general school certificate: 28.5 % foreign vs. 15.1 % German young people; Intermediate school leaving certificate: 40.8 % foreign vs. 43.4 % German young people; Higher education entrance qualification: 16.5 % foreign vs. 36.6 % German young people. The link between school leaving qualifications and the socioeconomic status of a student's parents should be noted in this context.

89 Here the proportion of Germans and foreign nationals entering training is calculated separately. This figure is calculated by means of the sum-quota process, i. e. subsets of people entering training from each age cohort are calculated as a ratio of the population and then added to produce the rate of people entering training. For more information see the 2018 Data Report, Chapter A5.8.

90 See Uhly, Alexandra: *Ausländische Auszubildende in der dualen Berufsausbildung – nach einzelnen Nationalitäten, Deutschland 2008 bis 2016. Ergebnisse auf Basis der Berufsbildungsstatistik, Bonn 2017 (Datensystem Auszubildende [DAZUBI] Zusatztabellen)*. ([www2.bibb.de/bibbtools/dokumente/xls/a21\\_dazubi\\_zusatztabellen\\_auslaendische-azubis\\_einzelne-nationalitaeten\\_2008-2016.xls](http://www2.bibb.de/bibbtools/dokumente/xls/a21_dazubi_zusatztabellen_auslaendische-azubis_einzelne-nationalitaeten_2008-2016.xls))

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

Year	New entries into training in %						
	Total	Germans			Foreign nationals		
		Total	Women	Men	Total	Women	Men
2011	58.0	60.3	49.6	70.5	35.4	31.8	38.8
2012	56.5	59.0	48.6	68.9	33.7	30.9	36.3
2013	54.3	56.9	46.8	66.5	31.7	28.1	35.1
2014	53.4	56.3	46.0	66.0	31.1	28.8	33.2
2015	52.4	56.7	46.1	66.8	26.0	26.2	25.8
2016	51.7	55.8	44.9	66.2	27.6	26.3	28.7

Source: BIBB "Trainee Database" based on data from the vocational training statistics of the Federal and Länder government statistical offices, survey on the 31<sup>st</sup> of December, BIBB calculations

The number of foreign people starting training in the dual system rose continuously from 2011 to 2016 from 28,548 to 39,477 (+38.3 %). In the 2016 reporting year the rise was especially high compared with the previous year at 5,046 or 14.7 %. For Germans starting training in 2016 a fall compared with the previous year of 2.2 % and of 11.9 % compared with 2011 was recorded.<sup>91</sup>

Foreign nationals starting training are on average two years older (average age in 2016: 21.2) than Germans when they enter training (average age in 2016: 19.3), which may be due to the longer and more difficult transition that many young people from a migrant background make into training.

Empirical surveys (e. g. BIBB transition studies and BA/BIBB survey of applicants<sup>92</sup>) have come to the conclusion that young people from a migrant background are just as interested in vocational training and as those not from migrant backgrounds and that many of them try harder to gain a training place than young Germans do.

The 2016 BA/BIBB survey of applicants found that 26 % of training place applicants from a migrant background who were registered with the BA were placed

in training in a company, far fewer than applicants not from migrant backgrounds (42 %). Compared with earlier surveys, the percentage of people from a migrant background who began vocational training in a company has fallen.<sup>93</sup> The results also show that there are major differences in rates of training placement within the group of young migrants depending on their country of origin. It is much harder for young Turkish or Arab people to find a training place, for example.<sup>94</sup>

The applicants from a migrant background surveyed enquired about training places more often than applicants not from a migrant background (40 % compared with 34 %) and with a larger average number of companies, 24 compared with 21 for people not from a migrant background. Applicants from a migrant background sent written applications to companies less often (74 % compared with 81 %) although they sent out a higher number of applications (38 compared with 28). Young people of Turkish and Arab origin sent the most applications (44). 48 % of people from a migrant background had applied for training in several occupations (6 occupations on average) while this figure was 52 % for applicants not from a migrant background (in 5 occupations on average). Applicants from a migrant background were less likely to apply for training places outside their home regions (28 % compared with 32 %).

91 See also the 2018 Data Report, Chapter A5.8

92 It should be noted that the BIBB Transition Study does not differentiate between first, second and third generation migrants. The findings of the BA/BIBB Survey of Applicants differentiate between first and second-generation migrants as part of expanded analyses. The BA/BIBB Survey of Applicants cannot record any information about on parents, so further differentiation between generations (e. g. third generation) is not possible.

93 See also the 2018 Data Report, Chapter A8.1.2

94 The BA/BIBB Survey of Applicants 2016 distinguishes four regions of origin: eastern Europe and the CIS states, southern European states, Turkey and Arab states, and other countries. The applicants surveyed are assigned to the four regions of origin based on their own responses to questions on their nationality, the land of their birth and the first language they learned as children (see also Beicht, Ursula 2017).

48 % of applicants from a migrant background had completed internships compared with 54 % of people not from a migrant background. Despite their intensive efforts, applicants from a migrant background were more rarely invited to selection interviews (49 % compared with 62 %).<sup>95</sup>

Lower-level school leaving qualifications, different career choices and other circumstances such as the regional training market situation, a lack of German language skills, less participation in internships in companies, and selection processes in companies in awarding training places have all been referenced as possible explanations for young people from a migrant background being less likely to be placed in training.

Young people from a migrant background remain disproportionately often without vocational qualifications. BIBB calculations based on the 2016 micro-census identified 31.4 % of 20 to 34-year-old migrants with direct experience of migration as unskilled workers and the figure was particularly high for Turkish migrants with direct experience of migration (54.1 %). For people from a migrant background who were born and grew up in Germany the figure was 19.9 % (8.8% for Germans not from a migrant background).<sup>96</sup>

In view of demographic developments and to avoid potential shortages of skilled staff, the German economy will need all its young people. Companies are already finding it hard to fill the training places they offer. School education and vocational training are central instruments in the integration of young migrants into work and the wider society, so effective strategies must be further developed to make it easier for young people from a migrant background to start and complete training.

Individual, holistic approaches such as career start mentoring, mentoring by Senior Experts and introductory training (EQ) can improve the prospects of young people interested in training who are from a migrant background of transitioning into training in a company.<sup>97</sup> Supporting trainees through training is also essential<sup>98</sup> and can help prevent them from dropping out in their first year of training. Practical experience has shown that professional, structured and individual mentoring of young people and companies is a promising method of achieving this goal. The instrument of Assisted Training (Assistierte Ausbildung – AsA), which has been established as part of the Alliance for Initial and Continuing Training, achieved positive results in this area during the reporting year.<sup>99</sup>

### 2.6.1.2 Refugees<sup>100</sup> and vocational training

Accommodating and integrating refugees and asylum seekers is an essential responsibility for German society as a whole that involves major challenges for the country's education and training system because of these people's relatively young ages and very wide range of pre-existing education and training levels. The Federal Government has launched a package of measures to integrate refugees and asylum seekers into education and training that includes language tuition, careers orientation and recognition measures and improved counselling structures and opens up existing funding and support instruments for refugees, as well

95 See Beicht, Ursula (2017): Ausbildungschancen von Ausbildungsstellenbewerbern und -bewerberinnen mit Migrationshintergrund. Aktuelle Situation 2016 und Entwicklung seit 2004 ([www.bibb.de/veroeffentlichungen/de/publication/show/8331](http://www.bibb.de/veroeffentlichungen/de/publication/show/8331))

96 See the 2017 Data Report, Chapter A11.3

97 The results of the influence of career start mentoring and introductory training are reported on 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 Jugendlichen in der beruflichen Bildung. Stand der Forschung, Kontroversen, Forschungsbedarf (p. 82-114). Weinheim; Beicht, Ursula; Gei, Julia (2013): Ausbildungschancen junger Menschen mit Migrationshintergrund nach Herkunftsregion. In: Cramer, Günter u. a. (eds.): Ausbilder-Handbuch (p. 1-27). Köln; Ulrich, Joachim Gerd (2011): Übergangsverläufe von Jugendlichen aus Risikogruppen. bwp@Spezial 5, HAT 2011, WS 15.

98 On the training contract termination rates of foreign nationals see [Chapter 2.6.12](#)

99 See [Chapters 3.1](#) and [3.11](#)

100 In the following, the term “refugee” is used in a broader sense meaning any person who has come to Germany seeking safety and protection regardless of the stage of his/her asylum procedure or residence status. See also Granato, M. & Neises, F. (2017): Fluchtmigration und berufliche Bildung. In: Geflüchtete und berufliche Bildung (S. 6–10). Wissenschaftliche Diskussionspapier des BIBB. Heft 187. Bonn: BIBB.

as creating new measures. Young people from a migrant background, refugees and asylum seekers are a particular focus of the Alliance for Initial and Continuing Training.<sup>101</sup>

Refugees are now increasingly entering the training market, with the number of refugees among applicants registered with the BA as looking for vocational training places more than doubling over the previous year's figure (2016: 10,253; 2017: 26,428).<sup>102</sup> Of these applicants, at least 14,700 can be counted as contributing to demand (expanded definition) because they were either placed in training (9,475 applicants), were unplaced, or were applicants with an alternative on the 30<sup>th</sup> of September who still wanted to be placed in training (5,235 applicants), 9,043 more than in 2016. How many refugees have been placed in vocational training without support from advisory, consultancy and placement services is not known because this figure can only be based on the number of applicants from a refugee background who were placed in training. The growth in the number of registered applicants in the BA statistics was however not enough to stop the negative national trend in demand for training places.<sup>103</sup>

### Asylum seekers and their protected status under the Geneva Convention

In 2017 186,644 asylum seekers were registered in Germany, far fewer than in the previous years.<sup>104</sup> In 2015 for example, 890,000 asylum seekers came to Germany (consolidated figure from the BMI), while in 2016 there were 280,000.

In the reporting year the BAMF made 603,428 decisions on asylum applications (2016: 695,733) and received 222,683 new applications, a fall of 70.1 % compared with the previous year's figure (745,545).

123,909 people were granted legal "refugee" status under the Geneva Convention (20.5 % of all decisions on asylum applications) in 2017. Another 98,074 people

(16.3 %) were granted subsidiary protection under Section 4 Paragraph 1 of the Asylum Act (Asylgesetz) and 39,659 people (6.6 %) were given protection from deportation pursuant to Section 60 Paragraph 5 or Paragraph 7 Clause 1 of the German Residence Act (AufenthG).<sup>105</sup>

The refugees' main countries of origin were Syria (24.7 %), Iraq (11.1 %) and Afghanistan (8.3 %). People from these three countries of origin made almost half of all initial applications in 2017. 60.5 % of all initial applicants were men and 75.2 % of asylum applicants were younger than 30.

### The data situation

The data situation on the integration of refugees and asylum seekers in vocational training is still difficult. Refugees and asylum seekers can usually only be successfully integrated into training after a certain period of time has elapsed because they first have to meet essential preconditions such as language skills and knowledge of the training system and the career choices available to them. Added to these difficulties is the fact that most official training market statistics do not separately survey the characteristic "refugee". Integrated Reporting on Training for example, which offers an overview of the training and qualification activities of young people who have completed stage one secondary education in Germany, does not provide any data on refugees and asylum seekers in the various education and training sectors. The many new measures created specially to integrate refugees into education and training are also not accounted for here.<sup>106</sup>

The vocational training statistics of the Statistics Offices of the Federal and Länder governments record only nationality, so they do cover nationals from the non-European countries from which many asylum seekers come<sup>107</sup> but do not determine whether they are refugees or asylum seekers.<sup>108</sup> The number of trainees

101 See [Chapter 3.1](#)

102 See also [Chapter 2.6.1](#)

103 See also Matthes, Stephanie; Ulrich, Joachim Gerd; Flemming, Simone; Granath, Ralf-Olaf (2017): Angebot und Nachfrage mit leichtem Plus, jedoch erneut mehr unbesetzte Plätze. Die Entwicklung des Ausbildungsmarktes im Jahr 2017 ([www.bibb.de/dokumente/pdf/a21\\_beitrag\\_naa309-2017.pdf](http://www.bibb.de/dokumente/pdf/a21_beitrag_naa309-2017.pdf))

104 See also [www.bmi.bund.de/SharedDocs/pressemitteilungen/DE/2018/01/asylantraege-2017](http://www.bmi.bund.de/SharedDocs/pressemitteilungen/DE/2018/01/asylantraege-2017)

105 See [www.bamf.de/SharedDocs/Meldungen/DE/2018/20180109-asylgeschaefsstatik-dezember.html](http://www.bamf.de/SharedDocs/Meldungen/DE/2018/20180109-asylgeschaefsstistik-dezember.html) and BAMF, current asylum seeker figures, December 2017, [www.bamf.de/SharedDocs/Anlagen/DE/Downloads/Infothek/Statistik/Asyl/aktuelle-zahlen-zu-asyl-dezember-2017.html](http://www.bamf.de/SharedDocs/Anlagen/DE/Downloads/Infothek/Statistik/Asyl/aktuelle-zahlen-zu-asyl-dezember-2017.html)

106 See [Chapter 2.6.4](#)

107 Afghanistan, Eritrea, Iraq, Iran, Nigeria, Pakistan, Somalia and Syria (see also footnote 108).

108 These may be people who have lived in Germany for a long time or those who have migrated to Germany in other ways (labour migration or subsequent immigration of family members).

with a newly concluded training contract who are nationals of a non-European country from which many asylum seekers come has however risen sharply in recent years (2013: 1,569; 2014: 1,908; 2015: 2,925; 2016: 5,997), indicating that this group increasingly includes refugees and asylum seekers.<sup>109</sup>

### **Findings from the Federal Employment Agency (BA) statistics on the integration of refugees and asylum seekers**

In contrast to the statistics mentioned above, the Federal Employment Agency (BA) statistics have identified refugees and asylum seekers since 2016.<sup>110</sup>

The number of refugee and asylum seeker applicants for training places registered with the BA grew substantially compared with the previous year (10,253), reaching 26,428 in 2017. 9,475 or 35.9 % of the 26,428 refugee or asylum seeker applicants were placed in vocational training while 4,216 or 16.0 % were in an alternative and did not require any further training placement efforts.<sup>111</sup> The whereabouts of 7,502 people or 28.4 % was unknown. Placement efforts for 21,193 or 80.2 % of refugee or asylum seeker applicants therefore ended at the end of the reporting year.

Placement efforts were continued for 5,234 or 19.8 % of refugee or asylum seeker applicants. Of these, 2,850 (10.8 %), were in an alternative but still wanted to be placed in training and 2,385 (9.0 %) were unplaced applicants. Refugee and asylum seeker applicants were more rarely placed in vocational training than applicants not from that background (35.9 % vs. 48.4 %) and they were twice as likely to remain unplaced (9.0 % vs. 4.3 %). Their whereabouts was also far more likely to be unknown (37.4 % vs. 21.5 %).

<sup>109</sup> A table showing trainee numbers, new entries into training, trainees who have completed training, examination participants, trainees who have terminated their contract and those who have started training in Germany by nationality from 2008 to 2016 can be found at [www2.bibb.de/bibbtools/de/ssl/1868.php](http://www2.bibb.de/bibbtools/de/ssl/1868.php). It should be noted that the nationality of some foreign national trainees with newly concluded training contracts is not stated (2016: 1,095) or has not been identified (2016: 348).

<sup>110</sup> People from a forced migration background are defined as third country nationals living in Germany who have a fixed-term residency permit, a residency permit for a refugee, or leave to remain. The BA statistics also record foreigners by nationality. Here too, only those determined to be mature enough to start training are granted applicant status.

<sup>111</sup> Detailed information on the whereabouts of this group can be found in the Data Report accompanying the 2018 Report on Vocational Education and Training, Chapter A12.2.

The BA statistics provide detailed information on the participation of refugees and asylum seekers in measures in the transition system.

Between September 2016 and August 2017 an annual average of 9,766 refugees and asylum seekers took part in career start mentoring (1,678), Assisted Training (1,010), a pre-vocational training measure (563), introductory training (4,284) or support for apprentices during training (2,230) so at the national level refugees and asylum seekers made up 6.1 % of participants in these standard instruments. The proportion of refugees and asylum seekers in introductory training was particularly high, with just on a third of participants (32.3 %) from a refugee or asylum seeker background.

As well as participation in standard pre-vocational and training assistance instruments, the BA statistics also record participation in special national measures created mainly for refugees based on the provisions of Section 45 of the German Social Code (SGB II) (“activation measures and vocational integration” – “Maßnahmen zur Aktivierung und beruflichen Eingliederung”). Between September 2016 and August 2017 15,121 people from a refugee or asylum seeker background took part in these measures, with an especially large number of participants registered in the “Kompetenzfeststellung, frühzeitige Aktivierung und Spracherwerb” (KompAS), “Perspektiven für Flüchtlinge” (PerF) and “Perspektiven für junge Flüchtlinge” (PerjuF) measures.<sup>112</sup>

### **The BA/BIBB Migration Study (Migrationsstudie)**

Working on behalf of the BMBF, the BIBB is currently establishing a database that will store information to facilitate regular reporting on issues involving “refugees”,<sup>113</sup> including data from official statistics and BIBB research as well as research data from other institutions. Another important source of data is the BA/BIBB migration study (Migrationsstudie), which was carried out in 2016 for the first time and complements the BA/BIBB survey of training place applicants.<sup>114</sup>

<sup>112</sup> See also **Chapter 3**

<sup>113</sup> Projekt InGAA – Aufbau einer Daten- und Informationsbasis für eine regelmäßige Berichterstattung zum Thema „Integration in Ausbildung und Arbeit“, see also [www.bibb.de/de/62274.php](http://www.bibb.de/de/62274.php)

<sup>114</sup> The BA/BIBB Migration Study collects information on the situation of refugees in the transition into training using a random sample of non-German national applicants registered with the BA. To cover as many refugees as possible, a sampling concept was used that disproportionately represents nationals from the countries from which most

Their current analysis focuses on the factors that lead to successful training placement. It shows that contact with companies in particular (e. g. during introductory training or as a result of internships or a trial period of work) contribute decisively to a successful transition into company-based training. Refugees also profit from the individual support provided by mentors and sponsors. The analyses found that the local training market situation had no effect on successful entry into training.

Analyses also show that the applicants from a refugee or asylum seeker background who were surveyed want more support and not just in orienting themselves within the German education and training system and placement in training. People who have been living in Germany for a short time wanted more support in practical everyday matters (e. g. looking for housing). The great importance of continuous language tuition was emphasised in the context of their need for support and a lack of language training was one of the reasons given for their lack of success in finding a training place. Even those refugees and asylum seekers who had succeeded in managing the transition into training expressed a continuing need for substantial support.<sup>115</sup>

### 2.6.2 The whereabouts of applicants registered with employment offices (Agenturen für Arbeit) and Jobcenters

At the end of the vocational guidance year (2017), the Federal Employment Agency (BA) recorded 23,712 unplaced applicants and another 56,509 young people for whom placement efforts are continuing (“applicants with an alternative on the 30<sup>th</sup> of September”). These are people who began an alternative to training in the 2016/2017 training year but were still looking for a training place and wanted to be placed in training by an employment office (Agenturen für Arbeit) or Jobcenter.

Since 2009 the number of applicants with an alternative on the 30<sup>th</sup> of September still looking for a training place has fallen markedly (see **Chart 13**). The number of applicants with an alternative on the 30<sup>th</sup> of September was well below the previous year’s figure (–3,544 or –5.9 %) in 2017.<sup>116</sup> Their proportion as a percentage of all registered applicants has been declining since 2009 (2009: 13.0 %; 2010: 12.2 %; 2011: 11.2 %; 2012: 10.7 %; 2013: 11.1 %; 2014: 10.8 %; 2015: 10.9 %; 2016: 11.0 %; 2017: 10.3 %).

The 80,221 applicants who were still looking for a training place on the 30<sup>th</sup> of September 2017 (23,712 unplaced applicants and 56,509 applicants with an alternative on the 30<sup>th</sup> of September)<sup>117</sup> were by no means people with comparatively low-level school leaving qualifications. As **Chart 14** shows, 30.5 % of unplaced applicants and 27.6 % of applicants with an alternative on the 30<sup>th</sup> of September who still wanted to be placed in training had a higher education entrance qualification. Among the possible reasons for their lack of success in finding a training place are a single-minded focus among holders of higher education entrance qualification on just a few occupations and the tougher competitive situations in those occupations.<sup>118</sup> It is also possible that current efforts to recruit university dropouts into dual vocational training mean that they register with the BA as applicants for training places more often.

refugees come (Afghanistan, Eritrea, Iraq, Iran, Nigeria, Pakistan, Somalia and Syria). The sample did not include the attribute “refugee” for data protection reasons but respondents could voluntarily disclose it in the survey.

115 See Matthes, Stephanie; Eberhard, Verena; Gei, Julia; Borhardt, Dagmar; Christ, Alexander; Niemann, Moritz; Schratz, Rafael; Engelmann, Dorothea; Pencke, Alexander (2018): Junge Geflüchtete auf dem Weg in Ausbildung. Ergebnisse der BA/BIBB-Migrationsstudie 2016 ([www.bibb.de/veroeffentlichungen/de/publication/show/8620](http://www.bibb.de/veroeffentlichungen/de/publication/show/8620))

116 This is also partly a result of changes to statistics processes at the Federal Employment Agency (BA) (see **Chapter 2.1.3**).

117 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 continuing desire of applicants for training, so it takes on the perspective of young people seeking training. Yet not every applicant who has opted for an alternative but still wants to be placed in training, is without a fully qualifying training place. Of the 56,509 applicants with an alternative, 6,673 were continuing training they had already begun (1,340 unfunded and 5,333 funded). Another 1,594 training place applicants were studying. The fact that they had made an application elsewhere shows however, that the young person was dissatisfied with their situation at some point during the course of the year and perhaps still is (so are at risk of dropping out), so including these young people in the statistics is entirely justifiable.

118 See **Chapter 2.3**

Chart 13: Whereabouts of applicants registered with employment offices (Agenturen für Arbeit) or Jobcenters on the 30<sup>th</sup> of September, 2009 to 2017

	2009	2010	2011	2012	2013	2014	2015	2016	2017
<b>Placed applicants</b> (applicants who have been placed in training)	<b>260,183</b>	<b>272,240</b>	<b>280,935</b>	<b>287,852</b>	<b>276,151</b>	<b>271,959</b>	<b>267,664</b>	<b>264,447</b>	<b>265,320</b>
of whom									
unfunded	219,919	231,865	249,632	257,918	247,886	244,312	241,771	240,837	244,374
funded	40,264	40,375	31,303	29,934	28,265	27,647	25,893	23,610	20,946
<b>Other former applicants whose whereabouts is known<sup>1)</sup></b>	<b>111,253</b>	<b>110,150</b>	<b>106,850</b>	<b>108,369</b>	<b>107,013</b>	<b>109,393</b>	<b>108,190</b>	<b>109,276</b>	<b>107,976</b>
<b>Other former applicants whose whereabouts is unknown</b>	<b>102,800</b>	<b>96,815</b>	<b>87,071</b>	<b>90,965</b>	<b>95,935</b>	<b>98,405</b>	<b>94,019</b>	<b>93,402</b>	<b>94,307</b>
of whom for information									
registered as unemployed on the 30 <sup>th</sup> of September									<b>22,594</b>
<b>Applicants with an alternative on the 30<sup>th</sup> of September</b>	<b>73,130</b>	<b>68,423</b>	<b>61,051</b>	<b>60,446</b>	<b>62,655</b>	<b>60,456</b>	<b>60,255</b>	<b>60,053</b>	<b>56,509</b>
School	16,510	16,200	17,086	17,607	19,190	17,951	18,212	17,825	18,028
Tertiary studies	590	641	769	1,280	1,401	1,453	1,587	1,614	1,594
Pre-vocational year	591	773	636	860	999	1,067	1,137	1,381	1,371
Basic vocational training year	1,508	1,856	1,316	1,394	1,732	1,577	1,010	717	601
Internship	6,546	6,188	5,011	4,850	3,917	3,598	3,339	3,010	2,457
Previous vocational training	8,231	6,394	5,885	6,226	7,086	7,411	7,829	7,838	6,673
of whom									
unfunded	1,350	1,001	1,006	1,166	1,170	1,105	1,105	1,149	1,340
funded	6,881	5,393	4,879	5,060	5,916	6,306	6,724	6,689	5,333
Employment		8,787	8,620	9,282	9,899	9,896	10,626	11,025	11,518
Military/civil service		869	427	309	234	216	201	178	166
National/Youth voluntary year		1,433	2,711	3,038	3,641	3,594	3,827	3,798	3,746
Pre-vocational training measure		18,411	13,628	11,939	11,374	10,672	9,667	9,785	8,018
Pre-vocational training measure – Reha		78	74	84	103	145	148	159	201
Introductory training		4,260	3,357	2,513	2,244	1,963	1,869	1,951	2,120
Other support		2,518	1,506	1,048	816	892	777	750	14
Other Reha support		15	25	16	19	21	26	22	*
<b>Unplaced applicants</b>	<b>15,510</b>	<b>12,033</b>	<b>11,366</b>	<b>15,673</b>	<b>21,087</b>	<b>20,932</b>	<b>20,782</b>	<b>20,550</b>	<b>23,712</b>
<b>Total applicants for vocational training places</b>	<b>562,876</b>	<b>559,661</b>	<b>547,273</b>	<b>563,305</b>	<b>562,841</b>	<b>561,145</b>	<b>550,910</b>	<b>547,728</b>	<b>547,824</b>

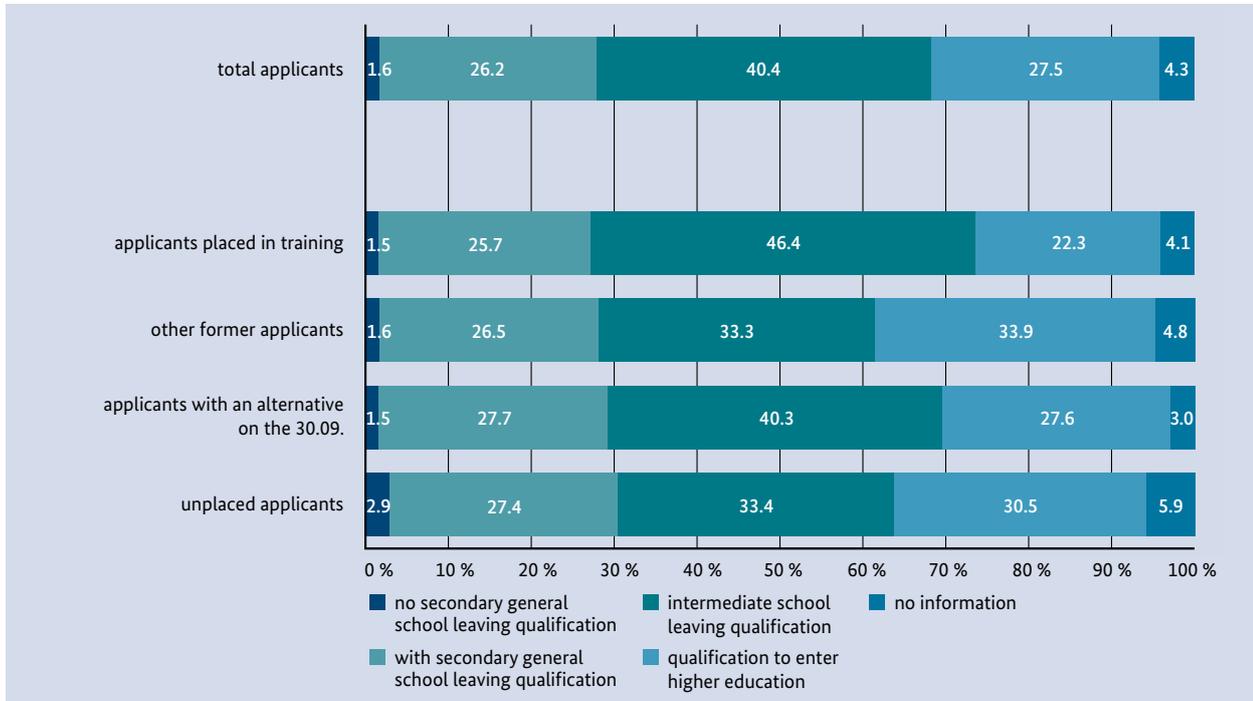
\* Numerical value smaller than 3 or corresponding value

<sup>1)</sup> 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 and who have been assessed as able to undergo training (young people with the maturity required to undergo training).

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

**Chart 14: Schooling background of applicants registered with employment offices (Arbeitsagenturen) and Jobcenters in 2017**



Sources: Federal Employment Agency (BA) statistics, BIBB calculations

**People whose whereabouts is unknown**

The number of applicants in the Federal Employment Agency (BA) statistics who were no longer seeking active help in their search for training, for whom placement efforts were not ongoing, and about whom no information was available (“other former applicants whose whereabouts is unknown”) remained relatively high at 94,307 (see **Chart 13**). There is a risk that some of these young people will drop out of the education and training system “almost unnoticed” with the wellknown negative consequences for their future employability and opportunities to participate in society. Compared with the previous year’s figure, their number grew by 905 (+1.0 %) although as a percentage of all registered applicants the figure was similar to the previous year’s at 17.2 %.<sup>119</sup> In the 2016/2017 reporting year the BA statistics recorded information on the employment status of applicants whose whereabouts was unknown

for the first time.<sup>120</sup> Of the applicants for whom no further placement efforts were ongoing and whose whereabouts was unknown, 22,594 or 24.0 % were registered as unemployed on the 30<sup>th</sup> of September 2017.

The BA/BIBB survey of applicants also offers information on the whereabouts of people whose whereabouts was unknown in the BA statistics. The proportion of applicants who remain outside the education and training system was much higher among those whose whereabouts was unknown (2016: 64 %) than it was among applicants whose whereabouts information was available in the BA statistics (2016: 16 %). In earlier surveys the figures were somewhat lower.<sup>121</sup> 18 % of people whose whereabouts was unknown had been placed in measures resulting in partial vocational qualifications (25 % of those whose

119 Since 2009 the figure has developed as follows: 2009: 18.3 %; 2010: 17.3 %; 2011: 15.9 %; 2012: 16.1 %; 2013: 17.0 %; 2014: 17.5 %; 2015: 17.1 %; 2016: 17.1 %; 2017: 17.2 %.

120 Information on the employment status of applicants whose whereabouts was unknown is obtained from the labour market statistics on the reference date of the statistics on applications (see also BA statistics on vocational training places and training place applicants, September 2017).

121 2014: 62 %, see also the 2018 Data Report, Chapter A8.1

whereabouts was known).<sup>122</sup> 17 % of those whose whereabouts was unknown had succeeded in starting fully-qualifying training but this figure was much higher for applicants whose whereabouts was known at 59 %.

Analyses also show that the percentage of those whose highest school leaving qualification was a secondary general school certificate (36 %) was higher in the group of people whose whereabouts was unknown than it was among those whose whereabouts was known (26 %). More people whose whereabouts was unknown (45 %) were also from a migrant background (those whose whereabouts was known: 27 %). There was also a strikingly high proportion of unplaced applicants from previous years (39 %) among people whose whereabouts was unknown (those whose whereabouts was known: 25 %). These findings show that these young people are repeatedly not managing the transition into training or completion of training. In 2016 the proportion of unemployed people among those whose whereabouts was unknown was also fairly high at 32 % (people whose whereabouts was unknown: 5 %).<sup>123</sup>

Given this situation, it is all the more important that young people maintain contact with employment offices (Arbeitsagenturen) and Jobcenters. The findings on the whereabouts of applicants registered with employment offices (Agenturen für Arbeit) and Jobcenters show that the transition into training is still difficult for many of them. Establishing “youth occupational agencies” (“Jugendberufsagenturen”) could be a promising way of offering them support. Close, coordinated cooperation between labour administration authorities, youth welfare services and schools can also help to prevent young people who need extra support from “falling out” of the education and training system. The Federal Government has identified a need for action here and will increasingly focus on this target group and young people still looking for a training place after the 30<sup>th</sup> of September are an important target group for the Alliance for Initial and Continuing Training.

122 A similar proportion of applicants whose whereabouts was unknown and those whose whereabouts was known was recorded in earlier BA/BIBB Surveys of Applicants.

123 See also the 2017 Data Report, Chapter A8.1

### 2.6.3 Applicants for vocational training places due to begin by the end of 2017 – subsequent placement statistics

The placement activities of employment offices (Agenturen für Arbeit) and Jobcenters do not end on the 30<sup>th</sup> of September but continue in a “fifth quarter” (in a so-called “subsequent placement” phase).<sup>124</sup> Subsequent placement is designed for all young people who want to start training between the 1<sup>st</sup> of October and 31<sup>st</sup> of December in the current ongoing training year. This means that not only previously unplaced applicants but also young people who were not formerly registered as applicants with employment offices (Agenturen für Arbeit) and Jobcenters register with them as seeking subsequent placement.

Placement efforts for training to begin by the end of the year were ongoing for 68,718 people in 2017 (see **Table 11**, column 1), 371 (+0.5 %) more than in the year before. 51,113 of them had been registered as applicants for training in the previous 2016/2017 reporting year while the remaining 17,605 had not been registered as applicants in the last reporting year.

- Of the 51,113 people registered as wanting subsequent placement in training who had already been registered as applicants in the 2016/2017 reporting year, 23,678 were unplaced, making up 99.9 % of all of the 23,712 applicants who were unplaced on the 30<sup>th</sup> of September 2017.
- By the end of September 13,940 people had begun an alternative to training but still wanted to be placed in training, so 24.7 % of the 56,509 registered applicants who had an alternative on the 30<sup>th</sup> of September 2017 but still wanted a training place.<sup>125</sup>

It should be noted that only those applicants from the previous reporting year who still wanted to be placed in training after the 30<sup>th</sup> of September are counted here. Far fewer applicants who have an alternative on the 30<sup>th</sup> of September actively still want to be placed in training after that date. Since the training year is almost

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

125 Details on unplaced applicants and applicants with an alternative on the reference date of the 30<sup>th</sup> of September come from **Chapter 2.1.3** and **Chapter 2.6.2**.

over at this point, the group of people still looking for a training place in the months of October to December of the current year will also be much smaller, but it can be assumed that most of them will again register as applicants in the new reporting year.

In addition to these two groups who were still looking for a training place on the reference date of the 30<sup>th</sup> of September and added new applicants, other people for whom placement efforts had already concluded applied for placement in training for the ongoing training year. 6,079 of them came from the group of “other former applicants” who had begun an alternative to training or whose whereabouts had been unknown and who had no longer wanted to be placed in training (see **Table 11**, column 4; 3.0 % of all 202,283 “other former applicants”). 7,416 (2.8 % of the 265,320 applicants placed in training by the 30<sup>th</sup> of September 2017) had applied, even though they had already begun a form of training (see **Table 11**, column 3).

Detailed analyses by the BIBB based on data from the BA show that people with characteristics that, experience has shown, make it harder to place them in training were disproportionately represented among applicants in the subsequent training placement phase. 53.9 % were 20 years old or older (by comparison 35.3 % of all applicants in the reporting year were ≥ 20 years old), 19.7 % were foreign nationals (compared with 15.5 % in the reporting year) and their highest school leaving qualification of 31.1 % was a secondary general school certificate (on the 30<sup>th</sup> of September: 27.9 %).<sup>126</sup>

**Table 11**, column 1 shows information on the outcomes of subsequent placement for these 68,718 applicants. 6,317 (9.2 %) were placed in training and 28,105 (40.9 %) remained unplaced, so for them and for the 22,779 (33.1 %) applicants with an alternative efforts to place them in training were continuing. The remaining 11,517 applicants were not in training and had put an end to training placement efforts for various reasons. The whereabouts of 6,633 of these people was unknown.

Considering just the two groups of applicants who were still looking for a training place on the reference date of the 30<sup>th</sup> of September (unplaced applicants and applicants with an alternative on the 30<sup>th</sup> of September), the following can be stated:

- Subsequent placement reduced the number of unplaced applicants (**Table 11**, column 7). When it started, 23,678 applicants (100 %) were still unplaced but by January 2018 their number had been reduced to 13,779 (58.2 %). 1,817 (7.7 %) had been placed in training, 2,719 (11.5 %) were in an alternative but still wanted to be placed in training, and 5,363 (22.6 %) had opted for another alternative or their whereabouts was unknown and efforts to place them in training had ended.
- Of the 13,940 applicants with an alternative on the 30<sup>th</sup> of September who still wanted to be placed in training (100 %), 882 (6.3 %) were placed in training (**Table 11**, column 6). Placement efforts had ended for 1,778 (12.8 %) applicants with an alternative and 11,280 (80.9 %) were in an alternative to training but still wanted to be placed in training. 1,196 (8.6 %) were unplaced and also still wanted to be placed in training.

It must be said that getting trainees into training several weeks or months after a new training year has begun is a major challenge. Companies offering training generally focus their efforts on the start of the training year, so subsequent placement usually only offers places that were not filled during the reporting year or have fallen vacant due to premature termination of training contracts. New training places have also been registered in a few cases.

## 2.6.4 Young people in the transition system

The initial release of data from Integrated Reporting on Training (iABE) reported that the number of new entries into the transition system in 2017 at 291,924 was much lower than in 2016 (–10,957 or –3.6 %) (see **Table 12**).<sup>127</sup> In both the preceding years there was an increase in numbers of new entries although the Federal Statistical Office (StBA) has stated that this was largely due to growth in numbers in programmes that teach German to young refugees and migrants.<sup>128</sup>

In presenting this fall in numbers of new entries into the transition system it should be noted that Integrated Reporting on Training (iABE) does not include many of

<sup>127</sup> There may be discrepancies with earlier reports due to subsequent revisions of the data.

<sup>128</sup> See the press release issued by the StBA of the 10<sup>th</sup> of March 2017 ([www.destatis.de/DE/PresseService/Presse/Pressemitteilungen/2017/03/PD17\\_087\\_212.html](http://www.destatis.de/DE/PresseService/Presse/Pressemitteilungen/2017/03/PD17_087_212.html))

<sup>126</sup> See the 2018 Data Report, Chapter A1.1

the new measures developed in response to the recent influx of refugees. The approximately 15,100 young people in Federal Employment Agency (BA) measures such as “KompAS” or “Perspektive für Flüchtlinge” are not included in iABE, for example,<sup>129</sup> and many young refugees and asylum seekers are in various Länder or municipal programmes that are not included in iABE. The decline in numbers must also be seen in the context of the further easing in the training market situation from the perspective of young people as a result of demographic and economic developments.<sup>130</sup>

Fewer young women than young men, just 34.9 %, began a transition sector measure in 2017. The proportion of women in obligatory practical traineeships preceding practical traineeships preceding an educational practitioner training at vocational colleges at vocational colleges was however disproportionately high (84.4 %). The basic vocational training year (78.0 %) recorded the highest proportion of young men, followed by BA introductory training measures (76.1 %).

The transition system offers young people an opportunity to improve their individual chances of gaining training so it is unsurprising that most young people in the transition sector have fairly low-level or no school leaving qualifications. According to the Integrated Reporting on Training (iABE) data for 2016,<sup>131</sup> young people with a secondary general school certificate made up the majority in the transition system at 36.9 %. 28.5 % had no secondary general school certificate, although 19.7 % had an intermediate school leaving certificate or equivalent. The percentage of young people with a higher education entrance qualification in the transition system was extremely small, at just 2.3 % (see **Chart 15**).<sup>132</sup>

Young people with a higher education entrance qualification were however represented at above-average levels in introductory training (11.0 %), a measure that ensures a high rate of integration into training. Those without a secondary general school certificate were often found in a pre-vocational training year including one-year careers entry classes (56.8 %) and in BA pre-vocational training measures (25.8 %).

The proportion of foreign nationals entering the transition system in 2017<sup>133</sup> was 35.3 % so it fell slightly compared with the previous year (2016: 36.4 %).<sup>134</sup> Foreign nationals were most strongly represented in a pre-vocational training year including one-year careers entry classes (64.1 %). Young foreigners were also disproportionately often found in BA introductory training measures (39.7 %) and training courses at vocational colleges for students who are employed or unemployed, have no training contract and are pursuing a general lower secondary level qualification (27.9 %). It should be noted that this is also due to the different school-leaving qualifications that young Germans and young foreign nationals have achieved by the time they leave general education schools.<sup>135</sup>

### 2.6.5 Young people who leave school after year nine can succeed in managing the transition into training

In a pilot project funded by the BMBF, the BIBB evaluated data from the National Education Panel Study (NEPS)<sup>136</sup> on current vocational training policy issues.<sup>137</sup> The NEPS is currently monitoring around 15,500 young people as they complete general education schooling and transfer into (vocational)

129 See **Chapter 2.6.1** and the Data Report accompanying the 2018 Report on Vocational Education and Training, Chapter A12.2

130 See **Chapter 2.1**

131 Detailed data on schooling background for 2017 is not yet available.

132 The high percentage of young people about whom no information on schooling background was available is striking and they are largely young foreign nationals. No statements can be made on the previous schooling background of 30 % of young foreign nationals in the transition system (the proportion of Germans in this situation was 3 %). This figure has risen drastically since 2014. This data could be regarded as a statistical indicator because many of these young people are refugees.

133 Data on foreigners for 2017 is not available from all Länder so for the previous year's data is cited for Baden-Württemberg, Mecklenburg-Western Pomerania, Lower Saxony and Saarland.

134 As noted in the beginning of this chapter, many measures for refugees are not recorded in Integrated Reporting on Training (iABE).

135 See **Chapter 2.6.1**

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

137 See the tabular presentation on measures to secure the future of initial and continuing vocational education and training, **Chapter 3.11**

Table 11: Whereabouts of applicants for vocational training to begin by the end of 2017 (subsequent placement) (Part 1)

	Already an applicant in the 2016/2017 reporting year										Not an applicant in the last reporting year					
	Total	Total applicants in the last reporting year			of whom			of whom		Col. 8						
		Col. 1 (Col. 2 + Col. 8)	Col. 2 (Col. 3 + Col. 4 + Col. 5)	Col. 3	Col. 4	Col. 5 (Col. 6 + Col. 7)	Col. 6	Col. 7								
<b>Germany</b>																
Applicants still looking for training on 01.10.2017 or from 01.10.2017 again looking for training or looking for the first time of whom (status in January 2018):	68,718	100.0 %	51,113	100.0 %	7,416	100.0 %	6,079	100.0 %	37,618	100.0 %	13,940	100.0 %	23,678	100.0 %	17,605	100.0 %
of whom (status in January 2018):																
▶ applicants placed in training, of whom	6,317	9.2 %	4,296	8.4 %	1,085	14.6 %	512	8.4 %	2,699	7.2 %	882	6.3 %	1,817	7.7 %	2,021	11.5 %
▶ unfunded vocational training	5,131	7.5 %	3,657	7.2 %	792	10.7 %	409	6.7 %	2,456	6.5 %	831	6.0 %	1,625	6.9 %	1,474	8.4 %
▶ funded vocational training	1,186	1.7 %	639	1.3 %	293	4.0 %	103	1.7 %	243	0.6 %	51	0.4 %	192	0.8 %	547	3.1 %
▶ other former applicants, of whom	11,517	16.8 %	8,976	17.6 %	902	12.2 %	933	15.3 %	7,141	19.0 %	1,778	12.8 %	5,363	22.6 %	2,541	14.4 %
▶ whereabouts is not known	6,633	9.7 %	5,176	10.1 %	364	4.9 %	515	8.5 %	4,297	11.4 %	400	2.9 %	3,897	16.5 %	1,457	8.3 %
▶ applicants still looking for training, of whom	50,884	74.0 %	37,841	74.0 %	5,429	73.2 %	4,634	76.2 %	27,778	73.8 %	11,280	80.9 %	16,498	69.7 %	13,043	74.1 %
▶ with an alternative	22,779	33.1 %	17,516	34.3 %	3,202	43.2 %	1,511	24.9 %	12,803	34.0 %	10,084	72.3 %	2,719	11.5 %	5,263	29.9 %
▶ no alternative	28,105	40.9 %	20,325	39.8 %	2,227	30.0 %	3,123	51.4 %	14,975	39.8 %	1,196	8.6 %	13,779	58.2 %	7,780	44.2 %
<b>Western Länder</b>																
Applicants still looking for training on 01.10.2017 or from 01.10.2017 again looking for training or looking for the first time	57,026	83.0 %	42,556	83.3 %	6,252	84.3 %	4,960	81.6 %	31,344	83.3 %	12,972	93.1 %	18,372	77.6 %	14,470	82.2 %
of whom (status in January 2018):																
▶ applicants placed in training, of whom	5,105	7.4 %	3,438	6.7 %	864	11.7 %	409	6.7 %	2,165	5.8 %	832	6.0 %	1,333	5.6 %	1,667	9.5 %
▶ unfunded vocational training	4,178	6.1 %	2,942	5.8 %	631	8.5 %	326	5.4 %	1,985	5.3 %	787	5.6 %	1,198	5.1 %	1,236	7.0 %
▶ funded vocational training	927	1.3 %	496	1.0 %	233	3.1 %	83	1.4 %	180	0.5 %	45	0.3 %	135	0.6 %	431	2.4 %
▶ other former applicants, of whom	9,198	13.4 %	7,193	14.1 %	750	10.1 %	786	12.9 %	5,657	15.0 %	1,632	11.7 %	4,025	17.0 %	2,005	11.4 %
▶ whereabouts is not known	5,146	7.5 %	4,006	7.8 %	297	4.0 %	411	6.8 %	3,298	8.8 %	361	2.6 %	2,937	12.4 %	1,140	6.5 %

Table 11: Whereabouts of applicants for vocational training places for training to begin by the end of 2017 (subsequent placement) (Part 2)

	Already an applicant in the 2016/2017 reporting year										Not an applicant in the last reporting year					
	Total	Total applicants in the last reporting year			Applicants placed by 30.09.			of whom				Col. 8				
		Col. 1 (Col. 2 + Col. 8)	Col. 2 (Col. 3 + Col. 4 + Col. 5)	Col. 3	Col. 4	Col. 5 (Col. 6 + Col. 7)	Col. 6	Col. 7	Col. 8							
▶ applicants still looking for training, of whom	42,723	62.2 %	31,925	62.5 %	4,638	62.5 %	3,765	61.9 %	23,522	62.5 %	10,508	75.4 %	13,014	55.0 %	10,798	61.3 %
▶ with an alternative	20,074	29.2 %	15,650	30.6 %	2,821	38.0 %	1,339	22.0 %	11,490	30.5 %	9,411	67.5 %	2,079	8.8 %	4,424	25.1 %
▶ no alternative	22,649	33.0 %	16,275	31.8 %	1,817	24.5 %	2,426	39.9 %	12,032	32.0 %	1,097	7.9 %	10,935	46.2 %	6,374	36.2 %
<b>Eastern Länder</b>																
▶ applicants still looking for training on 01.10.2017 or from 01.10.2017 again looking for training or looking for the first time	11,643	16.9 %	8,526	16.7 %	1,161	15.7 %	1,116	18.4 %	6,249	16.6 %	960	6.9 %	5,289	22.3 %	3,117	17.7 %
of whom (status in January 2018):																
▶ applicants placed in training, of whom	1,209	1.8 %	857	1.7 %	221	3.0 %	103	1.7 %	533	1.4 %	49	0.4 %	484	2.0 %	352	2.0 %
▶ unfunded vocational training	950	1.4 %	714	1.4 %	161	2.2 %	83	1.4 %	470	1.2 %	43	0.3 %	427	1.8 %	236	1.3 %
▶ funded vocational training	259	0.4 %	143	0.3 %	60	0.8 %	20	0.3 %	63	0.2 %	6	0.0 %	57	0.2 %	116	0.7 %
▶ other former applicants, of whom	2,305	3.4 %	1,773	3.5 %	152	2.0 %	146	2.4 %	1,475	3.9 %	143	1.0 %	1,332	5.6 %	532	3.0 %
▶ whereabouts is not known	1,477	2.1 %	1,164	2.3 %	67	0.9 %	103	1.7 %	994	2.6 %	39	0.3 %	955	4.0 %	313	1.8 %
▶ applicants still looking for training, of whom	8,129	11.8 %	5,896	11.5 %	788	10.6 %	867	14.3 %	4,241	11.3 %	768	5.5 %	3,473	14.7 %	2,233	12.7 %
▶ with an alternative	2,693	3.9 %	1,859	3.6 %	378	5.1 %	171	2.8 %	1,310	3.5 %	670	4.8 %	640	2.7 %	834	4.7 %
▶ no alternative	5,436	7.9 %	4,037	7.9 %	410	5.5 %	696	11.4 %	2,931	7.8 %	98	0.7 %	2,833	12.0 %	1,399	7.9 %

Sources: Federal Employment Agency (BA) statistics, subsequent placement until the end of January 2018, calculations by the BIBB

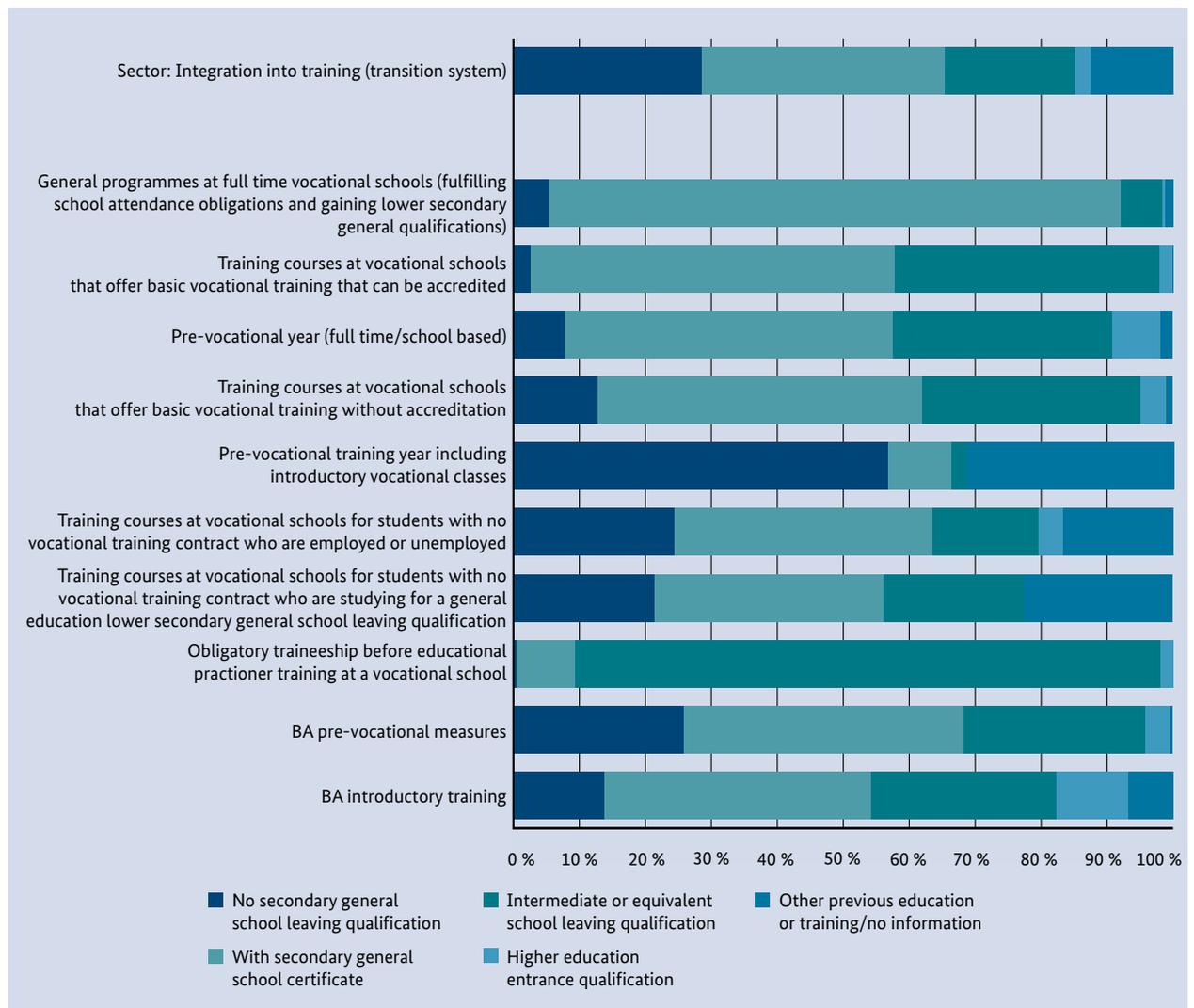
**Table 12: New entries in the transition system, 2005 to 2017**

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
<b>Sector: Integration into training (transition system)</b>	<b>417,649</b>	<b>412,083</b>	<b>386,864</b>	<b>358,969</b>	<b>344,515</b>	<b>316,494</b>	<b>281,662</b>	<b>259,727</b>	<b>255,401</b>	<b>252,670</b>	<b>266,194</b>	<b>302,881</b>	<b>291,924</b>
General programmes at full-time vocational schools (fulfilling school attendance obligations and gaining lower secondary general qualifications)	68,095	67,949	63,976	59,940	59,812	54,180	49,182	52,086	49,394	45,069	22,552	25,919	21,151
Training courses at full-time vocational schools that offer basic vocational training that can be accredited	58,706	59,341	55,548	51,776	49,821	47,479	44,051	35,708	36,119	35,581	47,355	47,017	48,981
Pre-vocational year (full time/school-based)	48,581	46,446	44,337	42,688	32,473	30,620	28,144	26,938	27,325	28,408	6,285	5,957	5,740
Training courses at vocational schools that offer basic vocational training without accreditation	29,106	27,811	31,947	29,841	28,226	24,790	21,816	17,682	21,153	21,490	41,355	41,652	44,297
Pre-vocational year including vocational introductory classes	58,432	55,339	46,841	42,571	41,973	40,661	38,479	41,061	41,340	45,202	72,450	108,494	99,242
Training courses at vocational schools for students with no training contract who are employed or unemployed	27,035	28,671	25,789	21,364	20,875	19,186	16,250	16,285	15,331	14,393	17,370	13,781	13,336
Training courses at vocational schools for students with no training contract who are studying for a general lower secondary school leaving qualification	13,477	13,192	11,498	9,958	8,968	6,808	6,127	2,389	2,325	2,324	400	280	312
Obligatory internship before educational practitioner training at a vocational school	3,525	3,561	3,391	3,531	3,724	3,854	3,821	3,835	3,890	3,841	3,829	3,594	3,594
Federal Employment Agency (BA) pre-vocational measure	91,811	86,171	80,193	78,080	77,934	69,933	58,389	51,274	47,264	46,149	44,760	44,019	41,816
BA introductory training	18,881	23,602	23,344	19,220	20,709	18,983	15,403	12,469	11,260	10,213	9,839	12,168	13,455

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

Sources: Federal Statistical Office (StBA), Integrated Reporting on Training (iABE) 2016 and the Interim Report on Integrated Reporting on Training (iABE) 2017

Chart 15: Schooling background of new entries into the transition system in 2016



Source: Federal Statistical Office (StBA), integrated Reporting on Training 2016)

training.<sup>138</sup> The BIBB study focuses on young people who left the general education school system after completing year nine and the factors that can contribute to their successful transition into training.

The analyses cover 1,605 young people who left the general education school system after year nine in the summer of 2011. 53 % (857 school leavers) began fully qualifying (dual or school-based) vocational training in 2011 while just under half of them (47 % or

748 young people) did not start training. Most of them were in transition system measures (e. g. school-based courses providing specific vocational qualifications, pre-vocational measures or introductory training).

Analyses carried out for the 2017 Report on Vocational Education and Training have shown the great significance of practice-based careers orientation and personal networking resources in helping young people manage the transition into training. They also came to the conclusion that young people who went into training had demonstrated levels of careers orientation at the beginning of their final year of

<sup>138</sup> Students from special needs schools are not included in the following analyses because the NEPS surveys such students differently from those from general education schools so data is only available on some relevant features in their case.

schooling that were higher than levels among those not placed in training.<sup>139</sup>

Current analyses carried out by the BIBB have found that young people who went into training after completing year nine were generally more satisfied with their position and young people who had begun transition system measures saw positive aspects in them. Over 85 % of them stated that the measure was helpful to them in identifying their interests and providing insights into the specific occupational field. More than three quarters of the young people assumed that they would successfully complete the measure and only 6 % said they were considering dropping out of the measure.

### 2.6.6 Unplaced applicants from previous years

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

#### Applicants from earlier reporting years

In 2017 the BA registered 183,727 people nationally who had applied for a training place in at least one of the past five reporting years, 1,423 (–0.8 %) fewer than in 2016. **Table 13** shows trends in numbers of applicants from earlier reporting years nationally and in eastern and western Länder.

The national number of applicants from earlier reporting years as a percentage of all applicants fell slightly compared with 2016 (2014: 33.3 %; 2015: 33.7 %; 2016: 33.8 %; 2017: 33.5 %) <sup>140</sup> and western and eastern

Länder also recorded slight falls.<sup>141</sup> Western Länder: 2014: 33.4 %; 2015: 33.8 %; 2016: 34.0 %; 2017: 33.7 %; Eastern Länder: 2014 to 2016: 33.6 %; 2017: 32.9 %.

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

The national number of applicants who left school in years before the reporting year grew by 4,217 (+1.8 %) to 235,506 so their proportion of all registered applicants rose slightly from 42.2 % in 2016 to 43.0 % in 2017,<sup>142</sup> with a rise in western Länder<sup>143</sup> and decline in eastern Länder<sup>144</sup> by comparison.<sup>145</sup>

For a long time, the Federal Employment Agency (BA) training market statistics did not include any information on whether registered applicants had sought a training place in previous years with support from the BA or licensed local authority agencies, they only recorded whether current applicants had left school some time ago.

<sup>139</sup> See also the 2017 Report on Vocational Education and Training, Chapter 2.6.5

<sup>140</sup> Reporting on applicants for training places registered with licensed local government authorities began in the 2008/2009 reporting year so reporting on applicants from earlier reporting years only goes back to that year. A full range of figures is available from the 2013/2014 reporting year.

<sup>141</sup> In interpreting the data, it should be taken into account that the BA classifies people in annual categories according to when they were last registered as applicants, so it is impossible to state whether someone who was last registered as an applicant before the reporting year had sought a training place with support from the BA in earlier years. The fact that a person was recorded as an applicant some time ago does not necessarily mean that they have been looking for a training place over the entire intervening period.

<sup>142</sup> Since 2009 the figures have developed nationally as follows: 2009: 259,519 (46.1 %); 2010: 261,406 (46.7 %); 2011: 241,401 (44.1 %); 2012: 234,079 (41.6 %); 2013: 232,009 (41.2 %); 2014: 235,954 (42.0 %); 2015: 231,565 (42.0 %); 2016: 231,289 (42.2 %); 2017: 235,506 (43.0 %).

<sup>143</sup> Time series from 2009 for western Länder: 2009: 201,238 (44.5 %); 2010: 208,632 (45.0 %); 2011: 192,265 (42.2 %); 2012: 187,170 (39.8 %); 2013: 185,433 (39.4 %); 2014: 189,219 (40.5 %); 2015: 186,804 (40.8 %); 2016: 186,890 (41.1 %); 2017: 193,193 (42.2 %)

<sup>144</sup> Time series from 2009 for eastern Länder: 2009: 58,218 (52.6 %); 2010: 52,699 (54.7 %); 2011: 49,048 (53.5 %); 2012: 46,826 (50.2 %); 2013: 45,875 (50.2 %); 2014: 44,427 (49.1 %); 2015: 42,434 (47.4 %); 2016: 42,516 (47.0 %); 2017: 42,111 (46.9 %). Discrepancies in the figures shown for western and eastern Länder compared with national figures are due to cases that were not possible to classify.

<sup>145</sup> Further findings on applicants from earlier cohorts of school leavers, such as schooling background or whereabouts, can be found in the 2018 Data Report, Chapter A1.3.

**Table 13: Applicants from earlier reporting years, 2012 to 2017**

	Applicants						
	Total	were applicants in 1 of the past 5 reporting years	were applicants 1 or 2 years before the reporting year	of whom		were applicants in 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
Federal territory							
2012	563,305		163,814	142,770	21,044		
2013	562,841		166,070	145,971	20,099		
2014	561,145	187,043	173,131	151,031	22,100		
2015	550,910	185,485	171,186	148,745	22,441	-1,558	-0.8 %
2016	547,728	185,150	170,862	147,907	22,955	-335	-0.2 %
2017	547,824	183,727	169,875	147,664	22,211	-1,423	-0.8 %
Western Länder							
2012	469,899		137,859	120,789	17,070		
2013	470,131		139,395	122,948	16,447		
2014	467,645	156,373	145,899	127,878	18,021		
2015	458,118	155,066	144,124	125,603	18,521	-1,307	-0.8 %
2016	454,688	154,607	143,509	124,497	19,012	-459	-0.3 %
2017	457,722	154,109	143,143	124,642	18,501	-498	-0.3 %
Eastern Länder							
2012	93,198		25,915	21,946	3,969		
2013	91,395		26,632	22,982	3,650		
2014	90,432	30,376	26,939	22,863	4,076		
2015	89,540	30,103	26,749	22,839	3,910	-273	-0.9 %
2016	90,552	30,401	27,213	23,275	3,938	298	1.0 %
2017	89,730	29,513	26,637	22,929	3,708	-888	-2.9 %

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

The BA statistics define applicants who left school in years before the reporting year as unplaced applicants from previous years, even though it was known that this group were not necessarily unplaced applicants from previous years who had in fact sought a training place in the past.<sup>146</sup>

<sup>146</sup> One example of this would be young people who apply for a training place for the first time after completing Voluntary Service. Conversely, applicants from the current cohort of school leavers could be “previously unsuccessful training applicants” if they have decided after applying unsuccessfully for training to improve their qualifications by going back to school, for example.

### The BA/BIBB survey of applicants

The biennial BA/BIBB survey of applicants records young people as unplaced applicants from previous years when they state that they have applied for a training place in the past, regardless of whether or not they were registered with the BA as applicants for training at that time.

Using data from the BA/BIBB surveys of applicants from 2006 to 2016, the BIBB evaluated the training opportunities of unplaced applicants from previous years<sup>147</sup> and found that the proportion of unplaced

<sup>147</sup> See also the 2017 Data Report, Chapter A8.1

applicants from previous years of all registered applicants has been substantially reduced over the past ten years (2006: 40 %; 2016: 27 %). Unplaced applicants from previous years as a group are very heterogeneous and have partly good but partly very bad training prospects. The more time passes after applicants leave school, the lower the grades on their school-leaving certificates are and the older applicants are, the poorer are their prospects of gaining a company-based training place.

Analyses carried out by the BIBB have found that the prospects of unplaced applicants from previous years of being placed in company-based training in the years 2006 to 2016 were far lower than those of applicants applying for vocational training for the first time. In 2016, unplaced applicants from previous years who had applied for training for the first time in the year before were placed in company-based training almost as often as first-time applicants.<sup>148</sup> Applicants who had applied for training for the first time two or more years ago however, had worse prospects of being placed in company-based training in 2016. In 2016 just over half (51 %) of unplaced applicants from previous years who had first applied for training three years or more beforehand were not in the vocational training system at the end of the year so there is an ongoing need for action to better integrate unplaced applicants from previous years into vocational training

### 2.6.7 Companies cannot fill training places

Many companies are finding it increasingly difficult to fill the training places they offer. One indication of this is the clear and constant growth in the number of vocational training places registered with the BA as unfilled. This trend continued in 2017<sup>149</sup> and surveys of companies also show that their search for trainees is increasingly problematic. According to the results of the BIBB Qualification Panel for 2016, 45 % of the companies surveyed were partly or wholly unable to fill the training places they offered (2015: 42 %) and this percentage has increased compared with the figures in

earlier surveys.<sup>150</sup> Smaller and the smallest companies had much greater difficulties filling the training places they offered. The proportion of vacant training places tends to be inversely proportionate to the number of employees in the company (1 to 19 employees: 50 %; 20 to 99 employees: 38 %; 100 to 199 employees: 34 %; 200 employees and more: 20 %). One possible explanation for this is that larger companies may be more attractive to young people as training providers and have more funds available for recruiting measures. Companies that are repeatedly unable to fill the training places they offer may well eventually stop participating in vocational training entirely.

In the 2016 BA/BIBB survey of applicants the BIBB and BA asked respondents for the first time about the significance of the company they were going to train with in their process of choosing a career. They found that young people are prepared to make compromises in career choices when they like a company and that companies that offer a good working atmosphere, secure jobs and good prospects of permanent employment are especially attractive to young people. Good public transport connections and financial support, e. g. transport allowances or paid overtime, also played a role in trainees' choices. Whether a company offers material incentives (e. g. a smartphone) at the beginning of training or is active in social networks was less important for those surveyed.<sup>151</sup>

The problems that companies have in filling training places vary greatly not only among companies of different sizes but also among various occupations (vacancy rates are high in food trade, restaurant and catering occupations and low in commercial and administrative occupations). This problem could be mitigated by increasing the attractiveness of these occupations and training (e. g. by improving trainees' remuneration, working hours and prospects for further training). If companies are to secure a basic supply of skilled workers, they might also need to more often consider taking on young people with a secondary

148 The percentage of those placed after their first application in the previous year of 2016 was 39 %.

149 2009: 17,564; 2010: 19,802; 2011: 30,446; 2012: 34,051; 2013: 34,625; 2014: 38,269; 2015: 41,592; 2016: 43,478; 2017: 48,937 (Source: BA statistics), see also [Chapter 2.1.2](#)

150 The first three "waves" of the BIBB Qualification Panel between 2011 and 2013 each surveyed around 2,000 companies. Since the 2014 "wave" 3,500 companies have participated in the survey. In 2011 35 % of the companies surveyed were partly or completely unable to fill the training places they offered. For more findings from the BIBB Qualification Panel see also the 2017 Data Report, Chapter A7.3.

151 See also the Data Report accompanying the 2017 Report on Vocational Education and Training, Chapter A8.1.3

general school certificate or poorer lower secondary school leaving certificate who are interested in training.

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

BIBB assessments based on analyses of data from the BA employment statistics found that the number of companies offering training continued to fall in 2016. Of the 2.15 million companies in Germany with at least one employee for whom they pay social insurance contributions in 2016, 426,375 provided training, 1,121 (–0.3 %) fewer than in 2015 (see [Chart 16](#)).

In contrast, the total number of companies grew again, increasing compared with the previous year by 11,310 (+0.5 %) so the percentage of companies offering training fell even further, falling by 0.2 percentage points to 19.8 % in 2016 (2015: 20.0 %).<sup>152</sup>

As in the previous year, a decline in the number of the smallest companies offering training (1 to 9 employees) was responsible for the decrease in the overall number of companies providing training. The number of the smallest companies offering training fell by 4,551 (–2.3 %) to 195,789. This development is in keeping with the increasing difficulties that the smallest companies have in filling the training places they offer, which are outlined above. The quota of companies providing training is defined by the percentage of companies employing trainees which is included in the total number of companies paying social insurance contributions for their employees. Accordingly, only those companies are counted as companies providing training which have succeeded in filling the training places they offer.

There was however an increase in the number of companies in all other size categories offering training. 159,011 small companies (10 to 49 employees) offered training, 1,912 (+1.2 %) more than in the year before, and the number of medium-sized companies (50 to 249 employees) offering training grew by 1,185 (+2.1 %) to 58,625. 12,950 large companies (250 employees and more), 333 more (+2.6 %) than

in 2015, offered training. The growth in rates of companies in these size categories offering training was however not enough to compensate for the fall in the number of the smallest companies offering training.

The total number of small, medium-sized and large companies rose more steeply than the number of companies offering training, so the percentage of companies offering training fell not only among the smallest companies, but for companies in all size categories. Rates of companies offering training in 2016 classified by company size were as follows: smallest companies 11.7 % (2015: 12.0 %), small companies 42.9 % (2015: 43.4 %), medium-sized companies 65.9 % (2015: 66.4 %) and large companies 81.0 % (2015: 81.3 %).<sup>153</sup>

It must be noted that not every company is authorised to offer training. According to IAB Establishment Panel data for 2016, more than half (55 %) of companies were permitted to provide training (52 % alone and 3 % in collaboration).<sup>154</sup> The proportion of companies authorised to offer training increases with company size. While not quite half (45 %, 43 % alone and 2 % in collaboration) of the smallest companies with fewer than ten employees were authorised to offer training, almost all the large companies with more than 500 employees were entitled to do so. The proportion of companies that are not allowed to offer training among the smallest companies (2015: 54 %; 2016: 55 %) and small companies (2015: 29 %; 2016: 30 %) grew slightly while the figure for medium-sized companies was similar to that for the previous year (14 %). There was also a decline in the number of large companies not authorised to provide training (2015: 5 %; 2016: 3 %).

<sup>152</sup> 2009: 23.3 %; 2010: 22.4 %; 2011: 21.7 %; 2012: 21.2 %; 2013: 20.7 %; 2014: 20.3 %; 2015: 20.0 %

<sup>153</sup> Detailed analyses on trends in the proportion of companies providing training and training participation rate according to company size and industry can be found in the 2018 Data Report, Chapter A4.10.1.

<sup>154</sup> The characteristic of “eligibility to provide training” is surveyed based on companies’ own information.

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

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

If only those companies authorised to provide training are taken into account, the proportion of companies actively involved in training is much higher. According to data provided by Integrated Reporting on Training ( IAB) 52 % of companies authorised to offer training participated in training (2015: 51 %) in 2016. In 2016 many more companies in western Länder authorised to provide training actively did so (54 % – 2015: 53 %) than companies in eastern Länder did (48 %), although there the rate was still substantially higher than the previous year's figure (2015: 43 %).

Companies with more employees tend to offer training more often. In 2016 38 % of the smallest companies authorised to provide training did so (2015: 37 %) while 95 % large companies with 500 employees and more (2015: 97 %) did so. Not all companies that offer training do so continuously, especially the smallest companies. A fluctuating need for skilled

workers may be one reason why a company does not offer training every year.<sup>155</sup>

Trends in the rate at which companies constantly provide training, constantly do not provide training, or (temporarily) do or do not participate in training are essential to the training place market's further development. The fourth round of the BIBB Qualification Panel in 2014 surveyed companies on developments in the number of newly concluded training contracts

<sup>155</sup> According to findings from the IAB Establishment Panel collected between 2009 and 2016, 44 % of all companies authorised to provide training did so continuously, 38 % did so intermittently and 18 % provided no training. 26 % of the smallest companies provided training continuously and 46 % did so intermittently. 28 % did not provide any training during this period (see also Dummert, S.: Aktuelle Daten und Indikatoren: Betriebliche Ausbildungsbeiträge 2006 bis 2016 – Ergebnisse aus dem IAB-Betriebspanel, Institut für Arbeitsmarkt- und Berufsforschung, Nuremberg 2017, [www.doku.iab.de/arbeitsmarktdaten/Ausbildungsbeiträge\\_2006-2016.pdf](http://www.doku.iab.de/arbeitsmarktdaten/Ausbildungsbeiträge_2006-2016.pdf)).

in their company over the past three years and asked companies with declining rates of participation in training about the reasons why.<sup>156</sup> The reasons most commonly given for decreased involvement in providing training included a lack of current demand for new young workers (43 %), fewer or no applications (39 %) and unsuitable applicants (31 %). Among the other reasons provided were doubts about the cost-benefit ratio of training and changing conditions in the company.<sup>157</sup>

The BMBF is taking decreases in the rate at which companies participate in training and the particular difficulties that smaller companies have in filling the training places they offer as an opportunity to increasingly focus on supporting SMEs in this area through its JOBSTARTER plus programme. The BMWi is also working to offer SMEs more support in the targeted filling of their training places.<sup>158</sup>

### 2.6.9 Matching – a central challenge

In light of the difficulties reported on in **Chapter 2.1** in reconciling the training places that companies offer with young people's desire for training, matching remains an important issue in current vocational training policy discussions.

In considering the rates of unfilled vocational training places and applicants still looking for a training place, three main types of problem for the training place market emerge: supply problems, problems filling places and matching problems.<sup>159</sup>

48,900 training places remained unfilled in the reporting year and the proportion of unfilled places

of all training places offered in companies has grown in recent years (2015: 7.6 %; 2016: 8.0 %; 2017: 8.8 %). Western Länder (2015: 7.2 %; 2016: 7.6 %; 2017: 8.5 %) and eastern Länder (2015: 9.9 %; 2016: 10.3 %; 2017: 10.5 %) both recorded increases in numbers.

23,700 applicants remained unplaced and the percentage of applicants still seeking training has barely changed. In 2017 the national figure was similar to that of the previous year (2015: 13.4 %; 2016: 13.4 %; 2017: 13.3 %). Slight falls in western Länder (2015: 13.7 %; 2016: 13.6 %; 2017: 13.3 %) contrasted with marginally higher figures in eastern Länder (2015: 11.9 %; 2016: 12.1 %; 2017: 12.9 %).

**Chart 17**<sup>160</sup> shows the partly considerable regional disparities and trends in their development since 2015.<sup>161</sup>

There are major differences in training place vacancy rates not only among the various regions but also among occupations. Based on findings from the BIBB survey and BA training market statistics for the 30<sup>th</sup> of September, occupations in which the proportion of unfilled training places in companies of all company-based training places is particularly high (see **Chart 18**) and those in which this figure is very low can be identified. **Chart 19** lists occupations with a large proportion of unsuccessful applicants for training places. As in previous years, it is again mainly the same occupations that have very high numbers of unfilled training places and unsuccessful applicants for training places.<sup>162</sup>

156 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.

157 See also the 2017 Report on Vocational Education and Training, Chapter 2.6.8 and for more information also Mohr, Sabine; Troltsch, Klaus; Gerhards, Christian (2015): Rückzug von Betrieben aus der beruflichen Ausbildung. Gründe und Muster. BIBB Report 5/2015 ([www.bibb.de/veroeffentlichungen/de/publication/show/id/7878](http://www.bibb.de/veroeffentlichungen/de/publication/show/id/7878))

158 See also the tabular presentation of measures and programmes for strengthening dual training, **Chapter 3.11**

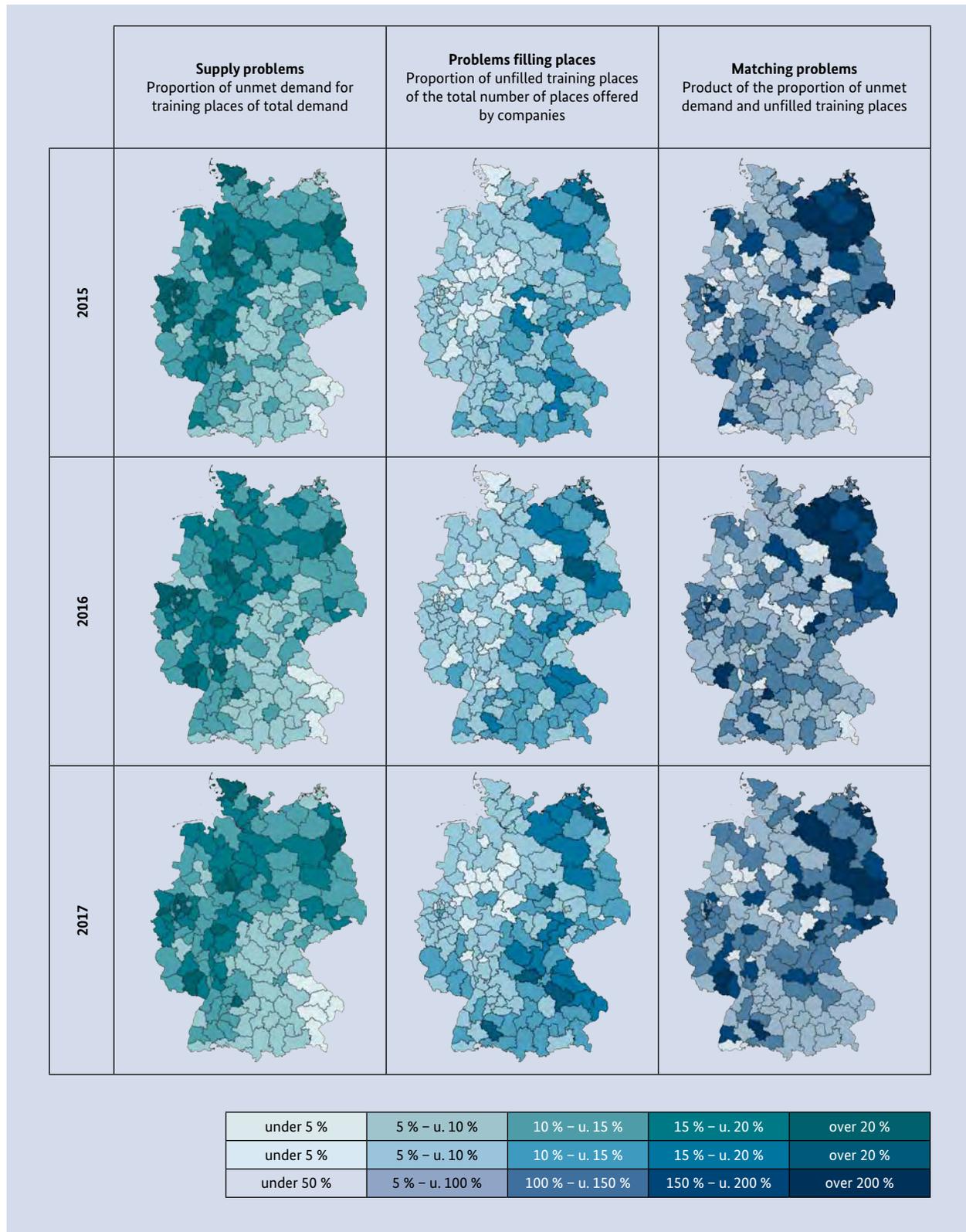
159 The chart and calculation can be found in Chapter 2.6.9 of the 2017 Report on Vocational Education and Training,

160 The BIBB has put the 2017 maps of the problems experienced in providing, filling and matching training places on its website as interactive maps (go to [www.bibb.de/de/67784.php](http://www.bibb.de/de/67784.php)).

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

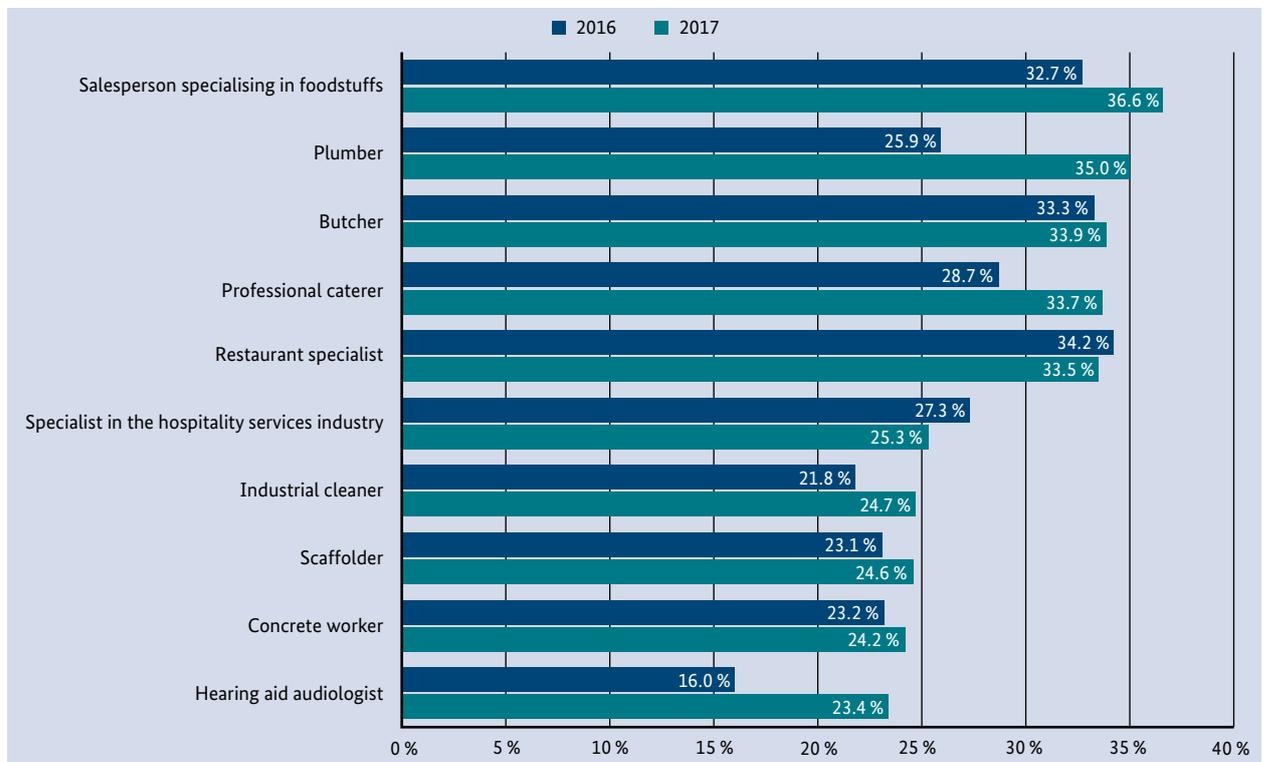
162 See the 2017 Report on Vocational Education and Training, Chapter 2.6.9

Chart 17: Regional disparities



Map presentation: © GeoBasis-DE/BKG <2017> (data modified); visualisation of Employment Agency districts: BIBB, AB 2.1.; data: BIBB, survey as of 30<sup>th</sup> of September, Federal Employment Agency (BA) statistics

**Chart 18: Occupations with a high proportion of unfilled training places of all company-based training places 2016 and 2017 (in %)**



Results are shown for occupations with at least 400 training places offered in companies nationally in 2017.

Sources: BIBB, survey on the 30<sup>th</sup> of September, Federal Employment Agency (BA) statistics

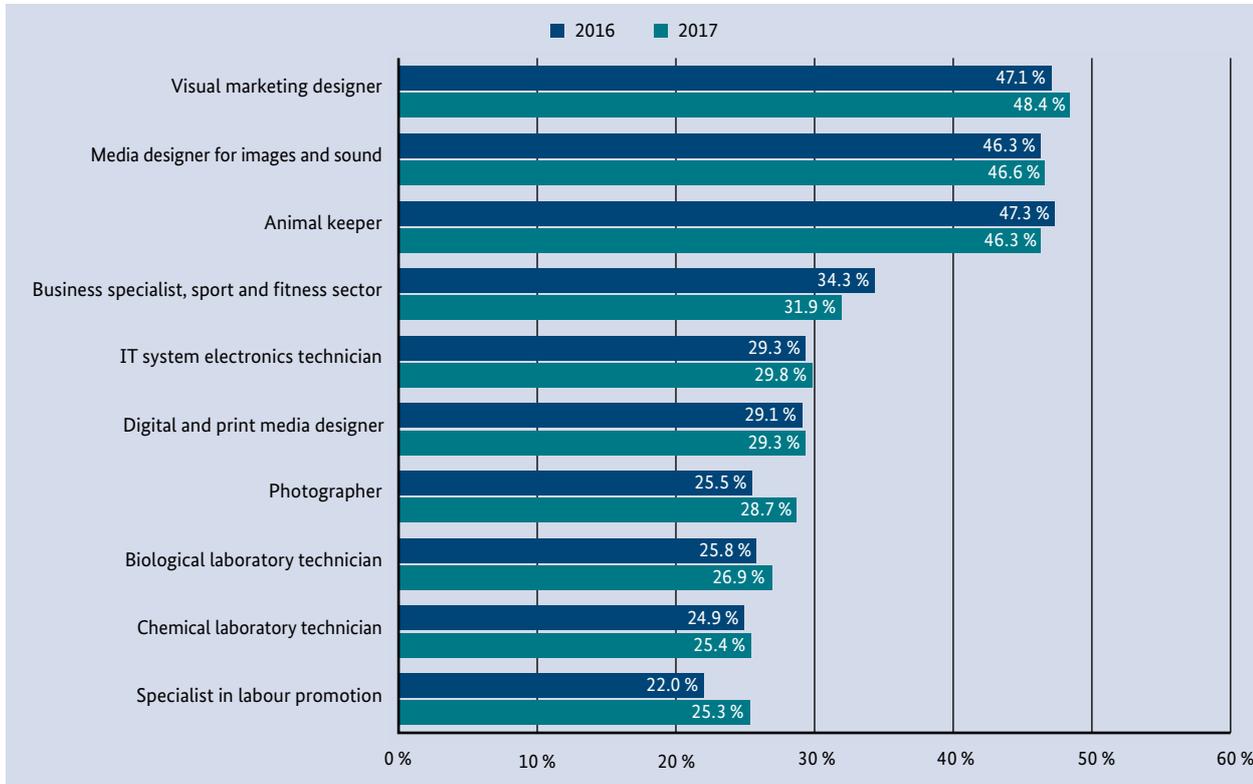
121 (24.6 %) of the 492 training places that companies offered in the occupation of scaffolder remained unfilled. The occupation of salesperson specialising in foodstuffs had the second-highest number of unfilled training places nationally in 2017, with 3,667 (36.6 %) of the 10,014 training places offered in companies remaining unfilled. The occupation of retail sales specialist registered the largest number of unfilled training places at 3,741 (13.5 % of the 27,721 training places in companies offered).

A relatively large number of applicants, 5,463 (18.2 % of demand for places of 29,936), were still looking for training places in the occupation of retail sales specialist. Only the occupation of office manager recorded a higher absolute number of applicants still looking for a training place (6,675 or 18.9 % of demand for places of 35,329). As **Chart 19** shows, the absolute number of applicants still looking for a training place in the occupation of biological laboratory technician was 182 (26.9 % of demand for places of 676). In the occupation of designer of digital and print media the

absolute number of applicants still looking for a training place was 1,283 (29.3 % of demand for places of 4,376).

From 2017, the BA statistics will also record the minimum school leaving qualifications that companies expect of new trainees, so in future the school leaving qualifications that companies require of trainees will be able to be compared with the school leaving qualifications that applicants actually hold. For well over half (29,987 or 61 %) of all registered unfilled training places companies required just a secondary general school certificate (8.3 %) while an entrance qualification for study at a university of applied sciences or Abitur was the prerequisite for 4,050 of those training places.

**Chart 19: Occupations with a high proportion of unsuccessful training place applicants in 2016 and 2017 (in %)<sup>163</sup>**



Results are shown for occupations with at least 400 training places offered in companies nationally in 2017.  
Sources: BIBB, survey on the 30<sup>th</sup> of September, Federal Employment Agency (BA) statistics

Most (30,677 or 38.2 %) of the applicants still seeking a training place on the reference date of the 30<sup>th</sup> of September had a school leaving certificate obtained after year ten. Another 22,797 (28.4 %) had a higher education entrance qualification and 22,162 (27.6 %) of them had a secondary general school certificate.<sup>164</sup>

**2.6.10 Vocational training as the key to sustainable development**

The “National BNE Action Plan”, which was adopted by the “Education for Sustainable Development” (“Bildung für nachhaltige Entwicklung – BNE”)

National Platform on the 20<sup>th</sup> of June 2017 and is lead-managed by the BMBF, was established to implement the United Nations’ sustainable development Agenda 2030. It establishes BNE at the national level as part of the BNE global action programme (2015 to 2019) and sets out goals, measures and areas for action for all areas of education and training. The BNE National Action Plan was developed with the involvement of a forum of experts from each education and training sector and partner networks working in the context of a wider social consensus.<sup>165</sup> The following five areas for action were identified for the vocational training sector: a survey of the status quo at all levels, developing further potential for BNE, establishing companies and vocational colleges as sustainable places of learning, identifying the competency requirements required for sustainability, and curricular and didactic

<sup>163</sup> It should be noted that the relative figures shown in **Chart 18** and **Chart 19** are based on differing absolute numbers of unfilled training places and applicants still seeking training.

<sup>164</sup> See also Matthes, Stephanie; Ulrich, Joachim Gerd; Flemming, Simone; Granath, Ralf-Olaf (2017): Angebot und Nachfrage mit leichtem Plus, jedoch erneut mehr unbesetzte Plätze. Die Entwicklung des Ausbildungsmarktes im Jahr 2017 ([www.bibb.de/dokumente/pdf/a21\\_beitrag\\_naa309-2017.pdf](http://www.bibb.de/dokumente/pdf/a21_beitrag_naa309-2017.pdf))

<sup>165</sup> See also the BMBF website for more information on the BNE Agenda Process in the BNE global action programme and BNE National Action Plan: [www.bmbf.de/de/bildung-fuer-nachhaltige-entwicklung-535.html](http://www.bmbf.de/de/bildung-fuer-nachhaltige-entwicklung-535.html)

implementation of vocational training for sustainable development. The areas for action are underpinned with goals and measures that substantiate the areas for action in vocational training that have been identified in the UNESCO BNE global action programme road-map at the national level.<sup>166</sup> The BMBF, working together with the main vocational training partners and actors, has committed itself to implementing the requirements identified in the National Action Plan and these commitments can be extended and added to. The process of implementing the goals set will be monitored and supported by the committees listed above in the BNE global action programme.

### 2.6.11 Young adults with no vocational qualifications

According to data obtained from the micro-census, 2 million people in Germany aged between 20 and 34 had no vocational qualifications in 2016<sup>167</sup> so they lacked the prerequisites for qualified participation in working life.<sup>168</sup> This has significant negative consequences for the individuals involved and for society as a whole. Given current demographic developments, the economy needs all available young people as skilled workers.

The proportion of unskilled workers and absolute number of young adults with no vocational qualifications rose markedly compared with the previous year's figure (see **Table 14**). In 2016 around 2.13 million young adults aged between 20 and 34 had no formal vocational qualifications (2015: 1.95 mill.). The percentage of

unskilled workers in this age group also increased from 13.4 % in 2015 to 14.3 % in 2016.<sup>169</sup>

The proportion of unskilled workers among young foreign national adults grew markedly. While 9.6 % of young German nationals are unskilled workers (2015: 9.8 %), 33.6 %, or more than three times as many of their foreign national peers are, an increase of 2.2 percentage points compared with the previous year (2015: 31.4 %). The percentage of unskilled migrants with direct experience of migration increased particularly sharply (2015: 29.8 %; 2016: 31.4 %) and the proportion of male unskilled immigrants rose more steeply than that of female immigrants.

- Reviewing the data by age group cohort the following picture emerges: In 2016 there were again fewer unskilled younger adults (20 to 24-year-olds) than unskilled 25 to 34-year-olds.
- The percentage of unskilled young women aged between 20 and 34, at 13.7 %, was lower than the figure for young men (14.8 %).
- People with no school leaving qualifications are at particular risk of not gaining vocational qualifications. In 2016 70.1 % of unskilled 20 to 34-year-olds were in this group. The higher a young person's school leaving qualifications are, the less likely they are to be unskilled (secondary general school certificate: 32.8 %, intermediate school leaving certificate: 9.8 %, higher education entrance qualification: 5.1 %).
- People from a migrant background were far more likely to lack vocational qualifications and in 2016 not all older migrants were recruited into training. While 8.8 % of 20 to 34-year-old Germans not from migrant backgrounds had no vocational qualifications in 2016, the percentage of unskilled migrants was 31.4 %, more than three times as high.<sup>170</sup>

<sup>166</sup> See also the BMBF website for more information on vocational training for sustainable development: [www.bmbf.de/de/nachhaltigkeit-in-der-beruflichen-bildung-3518.html](http://www.bmbf.de/de/nachhaltigkeit-in-der-beruflichen-bildung-3518.html)

<sup>167</sup> People who have not yet ended their vocational training (school students, trainees and students) and those engaged in a Voluntary Service year are not counted as people with no vocational qualifications.

<sup>168</sup> This group is very heterogeneous. It is made up mainly of less-qualified people who tend to have problems in the labour market as well as people who have not completed training/a course of studies. They are formally regarded as having low qualifications or as unqualified but have fewer problems integrating into the labour market because they have already acquired qualifications and often only break off training or a course of studies when they have found prospective employment.

<sup>169</sup> There is probably a link between the rise in the percentage of unskilled workers and recent influx of refugees, although this can only be discussed based on a cautious approach and data from the micro-census (for more information see also the 2018 Data Report, Chapters A11.1 to A11.3).

<sup>170</sup> See also **Chapter 2.6.1**

**Table 14: Young adults with no vocational qualifications 2011 to 2016**

Year	20 to 24 year-olds		25 to 34 year-olds		20 to 34 year-olds		20 to 29 year-olds	
	Unskilled (in %)	Absolute figure (in millions)	Unskilled (in %)	Absolute figure (in millions)	Unskilled (in %)	Absolute figure (in millions)	Unskilled (in %)	Absolute figure (in millions)
2011	13.0	0.62	14.3	1.36	13.8	1.98	13.3	1.27
2012	12.6	0.59	14.2	1.37	13.7	1.96	13.1	1.24
2013	11.7	0.54	14.1	1.38	13.4	1.92	12.7	1.20
2014	12.0	0.54	13.8	1.39	13.3	1.93	12.7	1.20
2015	12.3	0.53	13.9	1.41	13.4	1.95	12.9	1.22
2016	13.5	0.59	14.6	1.54	14.3	2.13	13.9	1.35

Source: Research data from the government statistical offices and 2011 to 2016 micro-censuses, BIBB calculations

Statements on young people who have no formal vocational qualifications can be made based on data from the National Education Panel Study (NEPS).<sup>171</sup> Analyses carried out by the BIBB as part of this pilot project, which is funded by the BMBF, show that many young adults without vocational qualifications (more than a quarter) had never begun training while others had begun training but had not succeeded in completing it.<sup>172</sup>

People with no vocational qualifications do regard advanced and further training as well worthwhile and believed that it could offer them higher income, greater job security and a better range of opportunities in the labour market. Yet despite these expected positive effects, the proportion of those planning to attend such courses was lower among people who do not hold vocational qualifications than it was among people with vocational qualifications. Among the reasons they most often gave for this were the high costs and a lack of knowledge of the measures available, even though

<sup>171</sup> The NEPS accompanied 14,000 people in the 1944 to 1986 cohorts on their education and training, occupational and life paths. In the fourth “wave” of surveys carried out from the autumn of 2011 to the spring of 2012, 3,172 people aged between 25 and 35 were surveyed, of whom 369 (11.6 %) were classified in the group of those who did not (yet) have a vocational qualification and were also not in a fully qualifying school-based, vocational or academic training or education at the time of the survey. 136 people were in training at the time of the survey so the comparison group is made up of the remaining 2,667 people who already had a formally qualifying vocational qualification at the time of the survey. For more information on the NEPS go to [www.neps-data.de/de/startseite.aspx](http://www.neps-data.de/de/startseite.aspx)

<sup>172</sup> Information on the type of education and training is available on two thirds of those who had begun training at some point. The majority had begun training at a university of applied sciences (42 %), a third had begun studies at a university of applied sciences or university and not completed them.

only about half of those with no vocational qualifications rated their own prospects of success as ‘good’.<sup>173</sup>

### 2.6.12 Premature termination of training contracts and courses

According to the vocational training statistics provided by the Federal and Länder government statistics offices, 146,376 training contracts were terminated prematurely nationally in 2016 so the premature termination rate was 25.8 %, slightly above the usual fluctuation range (20 % to 25 %)<sup>174</sup> a rise of just on one percentage point

<sup>173</sup> For more information see the 2018 Data Report, Chapter A11.4

<sup>174</sup> The termination rate is the proportion of prematurely terminated contracts of all newly concluded contracts. Since it cannot be known in the current reporting year how many trainees with newly concluded training contracts will prematurely terminate their contracts, a so-called “layer model” is used to calculate the training contract termination rate, approximately determining the training contract termination rate of the current group of trainees. With the conversion of the vocational education and training statistics provided by the statistical offices of the Federal and Länder governments to individual data collection (see the 2010 Report on Vocational Education and Training, page 31) the training contract termination rate can be more precisely calculated because the month and year of central training-relevant events are now also recorded. Contract terminations can also be differentiated by the year in which the contract began and expressed as a percentage of all newly concluded contracts with a similar start date (see also [www2.bibb.de/bibbtools/dokumente/pdf/a21\\_dazubi\\_daten.pdf](http://www2.bibb.de/bibbtools/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.

compared with the previous year. In recent years the premature termination rate has developed as follows: 2010: 23.0 %; 2011: 24.4 %; 2012: 24.4 %; 2013: 25.0 %; 2014: 24.6 %; 2015: 24.9 %. The increase in the premature termination rate over the preceding year was recorded in eastern and western Länder, in all groups of trainees identified in the vocational training statistics (women/men, Germans/foreign nationals, holders of all school leaving qualifications), in all training sectors and in many training occupations.<sup>175</sup>

Analyses carried out by the BIBB have revealed a link between the development of the rate of the premature termination of training contracts and the training market situation. In years with a higher training market supply and demand ratio (ANR) the premature termination rate tends to be closer to 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 may be more likely to terminate a training contract and change training places when there is a larger supply of training places to choose from.<sup>176</sup>

Vocational training statistics provide data on the extent of the premature termination of training contracts but do not yield any information on the reasons for them or on the young people's whereabouts. Various studies that have surveyed trainees and companies providing training on the reasons for premature training contract terminations have identified the following reasons: conflict with trainers and supervisors, a lack of quality in training, adverse working conditions, personal and health reasons and a wrong choice of occupations. Companies tend to report mainly the inadequate performance of their trainees, their lack of motivation or integration into the company and mistaken ideas about the occupation as the reasons for the premature termination of training contracts. Training contracts may however also end prematurely due to a range of other reasons including a change of the trainee's occupation, a move from training outside a company to training in a company, or the insolvency and

closure of the training company so they cannot all be equated with simple termination.<sup>177</sup>

Rates of the premature termination of training contracts also vary greatly among specific training occupations.<sup>178</sup> In 2016 the occupation of safety and security specialist (50.7 %) had the highest percentage of prematurely terminated training contracts, followed by that of restaurant specialist (50.6 %). Other hotel and hospitality occupations also had very high rates of premature training contract termination, including cook (48.6 %), hospitality services industry specialist (43.4 %), professional caterer (42.8 %) and hotel business specialist (40.8 %). Among other occupations recording a premature training contract termination rate of over 45 % were those of specialist in furniture, kitchen and removals services (49.8 %), industrial cleaner (49.7 %), hairdresser (49.6 %), scaffolder (47.9 %), building and object coater (46.3 %) and driver (46.2 %).

The rate of premature training contract termination was lowest among those training in the occupation of clerk in public administration (4.1 %) and the following occupations also had very low rates of premature contract termination under 8 %: electronics technician for automation technology (5.2 %), aircraft mechanic (5.5 %), notary assistant (5.6 %), biological laboratory technician (6.2 %), judicial clerk (7.4 %), specialist in media and information services (7.4 %), designer for digital and print media (7.5 %), labour market services specialist (7.6 %) and production mechanic (7.8 %).

The lower a trainee's general education school-leaving qualification is, the greater the likelihood is that they will terminate their training contract prematurely (those with no secondary general school certificate: 38.7 %, holders of a secondary general school certificate: 38.2 %, those with an intermediate school leaving certificate: 23.3 %, those qualified to enter higher education: 15.0 %).

<sup>175</sup> See the 2018 Data Report, Chapter A5.6

<sup>176</sup> See the 2014 Data Report, Chapter A4.7

<sup>177</sup> See also the 2017 Data Report, Chapter A5.6. It should be noted here that in comparison the university dropout rate records the number of students who leave university without any qualification. According to calculations made by the German Centre for Higher Education Research and Science Studies (Deutsches Zentrum für Hochschul- und Wissenschaftsforschung) the dropout rate in Bachelors courses for the 2014 cohort was 29 %.

<sup>178</sup> Occupations in which at least 300 trainees began with new training contracts were included in the calculations.

There are also differences in premature training contract termination rates between German trainees and trainees who are foreign nationals. 34.0 % of the training contracts of foreign national trainees were terminated prematurely on average, while the rate among trainees who are German nationals was just 25.1 %. These differences in premature training contract termination rates may also be partly due to differences in the highest general school leaving qualifications achieved by each of these groups.

This data must be interpreted carefully because the correlations are complex. Premature training contract termination rates may be higher for one group because they are more likely to be in training occupations, companies or regions with high termination rates. Conversely, premature training termination rates in some occupations may be higher because more young people who are more likely to terminate their training contract prematurely are training in those occupations.

The termination rate of training contracts concluded with young women (25.9 %) was slightly higher than it was for training contracts concluded with young men (25.7 %).<sup>179</sup>

Premature training contract termination causes uncertainty and a loss of time, energy and other resources for both parties involved (companies and young people). In the worst case they may lead young people and companies to end their participation in training altogether.

The Federal Government is responding to this challenge by providing funding and support for careers orientation at an early stage of young people's education, by fostering the maturity they will need to succeed in training while they are still in general education schooling and by offering individual guidance and support for both trainees and companies.<sup>180</sup>

### 2.6.13 Training examination results and subsequent transfer into employment

Analyses carried out by the BIBB based on data from the vocational training statistics provided by the statistical offices of the Federal and Länder governments for 2016 found that 399,798 men and women passed their final training examinations, completing their vocational training by gaining a formal vocational qualification. The success rate for all final examinations held (examination participation rate) was therefore 90.0 %, the same as in the preceding year (2015: 90.0 %).

If the reference value used in this analysis is not the 444,207 final examinations held (413,200 first-time examinations, 31,000 repeat examinations) but the 431,667 people who sat final examinations<sup>181</sup>, the success rate was even higher, at 92.6 % (+0.1 percentage points compared with the 2015 figure).

91.9 % of participants succeeded in gaining a formal vocational qualification at their first attempt so the success rate for first-time examinations was similar to the previous year's figure. Women succeeded more often in passing their examinations at the first attempt than men (93.2 % compared with 91.0 %).

Statements on the transfer of trainees who have successfully completed training into employment can be made based on IAB Establishment Panel data. The transfer rate into employment measures the number of qualified trainees who were subsequently employed by the company they trained with. In 2016 the transfer rate into employment was 68 % and the past two years have seen the highest transfer rates into employment recorded since 2000. The larger the company is, the more likely it is to subsequently employ its trainees (1 to 9 employees: 60 %; 10 to 49 employees: 65 %; 50 to 499 employees: 69 %; 500 employees and more: 78 %). Over the longer term there has been a significant increase in transfer rates into employment in companies in all size

<sup>179</sup> For more detailed analyses see the 2017 Data Report, Chapter A 5.6

<sup>180</sup> See **Chapter 3**

<sup>181</sup> The number of people sitting exams is a person-related parameter in contrast to the number of exams sat, which is a case-related parameter. Every person who sat an exam during the reporting year is counted just once, regardless of how many exams they sat so the number of people sitting exams is usually smaller than the number of exams sat in a calendar year. For more information on the various figures and findings on examination success rates see the 2018 Data Report, Chapter A5.7.

categories.<sup>182</sup> It should be noted that a move to employment in a different company from the one the trainee trained in or the starting of tertiary studies or training for another vocational qualification are not recorded here

#### 2.6.14 Recognition of vocational qualifications gained outside Germany

The Federal and Länder government laws on advancing the assessment and recognition of foreign vocational qualifications (Anerkennungsgesetze), which came into force between 2012 and 2014, have for the first time made it possible for people to have their foreign vocational qualifications in occupations not regulated by German law recognised in Germany. They have also made it easier for holders of foreign vocational qualifications in occupations that are regulated by German law, such as the healthcare and teaching professions, to have their qualifications recognised in Germany.

According to the official statistics compiled for the 14<sup>th</sup> of September 2017, over 23,000 applications for the recognition of vocational qualifications in occupations regulated by the Federal Government were made in the period from January to December 2016. By the end of 2016, 86,514 applications to have qualifications recognised had been made since the Assessment and Recognition of Foreign Qualifications Act (Anerkennungsgesetz) came into force, 25 % of them in non-regulated occupations such as office manager, motor vehicle mechatronics technician and hair-dresser. In contrast to the recognition of equivalent qualifications in regulated occupations, this recognition is not a prerequisite for working in a particular occupation but primarily a “transparency instrument” that makes it easier for employers to evaluate foreign vocational qualifications. Even a partial recognition of equivalence can make it easier for employers to assess foreign vocational qualifications and can offer companies a starting point from which they can offer training and further training.

As in 2015, most of the 20,000 recognition processes adjudicated involving vocational qualifications in occupations regulated by the Federal Government (recognition processes adjudicated in 2016) resulted

in full recognition of the foreign vocational qualifications (66 %) or in a recognition of partial equivalence (10 %). 20 % of the recognition processes resulted in recognition with the additional requirement of a mitigating measure that was not completed on the 31<sup>st</sup> of December 2016. Only 3.4 % were completely declined. Any deficits identified during equivalency reviews can be compensated for through work experience and the submission of additional proofs of qualifications.

If the documents necessary for the equivalency review are lacking through no fault of the applicant or if the documentation is incomplete, a qualifications analysis to assess vocational skills can be carried out. This is done through a meeting with an expert in the field or the provision of a sample of work in which informally acquired skills are also included. From 2012 to 2016 483 qualifications analyses involving vocational qualifications regulated by the Federal Government Professional Qualifications Assessment Act (Berufsqualifikationsfeststellungsgesetz) were carried out, mainly in the skilled trades. In more than half of the cases (51 % or 246) a complete equivalency of vocational qualifications was established. The recognised vocational qualifications are regarded as completely equivalent to those for German occupations and the legal consequences are the same as for the holders of German qualifications (e. g. access to higher education for holders of vocational qualifications).

Implementation and application of the Assessment and Recognition of Foreign Qualifications Act (Anerkennungsgesetz) and Federal Government regulations on the recognition of foreign qualifications is subject to a continuing monitoring process carried out by the BIBB as the central monitoring and support agency. In 2017 the positive results achieved by the evaluation of the Assessment and Recognition of Foreign Qualifications Act were presented in a report on implementation of the Act.<sup>183</sup>

<sup>182</sup> See the 2018 Data Report, Chapter A4.10.2

<sup>183</sup> See [Chapter 3.9.1](#)

### 2.6.15 Part time vocational training for young parents

Since 2005 Section 8 of the Vocational Training Act BBiG has offered trainees the option of undergoing training part time. It gives young parents and other people with a legitimate interest in it<sup>184</sup> an opportunity to flexibly adapt training time to fit in with their lives.<sup>185</sup>

In 2016 52.8 % of all young mothers (around 104,000) and 44.1 % of all young fathers (around 22,000) aged from 16 to 24 had no vocational qualifications and were not attending school or in vocational training or tertiary studies and the proportion of these young mothers and young fathers rose over the previous year's figure (2015: young mothers: 50.4 %; young fathers: 34.1 %).<sup>186</sup> Only a recognised vocational qualification will ensure these young people's economic security in the long term. In the context of the shortage of skilled workers, young adults with family responsibilities are an important target group for the BMBF's JOBSTARTER training structure programme.<sup>187</sup>

According to data taken from the vocational training statistics provided by the statistical offices of the Federal and Länder governments (vocational training statistics for the 31<sup>st</sup> of December), 2,085 new contracts for part time vocational training were concluded in 2016, just 0.4 % of all new training contracts in that training year (2015: 2,043 new part time training contracts so also 0.4 %). As in previous years, more female trainees (0.9 %) than male trainees (0.1 %) were training part time.

Experience has shown that part-time trainees are usually highly motivated and many companies are interested in offering part time vocational training. A joint application can be lodged by the trainee and the company providing their training to shorten training times for trainees with a legitimate interest in part time training. Working hours can be reduced on a daily or

weekly basis. This instrument could be used to develop the potential of young mothers and fathers so the Alliance for Initial and Continuing Training partners have agreed to work together to achieve a more widespread implementation of part time vocational training.

### 2.6.16 Vocational training for people with disabilities

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

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

7,913 new training contracts based on the regulations for training people with disabilities set out in Section 66 of the Vocational Training Act (BBiG) and Section 42m of the Crafts Code (HwO) were concluded nationally in 2017 (2016: 8,679), although these figures do not record all training contracts

184 'Legitimate interest' applies to trainees who are looking after their own child or children, caring for a relative in need of care or have similar pressing reasons for wishing to train part time.

185 See also the recommendation of the BIBB Board on shortening and extending training times and part time training ([www.bibb.de/dokumente/pdf/ha-empfehlung\\_129\\_ausbildungszeit.pdf](http://www.bibb.de/dokumente/pdf/ha-empfehlung_129_ausbildungszeit.pdf))

186 Source: Special evaluation of the 2015 and 2016 micro-census by the StBA commissioned by JOBSTARTER

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

concluded by people with disabilities who opted for training in the dual system as defined in the Vocational Training Act BBiG and Crafts Code (HwO). People with disabilities also conclude training contracts in state-recognised training occupations. The relevant surveys and statistics (here the BIBB survey on the 30<sup>th</sup> of September, vocational training statistics of the statistical offices of the Federal and Länder governments for the 31<sup>st</sup> of December) do not record personal characteristics such as disability, so no statements can be made on the actual extent of training for people with disabilities in the dual system.<sup>188</sup>

If young people with disabilities as defined in Section 19 of the German Social Code (SGB III) cannot train in a company because of the type or degree of their disability, they can, depending on their individual need for support, gain a vocational qualification in non-company residential-based training or in a basic and further training organisation as defined in Section 51 of the German Social Code (SGB IX). An annual average of around 37,000<sup>189</sup> people with disabilities took part in an employment promotion measure that offers this type of vocational qualification in 2017 (2016: 38,000) and an annual average of 13,000 young people in rehabilitation (the same number as in the preceding year) were in pre-vocational courses. A further annual average of 24,000 people (23,000 in the previous year) received funding and support for participation in admissions procedures and vocational training in a workshop for people with disabilities. This latter group consists of people with disabilities who, because of their disability, were not or not yet able to work in accordance with the demands of the ordinary labour market.

Occupying an intermediate position between general training in a company that does not provide specific support for people with disabilities and

non-company vocational training with a training provider, supported training in companies offers people with disabilities opportunities for “inclusive training”. Supported training in companies is similar to assisted company-based training but has been expanded to include a range of support services specifically designed for people with disabilities.

In the 18<sup>th</sup> legislative period the Federal Government will again strongly emphasise inclusion as a social policy goal. One expression of the government’s commitment in this area is the decision it took in June 2016 to continue the national action plan (NAP 2.0). The national action plan NAP 2.0 will again focus particularly on measures to promote the participation of people with disabilities in working life.<sup>190</sup>

The Federal Government has also set itself the goal of further strengthening the rights of women with disabilities in NAP 2.0.<sup>191</sup> Women with disabilities generally have slightly better school leaving qualifications than men with disabilities but more often work in less remunerative occupations and jobs than men with disabilities.<sup>192</sup> 37 % of women who concluded a vocational training contract as defined in Section 66 of the Vocational Training Act (BBiG) and Section 42m of the Crafts Code (HwO) did so for training in the House-keeping sector, while only 0.4 % of women with disabilities were in other regular forms of vocational training.<sup>193</sup>

Among the national action plan activities, the establishing and continuing development of structures and measures to improve the careers orientation of severely disabled students must be particularly emphasised here. 80 million Euros from the rehabilitation funds was allocated for this purpose as part of the ‘Initiative Inklusion’ for the period from 2011 to 2018. This start-up financing is designed to enable

188 See Gericke, Naomi; Flemming, Simone (2013): Menschen mit Behinderungen im Spiegel der Berufsbildungsstatistik. Grenzen und Möglichkeiten. Bonn ([www.bibb.de/dokumente/pdf/ab21\\_dazubi\\_Kurzpapier\\_Menschen\\_mit\\_Behinderung\\_in\\_der\\_Berufsbildungsstatistik\\_201306.pdf](http://www.bibb.de/dokumente/pdf/ab21_dazubi_Kurzpapier_Menschen_mit_Behinderung_in_der_Berufsbildungsstatistik_201306.pdf)) and the 2014 Data Report, Chapter A4.1.4

189 Gliding 12-monthly average from December 2016 to November 2017 for the instruments of non-company vocational training as defined in S. 76 of the German Social Code (SGB III), subsidies for training allowances for disabled and severely disabled people as defined in Section 73 of the German Social Code (I, II SGB III) and special measures to promote training as defined in Section 117 of the German Social Code (SGB III).

190 See [www.bmas.de/DE/Schwerpunkte/Inklusion/nationaler-aktionsplan-2-0.html](http://www.bmas.de/DE/Schwerpunkte/Inklusion/nationaler-aktionsplan-2-0.html)

191 This area for action is based in particular on Article 6 of the UN Convention on the Rights of People with Disabilities, which requires signatory states to grant women and girls with disabilities the full and equal enjoyment of all human rights and fundamental freedoms.

192 See Dr. Libuda-Köster, secondary analysis of the “The income and care situation of women with disabilities in Germany” (“Einkommen und Versorgungssituation von Frauen mit Behinderung in Deutschland”)

193 Source: Second Federal Government Report on Participation with regard to the circumstances of persons with impairments (Zweiter Teilhaberbericht der Bundesregierung über die Lebenslagen von Menschen mit Beeinträchtigungen) 2017

the Länder to establish careers orientation structures all over Germany that they then maintain with their own funding once the period of Federal Government funding has been completed. It is flanked by the “Educational Chains” Initiative.<sup>194</sup>

The Federal Government’s second report on the life situations of people with disabilities was published in early 2017. It investigates the opportunities that people with disabilities have to participate in employment and the wider society and offers an empirically substantiated information basis for both policy and practice.<sup>195</sup>

## 2.7 Training for the healthcare professions

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Training in the healthcare professions, including geriatric care, is provided at healthcare vocational training schools and, due to the different structures in Germany’s federal school system, at vocational and trade and technical schools. According to schools’ statistics provided by the Federal Government statistics offices, 216,484 students were training in the healthcare professions in the 2016/2017 school year, 77.4 % of them women so the number of students increased by 1,255 or 0.6 % compared with the previous year.

Developments in student numbers did however vary widely in individual healthcare professions. 64,258 students were training in the field of registered and general nursing so their number rose slightly over the previous year’s figure (63,611 or +1.0 %). General and paediatric nursing recorded 1.2 % growth in the number of trainees up to 7,155.

According to the school’s statistics, the total number of students training in the area of geriatric care rose by 0.3 % compared with the previous year to 68,260. The number of new geriatric nursing trainees was 24,130, a 518 or 2.2 % increase compared to the previous year’s figure. Here it must be taken into account that the

schools statistics do not record the increasing number of new trainees starting in shortened geriatric nursing training courses, due for example to the recognition of pre-existing qualifications, especially in training in the area of geriatric care and nursing assistance.

One reason for the increase in numbers of students training to be geriatric nurses is the “Aged Care Training and Qualification Plan” that was implemented from 2012 to 2015. During that campaign, a special regulation in Section 131b of the German Social Code (SGB III) gave students the opportunity of having a geriatric care retraining course fully financed by the Federal Employment Agency (BA) for three years. Initially offered until the 31<sup>st</sup> of March 2016, this option has again been extended until the 31<sup>st</sup> of December 2019. It has resulted in a substantial increase in the number of people training in the area of geriatric care and made a major contribution towards securing a supply of skilled geriatric care professionals. Participants who successfully complete the training can look forward to outstandingly good employment prospects in the labour market. Amendments to the Federal Geriatric Care Act (Altenpflegegesetz) have also expanded options for shortening the three-year geriatric care training course (for experienced nursing assistants, for example). In the 2016/2017 school year almost a quarter of all students starting geriatric nursing training were funded by the BA.

In the 2016/2017 school year (moving annual total from August 2016 to July 2017) the BA funded around 6,300 people starting training in the area of geriatric care (with 6,600 new trainees in the preceding year). In this period two out of every five funded retraining measures (39.8 %) were shortened forms of training so the proportion of shortened retraining measures funded rose slightly compared with the previous year (+3.3 percentage points).

In the 2016/2017 school year the total number of students training to be geriatric nursing assistants, general nursing assistants and nursing and care assistants, occupations that are regulated by Länder regulations, grew by 514 to 15,863 or by 3.4 % compared with the previous year. 8,392 students (+424 or +5.3 %) are currently training to be geriatric nursing assistants and 4,658 students (+217 or +4.9 %) to be general nursing assistants. 2,813 students are currently training to be nursing and care assistants (–127 or –4.3 %).

<sup>194</sup> See [Chapter 3.2](#)

<sup>195</sup> See [www.bmas.de/DE/Service/Medien/Publikationen/a125-13-teilhabebericht.html](http://www.bmas.de/DE/Service/Medien/Publikationen/a125-13-teilhabebericht.html)

Among the other healthcare professions the number of trainees increased substantially. 2.131 (+4,8 % bzw. +97) trainees opted for midwifery and 21.812 (+1,4 % bzw. +296) for physiotherapy. 1.729 (+3.1 % or +52) trainees wanted to qualify as dieticians and there was also an increase in trainees wanting to become podiatrists (+3.6 % or +49).

Once again, the number of students training to gain vocational qualifications in the field of massage and medical hydrotherapy and paramedic declined (–86 or –5.4 % to 1,522). The trend for trainees to change from training in the area of massage and medical hydrotherapy into training to be physiotherapists, which has been observed for some time, continued. At the same time, the number of physiotherapy trainees, after failing in recent years, consolidated this year slightly and showed an upwards trend. A massive drop in student numbers was recorded in the occupation of paramedic (–2,335 or –86.3 % to 370) due to the expiry of the law on paramedic assistants (Rettungsassistentengesetz) on the 31<sup>st</sup> of December 2014 and its replacement with the law on emergency paramedics (Notfallsanitättergesetz). The number of trainee emergency paramedics, nationally at 4,207, rose by 146.2 % (or + 2,498), which was the highest growth in trainee numbers in any occupation compared with the previous year.

## 2.8 Training in early childhood care and education occupations

While some early childhood care and education professionals study for a degree before entering occupations in this field, most practitioners enter it after school-based training, usually after completing state-certified or state-recognised training courses to become kindergarten teachers, social work assistants and childcare workers.<sup>196</sup>

<sup>196</sup> In the 2014/2015 training year 55 %, of students began training to be kindergarten teachers, 25 % of students began training to be social work assistants, 15 % of students began training to be childcare workers and 5 % of students began training to be early childhood educators.

In the 2014/2015 training year 35,743 students began training to be kindergarten teachers at a social education trade and technical college. While numbers of those starting this training rose steadily until 2013/2014, it stagnated in 2014/2015. In the 2014/2015 training year 16,254 students began training to become social work assistants at a vocational school, an increase of 3 % (+462 students) over the previous year. The number of students in their first year of training to become childcare workers at a vocational school has been relatively stable in recent years, with 9,568 students starting this training in the 2014/2015 training year.<sup>197</sup>

Other forms of training can also qualify a person for work in the field of early childhood care and education. Which qualifications are recognised for work in this area can vary in different Länder and include qualifications in the fields of curative education therapy, general and paediatric nursing and primary school teaching. Additional qualification courses may be required for the recognition of qualifications in this area in some cases.

Demographic developments and a further quantitative and qualitative expansion of day care for children will increase the demand for skilled staff in early childhood care and education in coming years.<sup>198</sup> To meet the need for skilled professionals in this area, the Federal and Länder governments, Social Partners and kindergarten organisations will be adopting a range of different measures.

<sup>197</sup> See also the publication by the Fachkräftebarometer authors group (2017): *Fachkräftebarometer Frühe Bildung 2017*. Weiterbildungsinitiative Frühpädagogische Fachkräfte, Munich. The data used in the publication came from the StBA schools statistics and a supplementary Länder survey by the Weiterbildungsinitiative Frühpädagogische Fachkräfte of the Länder statistics offices. North Rhine-Westphalia and Baden-Württemberg do not supply separate training figures for specific annual cohorts. No more current national figures are available.

<sup>198</sup> See also Rauschenbach, Thomas; Schilling, Matthias; Meiner-Teubner, Christiane (2017): *Plätze. Personal. Finanzen – der Kita-Ausbau geht weiter. Zukunftsszenarien zur Kindertages- und Grundschulbetreuung in Deutschland*. Dortmund/Munich

## 3 Vocational training policy measures and programmes

The following chapter describes the Federal Government's new and continuing vocational training policy measures and programmes. Other long-term vocational training and labour market policy instruments, measures and programmes and specific vocational training policy measures and programmes are presented in table form.<sup>199</sup>

### 3.1 Alliance for Initial and Continuing Training 2015–2018

**Key data:**

Period: 2015–2018

Internet: [www.aus-und-weiterbildungsallianz.de](http://www.aus-und-weiterbildungsallianz.de)

**Training policy goals:**

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

To achieve these shared goals, the partners in the Alliance for Initial and Continuing Training, working under the lead-management of the BMWi, exchange views and ideas on their measures on a regular basis, optimise the management of interfaces between their various activities and cooperatively launch new initiatives.

Since the Alliance for Initial and Continuing Training was founded, its partners have implemented the following central measures to strengthen dual training:

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

The Federal and Länder governments and the BA have also agreed on the development of coherent careers orientation concepts, including at grammar schools, and worked together to holistically harmonise successful careers orientation and transition system funding and support instruments.

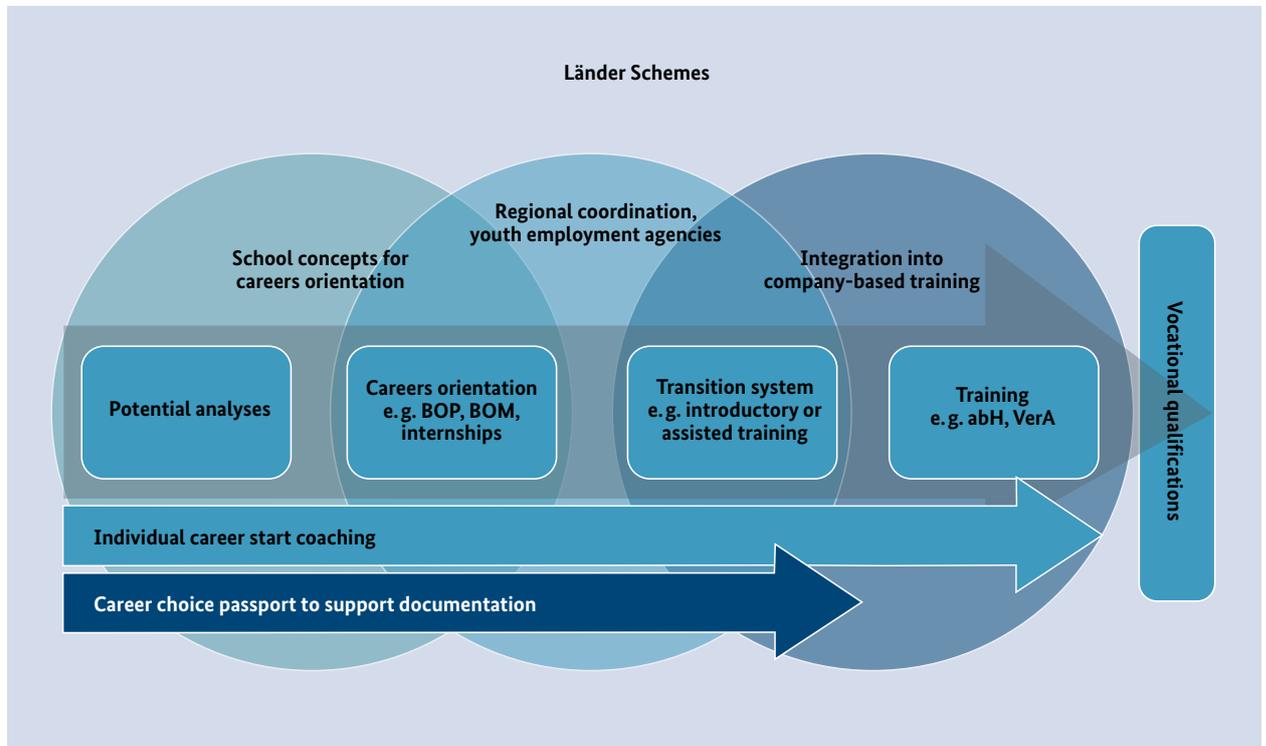
One central initiative of the Alliance for Initial and Continuing Training is now being worked on as a result of implementation of the Integration Act: secure residence status for persons with leave to remain in Germany during and immediately after dual training (the so-called “3+2-Lösung”). The partners have also worked to secure the integration of refugees into training by using existing instruments such as Assisted Training, introductory training, and language courses at vocational schools and colleges.

**Further Alliance priorities in 2017 and future prospects:**

The summit meeting of Alliance Partners in March 2017 focused on issues around improving the quality and attractiveness of dual training and successfully integrating both German nationals and young refugees and asylum seekers into training. In various workshops the Alliance Partners in 2017 initiated a dialogue process on the topics of mobility and flexibility in dual training and “higher level vocational training” and examined aspects of the securing of a supply of skilled staff in selected industries in detail. In 2018 the Alliance Partners will substantiate the resulting approaches to action with a view to solving the growing matching problems in the training market. Among the other

<sup>199</sup> See [Chapters 3.10 to 3.12](#)

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



Source: BMBF

issues they will be dealing with will be successful integration of both young Germans and young refugees and asylum seekers into company-based training, strengthening cooperation between vocational schools and colleges and companies as places of learning, and further developing the Assisted Training programme, which the Alliance initiated.

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

**Key data:**

Period: 2010–2020

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

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

**Training policy goals:**

The goals of the “Educational Chains leading to Vocational Qualifications” (“Abschluss und Anschluss – Bildungsketten bis zum Ausbildungsabschluss”) initiative are to comprehensively ensure the success of young people in education and training and prevent them from dropping out by successively developing a structured and coherent funding and support policy involving the Federal government (BMBF and BMAS) BA, and Länder governments covering the areas of careers and choice of studies orientation and the transition from school into employment. The core elements of the Educational Chains initiative are analyses of young people’s potential at an early stage, action-oriented careers orientation such as the careers guidance programme (Berufsorientierungsprogramm – BOP), individual career start coaching, introductory qualification and careers orientation measures (Berufsorientierungsmaßnahmen – BOM) as defined in Section 48 of the German Social Code (SGB III)<sup>200</sup>,

<sup>200</sup> See also the tabular presentation of measures and programmes for strengthening careers orientation and optimising management of the transition from school into training, **Chapter 3.11**

mentoring through training by volunteers<sup>201</sup>, support during training, Assisted Training<sup>202</sup> and the career choice passport.

### Results of the Federal funding and support:

To expand the range of the Educational Chains initiative, the BMBF started a process of establishing agreements among the Federal and Länder governments and the BA in 2014. In 2017 the Federal government concluded agreements with six more Länder – Bavaria, Berlin, Bremen, Mecklenburg-Western Pomerania, Lower Saxony and Saxony.<sup>203</sup> 13 of these Educational Chains initiative agreements have been concluded so far. The Federal government supports the Länder by providing subsidiary funding to enable them to trial and develop structures, introduce and develop broad-based innovative projects and instruments, such as those designed to reinforce and expand young people's potential, to further develop programmes that offer opportunities for practical learning<sup>204</sup>, to develop and initiate language-neutral and culturally-neutral skills diagnostics,<sup>205</sup> offer funding and support to school-age refugees and asylum seekers, to comprehensively introduce practice-based careers orientation like that offered in the BMBF's BOP careers guidance programme and to extend the range of existing instruments to reach more target groups.

A Federal and Länder government and BA advisory group (Bund-Länder-BA-Begleitgruppe – BLBG) provides supports for the processes described above. The BIBB 'Educational Chains Service Point' ('Service-stelle Bildungsketten') functions as the BLBG office

and underpins the Educational Chains initiative with scientific research. In 2017 the BMBF commissioned two new studies through the Educational Chains initiative: one study that examined transitions between school and training and transition system measures in various regions<sup>206</sup>, and another study<sup>207</sup> that investigated potential limits and opportunities for involving parents in young people's careers orientation processes.

Working under the auspices of the Educational Chains initiative, the BMBF supports the work of the Career choice passport working group (Bundesarbeitsgemeinschaft Berufswahlpass) by providing it with resources in the form of a service office, which since 2014 has been integrated into the Educational Chains Service Point. In 2017 a concept for digitalising and modernising the career choice passport<sup>208</sup> was created and forms the basis for a relaunch of that instrument in digital form. A project consortium consisting of several Länder lead-managed by North Rhine-Westphalia was established to develop, trial and introduce a digital career choice passport. The career choice passport will continue to be made available and will be continuously updated.

The initiative for preventing premature training termination ("Verhinderung von Ausbildungsabbrüchen" – VerA) provided by the Senior Expert Service (SES), which is in turn supported by German business organisations, is another element of the Educational Chains initiative. Around 10.5 million Euros has been allocated to this component of the initiative (for the period 2015 to 2018). VerA supports young refugees and asylum seekers starting vocational training, a role for which VerA mentors are specially trained. In 2017 VerA volunteers mentored more than 4,000 young people through training, an increase of 33 % over the previous year's figure.<sup>209</sup>

201 See also the section on the "Verhinderung von Ausbildungsabbrüchen" (VerA) initiative for preventing premature training termination below

202 See also the tabular presentation of measures and programmes for strengthening dual training, [Chapter 3.11](#)

203 For more information on the current status of Federal and Länder government and BA agreements go to [www.bildungsketten.de/strukturen-schaffen](http://www.bildungsketten.de/strukturen-schaffen)

204 For more information on the current status of practical learning in Brandenburg go to [www.praxislernen.de](http://www.praxislernen.de). Since early 2017 the BMBF has been providing funding for a new coordination office to support the expansion and further development of practical learning. The Federal and Länder government and BA agreement with the Land Brandenburg forms the basis for these activities: [www.bildungsketten.de/\\_media/Bildungsketten\\_Vereinbarung\\_Brandenburg.pdf](http://www.bildungsketten.de/_media/Bildungsketten_Vereinbarung_Brandenburg.pdf)

205 For more information on the 2P process go to [www.2p-bw.de/Lde/Startseite](http://www.2p-bw.de/Lde/Startseite). From December 2017 the analysis process for recently arrived immigrants that was developed in Baden-Württemberg has also been made available extensively in Rhineland-Palatinate.

206 To see the study on "Abschluss und Anschluss – Bildungsketten bis zum Ausbildungsabschluss: Erfolgreiche Übergänge in die betriebliche Ausbildung" go to [www.bildungsketten.de/de/2768.php](http://www.bildungsketten.de/de/2768.php)

207 To see the study on "Aktivierungspotential von Eltern im Prozess der Berufsorientierung – Möglichkeiten und Grenzen" go to [www.bildungsketten.de/de/2693](http://www.bildungsketten.de/de/2693).

208 To see this study go to [www.berufswahlpass.de/site/assets/files/1123/abschlussbericht-berufswahlpass.pdf](http://www.berufswahlpass.de/site/assets/files/1123/abschlussbericht-berufswahlpass.pdf)

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

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

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

**Key data:**

Period: 2016–2019

Funding volume: 60 million Euros

Internet: [www.Berufsorientierung-für-Flüchtlinge.de](http://www.Berufsorientierung-für-Flüchtlinge.de)

**Training policy goals:**

The “Paths into training for refugees” (“Wege in Ausbildung für Flüchtlinge”) initiative, which the BMBF, Federal Employment Agency (BA) and ZDH launched in early February 2016, offers young refugees orientation and practical preparation for training. It aims to sustainably integrate young people eligible for asylum who are no longer of school age, young recognised refugees and asylum seekers and those with leave to remain in Germany who are permitted to work into training for a skilled trade. The BMBF supports this initiative through its “Careers orientation for refugees” (“Berufsorientierung für Flüchtlinge – BOF”) programme.

Refugees have been able to participate in BOF measures after completing BA training market integration measures as defined in Section 45 of the German Social Code (SGB III) since June 2016. These measures prepare them to start training in a skilled trade enterprise by providing them with intensive specialist careers orientation, vocational language courses and technical classes. Those refugees who have acquired the requisite knowledge and skills in other ways, such as at a vocational college, can also take part in BOF courses.

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

Skilled trades companies provided the required training places enabling every refugee who meets the relevant preconditions to start training in an appropriate enterprise. By the end of 2017 around 1,000 refugees had taken part in BOF courses.

#### 3.3.2 The JUGEND STÄRKEN initiative

**Key data:**

Period: various, depending on the programme

Funding volume: 52 million Euros of Federal

Government funding annually and 25.5 million Euros of ESF funding (all programmes)

Internet: [www.jugend-staerken.de](http://www.jugend-staerken.de)

**Training policy goals:**

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

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

The number of youth migration services (Jugendmigrationsdienste – JMD), which advise and mentor 12 to 27-year-olds from migrant backgrounds on integration into school, training, society and the German language, with a particular focus on the transition from school into work has been increased nationally to around 450. The Federal Government has been supporting JMD since 2015, providing 50.6 million Euros in funding annually. In 2015 around 91,000 young people benefited from the programme’s mentoring and advisory services and in 2016 their number increased to 113,000. In 2017 more than 125,000 young people were provided with support.

As part of the “jmd2start – Begleitung für junge Flüchtlinge” model project, 24 JMD opened up their counselling and mentoring services from September 2015 to young refugees aged between 12 and 27 who are still undergoing asylum proceedings or have leave to remain in Germany. By the time the project ended

in December 2017, around 5,000 young refugees had been provided with special assistance services focusing on issues involving school and training, as well as on general living, health and gender aspects. The good experiences garnered in the model project resulted in all the JMD having their counselling and mentoring services opened up to young refugees from early 2017. The most important findings gained from jmd2start will be passed on to all JMD and incorporated into their future work.

The first phase of the ESF “JUGEND STÄRKEN im Quartier” model programme from 2015 to 2018 was allocated an annual average of 24.8 million Euros of ESF funding and 1.1 million Euros of Federal Government funding. Lead-managed by local public youth social welfare services providers, 176 local authorities in 15 Länder develop socio-educational counselling and mentoring services for young people who need special support to manage the transition from school into work but are hard to reach (under the German Social Code (S. 13 SGB VIII, youth social work). Young refugees and recent immigrants in need of additional support can also profit from these measures. The programme focuses on areas covered by the “Soziale Stadt” urban development funding programme and other socially disadvantaged areas. Micro-projects are established to not only strengthen the personal development of young people but also to create added value for the local area as a living environment for young people so “JUGEND STÄRKEN im Quartier” also contributes to integrated, socially-just urban development. Since the programme started it has reached more than 44,000 young people, 38 % of them from a migrant background. Of the 30,000 young people who have now ended their involvement in “JUGEND STÄRKEN im Quartier” projects, 59 % have recently found employment or are in school-based or other vocational training.

A budget of 101.2 million Euros, 97 million Euros of which will come from the ESF, has been made available for the second round of funding, which will start in 2019 and end in mid-2022. The Federal Government is providing 4.2 million Euros.

In the “JUGEND STÄRKEN: 1.000 Chancen” project, which is run jointly by the BMFSFJ and Junior Chamber International Germany (Wirtschaftsjunioren Deutschland), young entrepreneurs and business leaders work on a voluntary basis together with social and edu-

cational experts to offer local, low-entry services to disadvantaged young people, providing them with practice-based insights into the world of work and impetus and prospects for their future careers. Over the period from the project’s start in early 2012 until its end in 2017 it reached more than 8,485 disadvantaged young people. Continuing under the title of “JUGEND STÄRKEN: 1.000 Chancen im Quartier” in 2018 and 2019, the programme will be sustained as a supplementary component of the JUGEND STÄRKEN initiative. Its main goals are to work more closely with local authorities involved in “JUGEND STÄRKEN im Quartier” and intensify its focus on the target groups of young people from a migrant background and especially young refugees.

### 3.3.3 The Klischeefrei Federal Government initiative – a national cooperative project to free career and study course choices from gender clichés

#### Key data:

Period: since December 2016  
Internet: [www.klischee-frei.de](http://www.klischee-frei.de)

#### Training policy goals:

This Federal Government initiative offers support to young people in the process of finding occupations that fit in with their strengths and that they enjoy, free of clichés and the imposition of specific gender roles.

Young people still often base their decisions on training and study courses on gender-stereotypical notions of occupational aptitude, which can greatly limit the range of occupations that young women and men choose to go into. This can affect the individual’s life, the economy and the wider society. It is essential that young people develop their personalities unrestricted by gender clichés because a competitive national economy needs all its young people to make the best of their abilities in accordance with the plans they have for their lives. Only choosing careers in accordance with talent makes optimum use of the potential for growth of the economy as a whole. This is an important element in securing a supply of skilled workers. Offering young people support in making cliché-free choices of occupations and courses of study can help them to independently secure a livelihood throughout their lives and enable women and men to participate in society on an equal basis.

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

The Federal Government's 'Klischeefrei' initiative started in December 2016 with a commitment from 80 partners in the fields of politics, business and industry, education and training and science and research to providing gender-sensitive career and studies choice orientation.

The website of the initiative addresses vocational orientation specialists working in schools, tertiary education institutions, companies and those in the fields of careers counselling and orientation as well as childcare facilities and parents. It offers relevant gender education expertise and provides information, specific working materials and tips on events and further training and its service office offers expert advice. An annual conference of experts is also held to facilitate networking, the establishing of shared standards and the leveraging of synergy effects in gender-sensitive programmes and measures.

### 3.4 Measures and programmes to strengthen dual training

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#### 3.4.1 JOBSTARTER

**Key data:**

JOBSTARTER plus

Period: 2015–2020 (ESF funding period plus further financing until 2022)

Funding volume: 109 million Euros, of which 63 million Euros ESF funding

JOBSTARTER

Period: September 2013–September 2016 (6<sup>th</sup> round of funding)

Funding volume: around 8 million Euros (without ESF-co-financing)

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

**Training policy goals:**

The BMBF funds and supports projects in the national JOBSTARTER plus programme with co-financing from the ESF to improve regional training structures and trial innovative training policy approaches to solve training market problems. The programme is designed

to flexibly and actively respond to current training market developments with a range of variable funding priorities.<sup>210</sup>

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

128 JOBSTARTER plus projects from three rounds of funding are currently actively working in this area all over Germany. These projects focus on:

- Improving regional training market cooperation to counteract matching problems and the difficulties that companies have in filling training places in certain industries,
- Raising the importance and potential of vocational training in business and research clusters,
- Advising, backing und supporting SMEs in recruiting university dropouts into the dual system as trainees,
- Interlinking initial and further training by developing additional qualifications in initial training, especially for young high achievers,
- Promoting inter-regional mobility for young people seeking training,
- Integrating young people from migrant backgrounds and young refugees into dual training and increasing active participation in training and the quality of training in companies with proprietors from migrant backgrounds,
- Increasing and stabilising rates of SMEs' and the smallest companies' participation in training through external training management and
- Advising and supporting SMEs in the process of adapting their training to the challenges posed by the increasing automation and digitalisation of the economy.

**JOBSTARTER plus – 4<sup>th</sup> round of funding**

In October 2017 the funding announcement for the 4<sup>th</sup> round of funding for the JOBSTARTER plus programme to improve training structure was published. The priorities in this round of funding

<sup>210</sup> See the 2016 Report on Vocational Education and Training, Chapter 3.6.7.1

are advising and supporting SMEs and the smallest companies in the process of (re-)starting participation in dual training and stabilising and increasing their overall commitment to training.

#### **KAUSA training and migration coordination centres**

In 2017 the KAUSA network was expanded with the addition of three KAUSA service centres in Rhineland-Palatinate, Thuringia and Brandenburg, so 32 KAUSA service centres now offer counselling and support services in all German Länder. They work to integrate young migrants and refugees into training in the dual system, the labour market and the wider society. The service centres also aim to recruit self-employed workers from migrant backgrounds into providing training.

Over the project period around 20,300 people have taken advantage of the counselling services that the KAUSA service centres offer, including 6,600 young people from migrant backgrounds, 10,000 young refugees and 3,700 companies. 4,500 of these people concluded a new training contract or began a pre-vocational measure such as an internship or introductory training (as of December 2017).

#### **3.4.2 Welcome mentors (Willkommenslotsen)**

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

Period: 2016–2018

Funding volume: 5.1 million Euros in 2017

Internet: [www.bmwi.de/willkommenslotsen](http://www.bmwi.de/willkommenslotsen)

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

Recruiting skilled staff is now not only a major challenge for SMEs. Large companies are also increasingly affected by the shortage of skilled workers. The welcome mentors programme pursues the economic policy goal of supporting companies in securing a supply of skilled workers while also contributing to the wider social task of integrating refugees into the German labour market.

Funding for the welcome mentors was initially allocated in March 2016 as part of the pre-existing “Passgenaue Besetzung” funding regulation on targeted training place matching. The programme’s success resulted in it gaining its own funding for welcome mentors,<sup>211</sup>

which was announced in the Federal Gazette on the 28<sup>th</sup> of September 2017. The new funding regulation makes the support services that welcome mentors offer to help integrate refugees into training available to all companies (these services had previously only been provided to SMEs).

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

1. Welcome mentors advise firms on ways in which training and employing refugees can help to secure a supply of skilled workers and inform companies about regional and national funding and support programmes.
2. They offer support to companies on all issues involving training and employing refugees, such as the necessary legal framework and administrative processes involved.
3. Welcome mentors support enterprises in the development of an open culture of welcome in their company as required.
4. Welcome mentors also network with relevant local actors to leverage synergies, especially in the areas of building up a pool of potential applicants and providing support for companies that have placed refugees in training.

The BMWi funds and supports welcome mentors as part of its measures to integrate refugees into work and training, which were agreed on at the Alliance for Initial and Continuing Training summit on the 18<sup>th</sup> of September 2015.

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

In 2017 funding was provided for 150 specially trained welcome mentors at around 100 Chambers and other business and industry organisations nationally. In 2017 the welcome mentors held 6,059 individual counselling sessions with SMEs and 9,230 with refugees and placed 8,091 refugees in training or employment (3,550 in internships, 378 on vocational observation visits, 1,383 in introductory training, 1,969 in training and 811 in employment).

<sup>211</sup> Directive on supporting companies in integrating refugees into training and work through welcome mentors.

### 3.4.3 Promoting social skills in dual training, especially in integrating refugees into work and training

#### Key data:

Period: 2016–2019

Funding volume: 5 million Euros annually

Internet: [www.dlr.de/pt/desktopdefault.aspx/tabid-9471/19680\\_read-47649](http://www.dlr.de/pt/desktopdefault.aspx/tabid-9471/19680_read-47649)

#### Training policy goals:

This BMWi funding and support programme promotes model approaches designed to improve the social skills of both trainees and trainers. Social skills such as the ability to work well as part of a team, motivation and conflict resolution, are playing an increasingly important role in work and training for companies and their trainees in addition to specialist professional knowledge, especially in the context of digitalisation. The programme also works to raise awareness among those involved in dual training of the special situation of refugees and promote mutual cultural understanding so in this sense the programme can also help to prevent extremism. The newly trialed solutions will be made public as examples of good practice and offered to interested companies to enable them to transfer and translate them into their own specific context.

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

Five projects with innovative modules designed to improve social and intercultural skills started in 2017 and another 17 projects will have started work by August 2018. Improving the social skills of trainers and trainees will enhance the quality and image of dual training, help to prevent premature termination of training contracts, and boost young people's prospects of being taken on by the company they train with as employees after training.

### 3.4.4 Vocational training without borders (Berufsbildung ohne Grenzen)

#### Key data:

Period: 2016–2018

Funding volume: 5.65 million Euros

Internet: [www.berufsbildung-ohne-grenzen.de](http://www.berufsbildung-ohne-grenzen.de)

#### Training policy goals:

The BMWi has been working together with the Association of German Chambers of Commerce and Industry (DIHK) and German Federation of Skilled Crafts (ZDH) to fund and support 'mobility consultants' through the "Vocational training without borders" programme since 2015. The consultants inform SMEs, their trainees and young skilled workers about opportunities for spending time working and training abroad and help them to organise such trips. Mobility consultants also arrange internships in companies in Germany for trainees and young skilled employees from outside the country. The programme has also established a national network of consultants across all Chambers of Trade, Industry and Commerce and Skilled trades (especially the IHK and HWK).

The BMWi provides funding and support for mobility consultants as part of Alliance for Initial and Continuing Training measures to improve the attractiveness of dual training and establish the equivalence of vocational and academic training and education.

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

In 2017 6,711 consultancy sessions were provided, mainly to SMEs and young adults in training and employment, and the mobility consultants held 647 information events. The mobility consultants have also helped more than 2,300 trainees and young employees to organise and embark on internships in other countries.

The "Vocational training without borders" programme has succeeded in building a national, business-oriented consultancy structure to support companies in tackling the issue of learning abroad. Participating companies rated the general quality of the consultancy provided very highly.

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

### 3.5.1 New and modernised training regulations

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

In 2017 twelve training regulations and 19 further training regulations<sup>212</sup> were modernised.

The training regulations modernised were:

- Trained car trade salesperson
- Biological laboratory technician
- Biological model maker
- Brush maker
- Butcher
- Retail salesperson
- Piano and harpsichord maker
- Air traffic administration clerk
- Footwear maker and finisher
- Air traffic service employee
- Miller (process technologist for the milling and animal feed industries)
- Retail sales assistant

A number of new further training regulations were created and existing regulations updated:

- Certified initial and continuing training specialist
- Certified assembly manager in the joiner's trade
- Certified financial services consultant
- Certified sales consultant
- Certified specialist for vocational rehabilitation for disabled persons
- Certified commercial business management specialist under the Crafts Code (HwO)
- Certified import/export specialist
- Certified energy industry specialist
- Certified financial consultancy specialist
- Certified production planner in the joiner's trade
- Certified design advisor in the interior decoration trade
- Certified industrial supervisor specialising in food
- Certified power plant operator
- Certified customer advisor in the joiner's trade
- Certified pharmaceutical sales representative
- Certified process manager in microtechnology
- Certified process manager in production technology
- Certified process manager electrical/electronic engineering
- Certified translator

### 3.5.2 The Federal Employment Agency (BA) lifelong vocational guidance project (Lebensbegleitende Berufsberatung der BA)

#### Key data:

Period: Pilot project March 2017–August 2018

#### Training policy goals:

Building on the experience gained in its “Continuing education counselling” (“Weiterbildungsberatung”) pilot project (March 2015 to February 2016), the Federal Employment Agency (BA) has been running the “Lifelong vocational guidance” (“Lebensbegleitende Berufsberatung”) pilot project since March 2017 to extend the range of services that the earlier project offered beyond continuing education and training counselling. “Lifelong vocational guidance” offers preventative, individual and holistic and consultancy that is open to a range of possible outcomes at important vocational and occupational junctures for people before they start work and for those in employment.

After this pilot project has been completed and evaluated, the BA plans to more comprehensively expand its education and training counselling services from 2019.

<sup>212</sup> [www.bmbf.de/de/fortbildungsordnungen.php](http://www.bmbf.de/de/fortbildungsordnungen.php)

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

Interest in and demand for counselling on continuing education and training were particularly high among employees with a “discontinuous” employment history. These people in particular can profit from preventative and lifelong learning-oriented counselling services in the long term.

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

**Key data:**

Period: September 2014–December 2021

Funding volume: around 10 million Euros annually plus ESF funding

Actual expenditure: 8.3 million Euros plus ESF funding in 2017

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

**Training policy goals:**

“Transferinitiative Kommunales Bildungsmanagement” is a structural funding programme that builds on the results of the BMBF’s “Local learning” (“Lernen vor Ort”) funding programme (2009 to 2014). The fundamental idea of the programme is to optimise local governments’ coordination of education and training by inter-linking three fields of activity:

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

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

A national network of nine Transfer Agencies at 13 locations advises and supports local government authorities all over Germany on building up, further

developing and establishing data-based local government education and training management, free of charge.<sup>213</sup> The Transfer Agencies have also concluded cooperative agreements with 208 local government authorities to provide them with targeted advice on establishing data-based local government education and training management. The BMBF’s “Bildung integriert” programme, which is co-financed by the ESF, has provided around 90 districts and towns with financing to help them build up and further develop education and training monitoring and management. Up to 86 local government authorities that are already receiving funding want to take advantage of an option offered in 2017 to apply for a two-year extension. When the programme opened in 2017 another 45 districts and towns that have so far not participated in it applied for funding.<sup>214</sup>

To manage the challenges posed by the recent influx of refugees into Germany, local government authorities will receive additional support in integrating refugees. Up to around 320 districts and towns that are currently receiving financing for the 450 local government education and training coordinators for recently arrived immigrants, will be able to profit from this scheme. This funding is also embedded in the “Transferinitiative Kommunales Bildungsmanagement” and aims to improve the management of all issues in and around integration through education and training.<sup>215</sup>

The “Foundations education and training network” (“Netzwerk Stiftungen und Bildung”)<sup>216</sup> coordination offices monitor and assist the work of the Transfer Agencies by supporting local foundations and local government authorities in setting up cooperative local government education and training management programmes.

<sup>213</sup> [www.transferinitiative.de](http://www.transferinitiative.de)

<sup>214</sup> [www.transferinitiative.de/bildung-integriert.php](http://www.transferinitiative.de/bildung-integriert.php)

<sup>215</sup> [www.transferinitiative.de/bildung-fuer-neuzugewanderte.php](http://www.transferinitiative.de/bildung-fuer-neuzugewanderte.php)

<sup>216</sup> [www.netzwerk-stiftungen-bildung.de](http://www.netzwerk-stiftungen-bildung.de)

### 3.5.4 Innovative approaches to forward-looking continuing vocational training (Innovative Ansätze zukunftsorientierter beruflicher Weiterbildung)

#### Key data:

Period: November 2015–December 2018

Funding volume: 5 million Euros annually

Internet: [www.bmbf.de/de/innovative-ansaetze-zukunftsorientierter-beruflicher-weiterbildung-4198.html](http://www.bmbf.de/de/innovative-ansaetze-zukunftsorientierter-beruflicher-weiterbildung-4198.html)

#### Training policy goals:

The “Innovative approaches to forward-looking continuing vocational training” (“Innovative Ansätze zukunftsorientierter beruflicher Weiterbildung”) funding priority examines and evaluates current forms of continuing vocational learning so as to establish them as part of (vocational) continuing learning throughout life. This approach takes not only formal but also non-formal and informal vocational learning and skills development into account in a binding way that recognises their value.

The projects funded reflect the growing relevance of social contexts for learning over the course of people’s lives, especially for adults.

To reorient continuing vocational training in a contemporary context, the funding priority analyses the various implications and configuration of a culture of vocational training oriented towards lifelong learning that particularly results from digitalisation and technological change, the relativization of the role of lifelong careers, and the adoption of flexible working conditions.

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

Funding has been allocated for 34 projects covering three funding priorities and the BIBB has been commissioned to provide administrative and scientific support for the projects.

### 3.5.5 Vocational training for sustainable development 2015–2019

#### Key data:

Period: 2015–2019 (extended until 2021)

Funding volume: approx. 9 million Euros

Internet: [www.bmbf.de/de/nachhaltigkeit-in-der-beruflichen-bildung-3518.html](http://www.bmbf.de/de/nachhaltigkeit-in-der-beruflichen-bildung-3518.html);  
[www.bbne.de](http://www.bbne.de)

#### Training policy goals:

The BMBF is the ministry responsible for implementing the United Nations’ “Education for sustainable development” (“Bildung für nachhaltige Entwicklung – BNE”) global action programme in Germany. The German programme’s goal is to further develop BNE into an established structure. The BNE National Platform adopted the German BNE National Action Plan in June 2017. The BMBF has committed itself to carrying out measures for the area of vocational training and through its “Vocational training for sustainable development 2015–2019” funding priority, which is funding and supporting the BIBB to run pilot projects in the two areas of activity of making companies holistic and sustainable places of learning and developing sustainability skills for trainees and trainers. Project work in these funding priorities also involves interfaces with digitalisation.

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

Implementing the commitments it made in the BNE National Action Plan, the BMBF has complemented the first two funding priorities with a third, announced on the 5<sup>th</sup> of September 2017, and extended their funding for it until 2021. As well as focusing on creating sustainable places of learning in companies and developing sustainability skills in trainers and trainees, they will concentrate on commercial retail, wholesale and foreign trade and logistics and freight occupations and selected occupations in the foodstuffs industry.

The learning tasks developed so far have already been implemented by some of the 120 project partners in the freight and logistics industry. The continuing training concepts for training staff in companies that have been developed to date have also been implemented by project partners in companies and put into practice in the area of sustainable management in retail, wholesale and foreign trade. The ANLIN collaborative project received an award on the 27<sup>th</sup> of November 2017 in Berlin for its work within the global action programme

on developing sustainable places of learning in the chemicals and metal-working industries through inter-linked organisational and human resources development measures for staff at all levels, from trainees up to management.

### 3.5.6 The ESF programme to promote vocational training for sustainable development (“Berufsbildung für nachhaltige Entwicklung befördern. Über grüne Schlüsselkompetenzen zu klima- und ressourcenschonendem Handeln im Beruf”)

#### Key data:

Period: 2015–2022

Funding volume: 14.42 million Euros of Federal funding and 20.65 million Euros of ESF funding

Internet: [www.bmub.bund.de/bbne](http://www.bmub.bund.de/bbne);  
[www.esf.de/bbne](http://www.esf.de/bbne)

#### Training policy goals:

Anyone who wants to work towards sustainable development as part of their everyday working life will need the appropriate skills, abilities and knowledge. The “Berufsbildung für nachhaltige Entwicklung befördern. Über grüne Schlüsselkompetenzen zu Klima- und ressourcenschonendem Handeln im Beruf” (BBNE) programme to promote vocational training for sustainable development raises awareness of this “greening” of occupations and the world of work. Funded by the ESF and BMUB, the BBNE programme supports work-camps that link practically-oriented careers orientation provided outside a school setting with sustainability issues. A second funding model supports training courses for trainees and training staff that build on closer cooperation among the different trades involved in the renovation of buildings to make them more energy-efficient.

The funding programme in the BMUB’s area of responsibility focuses in particular on vocational training for sustainable development in connection with the UN Decade and global action programme for vocational training for sustainable development.

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

In the first round of funding in 2015, 14 projects all over Germany with a period of 36 and 48 months

were selected. Seven projects hold workcamps that raise awareness of sustainability issues and enable young people to try out certain occupations, such as gardening and landscaping during the 2017 International Horticultural Exhibition, as well as various woodworking trades, loam construction and food production. Three exhibition projects with similar topics use different methods to focus on sustainable development in the areas of the skilled trades, building and construction occupations and bionics. Four of the projects concentrate on cooperation among the different trades involved in refurbishing buildings to make them more energy-efficient and are especially designed for trainees outside a school setting as well as for training staff. What all the projects have in common is strong practical relevance. In 2018 a second funding round will begin for projects scheduled to start in 2019.

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

#### Key data:

Period: 2016–2018

Funding volume: around 6 million Euros annually

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

Facebook: [www.facebook.com/PraktischUnschlagbar/?fref=ts](https://www.facebook.com/PraktischUnschlagbar/?fref=ts)

Instagram: [www.instagram.com/praktischunschlagbar/](https://www.instagram.com/praktischunschlagbar/)

#### Training policy goals:

This information campaign, which the BMBF started in April 2016, aims to persuade more young people of the advantages of dual training and the wide range of career prospects and opportunities for development that continuing vocational training offers. Addressing young people in ways appropriate to their age with a wide range of activities on various media, the campaign is raising awareness of dual training, inspiring them to take part in vocational training and the dual system and actively highlighting their excellence. The campaign also includes a tour that spreads information on vocational training and offers careers orientation at trade fairs and in schools. Young people aged between 15 and 22 are the main target group of the information campaign.

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

In 2017 the campaign tour across Germany made 105 stops, at which trained consultants gave young people advice on careers orientation and the opportunities that initial and continuing vocational training offers ‘on the spot’. The main partners hosting the stops were general and vocational schools, the advisory offices of local employment offices (Agenturen für Arbeit) and the Chambers of Trade and Industry (IHK) and Skilled Trades (HWK).

The programme is reinforced with a campaign website, a strong presence in social networks (Facebook, Instagram) with competitions, prize draws and other measures such as cinema advertising and comprehensive press and media features (in youth magazines and national newspapers among others), all of which will have a major public impact.

An evaluation designed for the campaign was also carried out to assess the consultation modules of the tour. It showed that young people responded very positively to the campaign measures.

## 3.6 Increasing transparency and opportunities for transfer in the education and training system

### 3.6.1 The “Advancement through education: open universities” competition

**Key data:**

Period: 2011–2020

Funding volume: 250 million Euros

Internet: [www.wettbewerb-offene-hochschulen-bmbf.de](http://www.wettbewerb-offene-hochschulen-bmbf.de)

**Training policy goals:**

The Federal and Länder governments are working together to increase opportunities for transfer between vocational and academic education and training and help companies to secure the skilled staff they need through their “Advancement through education: open universities” competition. The BMBF is providing financing for researching, developing and trialing various practical and in-service study courses to enable institutions of higher education to sustainably

establish continuing scientific education and training once the funding phase has ended. This will also help to establish open higher education institutions that provide a wide range of different continuing education and training options for people with different needs and various target groups.

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

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

The first round of competitions was completed on the 30<sup>th</sup> of September 2017. By that date, funding had been provided to 122 recipients at 95 different German higher education institutions (60 universities of applied sciences and 35 universities) and four non-university research institutions in 73 projects. The programme has put one in four of German universities on the path to becoming an open university since 2011. With the second round of competitions, 69 recipients at 60 German institutions of higher education (39 higher education institutions, 21 universities) and one non-university research institution are currently receiving funding for 34 individual projects and 13 collaborative projects.

The institutions of higher education fund and support various target groups (mainly employees, people with family responsibilities and those returning to work) and develop and trial study courses such as (accumulative) modules, combinations of modules (certificates) and courses of study for people in employment (Bachelor’s and Master’s degrees). Digitally-supported education and training services such as online learning materials, MOOCs<sup>217</sup> and virtual seminars have been designed to make it easier for people to combine work, continuing education and training, and private life and promote and support lifelong learning and support measures (consultancy), institution-internal access and accreditation processes have been (further) developed and trialed. These activities are accompanied by the further development of higher education institution structures to ensure sustainable implementation of the courses of study that have been developed and secure the future of other support measures and processes after the project ends.

<sup>217</sup> Massive Open Online Courses

The institutions of higher education that have received funding have developed and implemented a wide range of interesting, innovative and audacious ideas. Over 250 continuing education and training courses ranging from certificate courses up to Bachelor's and Master's courses have now been incorporated into the regular range of courses offered by universities and universities of applied science all over Germany.

### 3.6.2 The initiative to attract university dropouts into vocational training

#### Key data:

Period: 2014–2021

Funding volume: 23 million Euros

Internet: [www.bmbf.de/de/neue-chancen-fuer-studienabbrecher-1070.html](http://www.bmbf.de/de/neue-chancen-fuer-studienabbrecher-1070.html);  
[www.studienabbruch-und-dann.de](http://www.studienabbruch-und-dann.de)

#### Training policy goals:

In the context of the forecast shortage of skilled workers, young people's increasing tendency to gain higher education qualifications and relatively high dropout rates in Bachelor's courses in Germany (29 %), this initiative aims to open up new opportunities in vocational training for university dropouts. Young people in this target group often have substantial pre-existing qualifications that can be accredited in vocational training and can shorten training times. Conversely, given the impending issues around corporate succession, vocational training can open up interesting expert and managerial roles to university dropouts.

The BMBF has been funding and supporting this initiative to recruit university dropouts into vocational training since May 2014. As well as instituting measures to prevent students from dropping out (since 2016 through the Higher Education Pact) and stop young people from making the wrong decision when choosing occupations and study courses (through intensive careers orientation at schools, including those that offer students higher education entrance qualifications), the initiative is pursuing the following goals:

- Deploying the unused potential of university dropouts by focusing on recruiting them into dual training and continuing vocational training and in this way combating the foreseeable shortage of skilled workers,

- Improving the situation of university dropouts by enabling them to gain a vocational qualification in a relatively short period through vocational initial and/or continuing training, and
- Ensuring the high quality of vocational training by offering this group appropriate practical work experience in companies.

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

The following goals in the initiative's central areas for action have been achieved to date:

1. Improving information services for students considering dropping out and university dropouts on alternative paths to qualification in and outside institutions of higher education with the launch of a central online information website<sup>218</sup> in July 2016.
2. Establishing cooperative counselling services for these target groups at the main institutions of higher education in various Länder by providing funding for national 'lighthouse' projects as part of the Federal and Länder government agreements on the "Educational Chains" ("Bildungsketten") initiative (with Hessen, North Rhine-Westphalia, Berlin und Hamburg). It will be up to the Länder to consolidate counselling services established with the support of Federal government funding.
3. Bringing together university dropouts and companies offering training, especially small and medium sized enterprises involved in regional training placement projects, through the JOBSTARTER plus programme.<sup>219</sup> In April 2017 the BMBF gave the 17 regional JOBSTARTER plus projects the option of applying for funding for follow-up projects within the funding priority. These projects focus on establishing systematic cooperation with regional institutions of higher education and universities to better identify students considering dropping out and university dropouts and provide them with counselling at an early stage. The 14 follow-up projects that have been approved for funding start work on the 1<sup>st</sup> of January and 1<sup>st</sup> of February 2018.

<sup>218</sup> [www.studienabbruch-und-dann.de](http://www.studienabbruch-und-dann.de)

<sup>219</sup> See [Chapter 3.4.1](#)

4. Initial findings from a study on the “Attractiveness of vocational training for university dropouts” (“Attraktivität der beruflichen Bildung bei Studienabbrecherinnen und -abbrechern”), part of the vocational research initiative,<sup>220</sup> were published in an interim report in February 2017 and further findings published in a data report in June 2017.

### 3.7 Measures and programmes to promote equality of opportunity and social inclusion

#### 3.7.1 Acquisition of initial language skills (Einstieg Deutsch)

**Key data:**

Period: 2016–2018

Actual funding expenditure: 8.4 million Euros in 2017

Internet: [www.portal-deutsch.de/unterrichten/einstieg-deutsch-projektfoerderung/](http://www.portal-deutsch.de/unterrichten/einstieg-deutsch-projektfoerderung/)

**Training policy goals:**

The national programme “Einstieg Deutsch” of the German Adult Education Association (Deutscher Volkshochschulverband), which supports asylum seekers in the acquisition of initial German language skills, is intended to train approx. 3,200 volunteer learning coaches and to teach up to 35,000 refugees annually. The “Einstieg Deutsch” language learning app is a low-entry level supplement to the language learning courses. It is offered in participants’ various native languages, can be used with a smartphone or tablet, and is linked to the language learning platform<sup>221</sup>. The app and platform are designed to supplement the entry-level language courses and give participants opportunities to engage in blended learning.

Course teachers and volunteer learning coaches cooperate to offer mainly refugees with good prospects of being able to remain in Germany an opportunity to quickly acquire basic German comprehension and speaking skills. Volunteer learning coaches and immigrants

with an appropriate knowledge of German are also provided with qualifications to enable them to run courses.

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

The “Einstieg Deutsch” programme started in June 2016 and has grown continuously. By November 2017 around 1,310 training courses had been held or had begun and approximately 25,000 refugees had been provided with language training.

More than 25 % of course participants were female and most participants came from countries where the situation is such that immigrants from these regions have realistic prospects of being able to remain in Germany, such as Syria (27 %), Iraq (15 %), Iran (10%), Eritrea (11 %) and Somalia (7 %). 30 % came from countries whose nationals don't have realistic prospects of remaining in Germany.

#### 3.7.2 ESF vocational language tuition programme for people from migrant backgrounds

**Key data:**

Period: 2015–2017

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

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

**Training policy goals:**

The core mission of the “ESF vocational language tuition programme for people from migrant backgrounds” (ESF-BAMF programme) is to sustainably improve the chances of people from migrant backgrounds of being integrated into the mainstream labour market and to contribute to tapping a potential pool of skilled workers in the medium term. To achieve this goal, German language tuition is linked with vocational training elements in measures ranging from classic language learning courses that include specialist occupational vocabulary through to specific internships in companies. Participants whose German language skills are at least at level A1 in the Common European Framework of Reference for Languages are eligible for participation in these ESF-BAMF courses. People who are eligible to participate in an integration course must first fully exploit this option before they can take part in an ESF-BAMF course.

<sup>220</sup> See also the tabular presentation of measures to secure the future of initial and continuing vocational training in [Chapter 3.12](#)

<sup>221</sup> [www.ich-will-deutsch-lernen.de](http://www.ich-will-deutsch-lernen.de)

The main groups participating in these measures are people eligible for benefits under the German Social Code (SGB II and SGB III), although those registered as seeking work or training can also participate. People entitled to claim asylum and recognised refugees who are receiving benefits under the German Social Code (SGB II) are also increasingly being provided with access to these programmes. Asylum applicants can also receive funding to participate in these courses if they are also participating in the Federal Government's ESF-Federal Integration Directive ("ESF-Integrationsrichtlinie Bund")<sup>222</sup> programme. Around two thirds of people participating in these courses are receiving benefits under the German Social Code (SGB II).

In 2016 the range of those eligible for funding to support participation in these measures was expanded to include young people in employment market measures such as introductory training, pre-vocational training courses or vocational training, who can now take advantage of the programme's language courses without having to pay the costs themselves.

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

The programme has achieved a high public profile and has been very well received by participants. In 2016 its original ESF funding allocation of 180 million Euros (2015 to 2017) was increased as a result of reallocations in the ESF and the addition of supplementary national budget funding from the Federal Government to 249 million Euros. This funding enabled more than 80,000 people to take part in this ESF-BAMF programme from 2015 to 2017. In 2015 around 24,000 people received funding for participation in courses, in 2016 financial assistance was provided to just on 33,000 course participants and in 2017 24,000 people benefited from the funding and support the programme offers.

### **3.7.3 The Federal Government programme to support vocational German language learning under Section 45a of the Residency Act (AufenthG)**

#### **Key data:**

Period: Standard programme since July 2016

Funding volume: 410 million Euros in 2017

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

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

The Act to accelerate asylum proceedings (Asylverfahrenbeschleunigungsgesetz) passed on the 20<sup>th</sup> of October 2015 anchored support for vocational German language tuition in legislation for the first time (S. 45a of the Residency Act – AufenthG). The end of the ESF-BAMF programme<sup>223</sup> in 2017 made it necessary to create a standard regulatory instrument financed by the Federal Government because the need for vocational German language training has increased significantly in recent years due to the large numbers of refugees and asylum seekers arriving in the country.

This programme to provide vocational German language tuition under Section 45a of the Residency Act (AufenthG) started on the 1<sup>st</sup> of July 2016. It is implemented by the BAMF and builds on the skills provided in integration courses. A special module for people who have reached B1 level on completing their integration course ensures that they are qualified to take part in further language learning classes. The vocational language courses teach vocational language skills up to C2 level and are offered in modules that conform with Common European Framework of Reference for Languages levels (basic modules B1 to B2, B2 to C1 and C1 to C2). Various specific technical language modules and special modules are also offered in the context of the process for recognising vocational qualifications and conclude with the language test required for that recognition. Modules can also be combined with employment market measures offered under the German Social Code (SGB II and SGB III).

From mid-2016 vocational language courses financed by the Federal Government under Section 45a of the Residency Act (AufenthG) have been successively replacing most of the "ESF-BAMF programme". The end of the ESF-BAMF programme

<sup>222</sup> See also the chapter on measures to promote equality of opportunity and social inclusion [Chapter 3.11](#)

<sup>223</sup> See [Chapter 3.7.2](#)

on the 31<sup>st</sup> of December 2017 does however create a funding gap for temporary residence permit holders whose prospects of being able to remain in Germany are unclear because these people, who were eligible to take part in the earlier programme, cannot participate in the new vocational German language training standard instrument.

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

In 2017 the programme focused on establishing and expanding vocational German language tuition structures through measures such as the creation of a range of various basic and specialised modules, development of the necessary supporting organisational structures, and the setting up of structured cooperation between the BAMF and BA in assigning participants to appropriate modules. The first regulation to amend the German language tuition regulations, which will further improve implementation of the programme, was passed in the spring of 2017. In 2017 around 155,000 people were entitled or required to take part in German language tuition modules and another 87,000 were learning the language through various modules. An evaluation of the programme is planned for 2018.

#### **3.7.4 The Federal government's "RESPEKT" initiative – a BMAS pilot programme for young people who are hard to reach**

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

Period: 01.10.2015–31.12.2018

Funding volume: up to 40 million Euros for the programme's entire period;  
around 10 million Euros in 2017

Internet: [www.bmas.de/DE/Themen/Arbeitsmarkt/Modellprogramme/respekt-pilotprogramm.html](http://www.bmas.de/DE/Themen/Arbeitsmarkt/Modellprogramme/respekt-pilotprogramm.html)

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

The target group addressed by the Federal Government's RESPEKT programme are young people aged between 15 and 25 experiencing social disadvantage or individual adversity. These are young people whose individual situation makes it harder for them to start or complete school or training, gain a vocational qualification, or enter the world of work. Another characteristic of these young people is that they find it difficult to deal with

governmental, institutional and regulated structures so they are not reached by the social services that are usually on offer or do not accept them.

These young people's most frequent problems involve family conflict, health-related limitations, a lack of basic skills, (impending) homelessness, and debt and addiction issues.

Funding is provided for project providers (contracting entities) that can ensure the concepts, personnel and organisation required to link socio-educational occupational and life situation assistance services with the activating and stabilising services of employment promotion measures. This entails a number of goals, including getting young people who have not yet participated in employment promotion, pre-vocational or training measures to make use of income support benefits for jobseekers to secure their everyday life situations, initiating any necessary therapeutic treatment, getting participants involved in the activating and stabilising standard benefits and services offered under the German Social Code (SGB II), and providing intensive careers orientation support at an early stage to help them transition into training and employment.

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

By the 31<sup>st</sup> of January 2018 the Federal Government programme had funded 17 projects and collaborative projects. The projects funded began their work between October 2015 and June 2016 and the programme provided continuous support for more than 1,000 young people aged between 15 and 25. Every month it addresses more young people, many of whom were established in regular measures, training or work after taking advantage of funding and support services. In 2017 this Federal Government programme was extended for another year until the 31<sup>st</sup> of December 2018.

The RESPEKT programme is also being scientifically evaluated to gain findings on this target group's needs as well as successful approaches to achieving the programme's goals.

### 3.7.5 ESF “Securing a skilled labour base, continuing vocational education and training and promoting equality” programme (Social Partner Directive)

#### Key data:

Period: 2015–2020

Funding volume: up to 10 million Euros of Federal funding and up to 70 million Euros of ESF funding

Internet: [www.esf.de](http://www.esf.de);  
[www.regiestelle-weiterbildung.de](http://www.regiestelle-weiterbildung.de)

#### Training policy goals of the Federal Government funding (2015–2020):

The ESF’s “Securing a skilled base, continuing vocational education and training and promoting equality” (“Fachkräfte sichern: weiter bilden und Gleichstellung fördern”) programme, a joint initiative of the BMAS, Confederation of German Employers’ Associations (Bundesvereinigung der deutschen Arbeitgeberverbände) and German Trade Union Federation (Deutscher Gewerkschaftsbund) came into effect on the 8<sup>th</sup> of April 2015. Its goal is to support the efforts of the Social Partners in improving the rate of participation in continuing vocational training and promoting equality of opportunity in companies.

The programme’s main areas of action include establishing structures to promote personnel development, networking continuing vocational training structures in SMEs, initiating intra-industry dialogue, strengthening the potential for action among stakeholders in companies to promote equality of opportunity, and developing working hours models that fit in with various phases of life and career path planning. An additional focus of this programme beyond the preceding ESF “weiter bilden” programme is the promotion of equality of opportunity in companies.

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

By the end of 2017 four rounds of funding applications had been held. The 90 projects funded in the first three rounds of funding applications reached 1,600 companies and more than 20,000 employees. In January 2018 funding was recommended for 30 more projects in a fourth funding round that will focus on “Work 4.0 – securing a supply of skilled workers for the future world of work” (“Arbeiten 4.0 – Fachkräftesicherung für die Arbeitswelt der Zukunft”). Applicants

were called on to submit ideas and approaches for shaping the future world of work in the context of increasing digitalisation.

### 3.7.6 ESF “rückenwind+ – personnel development in the social economy” („rückenwind+ – für die Beschäftigten in der Sozialwirtschaft“) programme

#### Key data:

Period: 2015–2019

Funding volume: up to 4 million Euros in Federal Government funding and up to 36 million Euros of ESF funding

Internet: [www.bagfw-esf.de](http://www.bagfw-esf.de)

#### Training policy goals:

The “rückenwind+” programme funds personnel and organisational development in the social economy and is developed and implemented by the BMAS working together with the Federal Association of Non-Statutory Welfare Associations (Bundesarbeitsgemeinschaft der Freien Wohlfahrtspflege). The “rückenwind+” programme aims to fund, support and maintain the employability of employees working in institutions and associations in the social economy. It provides funding for integrated personnel development projects to improve workers’ adaptability and employability and organisational development projects to ensure that companies will be able to meet the challenges posed by demographic change.

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

The programme provides funding and support for the trialing of innovative projects in personnel and organisational development and the testing of promising methods and tools in practice in non-profit organisations. 71 projects were selected in the first three rounds of funding applications and are receiving funding (for establishing measures in the areas of in-house health management, senior management development, careers promotion and diversity management, for example).

In 2017 a fourth special round of funding applications only for project developers in Länder in eastern Germany (including the region of Luneburg and not including Berlin) was launched with the thematic focus of “Work 4.0”. Funding will be provided for the creation

of practically-relevant, integrated approaches towards personnel and organisational development that demonstrate ways of meeting the challenges posed by increasing digitalisation in areas of work in the social services economy.

### 3.7.7 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: up to 64.5 million Euros of Federal Government funding, up to 90 million Euros of ESF funding in the years 2014 to 2020

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

**Training policy goals:**

The BMUB and ESF “Education, economy and employment in the local neighbourhood” (“Bildung, Wirtschaft, Arbeit im Quartier – BIWAQ”) programme has succeeded in becoming established as a complementary element in the “Soziale Stadt” urban development funding programme. Continuing in the EU funding period from 2014 to 2020, the programme aims to improve the work and training opportunities of people from migrant backgrounds as well as those not from a migrant background who are long-term unemployed (and over 27 years old) of gaining work and training and to strengthen local economies in disadvantaged urban areas covered by the “Soziale Stadt” urban development funding programme. The involvement of further integrated fields of urban development activity and investment (e. g. the upgrading of residential environments) aims to strengthen neighbourhoods and improve social cohesion in inner cities.

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

73 local authorities were provided with funding in the 2015 to 2018 funding round. They have reached roughly 16,000 participants (as of January 2018) and around a quarter of them have been placed in training and work. The added value that the programme brings to urban neighbourhoods is particularly

evident in the area of integration. An initial interim evaluation found that 49 projects (around 67 %) across Germany were working with refugees. The wide array of initiatives they offer ranges from indirect activities such as reading sessions in kindergartens through to direct participation by refugees and asylum seekers in activities such as vocational language tuition, counselling on qualifications recognition and training or retraining for adults without vocational qualifications, and the coordination of volunteers.

### 3.7.8 The ESF and Federal Government Integration Directive – “Integrating asylum seekers and refugees” (“Integration von Asylbewerberinnen, Asylbewerbern und Flüchtlingen – IvAF”)

**Key data:**

Period: 2015–2019  
Funding volume: 54 million Euros of Federal Government funding, 36 million Euros of ESF funding, 9 million Euros of equity capital

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

**Training policy goals:**

The Federal Government and ESF “IvAF” Integration Directive priority for action offers funding and support to asylum seekers, people with leave to remain in Germany, and refugees with at least restricted access to the labour market to help them integrate into work, training or gain a school leaving qualification. Measures for refugees are specially addressed to this target group and include detailed individual counselling, encouragement for engaging in job-related activities, and qualification and placement in work, training or schooling. These additional measures reinforce the services offered by welfare agencies. Funding is also provided for structural measures for companies in the area of residency rights and laws governing the employment of foreign nationals and for public authorities and other agencies working with refugees.

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

The services that the 41 collaborative projects and their 300 individual projects that were funded offer have been very well received by refugees, with projects providing around 30,000 refugees with counselling and support from 2015 to 2017. Since the projects started

approximately 13,400 staff members from Jobcenters and employment offices (Agenturen für Arbeit) have also received training on issues involving residency rights and the laws governing the employment of foreign nationals.

More than 23,000 refugees were offered brief counselling sessions and referred to other appropriate services such as German language courses (ESF-BAMF courses) or counselling on residency rights.

## 3.8 Digitalisation in vocational training – VET 4.0

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### 3.8.1 Skills for the digital workplace of tomorrow

#### Key data:

Period: 2016–2018

Funding volume: 2.75 million Euros

Internet: [www.bmbf.de/de/berufsbildung-4-0-3246.html](http://www.bmbf.de/de/berufsbildung-4-0-3246.html)

#### Training policy goals:

This joint BMBF and BIBB initiative is designed to

- recognise the quantitative and qualitative implications of digitalisation on qualification requirements in selected dual training occupations at an early stage, predict future qualification requirements and based on these make appropriate recommendations for regulatory action,
- provide impetus for the continuing development of vocational concepts and structural models,
- influence the ongoing development of initial and continuing training in companies, and
- support continuing training initiatives for trainers and highlight the importance of digital skills of trainees and trainers in the successful completion of vocational training.

The initiative consists of three “pillars”:

Pillar 1 analyses occupations in which digitalised working processes are already partly established with a view to drafting recommendations for future-oriented occupational profiles (in initial and continuing training regulations) (careers screening).<sup>224</sup> Results and findings from preliminary investigations and training regulation modernisation procedures that the BIBB has completed or is still continuing will be incorporated into the initiative.

Pillar 2 deals with IT and media skills as key competencies across various occupations in vocational training. What digital skills do trainees and trainers need to successfully initiate and complete training?

Pillar 3 builds on a monitoring and projection system to identify the qualifications needed for “Vocational training 4.0”. It makes quantitative and qualitative analyses of future developments in industries, occupations and professions that are and will be particularly affected by digitalisation from a labour market and qualification perspective.

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

In November 2017 around 450 experts exchanged views and ideas at the “Vocational education and training 4.0 – the future opportunities of digitalisation” (“Berufsbildung 4.0 – Zukunftschancen durch Digitalisierung”) conference, among them many people responsible for training in their companies and educators and trainers from training centres and vocational schools and colleges. In plenary sessions, issues such as the challenges of digitalisation for vocational training in areas such as cooperation among places of learning, initial and continuing training for training staff, and other possible starting points for research and development projects in the area of digitalisation and vocational training were discussed. Participants in five forums also discussed in detail topics involving the use of digital teaching and learning media, further training, careers screening and projected demand for skilled workers.<sup>225</sup> Results, findings and recommendations for action from the initiative will be presented at a conference of experts in 2018.

<sup>224</sup> For more information on the occupational profiles please go to [www.bibb.de/de/49603.php](http://www.bibb.de/de/49603.php)

<sup>225</sup> Documentation of this conference is available at [www.bibb.de/de/65876.php](http://www.bibb.de/de/65876.php)

### 3.8.2 Special programme on digitalisation in Inter-Company Vocational Training Centres and Competence Centres

#### Key data:

Period: 2016–2019

Funding volume: up to 30 million Euros in 2017  
(in addition to the regular funding provided for inter-company vocational training centres)<sup>226</sup> and applicants' own funds

Internet: [www.bmbf.de/de/ueberbetriebliche-berufsbildungsstaetten-1078.html](http://www.bmbf.de/de/ueberbetriebliche-berufsbildungsstaetten-1078.html);  
[www.bibb.de/uebs-digitalisierung](http://www.bibb.de/uebs-digitalisierung);  
[www.foraus.de/html/foraus\\_5000.php](http://www.foraus.de/html/foraus_5000.php)

#### Training policy goals:

Increasing digitalisation is making new demands on vocational training that requires an appropriate upgrading of equipment in inter-company vocational training centres (überbetriebliche Berufsbildungsstätten – ÜBS) and their competence centres. Through its special ÜBS digitalisation programme, the BMBF is helping to accelerate the digitalisation of processes in the training of specialist staff in the context of “Vocational Training 4.0”.

The special programme consists of two lines of funding:

Funding line 1: The provision of funding for selected digital equipment is designed to help companies, especially SMEs, modernise their training of skilled workers.

Funding line 2: The programme funds eight pilot projects in competence centres and their networks that identify opportunities to design vocational training teaching and learning processes to meet the demands of the worlds of education, training and employment resulting from digitalisation, now and in future.

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

In the programme's first two years 143 allocations of funding for digital equipment in centres (ÜBS) were made. More than 13,000 digital devices are used in

inter-company vocational training: specialist devices such as smart home technologies, industrial robots and 3D printers, and digital teaching and learning media such as tablets and touchscreens. Applications for funding for digital equipment under Funding Line 1 can be made until the 30<sup>th</sup> of September 2019.

The eight pilot projects funded by Funding Line 2 began their work in the fourth quarter of 2016. To date they have surveyed companies, initiated concept ideas, hosted networking events to facilitate cross-trade exchanges of views and ideas and disseminated information on the pilot projects at specialist events and through the BIBB website for vocational trainers and educators<sup>227</sup>.

### 3.8.3 Digital media in vocational training

#### Key data:

Period: 2012–2019

Funding volume: 21.7 million Euros of Federal Government funding in 2017

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

#### Training policy goals:

The BMBF's “Digital media in vocational training” programme, which is co-financed by the ESF, was launched to support the use of digital media in initial and continuing vocational training and make it more widespread. Digital media can make a major contribution to modernising and improving the competitiveness of vocational training. The programme also aims to help companies establish the structural prerequisites for using digital media in initial and continuing training and improve the digital media skills of trainers and trainees.

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

So far the BMBF's “Digital media in vocational training” funding programme has funded around 300 innovative projects to develop and trial the use of digital media and offer digital media skills training.

As part of the implementation of the “Stärkung der digitalen Medienkompetenz (MedienB\_2)” directive, which aims to reinforce media-supported vocational training and qualification that is oriented toward future

<sup>226</sup> See also the tabular presentation of measures and programmes to strengthen dual training, [Chapter 3.12](#)

<sup>227</sup> [www.foraus.de](http://www.foraus.de)

demands, 13 collaborative projects have been provided with around 11 million Euros in funding since early 2017. The 53 sub-projects funded by the directive aim to structurally anchor digital media skills especially in organisations to strengthen and secure individuals' employability and companies' competitiveness.

The BMBF has been funding and supporting the establishing of regional structures that will enable specific industries to implement digital learning through networks consisting of companies, Chambers of trade and industry and institutions of higher education through its "Transfer networks digital learning in vocational education" ("Transfernetzwerke für Digitales Lernen in der beruflichen Bildung") directive from the fourth quarter of 2017 onwards. The directive aims to systematically develop the potential of digital training, especially in vocational education and training. By 2022, over 110 companies and organisations, many of them small and medium sized enterprises, will have been provided with funding and support for upgrading digital media skills.

The publishing of a call for proposals on "Inclusion through digital media in vocational education and training" ("Inklusion durch digitale Medien in der beruflichen Bildung") on the 13<sup>th</sup> of February 2017 is indicative of the BMBF's efforts to break down barriers that people with disabilities face in vocational training. Its goal is to use digital media to make it easier for people with disabilities to take advantage of offers of initial, continuing and further training and to encourage companies to make such offers. After a successful selection process, funding began on the 1<sup>st</sup> of October 2017.

### 3.8.4 ASCOT+ "Skills assessment in vocational training" ("Kompetenzmessung in der beruflichen Bildung")

#### Key data:

Period: April 2017–September 2021

Funding volume: around 6.4 million Euros

Internet: in development

#### Training policy goals:

The ASCOT+ "Skills assessment in vocational education and training" research and transfer initiative (2017 to 2021) was established to transfer results and findings

from the BMBF's ASCOT research initiative (2011 to 2015) into education and training practice. ASCOT develops valid IT-supported assessment methods for selected occupational fields that demonstrate the vocational skills of trainees (technical and social skills). The follow-up ASCOT+ programme will apply and further develop these assessment methods in teaching and learning processes, in learning performance checks, and in vocational training examination procedures.

Through these IT-supported skills assessment processes, ASCOT+ adds a skills-oriented perspective to the thematic field of "Vocational Education and Training 4.0", with the use of virtual simulations in examinations and trials of the use of digital teaching and learning media, for example. In the long term this could help to further improve the quality of education and training processes, make appraisals of trainees' performance more objective, and support the modernisation of examination systems.

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

The ASCOT "Skills assessment in vocational education and training" initiative has developed skills models and valid test instruments for selected occupational fields (industrial, technical, commercial and healthcare occupations) and tested them nationally with partners working in practice in these areas. The programme has developed and implemented more than 800 test tasks, 560 of them IT-based. ASCOT has demonstrated that these testing processes are serviceable, even in large samples, and produce valid results. Computer-based testing formats and procedures can also enhance the objectivity of examinations because they minimise the influence of test administrators and the testing environment.

## 3.9 Validating and recognising vocational skills

### 3.9.1 The Professional Qualifications Assessment Act (Anerkennung ausländischer Berufsqualifikationen – BQFG)

#### Key data:

Period: unlimited (legislation)

Actual expenditure: 5.5 million Euros in 2017, incl.  
0.4 million Euros for monitoring  
of the Act<sup>228</sup>

#### Training policy goals:

The Federal Government's Professional Qualifications Assessment Act (Anerkennungsgesetz), which came into force on the 1<sup>st</sup> of April 2012 contains general criteria for assessing the equivalence of vocational qualifications gained outside Germany and governs the process of recognising such qualifications for non-regulated occupations (especially in recognised training occupations as defined in the Vocational Training Act (BBiG) and in trades for which qualification is not necessary).<sup>229</sup>

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

In 2017 the Professional Qualifications Assessment Act (Anerkennungsgesetz) again proved to be an effective instrument in securing a supply of skilled workers in Germany. It helps people with foreign vocational qualifications to integrate into the German employment market. An evaluation of the Professional Qualifications Assessment Act has proven its positive effect on the employment market. People who have successfully completed the process of having their qualifications recognised are more likely to be in work for a longer period and in jobs more closely related to their qualifications than they were when they applied

to have their qualifications recognised. Once they had had their qualifications recognised, their income was a 40 % higher on average and their gross income grew by an average of 1,000 Euros a month after a successful qualifications recognition process.

Since the Act came into force more than 86,500 applications for qualifications recognition have been made (as of the end of 2016) and around two thirds of the foreign vocational qualifications were recognised as fully equivalent. Most of the qualifications recognised were in regulated occupations, especially healthcare professions.<sup>230</sup>

Specific and accurate information and consultation are essential to the success of the recognition process. The Federal Government has established a range of comprehensive information and consultancy services such as the "Recognition in Germany" website<sup>231</sup>, the counselling network of the "Integration through Qualification (IQ)" funding and support programme<sup>232</sup> and the "Working and Living in Germany" phone hotline, a project run jointly by the BA and BAMF. The number of languages that the "Recognition in Germany" website offers was again expanded during the reporting year to include French and Russian, so it now provides information in eleven languages.

The information app is offered in German and English as well as now in Arabic, Dari, Farsi, Tigrinya and Pashto. Another project funded and supported by the BMBF in collaboration with the Association of German Chambers of Commerce and Industry (DIHK), "ProRecognition", offers personal consultation to people interested in having their vocational qualifications recognised in Germany while they are still in their countries of origin. Eight selected Chambers of Foreign Trade in Africa, Asia and Europe offer this service.

The BMBF initiated and is funding the "Unternehmen Berufsanerkennung" communication campaign, which it

<sup>228</sup> See also the tabular presentation on the validation and recognition of skills, [Chapter 3.11](#)

<sup>229</sup> For these occupations there is a general statutory entitlement to the evaluation of vocational qualifications gained in another country. The benchmark for this process is basically the German vocational qualification (reference occupation), with which the vocational qualification gained in the other country is compared. The Länder vocational qualifications laws (Anerkennungsgesetze), which have all been in force since 2014, form the statutory basis for the recognition of vocational qualifications in occupations regulated by Länder laws (e. g. teacher, kindergarten teacher).

<sup>230</sup> Since September 2016 a central assessment office for the healthcare professions has been established at the Central Office for Foreign Education in the Secretariat of the Standing Conference. The relevant agencies support this office by providing expert reports on proofs of qualification issued in non-EU countries and building up central knowledge management on evaluating foreign vocational qualifications in the healthcare professions to ensure that the evaluation process is consistent and rigorous.

<sup>231</sup> [www.anererkennung-in-deutschland.de](http://www.anererkennung-in-deutschland.de)

<sup>232</sup> See [Chapter 3.9.3](#)

runs together with the Association of German Chambers of Commerce and Industry (DIHK) and German Federation of Skilled Crafts (ZDH) to inform companies about the opportunities and possibilities that the recognition of vocational qualifications can open up. The campaign also includes a touring exhibition that offers companies all over Germany information on vocational qualifications recognition from the summer of 2017 through their relevant Chambers. In 2017 the BMBF its two project partners also awarded the “Wir für Anerkennung” prize for the first time to acknowledge excellent enterprise practices and good ideas in the area of vocational skills recognition in companies.

The “Prototyping Transfer” project, which is run jointly by the BIBB and seven partner Chambers, supports the Chambers in holding qualifications analyses (where documents for a recognition process are lacking or insufficient, e. g. through work samples). As part of the project, a special fund offers funding (subordinate to funding available under the German Social Code (SGB II/III)) for a qualification analysis to provide low income-earners seeking to have their qualifications recognised with financial support for undergoing a qualification analysis. The project will continue until 2019 and is funded and supported by the BMBF.

At the end of 2016 the BMBF established a ‘recognition subsidy’ to offer low income earners who meet certain preconditions the option of receiving an allowance to help them undergo the vocational qualifications recognition process. By the end of 2017 around 2,100 applications for funding had been made. Participants can receive funding (up to a maximum of 600 Euros per person) for the costs incurred in lodging an application for qualifications recognition, especially fees and translation costs.

### **3.9.2 Validation of vocational competencies for people with no formal qualification: The “Kammer-Verbundprojekt ValiKom” (Validierung beruflicher Kompetenzen für Menschen ohne Berufsabschluss: Das Kammer-Verbundprojekt ValiKom)**

#### **Key data:**

Period: November 2015–October 2018

Funding volume: 1.5 million Euros

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

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

In the Coalition Agreement for the 18<sup>th</sup> legislative period the Federal Government has set itself the goal of developing new methods for verifying the skills of people who do not have formal vocational qualifications.

The EU Council recommendation on the “Validation of non-formal and informally acquired vocational skills” of the 20<sup>th</sup> of December 2012 calls on member states to establish processes to validate and recognise skills acquired in non-formal and informal ways by 2018. In July 2013 the BMBF set up the “Validation of non-formal and informally acquired vocational skills” working group to bundle the expertise from the fields of politics, practice, science and Social Partners. The working group completed its work in January 2018.

At the end of 2015, the BMBF, working in cooperation with the Association of German Chambers of Commerce and Industry (DIHK) and German Federation of Skilled Crafts (ZDH), established the “Validation of non-formal and informally acquired vocational skills” (“Abschlussbezogene Validierung non-formal und informell erworbener Kompetenze” – ValiKom) structural project. ValiKom’s goal is to develop a standardised process for identifying, testing, evaluating and certifying vocational skills. The project, which is supported by the Chambers of trade and industry and oriented towards existing initial and continuing training regulations, makes use of proven instruments used in practice in measures initially designed for German nationals under the Assessment and Recognition of Foreign Professional Qualifications Act (Anerkennungsgesetz) to carry out equivalency reviews.<sup>233</sup>

ValiKom augments the regulations governing vocational training occupations and opens up access to measures and prospects for development not only for groups of people without formal qualifications but also for those with low-level qualifications, people with qualifications who want to change careers or are seeking promotion through the initial and continuing training system, and refugees with vocational skills.

The West German Chambers of Crafts and Skilled Trades Council (Westdeutscher Handwerkskammertag –

<sup>233</sup> See [Chapter 3.9.1](#)

WHKT) is the project coordinator and the Chambers of Commerce (HWK) in Munich, Dresden, Munster, Hanover and Chambers of Trade and Industry (IHK) in Munich, Halle Dessau, Cologne and Stuttgart are all participating. The Research Institute for Vocational Education and Training in the Crafts (Forschungsinstitut für Berufsbildung im Handwerk) at the University of Cologne is scientifically evaluating the project. The ZDH and DIHK are responsible for the strategic steering of the project and a project advisory board consisting of Federal and Länder governments and Social Partners is monitoring and supporting the initiative.

#### Results:

In April 2017 the participating Chambers of industry, trade and skilled crafts each began trials in two key occupations, specifically in metalworking and electrical occupations and in the fields of retail trade, logistics, hospitality and catering, and office management as well as in the skilled trades of hairdresser, painter, varnisher and tile and mosaic setter. Robust interim results were presented to a wider public in December 2017 at a conference in Berlin.<sup>234</sup>

The outcome of this reference project for establishing a future system for validating vocational qualifications in Germany will be a set of guidelines containing a description of processes, admission criteria, instruments, a validation certificate and recommendations.

### 3.9.3 The “Integration through Qualification (IQ)” funding programme

#### Key data:

Period: Total period 2014–2022

(current round of funding 2015–2018)

Funding volume: 170.6 million Euros of

Federal Government funding,

75 million Euros of ESF funding

Internet: [www.netzwerk-iq.de](http://www.netzwerk-iq.de)

#### Training policy goals:

The “Integration durch Qualifizierung (IQ)” funding programme aims to sustainably integrate people from migrant backgrounds into vocational education and training. Working cooperatively, the BMAS, BMBF, BAMF and BA have established an effective structure

for doing this in all Länder. Among the priorities for action in the 400 sub-projects of the programme are:

- comprehensive counselling on the recognition of pre-existing skills and qualifications,
- qualification measures that can lead to the recognition of vocational qualifications or integrate people into the labour market in ways that are commensurate with their training, and
- development of the intercultural skills of labour market actors (in Jobcenters and employment offices (Agenturen für Arbeit), public administration agencies, companies) to sustainably open up and develop a culture of welcome.

The growing number of refugees and people from migrant backgrounds seeking advice in Germany pose particular challenges for the Federal and Länder governments in terms of integrating new arrivals into the labour market and providing them with the support, counselling and training and qualification they need.

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

In 2017 the IQ funding programme provided funding for 100 regional consultancy offices and more than 50 mobile consultancy services all over Germany that offer counselling services to people seeking recognition of their foreign vocational qualifications or new qualifications, refer them to the appropriate agencies, and advise them on possible paths towards qualification. It also funded training courses for staff working in statutory institutions.

From the 1<sup>st</sup> of January 2015 until the 31<sup>st</sup> of October 2017 the consultancy offices counselled 299,000 people on vocational qualifications recognition and qualification. The 137 sub-projects in the “Qualification in the context of the Assessment and Recognition of Foreign Professional Qualifications Act” (“Qualifizierung im Kontext Anerkennungsgesetz”) priority for action also offered qualification projects across Germany that are designed to result in the recognition of foreign vocational qualifications.

Over the same period 3,300 training measures were held in employment offices (Agenturen für Arbeit), joint institutions, licensed local authority agencies (zugelassene kommunale Träger) and with other multipliers.

<sup>234</sup> <https://www.valikom.de/fachtagung/content/impressionen/>

### 3.9.4 Taking opportunities – with qualification modules towards vocational qualification (CHANCEN NUTZEN! Mit Teilqualifikationen Richtung Berufsabschluss)

#### Key data:

Period: October 2017–September 2020

Funding volume: around 583,000 Euros

#### Training policy goals:

The “CHANCEN NUTZEN! Mit Teilqualifikationen Richtung Berufsabschluss” (taking opportunities – with qualification modules towards vocational qualification) project, building on the German Chambers of Industry and Commerce Association (IHK) pilot initiative for certifying qualification modules (2013–2016), aims to create standardised framework conditions for training for adults aged over 25 who do not have vocational qualifications. In certifying qualification modules, the IHK organisation is making an effective contribution towards helping adults with low-level or no formal skills to gain qualifications. Oriented towards regional requirements, the project develops proposals for classifying vocational training modules and qualification modules in the further training occupations in the dual system and flanks the education and training policy discussion on this area.

The overall goal is to open up the possibility of acquiring a vocational qualification or at least a partial qualification to more adults with low-level or no formal skills. The initiative is divided into four modules:

1. Setting up a coordination office at DIHK Service GmbH in Berlin for the steering, quality assurance and monitoring of the IHK organisation’s national activities,
2. Establishing consultancy and support structures to enable people to take advantage of the nationally consistent vocational training modules and qualification modules offered and further developing modules in close cooperation with the BMBF,
3. Providing information and consultation and promoting exchanges of views and ideas within the IHK organisation and with relevant regional multipliers,
4. Public relations activities.

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

In 2017 the coordination office at the DIHK Service GmbH in Berlin was established. A stakeholder dialogue was then initiated and specific possibilities for cooperation investigated. The first meeting of the IHK-internal project group was held on the 4<sup>th</sup> of December 2017, to discuss and coordinate concrete implementation issues to ensure a nationally consistent IHK certification system. An initial survey of the need for new vocational training modules and new qualification modules was also started.

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

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

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

At the same time, these developments can represent opportunities for change and continuing evolution in the care and nursing sector.

Geriatric care is one of the most strongly growing service sectors so it offers secure employment prospects. According to care and nursing statistics, the number of people employed in outpatient healthcare services and nursing homes rose between 1999 and 2015 by 74 % to 1,086,000. Employee numbers grew especially strongly in the field of geriatric care

and nursing by 126 % to around 246,000 over the same period. As well as geriatric care and nursing staff, 135,000 registered and general nurses and 12,000 paediatric and general nurses were working in outpatient healthcare services and nursing homes in 2015. Of the 393,000 employees working in the three fields of geriatric care and nursing, registered and general nursing and paediatric and general nursing, around 36 % were employed in geriatric nursing.

Given current demographic developments, demand for qualified geriatric care and nursing personnel will continue to grow. The number of benefits recipient in the social care insurance system will have increased by about a third compared with the benchmark year of 2015 to 4.1 million by 2030. 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 these will only intensify in future unless prompt and decisive countermeasures are taken.

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

Demands on 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 increasing steeply. New potential and prospects could be opened up if qualified nursing staff could be more universally and flexibly deployed because they had gained the broadest possible qualification profile in training and were enabled to focus their skills in certain areas. In hospitals demand is already growing for staff with the specific skills required for the care and nursing of older people, especially those with dementia. Registered general nurses have for a long time been employed in inpatient care facilities and both occupational groups work in outpatient services. Current occupational legislation and practice show that the qualifications of skilled nursing staff overlap in certain areas and that groups with different qualifications often perform similar tasks.

In the context of these developments, the Federal Cabinet adopted draft legislation to reform the care and nursing occupations on the 13th of January 2016. Once the legislative process was concluded it was announced in the Federal Gazette (BGBl) on the 24<sup>th</sup> of July 2017.

As part of a wider reform of the care and nursing occupations, training in geriatric care and nursing, registered and general nursing and care and general and paediatric nursing and care will be regulated in a new law on the nursing and care occupations (Pflegerberufsgesetz) and consolidated in consistent generalist care and nursing training. Trainees will still also be free to gain separate paediatric nursing and care and geriatric care and nursing qualifications. Training should be free of charge for every trainee. Nursing and care personnel who have undergone three years of training at a vocational school will remain the strongest and most important 'pillar' of this professional field in future. Supplementary fundamentals for academic care and nursing training will also be created. These activities are designed to address new target groups and open up additional career paths as well as and strengthening nursing and care as a profession in its own right. The consolidation of care and nursing training and accompanying measures to improve the quality of training will improve the attractiveness of this occupational field. More career development opportunities will be open to those who complete the new care and nursing training because they will be able to be more flexibly deployed in a range of areas. Subsequent specialisation, continuing training and lifelong learning will continue to be integral elements of this occupational field in future.

Once the legislation to reform the care and nursing occupations is passed, further preconditions will have to be provided, including supplementary legal regulations, the establishing of an expert commission and the introduction of a new financing system to enable the new training under the law to reform the nursing and care occupations (Pflegerberufsgesetz) to start on the 1<sup>st</sup> of January 2020. Comprehensive transition measures and regulations to safeguard existing standards will ensure that people currently working in the care and nursing sector are not disadvantaged by the reforms.

### 3.11 Permanent vocational training and labour market policy instruments, measures and programmes

Measure/Programme	Goals	Results	Key data
Vocational orientation measures and programmes to optimise management of the transition from school into training			
The BMBF's Vocational orientation in inter-company vocational training centres and comparable institutions programme (Berufsorientierungsprogramm des BMBF in überbetrieblichen und vergleichbaren Berufsbildungsstätten – BOP)	Practice-based vocational orientation at an early stage for students from general education schools to improve their study course and career choice skills. Provision of careers orientation for young refugees in special classes at vocational schools to support their integration into German society, work and training.	In 2017 measures for more than 190,000 school students were approved. Seven Länder were also provided with support for offering vocational orientation to young refugees in integration classes.	Funding volume: 77 million Euros in 2017 Internet: <a href="http://www.berufsorientierungsprogramm.de">www.berufsorientierungsprogramm.de</a>
Federal Employment Agency (BA) careers counselling and careers orientation measures (Berufsberatung und Berufsorientierung durch die BA)	The Federal Employment Agency (BA) offers careers counselling to young people and young adults who are in or want to be in work and helps them to prepare to choose a career that is right for them through careers orientation measures. The stronger preventative labour market policy approach taken by the BA in recent years is being resolutely continued.  BA intensive careers orientation measures (BOM) help students at general education schools to prepare to choose an occupation. These careers orientation measures (BOM) can include the provision of comprehensive information on occupational fields, investigation of students' interests, tests of their suitability, the development of strategies for choosing an occupation and making decisions, the acquisition of practical experience in various fields and help for students to carry out self-assessments.  In designing measures, the particular requirements of students with special educational needs and severely disabled students should be explicitly taken into account. Funding is available for careers orientation measures if third parties provide co-financing of at least 50 %.	The great flexibility of vocational orientation measures has proven its worth. In establishing and consolidating this funding instrument, the BA has strengthened the preventative impact of careers orientation and is supporting the goals of the Alliance for Initial and Continuing Training.	Actual expenditure on vocational orientation measures under S. 48 of the German Social Code (SGB III) in 2017: 45.8 million Euros Internet: <a href="http://www.arbeitsagentur.de">www.arbeitsagentur.de</a>

Measure/Programme	Goals	Results	Key data
Career start coaching provided by the Federal Employment Agency (BA) as defined in S. 49 of the German Social Code (SGB III)	<p>Career start coaching provides individual and continuous support for students from general education schools in managing the transition from school into vocational training, usually from their penultimate class until the first half year of training or, if they do not immediately make the transition, for up to 24 months after they leave school.</p> <p>In the 2014–2020 ESF funding period career start coaching is being co-financed through ESF funding made available to the BMAS.</p> <p>The national ESF programme started in mid-March 2015 and will be offered to five cohorts of school leavers. 113,000 young people at 3,000 schools are expected to participate in the programme in the 2014/2015 to 2018/2019 school years.</p>	<p>In 2017 career start coaching provided support for 33,000 young people.</p> <p>An annual average of around 64,000 young people have been provided with support, 2,000 of them through the “Educational Chains” initiative special programme. 34 % of participants were in employment subject to social security contributions six months after completing the measure (integration rate).<sup>235</sup></p>	<p>Actual expenditure in 2017: 166.9 million Euros</p> <p>9.5 million Euros for the BMBF’s “Educational Chains” special programme (external financing).</p> <p>Internet: <a href="http://www.arbeitsagentur.de">www.arbeitsagentur.de</a>; <a href="http://www.bildungsketten.de">www.bildungsketten.de</a></p>

<sup>235</sup> Due to the three-month wait to obtain funding statistics from the Federal Employment Agency (BA), this report cites integration rates for the period from December 2016 to November 2017.

Measure/Programme	Goals	Results	Key data
<p>Pre-vocational education and training measures</p>	<p>Pre-vocational education and training measures as defined in the German Social Code (SGB III) prepare young people who need extra support for vocational training or, if they cannot yet start training for inherent personal reasons, to enter employment in the mainstream labour market.</p> <p>Pre-vocational education and training measures give participants opportunities to assess their skills and abilities as part of the process of choosing a possible occupation and making a decision on one and provides them with the capabilities and skills they need to start initial vocational training (supporting them in their preparation to acquire a secondary general school leaving certificate or equivalent school leaving qualification) or, if this is not or not yet possible, helps place participants in employment and sustainably integrate them into the training and/or labour market.</p> <p>Since the Integration Act came into force in August 2016, people with leave to remain in Germany who have good prospects of being able to stay have also been entitled to receive funding to undergo pre-vocational education and training measures at an early stage of their residency in the country, usually after three months. People with leave to remain in Germany become eligible for funding and support through pre-vocational education and training measures after six years of legal residence in the country. In March 2018 the Federal Government tabled draft legislation to extend these access rules by one year until the end of 2019.</p>	<p>63,000 young people in need of extra support were provided with access to Federal Employment Agency (BA) pre-vocational education and training measures in 2017.</p> <p>50 % of participants were in employment subject to social security contributions six months after completing the measure (integration rate).</p> <p>In 2017 18,000 young people started pre-vocational education and training measures, which are funded as part of measures to help young people participate in training and work.</p>	<p>Actual expenditure in 2017: 215.3 million Euros</p> <p>Internet: <a href="http://www.arbeitsagentur.de">www.arbeitsagentur.de</a></p>

Measure/Programme	Goals	Results	Key data
Introductory training (Einstiegsqualifizierung – EQ)	<p>Introductory training (EQ) provides young people, whose prospects of being placed in training are limited due to individual reasons, with an opportunity to acquire or improve their vocational skills and gives companies offering training the chance to get to know these young people.</p> <p>Business and industry has made a commitment to providing 20,000 introductory training places in companies annually as part of the Alliance for Initial and Continuing Training to build bridges into training. Specific forms of introductory training (EQ-Plus) are also offered to disadvantaged young people and those from migrant backgrounds and companies are recruited to get involved in providing them.</p> <p>To make it easier for young refugees to learn German during an introductory training measure, the Administrative Board of the Federal Employment Agency (BA) has amended the Introductory Training Funding Regulation so that with the appropriate tariff agreement a total of at least 50 % of their time spent in the workplace is sufficient to make young people participating in German language courses eligible for support.</p>	In 2017 24,000 young people began an EQ measure.	<p>Actual expenditure in 2017: 50.0 million Euros (SGB III and SGB II)</p> <p>Internet: <a href="http://www.arbeitsagentur.de">www.arbeitsagentur.de</a></p>
Measures and programmes to strengthen dual training			
Training placement pursuant to the German Social Code (SGB III and SGB II)	<p>Training placement pursuant to 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 e.employment offices (Agenturen für Arbeit) and Jobcenters. All young people can access the services, regardless of whether they are entitled to subsistence benefits under the provisions of the German Social Code (SGB II).</p> <p>The agencies also offer employers specific consultancy services and approach them to enquire about training places. Employers are free to register any training places they are offering</p>	In the 2016/2017 reporting year 549,785 training places and 547,824 training place applicants were registered with the BA.	

Measure/Programme	Goals	Results	Key data
<p>Starting training while receiving benefits under the German Social Code (SGB II)</p>	<p>On the 1<sup>st</sup> of August 2016 the preconditions for the payment of (supplementary) benefits under the German Social Code (SGB II) to trainees were eased. People undergoing all forms of training eligible for funding under the German Social Code (SGB III) can also receive supplementary unemployment benefit (Arbeitslosengeld II) if their income is not sufficient to secure subsistence.</p> <p>These benefits are available to trainees in school-based training and students still living with their parents who are receiving funding for training under the Federal Training Assistance Act (BaföG).</p>	<p>On the 1<sup>st</sup> of August 2016 access to training was further opened up to people who were receiving unemployment benefits (Arbeitslosengeld II) before beginning training. Unemployment benefit (Arbeitslosengeld II) is paid until approval of the funding for training without being offset against that funding</p>	<p>Internet: <a href="http://www.bmas.de">www.bmas.de</a></p>
<p>Basic vocational training allowance (Berufsausbildungsbeihilfe – BAB)</p>	<p>Basic vocational training allowance is a form of financial support offered under the German Social Code (SGB III) to people undergoing training and pre-vocational training measures to help them overcome economic difficulties that can stand in the way of appropriate vocational qualification, to ensure a more balanced training market, and to secure and improve occupational mobility.</p> <p>Since the Integration Act came into force in August 2016, people with leave to remain in Germany who have good prospects of being able to stay have also been entitled to receive basic vocational training allowances at an early stage of their residency in Germany, usually after 15 months. In March 2018 the Federal Government tabled draft legislation to extend these access regulations, initially by one year until the end of 2019. Until the 15<sup>th</sup> month of their residency, those with leave to remain in Germany can be paid benefits under the Asylum Seekers Benefits Act (Asylbewerberleistungsgesetz), including during company-based training.</p>	<p>In 2017 an average of around 88,000 people in vocational training and around 23,000 participants in pre-vocational training measures were granted basic vocational training allowance.</p>	<p>Actual expenditure in 2017: 304.7 million Euros</p> <p>Internet: <a href="http://www.bafoeg.bmbf.de">www.bafoeg.bmbf.de</a>, <a href="http://www.arbeitsagentur.de">www.arbeitsagentur.de</a></p>

Measure/Programme	Goals	Results	Key data
<p>Assisted Training (Assistierte Ausbildung – AsA)</p>	<p>The Assisted Training statutory employment promotion instrument, which will apply for a limited period, was established to help more disadvantaged young people to successfully complete company based vocational training in the dual system.</p> <p>Assisted Training supports young people who need extra support and the companies that offer them training during company based vocational training and helps the trainees find long-term jobs for which social insurance contributions are paid. Trainees are continuously assisted through comprehensive remedial teaching as well as socio-educational support. Companies providing training can also take advantage of the support that the programme offers them to manage the administrative tasks that training involves. The specific arrangement and intensity of measures are individually and continuously adapted to the needs of both participants and the companies training them.</p> <p>A pre-vocational training phase can be undertaken before vocational training in a company as part of a consistent Assisted Training measure to increase the probability of the trainee's being integrated into company based vocational training and to ensure continuing support from the same provider.</p> <p>In March 2018 the Federal Government tabled draft legislation to extend Assisted Training, initially by two annual cohorts of trainees.</p> <p>Since 2016, people with leave to remain in Germany for humanitarian reasons who have good prospects of being able to stay have been entitled to receive Assisted Training funding at an early stage of their legal residence, usually after three months. Assisted Training also offers people with leave to remain in Germany funding and support for participation in training after twelve months of legal residence and for participation in pre-vocational training after fifteen months of legal residence. The draft legislation tabled by the Federal Government in March 2018 will extend access to this programme, initially by one year.</p>	<p>By introducing Assisted Training, the Federal Government has fulfilled the commitments it made in the Alliance for Initial and Continuing Training, during the period of which this instrument will continue. Four cohorts of young people, including the first one in the 2018/2019 training year, will receive funding and support through this programme.</p> <p>In 2017 12,000 young people began one of these measures.</p>	<p>Actual expenditure in 2017: 55.3 million Euros (SGB III and SGB II)</p> <p>Internet: <a href="http://www.arbeitsagentur.de">www.arbeitsagentur.de</a></p>

Measure/Programme	Goals	Results	Key data
<p>Support during training (Ausbildungsbegleitende Hilfen – abH)</p>	<p>Support during training (Ausbildungsbegleitende Hilfen) aims to ensure trainees’ success in training or introductory training and prevent them from dropping out. It offers support in the form of special and remedial classes and accompanying social and educational mentoring to help trainees overcome language and educational deficits and can be provided to enable people to start, continue, or successfully complete training at any time during vocational training or introductory training on a needs-based basis.</p> <p>Since 2016, people with leave to remain in Germany who have good prospects of being able to stay have been entitled to receive Support during training funding at an early stage of their legal residence, usually after three months. Support during training also offers funding for people with leave to remain in Germany after twelve months of legal residence. Draft legislation tabled by the Federal Government in March 2018 will extend access to this programme by one year until the end of 2019.</p>	<p>Employment offices (Agenturen für Arbeit) and Jobcenters provided 36,000 young people with funding and support in the form of Support during training during their vocational training or introductory training in 2017. The programme has helped to prevent trainees from dropping out of courses, stabilised their participation in training and assisted them in successfully completing training. 81 % of participants were in employment subject to social security contributions six months after completing a Support during training measure (Integration rate).</p>	<p>Actual expenditure in 2017: 97.1 million Euros (SGB III and SGB II)</p> <p>Internet: <a href="http://www.arbeitsagentur.de">www.arbeitsagentur.de</a></p>
<p>Non-company training</p>	<p>Non-company training aims to help young people start and complete vocational training provided by a training provider. Training is provided either mainly in partner organisations (cooperative model) or by a training provider (integrative model).</p> <p>Funding for non-company training is available from employment offices and Jobcenters for disadvantaged young people and disadvantaged young people with disabilities who have not yet been successfully placed in training in a company, not even with assistance from Support during training or Assisted Training measures.</p> <p>The highest priority pursued throughout these measures is a transition into company-based vocational training.</p>	<p>In 2017 16, young people took part in a non-company training measure. An annual average of 24,000 young people took part in a non-company training measure funded by an employment office or Jobcenter.</p> <p>57 % of participants were in employment subject to social security contributions six months after completing a non-company training measure (Integration rate).</p> <p>In 2017 1,000 trainees also started a form of non-company training that enables people with disabilities to participate in working life.</p>	<p>Actual expenditure in 2017: 268.6 million Euros (SGB III and SGB II)</p> <p>Internet: <a href="http://www.arbeitsagentur.de">www.arbeitsagentur.de</a></p>

Measure/Programme	Goals	Results	Key data
Funding for residential homes for young people	Funding for residential homes for young people is available under Sections 80a and 80b of the German Social Code (SGB III) to pay for construction measures to repair and modernise residential homes and in exceptional cases rebuild and extend residential homes. Home operators can receive payments in the form of interest subsidies and one-off grants if they are required to balance the training market. Residential home operators or third parties must help to defray these costs to an appropriate extent.	<p>In 2017 the Federal Employment Agency (BA) offered many home operators advice on opportunities to obtain funding for repairing and modernising residential homes for young people but no new funding applications were made.</p> <p>To support the training market balance by ensuring suitable and up-to-date modernising of residential homes for young people in need of renovation and refurbishing, the BA Board of Governors approved a second amendment to the regulations on funding for residential homes for young people on the 14<sup>th</sup> of December 2017.</p> <p>The amended regulations enable residential home operators investing in construction to apply for a one-off grant to renovate and modernise a residential home from the 1<sup>st</sup> of January 2019 until the 31<sup>st</sup> of December 2021 while still benefiting from the interest subsidies currently available.</p>	<p>Actual expenditure in 2017: 9.2 million Euros</p> <p>Internet: <a href="http://www.arbeitsagentur.de">www.arbeitsagentur.de</a></p>
Support for SMEs in filling training places and integrating foreign skilled staff (Passgenaue Besetzung)	The "Passgenaue Besetzung" programme, financed jointly by the ESF and BMWi, works to counteract matching problems in the training market. The programme provides funding for consultants who support SMEs in filling the training places they offer with suitable local and foreign young people and young refugees and migrants.	<p>In 2017 the consultants succeeded in placing 5,471 young people, 4,491 in training and 980 in introductory training.</p> <p>Since the programme began in 2007, "Passgenaue Besetzung" has successfully placed around 80,000 young people in training and 9,500 in introductory training.</p>	<p>Funding volume: 6.6 million Euros in 2017 (incl. 3.9 million Euros from the ESF)</p> <p>Internet: <a href="http://www.bmwi.de/passgenaue-besetzung">www.bmwi.de/passgenaue-besetzung</a></p>

Measure/Programme	Goals	Results	Key data
Funding for inter-company training centres (überbetriebliche Berufsbildungsstätten – ÜBS) and their further development into competence centres	<p>Inter-company training centres supplement the training provided in companies and vocational schools with practice-based education and training courses. They help SMEs to teach all the necessary training content and offer training places. Inter-company training centres also have an essential position in further and continuing training in SMEs, especially in the commercial and technical sectors.</p> <p>The Federal Government’s infrastructure funding for inter-company training centres has created a comprehensive network of multi-functional education and training providers, which will help to secure a future supply of skilled staff.</p> <p>Funding is offered for the modernising and restructuring of inter-company training centres to adapt them to changing education and training policy and economic conditions. With the help of Federal Government funding, suitable inter-company training centres are developed into competence centres.</p>	<p>In 2017 the BMBF provided funding and support for 181 projects and the BMWi funded and supported 39 projects, further strengthening Germany’s national network of inter-company training centres and adapting it to modern demands.</p> <p>The BMBF has also provided funding and support for an additional competence centre priority (Learning concepts to meet qualification requirements in training for electronics and information technology occupations). In the programme area under the auspices of the BMWi, five competence centres have achieved final recognition as a “competence centre under the Federal Government’s funding regulations” (“Kompetenzzentrum nach den Förderrichtlinien der Bundesregierung”). These centres are being funded and supported to focus on the areas of intelligent energy supply, professional skills, media design and technology, orthopaedic and rehabilitation technology and innovative building technologies.</p>	<p>Funding volume: BMBF 72 million Euros in 2017 (of which up to 30 million Euros for the special Digitalising inter-company training centres programme)<sup>236</sup>, BMWi 37 million Euros in 2017, plus Länder funding and applicants’ own contributions</p> <p>Internet: BMBF/BIBB <a href="http://www.bmbf.de/de/regelungen-der-beruflichen-bildung-1078.html">www.bmbf.de/de/regelungen-der-beruflichen-bildung-1078.html</a>; <a href="http://www.bibb.de/uebs">www.bibb.de/uebs</a></p> <p>BMW/BIFA <a href="http://www.bafa.de/DE/Wirtschafts_Mittelstandsfoerderung/Fachkraefte/Foerderung_ueberbetrieblicher_Berufsbildungsstaetten/foerderung_ueberbetrieblicher_berufsbildungsstaetten_node.html">www.bafa.de/DE/Wirtschafts_Mittelstandsfoerderung/Fachkraefte/Foerderung_ueberbetrieblicher_Berufsbildungsstaetten/foerderung_ueberbetrieblicher_berufsbildungsstaetten_node.html</a></p>
Inter-company training centres in the Skilled Trades (Überbetriebliche berufliche Bildung im Handwerk – ÜLU)	Funding for sector-wide apprentice training aims to both increase the willingness of skilled trades companies, which often end up training more trainees than they need, to provide training and ensure a consistently high quality of training in these companies.	<p>Inter-company training courses support dual vocational training in the skilled trades sector.</p> <p>The courses aim in particular to</p> <ul style="list-style-type: none"> <li>• adapt vocational training in the skilled trades to technical and economic developments,</li> <li>• balance regional differences in training and ensuring a consistently high level of company-based training, and</li> <li>• save companies from having to teach difficult, time-consuming training content.</li> </ul> <p>In 2016 funding was provided for around 48,500 courses for 419,000 participants.</p>	<p>Funding volume: BMW 46.9 million Euros in 2017 plus a third each from the Länder and skilled trades</p> <p>Internet: <a href="http://www.bmwi.de/Redaktion/DE/Textsammlungen/Mittelstand/handwerk.html?cms_artId=243216">www.bmwi.de/Redaktion/DE/Textsammlungen/Mittelstand/handwerk.html?cms_artId=243216</a></p>

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Measure/Programme	Goals	Results	Key data
Measures to secure the future of initial and continuing vocational education and training			
<p>Legislation to strengthen continuing vocational training and insurance coverage in the employment insurance system (Arbeitslosenversicherungsschutz- und Weiterbildungsstärkungsgesetz – AWStG)</p>	<p>The law on strengthening continuing vocational training and insurance cover in the employment insurance system (Arbeitslosenversicherung und Weiterbildungsstärkungsgesetz – AWStG), which came into force on the 1<sup>st</sup> of August 2016, implements resolutions made in the Coalition Agreement to make labour market policy more preventative and proactive and use it to actively engage employees and job seekers. It aims to strengthen the continuing vocational training instruments provided under employment promotion legislation (under the German Social Code SGB III) and improve the access of employees with low-level qualifications and the long-term unemployed to continuing training that can result in a vocational qualification (by providing people with funding and support to enable them to acquire basic skills and offering a continuing education bonus). The new continuing vocational training legislative regulations also apply to recipients of jobseekers benefits (SGB II).</p>	<p>It is still too early to make definitive statements on the results of these new measures to flank funding and support measures for continuing training. Since the AWStG only came into force on the 1<sup>st</sup> of August 2016, the effects of chronological shifts must be taken into account.</p>	<p>Funding is provided on the basis of statutory regulations (German Social Code – SGB II and SGB III) and the budgetary resources available to implement them.</p> <p>Internet: <a href="http://www.arbeitsagentur.de">www.arbeitsagentur.de</a></p>
<p>BA consultancy on qualification for employers</p>	<p>The Federal Employment Agency (BA) supports personnel development measures in SMEs as part of its preventative approach to securing a supply of skilled workers by informing and advising employers and pointing out the possibilities for further developing the potential existing in companies through company-based qualification measures. This consultancy makes employers aware of the advantages of more frequently including groups of employees who are often not considered for participation in measures (e. g. those without formal qualifications and older employees) in further training measures.</p>	<p>By offering consultancy on qualification and support for personnel development to employers, the BA is helping companies to fill training and employment vacancies from within their own ranks.</p>	<p>Internet: <a href="http://www.arbeitsagentur.de/personalentwicklung">www.arbeitsagentur.de/personalentwicklung</a></p>

Measure/Programme	Goals	Results	Key data
Measures and programmes to secure financing for individual continuing education and training			
<p>The Upgrading Training Assistance Act (Aufstiegsfortbildungsförderungsgesetz – AFBG)</p>	<p>The AFBG (“Aufstiegs-BAföG”) supports participants in vocational upgrading training measures by providing them with financial assistance to cover training measure and living costs. It 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 increase every individual’s opportunities for occupational promotion through vocational upgrading training measures. Upgrading training assistance is a funding and support scheme for anyone, regardless of age, who wants to take advantage of the opportunities that upgrading vocational training offers.</p> <p>619 million Euros in funding was made available for this programme in 2017, 323 million Euros of it in the form of subsidies from the Federal Government and Länder and 296 million Euros in the form of loans from the Kreditanstalt für Wiederaufbau, Germany’s state-owned development bank.</p>	<p>The AFBG, as an equivalent to student grants (BAföG) for the dual vocational training system, has become an essential ‘pillar’ in ensuring equality of opportunity and a driver of vocational skills upgrading and occupational promotion. It is the most comprehensive and successful instrument for funding continuing vocational training.</p> <p>According to Federal Government statistics published in July 2017, 161,725 people received funding through the AFBG to help them participate in upgrading training in the vocational system in 2016. 75,000 (46 %) of those who received funding took part in a full-time measure and 86,000 (54 %) in a part time measure. 83 % of funding recipients were aged between 20 and 35 and 34 % of them were women. Almost half the measures carried out were in the Trade and Industry sector while 28 % of funding recipients received training in the Skilled Trades sector, a sector in which a very high proportion of trainees go on to work as freelancers.</p> <p>Developments in the numbers of people receiving funding and support for upgrading training assistance under the AFBG in 2017 show clearly that the amendments to the AFBG, which came into force on the 1<sup>st</sup> of August 2016, have substantially and comprehensively improved the provision of funding and support, made these grants available to new target groups, modernised AFBG structures, and successfully counteracted the expected decline in numbers of funding recipients in 2015. In 2016 the number of kindergarten teachers alone who received funding and support under the programme grew by 34 % over the previous year’s figure, with grants provided to 17,000 kindergarten teachers.</p> <p>The new upgrading training (BAföG) grant scheme is making a substantial contribution to increasing the attractiveness of the careers that vocational training makes possible in Germany and to securing a supply of young skilled staff and future leaders for business and industry and for the wider society.</p> <p>Since the AFBG was passed (1996) it has provided a total of 8 billion Euros in grants and enabled more than 2 million people to advance their careers.</p>	<p>Estimated budget: 264,580 million Euros in 2017; 78 % from the Federal Government (BMBF) and 22 % from the Länder</p> <p>161,725 people received funding and support under the Act in 2016</p> <p>Internet: <a href="http://www.aufstiegs-bafög.de">www.aufstiegs-bafög.de</a></p>

Measure/Programme	Goals	Results	Key data
The BMBF continuing vocational training and careers counselling phone service	The BMBF's continuing vocational training and careers counselling phone service helps people to actively and independently plan their educational and occupational biographies and contributes to establishing continuing training and careers consultancy as a (user-friendly) service.	The BMBF's continuing vocational training and careers counselling phone service offers advice on all aspects of careers and continuing vocational training planning, supporting individuals in making concrete plans for continuing training, identifying their need for further training and helping them to find appropriate continuing training services.	Estimated budget: 500,000 Euros annually  Internet: <a href="http://www.der-weiterbildungsratgeber.de">www.der-weiterbildungsratgeber.de</a>
The continuing education bonus (Bildungsprämie)	The continuing education bonus is designed to increase the participation in continuing training of groups of people who for financial reasons have been underrepresented in continuing training, make individuals more responsible for their own ongoing training and improve rates of individual participation in the employment market.	Since this Federal Government programme started in 2008, around 320,000 bonus vouchers have been issued and 28,000 individual continuing vocational education and training savings plans established. In 2017 17,000 bonus vouchers were issued and 160 vocational education and training savings plans established. Groups of people that tend to have lower rates of participation in company-based continuing vocational training (workers on low incomes, women, employees in SMEs, people working part time and healthcare professionals) profit in particular from this programme.	Funding volume: 3.4 million Euros of ESF funding in 2017, plus the same amount of co-financing from participants  Internet: <a href="http://www.bildungspraemie.info">www.bildungspraemie.info</a>
Continuing training grants (Weiterbildungsstipendium)	The BMBF's continuing training grant programme supports young people through the process of obtaining further vocational qualifications after the successful completion of vocational training.	The programme provides funding for specialist further training, non-specialist training and for courses for employees that build on training or employment. Grants are awarded to 6,000 new recipients every year and more than 133,000 grants have been provided since the programme started.	Funding volume: 24.9 million Euros in 2017  Internet: <a href="http://www.bmbf.de/de/das-weiterbildungsstipendium-883.html">www.bmbf.de/de/das-weiterbildungsstipendium-883.html</a>
The upgrading scholarship (Aufstiegsstipendium)	Through the upgrading scholarship the BMBF funds and supports skilled workers with training and professional experience to undergo their first university studies	Scholarships are awarded to 1,000 new recipients every year and just on 9,900 were provided from 2008 to 2017. 46 % of recipients went on to successfully complete their studies.	Funding volume: 24.8 million Euros in 2017  Internet: <a href="http://www.bmbf.de/de/das-aufstiegsstipendium-882.html">www.bmbf.de/de/das-aufstiegsstipendium-882.html</a>
Increasing transparency and opportunities for transfer in the education and training system			
Further development of the German Qualification Framework (GQR) (Deutsche Qualifikationsrahmen – DQR)	The GQR for lifelong learning is a comprehensive framework of reference for lifelong learning across education and training sectors. The classification of qualifications in the GQR and the European Qualifications Framework (EQF) will make the German education and training system transparent and comparable in a national and a European context.	In 2017 upgrading vocational training qualifications as defined in Section 54 of the Vocational Training Act (BbIG) were classified in GQR levels 5 and 6 for the first time. General education qualifications were also classified under following levels: level 2 (secondary general school certificate), level 3 (school leaving certificate after year 10), level 4 (non-restricted higher education entrance qualification, entrance qualification for studies at a Fachhochschule and subject-restricted higher education entrance qualification). These classifications demonstrate the equivalence of vocational and academic and general education and training. In 2017 the foundations were also laid for a pilot project to classify non-formal qualifications in the GQR.	Internet: <a href="http://www.dqr.de">www.dqr.de</a>

Measure/Programme	Goals	Results	Key data
Measures and programmes to improve equality of opportunity and participation in society			
Literacy and basic education decade	This project aims to highlight the issue of functional illiteracy in society, anchor it in the public's awareness, and network actors at the Federal and Länder government levels. People affected by this issue will be offered appropriate services in various everyday environments to improve their literacy.	In 2017 the learning websites "ich-will-lernen" ("I want to learn") and "ich-will-deutsch-lernen" ("I want to learn German") were configured for mobile use, updated and upgraded to current technological standard. The information campaign "Nur Mut" ("Courage!") was launched. To implement and support the "Literacy Decade" programme the "Decade Coordination Centre" was set up.	Funding volume: 180 million Euros for the period 2016–2026  Internet: <a href="http://www.mein-schlüssel-zur-welt.de/">www.mein-schlüssel-zur-welt.de/</a>
Promoting continuing vocational training (Förderung der beruflichen Weiterbildung – FbW)	Funding and promoting continuing vocational training as defined in the German Social Code (SGB III) is one of the BA's standard labour market policy instruments for improving participants' chances of employment by helping them to acquire vocational qualifications. Funding for continuing vocational training is available not only to the unemployed or employees under threat of imminent unemployment, but also to employees who fulfil certain preconditions	In 2017 around 317,000 people received funding for continuing vocational training, 65,000 of them for participation in qualification-oriented measures (FbW with qualification, part-qualifications and external examinations), which was an increase of 3 % over the previous year.  In 2017 an average of 7,000 participants with disabilities took part in funded continuing vocational training as a general measure to enable participation in working life.	Actual expenditure in 2017: 1.84 billion Euros (incl. SGB III and SGB II and FbW-Reha)  In 2017 the BA also spent 1.18 billion Euros on unemployment insurance for vocational training (including for benefits recipients with disabilities).  Internet: <a href="http://www.arbeitsagentur.de">www.arbeitsagentur.de</a>
Company-based continuing vocational training for workers with low-level qualifications and older employees (Weiterbildung Geringqualifizierter und beschäftigter älterer Arbeitnehmer in Unternehmen (WeGebAU))	The Federal Employment Agency (BA) has been funding and supporting this special programme to promote continuing vocational training for workers with low-level qualifications and employees in SMEs since 2006. Funding is provided as part of the statutory funding instrument specified in Sections 81, 82, and 131a of the German Social Code (SGB III). The passing of the law to strengthen further vocational training and coverage in the employment insurance system (AWStG – see above) has made this programme more flexible by making continuing vocational training outside working hours eligible for funding if the employer pays at least 50 % of course costs. From the 1 <sup>st</sup> of January 2017 under new regulations as part of the "Flexible Pensions Act" ("Flexi-Rentengesetz") the requirement of co-financing of continuing training costs by the employer has been waived for the smallest companies (with fewer than ten employees).	Around 18,000 people started continuing vocational training under the WeGebAU programme in 2017, which was around the same number as in the previous year.	Actual expenditure in 2017: 273.6 million Euros  Internet: <a href="http://www.arbeitsagentur.de">www.arbeitsagentur.de</a>

Measure/Programme	Goals	Results	Key data
<p>The “Zukunftsstarter” initial vocational training for young adults initiative</p>	<p>The BMAS and BA joint initiative to provide initial vocational training for young adults (“AusBILDUNG wird was – Spätstarter gesucht”) was launched in 2013 and scheduled to continue for three years. Since the 1<sup>st</sup> of August 2016 it has been further developed and continued under the name “Zukunftsstarter”. On the basis of the expanded funding and support offered under the law to strengthen further vocational training and coverage in the employment insurance system (AWStG), 120,000 participants in the 25 to under-35 age group who are eligible for support under the German Social Code (SGB II and SGB III) will be recruited into training that offers a qualification by the end of 2020. Like its predecessor initiative, this initiative focuses on precisely targeted funding and support for continuing training that results in a vocational qualification. The initiative is designed not only for the unemployed but also for employees who do not yet have a vocational qualification. Young adults with disabilities and refugees can also profit from the initiative.</p>	<p>In 2017 36,000 people started training under this Initiative, either in the form of unfunded training or in a funded measure.</p>	<p>This Initiative is funded on the basis of current statutory regulations (the German Social Code – SGB II and SGB III) and the budget funds made available for them.</p> <p>Internet: <a href="http://www.arbeitsagentur.de">www.arbeitsagentur.de</a></p>
<p>The initiative for responding to structural change (Initiative zur Flankierung des Strukturwandels – IFlaS)</p>	<p>IFlaS is designed to increase the supply of skilled workers in occupations with promising futures to benefit regions with inherent structural problems. The initiative provides funding for participation in measures that provide recognised vocational qualifications or certified partial qualifications. The target groups of this BA programme are the unemployed, people at risk of becoming unemployed, and people returning to work who have no vocational qualifications or have not worked in the occupation they trained for over four years. Funding is provided as part of the statutory funding instrument specified in Section 81 of the German Social Code (SGB III).</p>	<p>In 2017 30,000 people started training with the assistance of IFlaS funding, which is an increase of around 1,000 participants compared with the previous year.</p>	<p>As part of its agreement to integrate the unemployed into work, the BA has consolidated all three continuing vocational training funding benefits (FbW, employment promotion and IFlaS) in a continuing training budget in its budget plan for 2017 so actual expenditure for the IFlaS special programme will no longer be shown separately. Integrating the special programmes into a continuing training budget will increase the scope for decentralised activities in local employment offices (Arbeitsagenturen) and reduce managerial and planning cost and effort involved in running the initiative.</p> <p>Internet: <a href="http://www.arbeitsagentur.de">www.arbeitsagentur.de</a></p>

Measure/Programme	Goals	Results	Key data
<p>Cooperative models for ensuring sustainable integration into the labour and training market (Kooperationsmodelle zur nachhaltigen Integration in den Ausbildungs- und Arbeitsmarkt)</p>	<p>Cooperative models enable people to start company-based training or employment for which social insurance contributions are paid at the earliest possible stage while they also pursue a recognised vocational qualification. To support the sustainable vocational and social integration of people from a refugee background, the BA worked together with the BAMF, employers' associations and unions to develop the cross-industry cooperative models "Step by Step – das Modell für die duale Ausbildung" and "Kommit – Kooperationsmodell mit berufsabschlussfähiger Weiterbildung" in 2016. The models link systematic language learning with the commencement at an early stage of employment for which social insurance contributions are paid ("work first") and vocational training or continuing training. The cooperative models aim to help participants gain a recognised vocational qualification in the medium term (in Step by Step through training; in Kommit through continuing training that results in a qualification and through retraining, qualification modules and courses to prepare participants for external examinations).</p>	<p>The central features of the "Kommit – Kooperationsmodell mit berufsabschlussfähiger Weiterbildung" model are direct contact with companies at an early stage and a prompt start in employment for which social insurance contributions are paid ("work-first approach") accompanied by training towards a qualification, entry into continuing training that offers a vocational qualification, and systematic language learning. Its flexibility also makes Kommit suitable for the target group of people with low-level qualifications.</p> <p>The central features of "Step by Step in die betriebliche Ausbildung" are systematic German language learning, practice-based careers orientation and prompt commencement of dual vocational training.</p>	<p>Further information, including a documentary film that portrays the idea and the opportunities that the models can offer in a concise form, can be found at <a href="http://www.arbeitsagentur.de/unternehmen/inspiration/kooperationsmodelle-zur-nachhaltigen-integration">www.arbeitsagentur.de/unternehmen/inspiration/kooperationsmodelle-zur-nachhaltigen-integration</a>.</p>
<p>Funding and support for young people who are hard to reach (S. 16h of the German Social Code – SGB II)</p>	<p>This funding and support programme offers targeted additional help to young people who may be or become eligible for jobseekers' benefits under the German Social Code (SGB II) but do not (any longer) claim benefits, using low-entry level assistance measures to bring them (back) into education and training processes, employment promotion measures, training or work.</p>	<p>This benefit scheme was launched on the 1<sup>st</sup> of August 2016 as part of the ninth amendment to the German Social Code (SGB II – Rechtsvereinfachung – sowie zur vorübergehende Aussetzung der Insolvenzantragspflicht). In 2017 this measure provided around 800 young people with funding and support.</p>	<p>Actual expenditure by the Jobcenter in 2017: 3.0 million Euros</p>

Measure/Programme	Goals	Results	Key data
The ESF and Federal Government Integration Directive (IdA)	<p>The Directive funds measures for youth and young adults who are facing challenges in accessing employment and training due to long-term unemployment, inadequate school education or vocational training or a migrant background and who are not or no longer successfully reached by the labour and training integration services offered by Jobcenters (SGB II) and employment offices (Agenturen für Arbeit – SGB III). It aims to gradually and sustainably integrate young people into work or training or enable them to complete school. Funding is provided for cooperative projects that work with the active participation of companies, public administration bodies and Jobcenters and employment offices (Agenturen für Arbeit).</p> <p>Funding is provided for projects working in three priority areas for action:</p> <ul style="list-style-type: none"> <li>• Integration through exchange (Integration durch Austausch – IdA) with a focus on transnational mobility for the target group of young people aged between 18 and 35,</li> <li>• Integration instead of exclusion (Integration statt Ausgrenzung – IsA) for the target group of youth and young adults aged between 18 and 35,</li> <li>• Integration of asylum seekers and refugees (IvAF) for the target group of asylum seekers, people with leave to remain in Germany and refugees with second-order access to the labour market.</li> </ul>	<p>Funding has been provided for a period of up to four years to 128 collaborative consortia projects involving around 500 sub-projects all over Germany.</p> <p>The Integration Directive (IdA) action priority has sent 1,700 participants on exchange trips to other European countries since the programme began. The programme integrated participants into the labour market at the high rate of 50 %. German IdA projects hosted around 280 young people from other European countries in exchange.</p> <p>Despite the very difficult target group it was working with, the IsA priority area for action achieved an integration rate of 30 % through targeted cooperation between Jobcenters and companies in project consortia. 23 of the 55 IsA projects support the target group of EU citizens who have recently moved to Germany.</p> <p>The IvAF priority area for action reached around 30.000 people and provided training to more than 13,400 Jobcentre and employment office (Agenturen für Arbeit) employees on issues involving the legal residency and employment of foreign nationals.</p> <p>The BMAS is working hard to have the work of the three priority areas for action extended beyond 2019.</p>	<p>Funding volume: 93.5 million Euros of Federal Government funding and 105.7 million Euros of ESF funding</p> <p>Internet: <a href="http://www.integrationsrichtlinie.de">www.integrationsrichtlinie.de</a></p>

Measure/Programme	Goals	Results	Key data
Validation and recognition of vocational skills			
<p>The “Recognition in Germany” information website and monitoring of the Assessment and Recognition of Foreign Qualifications Act (Anerkennungsgesetz) by the BIBB</p>	<p>Implementation of the Federal Government’s Assessment and Recognition of Foreign Qualifications Act, which came into force on the 1<sup>st</sup> of April 2012, is monitored by the BIBB, which examines issues such as utilisation of the skills recognition process and the development of framework conditions.</p>	<p>Federal and Länder government laws on the assessment and recognition of foreign qualifications (Anerkennungsgesetze) have proven their worth as effective instruments for securing a supply of skilled staff in Germany. This has been confirmed in an evaluation of the laws published by the BIBB in 2017 as part of its monitoring of implementation. The monitoring report indicates approaches for further strengthening a culture of skills recognition that can be implemented in various BMBF projects. Counselling on skills recognition in Germany is offered in other countries (“ProRecognition”), a proactive communication programme aimed at companies was launched that includes the “Wir für Anerkennung” touring exhibition and an enterprise award (“Unternehmen Berufsanerkennung”), and obstacles to the initiation of the recognition process reduced through funding offered in a “recognition grant”.</p>	<p>Actual expenditure in 2017: 2.2 million Euros Internet: <a href="http://www.anerkennung-in-deutschland.de">www.anerkennung-in-deutschland.de</a></p>
<p>The BQ website – information on the recognition of foreign vocational qualifications</p>	<p>The BQ website offers accompanying support measures in the context of the Assessment and Recognition of Foreign Qualifications Act (Anerkennungsgesetz).  It provides Chambers and companies with a comprehensive online knowledge and work platform to help them better assess and evaluate foreign vocational qualifications based on dual initial or continuing training qualifications for reference occupations regulated under German national law.</p>	<p>The BQ website improves the transparency, consistency and speed of the evaluation of foreign qualifications.</p>	<p>Funding volume: 0.64 million Euros in 2017 Internet: <a href="http://www.bq-portal.de">www.bq-portal.de</a></p>

### 3.12 Target-group specific vocational training policy measures and programmes

Measure/Programme	Goals	Results	Key data
Measures and programmes providing careers orientation and optimising management of the transition from school into training and employment			
Girls' Day	Every year on the national Girls' Day, skilled trades and technical companies, universities and research centres open their doors to girls from year five through to their final school year, offering them insights into their work as well as opportunities to make contact with those responsible for traineeships and personnel at an early stage. The day is designed to motivate girls to think about working in occupations that they may hitherto rarely have considered.	<p>Since 2001 around 1.8 million girls have taken part in Girls' Day and 127,000 offers of internships, placements or training places have been made. 2017 was the first year in which more than 10,000 people participated in Girls' Day.</p> <p>Participants are surveyed about Girls' Day every three years so the last survey was carried out in 2015. It found that 94 % of the participants surveyed and 87 % of the companies involved rated the Day as "good" or "very good".</p> <p>33 % of the companies that had participated in several of these events received applications for internships or training places from young women who had visited them on Girls' Day. The event has improved the image of technical occupations among young women<sup>237</sup> and companies and institutions that have taken part in several of them are far more committed to recruiting young female workers into STEM occupations than others are. Girls' Days based on the German model have now been held in more than 20 other countries.</p>	<p>Period: 2017–2020</p> <p>Funding volume: 1.8 million Euros</p> <p>Internet: <a href="http://www.girls-day.de">www.girls-day.de</a></p>
Boys' Day	Boys' Day opens up new options for planning boys' lives and careers by expanding the range of occupations presented to boys from year five through to their final school year. It offers boys a wide range of activities and insights into occupations in which women still make up the majority of workers, such as early childhood education, care and nursing, and social services occupations	<p>Since Boys' Day was launched in 2011 its participation rates and public interest in the issues it addresses have both risen steadily. The 37,000 different activities carried out and 224,000 internships, placements and training places offered testify to the overall success of Boys' Day.</p> <p>The most recent Boys' Day survey carried out in 2015 showed that 94 % of the boys found the day "good" or "very good". More than 56 % of them said that they had found out about an occupation in which they were interested. 27 % of the participants could imagine going on to work in that occupation and 84 % of the participating organisations and companies were "satisfied" or "very satisfied" with the annual Boys' Day.</p>	<p>Period: 2017–2020</p> <p>Funding volume: 1.9 million Euros</p> <p>Internet: <a href="http://www.boys-day.de">www.boys-day.de</a></p>

<sup>237</sup> See also the analysis " 'Männerberufe' sind für Männer nicht mehr ganz so typisch. Entwicklungen des Frauenanteils in einseitig männlich dominierten Berufen von 2004 bis 2015" ([www.bibb.de/de/8475.php](http://www.bibb.de/de/8475.php))

Measure/Programme	Goals	Results	Key data
The ESF national model “Quereinstieg – Männer und Frauen in Kitas” kindergarten staff training programme	This programme aims to open up the field to older people and men and women interested in switching careers to become early childhood educators. Kindergarten providers are trialing adequately remunerated training designed for adults to accompany work in a kindergarten resulting in a qualification as a state-certified early childhood educator (Staatlich geprüfte Erzieher/in).	Funding is provided for the design, coordination and execution of training courses accompanying employment in the field at 12 locations. Employees train for three years at a social education technical training college or academy in parallel to their work in a kindergarten.	Period: 2015–2020 Funding volume: 17.4 million Euros of ESF funding Internet: <a href="http://www.chance-quereinstieg.de/">www.chance-quereinstieg.de/</a>
Careers orientation as part of the “Initiative Inklusion” funding programme	This programme is designed to improve careers orientation for severely disabled students, especially those who need special educational support. It aims to fund careers orientation measures for up to 40,000 severely disabled young people.  Follow-up financing is being provided to enable the Länder to establish vocational orientation structures across Germany. There are plans to make the programme a standard funding benefit offered by Federal and Länder governments under Section 48 of the German Social Code (SGB III) after it ends.	As part of its efforts to promote inclusion in education and training, the Federal Government is committed to integrating young people with disabilities into measures subject to Federal and Länder government agreements in the “Educational Chains” Initiative as a matter of course and to meeting their specific concerns where necessary. Its endeavours are particularly focused on reinforcing careers orientation measures financed with follow-up funding as part of the “Initiative Inklusion” scheme. Agreements signed with 13 Länder so far also include commitments to further work in these areas.	Period: 2011–2018 Funding volume: 80 million Euros from the national rehabilitation fund (Ausgleichsfonds) Internet: <a href="http://www.bmas.de">www.bmas.de</a>
SYSLOG+: bringing climate protection into the training of logistics and freight forwarding specialists	The SYSLOG+ project aims to enable trainees, educators and decision-makers in the freight forwarding and logistics industry, which is the industry sector producing the highest level of emissions in Europe, to build a complex transport chain and evaluate it on a case-by-case basis, taking efficiency aspects and resource conservation into account.  It is designed for vocational schools offering training in this field, freight forwarding and logistics companies and for transport associations and Chambers of Trade and Industry (IHKs).	The project’s central instrument is the development of an innovative, virtual logistics laboratory as a process simulation and practice tool for use in teaching at vocational schools and in the world of work. Seminars and workshops with educators and trainers to enable a knowledge transfer are also planned.	Period: 2017–2019 Funding volume: 855,112 Euros Internet: <a href="http://www.sgkv.de/images/pdf/PS_SYSLOG_SGKV.pdf">www.sgkv.de/images/pdf/PS_SYSLOG_SGKV.pdf</a>
BilRess and LehrRess – building networks and supporting training providers in the area of the conservation and efficient use of resources	Here the goal is to anchor training and education on the conservation and efficient use of resources in all training sectors, especially in initial and continuing vocational training. Among the programme’s other activities is the trialing of modular teaching materials for use in training in upper secondary colleges.	BilRess and LehrRess bring people working in the field of resource creation together at networking events to promote the exchange of views and ideas and cooperative ventures. LehrRess was explicitly designed for general classes in vocational training.	Period: June 2015–May 2019 Funding volume: 643,245 Euros Internet: <a href="http://www.bilress.de">www.bilress.de</a>

Measure/Programme	Goals	Results	Key data
Green jobs orientation cluster (Orientierungscluster Grüne Berufe)	This project seeks to improve young people's access to information on career options in the field of climate and resources conservation ("green jobs") to help secure a supply of skilled workers in these fields in the long term. This is achieved through the provision of a systematic overview of existing orientation services and projects.	The project website provides multi-media orientation on "green" career options in Germany for schools and companies and offers information on learning outside the school system and regional education and training programmes. The project deliverables also include an overview of high-quality materials for structuring courses and seminars that is provided free of charge.	Period: October 2017–September 2020  Funding volume: 645,028 Euros  Internet: <a href="http://www.wilabonn.de/projekte/846-orientierungscluster-gruene-berufe.html">www.wilabonn.de/projekte/846-orientierungscluster-gruene-berufe.html</a>
StartGreen@School	The main goal of StartGreen@School's is to promote a sustainability-oriented entrepreneurial culture at schools and reduce greenhouse gas emissions in the long term through the founding of innovative enterprises. It also seeks to integrate sustainability and climate protection into entrepreneurship education and to connect schools with stakeholders in the green economy.	Workshops for students and teachers raise awareness for climate protection and qualify them for public relations work as well as for project and business planning. In addition, pupils are invited to enter their youth enterprises into a competition.	Period: October 2016–September 2019  Funding volume: 940,218 EUR  Internet: <a href="http://www.start-green.net/school/">www.start-green.net/school/</a>
Research programmes securing the future of initial and continuing vocational training			
The BIBB IAB qualification and occupational projection project (QuBe)	This project aims to reveal potential developments in qualification and occupational requirements based on model calculations and highlight possible labour market shortages and make factors influencing these developments quantifiable.	The results of the QuBe project's fourth set of projections were published in 2016 and cover developments until 2035. For the first time they also cover issues such as the influx of refugees and demand for classified requirements levels. In 2017 these findings were also presented in a differentiated way for six German regions.	Period: research service provided by the BIBB and IAB since 2007  Internet: <a href="http://www.qube-projekt.de">www.qube-projekt.de</a> ; <a href="http://www.qube-data.de">www.qube-data.de</a>
The BIBB companies panel on qualification and skills development	The Qualification Panel is an annual survey of initial and continuing training activities in companies.	In 2017 the seventh survey focusing on the consequences of digitalisation for initial and continuing training, the integration of refugees into training and employment, and competition among the various forms of education and training was carried out and preparations for the eighth survey in 2018 were made.	Period: since 2009  Internet: <a href="http://www.bibb.de/qp">www.bibb.de/qp</a>
Identifying the costs and benefits of company based training	Representative survey on the cost-benefit ratio of training from the point of view of companies (every 5 years)	In 2017 the survey for the 2017/2018 training year was prepared which involved the further development of survey forms, the preparation of sampling and the recruitment of a survey institute. A pre-test will be carried out in early 2018 followed by the survey from August 2018 onwards.	Period: research project and part of the BIBB annual research programme since 2017  Internet: <a href="http://www.bibb.de/de/11060.php">www.bibb.de/de/11060.php</a>

Measure/Programme	Goals	Results	Key data
Making use of the potential of the NEPS National Education Panel Study (National Bildungspanel) in current education and training policy issues (NEPS-BB)	Commissioned by the BMBF, BIBB is exploring the potential of NEPS data for widening the scope of reporting on vocational education and training. To this end BIBB is developing a set of indicators for long-term use.	Expansion and updating of analyses on the whereabouts of school leavers whose maximum school leaving qualification is a secondary general school leaving certificate after they transition into training and including a cohort used for comparison <sup>238</sup> as well as extending the range of analyses on young adults with no vocational qualifications <sup>239</sup> .	Period: August 2015–July 2018 Funding volume: 0.4 million Euros
The BMBF's vocational training research initiative (BBFI)	Bundling of the BMBF's vocational training research	Completed projects: <ul style="list-style-type: none"> <li>• Needs and potential for improvement in study and careers orientation at grammar schools</li> <li>• Developing upgrading training for the media sector</li> </ul> Ongoing projects: <ul style="list-style-type: none"> <li>• Future prospects for the tertiary sector in vocational training by 2040</li> <li>• Increasing the attractiveness of vocational training for university dropouts</li> <li>• Acceptance of the 'Certified senior business specialist' further training certificate</li> </ul>	Period: August 2006–December 2018 Funding volume: as needed, usually up to 800,000 Euros annually Internet: <a href="http://www.bmbf.de/de/13567.php">www.bmbf.de/de/13567.php</a>

238 See Chapter 2.3

239 See Chapter 2.6.11

## 4 International vocational training cooperation – current status and future prospects

**Dual vocational training enjoys an excellent international reputation due to its effectiveness resulting in good transitions into employment. In this reporting year Germany's cooperation in initial and further vocational training was therefore again in high demand.**

At the European level, the adoption of an updated recommendation on the European Qualification Framework by the Council on the 22<sup>nd</sup> of May 2017<sup>240</sup> and the Council recommendation on tracking graduates leaving education and training of the 20<sup>th</sup> of November 2017<sup>241</sup> resulted in the launching of two essential individual initiatives in the new Skills Agenda for Europe<sup>242</sup>. The European Commission is also seeking to restructure the Europass<sup>243</sup> with its proposal for a Council decision on this topic on the 4<sup>th</sup> of October 2016. Negotiations between the EU Commission, member states and the European Parliament on a comprehensive expansion of the functions of Europass resulted in a compromise, which the Committee of Permanent Representatives approved at its meeting on the 15<sup>th</sup> of December 2017.<sup>244</sup>

The European Commission also submitted a proposal for a Council recommendation on a “European Framework for Quality and Effective Apprenticeships” in October 2017.<sup>245</sup> This initiative builds on the position paper developed in the Advisory Committee on Vocational Training<sup>246</sup> by the Commission, member states and Social Partners on high quality, sustainable vocational training and work-based learning<sup>247</sup> and supports member states that want to systemically

240 [www.qualifikationsregister.at/res/file/de.pdf](http://www.qualifikationsregister.at/res/file/de.pdf)

241 [www.eur-lex.europa.eu/legal-content/DE/TXT/PDF/?uri=CELEX:32017H1209\(01\)&from=DE](http://www.eur-lex.europa.eu/legal-content/DE/TXT/PDF/?uri=CELEX:32017H1209(01)&from=DE)

242 [www.ec.europa.eu/social/main.jsp?catId=1223&langId=en](http://www.ec.europa.eu/social/main.jsp?catId=1223&langId=en)

243 [www.europass.cedefop.europa.eu](http://www.europass.cedefop.europa.eu)

244 The European Parliament's CULT and EMPL committees approved the results of the negotiations on the 23<sup>rd</sup> of January 2018 and there will soon be a formal concluding discussion in an EP plenary session.

245 [www.ec.europa.eu/transparency/regdoc/rep/1/2017/DE/COM-2017-563-F1-DE-MAIN-PART-1.PDF](http://www.ec.europa.eu/transparency/regdoc/rep/1/2017/DE/COM-2017-563-F1-DE-MAIN-PART-1.PDF)

246 [www.ec.europa.eu/social/main.jsp?langId=de&catId=89&newsId=2691&furtherNews=yes](http://www.ec.europa.eu/social/main.jsp?langId=de&catId=89&newsId=2691&furtherNews=yes)

247 “Opinion on a Shared Vision for Quality and Effective Apprenticeships and Work-based Learning”

anchor core elements of dual training in their national education and training systems.

Germany's government also actively seeks opportunities for cooperation in vocational training beyond Europe. It is committed to implementing dual training principles and has intensified its cooperation with the OECD, UNESCO and cooperative bilateral partner countries. The measures it supports also flank national vocational education and training policy and enable exchanges of views and ideas on innovative international approaches in this field.

### 4.1 Cooperative education and training ventures in Europe

#### 4.1.1 Erasmus+: The EU education, training, youth and sport programme (2014–2020)

The Erasmus+ programme's central instrument is the provision of funding for projects within the “Individuality, Mobility” and “Strategic Partnerships” key action projects. The European Commission has allocated a total budget of 14.8 billion Euros for the programme until the end of 2020. A minimum of 17 % of the total budget is allocated for mobility and other vocational education and training projects.

An estimated 170,000 trainees and students in vocational schools and 20,000 trainers and vocational school teachers in Germany will have received funding under the Erasmus+ programme by 2020. Around 5.3 % of all trainees and students in vocational schools currently have experience of international mobility.

In 2017 funding was provided for around 26,600 trips abroad (for students, teachers and vocational training staff) in Germany. 21,700 of the funding grants for journeys went to trainees and students from vocational schools. 18 vocational training institutions were also

accredited as training providers within the framework of the Mobility Charta. As a result 101 companies and organisations now offer Erasmus+ Mobility Charta training. The Charta is awarded to companies and institutions that have demonstrated good training practices and an effective internationalisation strategy and makes it easier for organisations to access funding outside the regular funding application processes.

In 2017 48 strategic partnerships were initiated under Erasmus+, 39 partnerships supporting innovation and nine partnerships offering exchanges of views and ideas on good vocational training practice, covering issues such as new skills for new jobs, equality of opportunity and inclusion, entrepreneurship, training staff, digital education and training and consultancy and transparency. Another series of projects support European activities to strengthen work-based learning. Germany also launched the “EuroApprentices” project with five other countries participating in Erasmus+ programmes in 2017. EuroApprentices are young people who have spent time abroad as part of their training and can inform other trainees about trips abroad for vocational training. In Germany four Euro-Apprentices are currently addressing this target group in vocational schools, at training trade fairs, and in careers information centres.

National festivities on the 24<sup>th</sup> of January 2017 in Berlin kicked off activities all over Europe to celebrate the 30<sup>th</sup> anniversary of the launch of the Erasmus+ European education and training programme.

#### 4.1.2 The European Qualification Framework for Lifelong Learning (EQR)

The European Parliament and Council recommendation of the 23<sup>rd</sup> of April 2008 on establishing a European Qualification Framework for Lifelong Learning (EQR) has resulted in the creation of a shared framework of reference with eight qualification levels that will mediate between various national qualification frameworks and systems and their levels. EQR also aims to improve the transparency, comparability and transferability of qualifications in Europe. Of the 39 countries participating in implementation of the EQR on a voluntary basis, 34 have so far developed national qualification frameworks and linked them to EQR as part of the referencing system. In Germany EQR

is implemented by the German Qualification Framework for Lifelong Learning.<sup>248</sup>

In June 2016 the European Commission submitted a proposal to revise the recommendation on EQR. After several months of negotiations, the Council of Education Ministers adopted a Council recommendation on EQR on the 22<sup>nd</sup> of May 2017 that replaces the 2008 recommendation. The main goals of the new recommendations are to establish a more effective allocation of national qualification frameworks to EQR, making citizens’ qualifications more transparent, comparable and comprehensible, consistently implement EQR in participating countries, boost information and communications about EQR and improve the comparability of qualifications gained in countries outside Europe with European qualifications.

#### 4.1.3 EQAVET: a quality framework for vocational training

34 European countries now belong to the European Network for Quality Assurance in Vocational Training (EQAVET) and 29 of them have established a National Reference Point for quality assurance in vocational training. Their work is based on the 2009 European Parliament and Council recommendation on establishing a quality assurance reference framework.<sup>249</sup>

To include work-based learning, the network began in 2015 to expand the range of indicators and descriptors in the quality cycle, which had referred mainly to school-based vocational training.

Following a commission by the BMBF, Germany’s DEQA-VET Reference Point published a brochure on the “Quality assurance of vocational education and training in the dual system in Germany” in 2017. The brochure, available in English and German, offers readers an overview of the regulations, processes and actors that ensure and further develop the quality of training in companies as places of learning.<sup>250</sup> From

<sup>248</sup> [www.dqr.de/](http://www.dqr.de/)

<sup>249</sup> [www.eur-lex.europa.eu/legal-content/DE/TXT/PDF/?uri=CELEX:32009H0708\(01\)&from=EN](http://www.eur-lex.europa.eu/legal-content/DE/TXT/PDF/?uri=CELEX:32009H0708(01)&from=EN)

<sup>250</sup> [www.bibb.de/veroeffentlichungen/de/publication/show/8455](http://www.bibb.de/veroeffentlichungen/de/publication/show/8455), in English: [www.bibb.de/veroeffentlichungen/de/publication/show/8548](http://www.bibb.de/veroeffentlichungen/de/publication/show/8548)

the 25<sup>th</sup> to the 27<sup>th</sup> of January 2017 the Reference Point also welcomed representatives from ten European Reference Points on a study visit entitled “European understanding of the quality assurance of work-based learning”.<sup>251</sup>

#### 4.1.4 European skills, competences, qualifications and occupations (ESCO)

ESCO aims to establish an interactive classification of occupations, abilities, skills and qualifications available in all EU languages so as to improve placing in training and employment and the matching of supply and demand across the European labour market and to build a terminological ‘bridge’ between the world of work and the world of education and training and their respective qualifications.

ESCO has also been incorporated into the amended the EURES regulation, which came into force in May 2016. EURES (European Employment Services) is a cooperative network of public employment authority administrations set up to improve vocational mobility in partner countries in Europe and ensure fair conditions.<sup>252</sup> Based on the regulation, the EU Commission officially presented the first version of ESCO for use at the launch conference held on the 9<sup>th</sup> and 10<sup>th</sup> of October 2017. Working version 1.0 covers more than 3,000 occupations and 12,000 skills.

Activities during the reporting year focused on preparing working version 1.0, which went online at the end of July. In 2017 ESCO was implemented as binding only in the areas of occupations and skills, although integrating the area of education and training through the project’s third ‘pillar’ (qualifications), which the EU is considering, was the subject of intensive discussions.

#### 4.1.5 Europass

The overarching document in the Europass framework is the Europass CV, over 100 million of which had been issued online across Europe by the end of 2017, and there are four other Europass documents. Time spent

in education and training abroad is documented by Europass Mobility. 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 increasingly applying for jobs in Germany with this additional document. In 2017 Europass Certificate Supplements covering occupations requiring further training were also made available. The Europass Diploma Supplement is used to clarify academic qualifications. The issuing of Diploma Supplements to graduates is now anchored in the laws governing tertiary education in twelve German Länder and has become an accepted standard at many institutions of higher education across the entire Bologna higher education area. The Europass Language Passport enables holders to describe and verify their language skills in detail

In Germany the “National Europass Center” (NEC) was established in the National Agency at the BIBB to create information materials and carry out Europass training courses.<sup>253</sup>

#### 4.1.6 The special programme to promote the professional mobility of young people with an interest in a training place and unemployed young skilled workers from Europe (MobiPro-EU)

The special programme offering “Funding to promote the professional mobility of young people with an interest in training and unemployed young skilled workers from Europe” (MobiPro-EU) develops measures and instruments to promote international mobility for trainees in the EU.<sup>254</sup> German language tuition, social and vocational training mentoring, and financial support to enable mobility and to secure living costs help young people interested in training and young adults from the EU to successfully complete vocational training in a company in Germany.

259 projects provided support to over 2,300 participants (as of January 2018) in the training cohorts funded. The largest percentage of participants came from Spain (57.6 %), followed by people from

<sup>251</sup> [www.eqavet.eu/Equavet2017/media/Documents/EQAVET-June-Newsletter-15\\_FINAL-\(DE\).pdf](http://www.eqavet.eu/Equavet2017/media/Documents/EQAVET-June-Newsletter-15_FINAL-(DE).pdf) (S.6)

<sup>252</sup> The European vocational mobility website: [www.ec.europa.eu/eures/public/de/homepage](http://www.ec.europa.eu/eures/public/de/homepage)

<sup>253</sup> [www.europass-info.de](http://www.europass-info.de)

<sup>254</sup> [www.thejobofmylife.de](http://www.thejobofmylife.de)

Italy (10.8 %), Poland (6.3 %), Bulgaria (6.0 %) and Greece (5.7 %) and most were funded to train in the hotel and hospitality services industry, in particular in the occupations of restaurant specialist and cook, which are seen as training occupations experiencing significant shortages of staff and trainees. The training occupations with the highest participation rates after hotel and hospitality services were those of machine and plant engineering, metalworking and geriatric care and nursing.

1,247 trainees who were provided with individual funding in the 2013 training cohort have now succeeded in passing their final examinations. A survey of those who had passed their examinations found that 60 % went on to be employed as skilled staff in the company they had trained in, while 25 % found a job with another employer in Germany.

The results and experiences gained in these measures are being consolidated with findings from the scientific evaluation of them and will be published in the “Transnational Mobility in Vocational Training” practical handbook by the spring of 2019.

#### **4.1.7 The ESF and Federal Government Integration Directive and “Integration through exchange” (“Integration durch Austausch – IdA”) priority for action**

The “Integration through exchange” (IdA) priority for action sends unemployed young adults aged between 18 and 35 who have particular difficulties in accessing work and training on trips abroad for training in a company in another European country for two to six months. These activities are embedded in intensive preparations and follow-up.

From the programme’s launch until December 2017 1,700 participants had been sent to another European country and German IdA projects had hosted around 280 exchange participants from Italy, Poland, Slovenia, Spain and the Czech Republic. It is IdA’s international exchange of participants that makes it unique. Although this target group is a difficult one and some have major limitations, including mental impairment, the programme succeeds in integrating participants into the employment market at the high rate of 50 %.

To give young people with lower achievement levels and difficulties in accessing the labour market an opportunity to improve their prospects of employment by undergoing two to three months of training in a company in another European country, Germany and eight EU member states and regions are currently cooperating in the international “Learning Network on Transnational Mobility Measures for Disadvantaged Youth and Young Adults” (“Transnationale Mobilitätsmaßnahmen für benachteiligte Jugendliche und junge Erwachsene”)<sup>255</sup> and implementing programmes like IdA. Some of these young people are also hosted by networks cooperating with IdA in Germany. A trip abroad with training can give school students, students, trainees and NEETs (Not in Employment, Education or Training) work experience, an insight into work practices and self-confidence and can greatly improve their prospects in the labour market. The international exchange turns the European ideal into lived experience for disadvantaged young people and links it with integration into employment. This approach supplements the previous student and trainee exchange programme with a programme for disadvantaged and unemployed young people for the first time, putting the idea of a “socially-just Europe for all” into practice.

#### **4.1.8 The international mobility service point (Informations- und Beratungsstelle für Auslandsaufenthalte in der beruflichen Bildung – IBS)**

Since 2013 the international mobility service point (Informations- und Beratungsstelle für Auslandsaufenthalte in der beruflichen Bildung – IBS) has been established at the Education for Europe National Agency at the BIBB to advise and inform young people who want to gain experience in vocational training worldwide by phone and through an online platform<sup>256</sup>.

The Federal Employment Agency (BA) EUROGUIDANCE network (European training and careers counselling) and EURES network also offer consultancy on international training and work mobility.

<sup>255</sup> [www.tln-mobility.eu](http://www.tln-mobility.eu)

<sup>256</sup> [www.go-ibs.de](http://www.go-ibs.de)

## 4.2 Multilateral vocational education and training cooperation

### 4.2.1 OECD studies

In 2017 the OECD cooperated with the German government in carrying out comparative international studies to evaluate the effectiveness of the German education and training system, including “Education at a Glance” (publication on the 12<sup>th</sup> of September 2017) and 2017 Economic Survey. The education policy focus is however on the long-term studies – PISA (Programme for International Student Assessment) for young people aged 15, and PIAAC, (Programme for International Assessment of Adult Competencies) for adults aged from 16 to 65. PISA measures skills levels in the areas of mathematics, reading and science and PIAAC assesses everyday mathematics, reading and technology-based problem-solving skills. In the reporting year the Federal Government contributed around 14.6 million Euros towards financing the OECD, 7.4 % of its total budget (Part-I budget of the OECD in 2017: 374 million Euros).<sup>257</sup>

The BMBF is also a major contributor of funding for the long-term studies, providing 1.35 million Euros per cycle for PISA. The latest PISA results, which were published in early December 2016, show that skills development among young Germans is stagnating. One finding relevant to the area of vocational training is that around 17 % of the sample are still in the lowest performing range and probably not mature enough to start training when they leave the general education school system.

Within OECD committees (the Education Policy Committee, the Centre for Educational Research and Innovation and the Group of National Experts on Vocational Training) the German government advocates for the inclusion of vocational training topics in the OECD’s work and research agenda. The importance and advantages of a functioning vocational training system are now undisputed among OECD member states.

Early in 2017 the current range of issues involving migration were dealt with at the “Working together – labour market integration of refugees in Germany and other OECD member states” conference (BMAS and OECD, 14<sup>th</sup> of March 2017 in Berlin). During the OECD work programme biennium on vocational training the potential of vocational training to integrate migrants and refugees is being investigated. The BMBF is supporting a detailed country study on integrating migrants and refugees through vocational training in Germany in 2017 and 2018. A first OECD delegation visited Germany at the end of November 2017 and two more visits will follow.

### 4.2.2 DIHK “ProRecognition – Professional and Vocational Qualifications for Germany” funding project

At the end of 2015 eight selected Chambers of Foreign Trade began establishing a personal counselling and support services for people applying to have their vocational qualifications recognised in Germany, expanding the consultancy and information services available to skilled workers living outside the country who are interested in working in Germany. People in Egypt, China, India, Iran, Italy, Morocco, Poland and Vietnam who are planning to migrate to Germany can obtain help from a contact person in their home country in investigating possibilities of having their vocational qualifications recognised in Germany and assessing their prospects in the German labour market. This will also make it easier for people with vocational qualifications from non-EU countries to migrate to Germany for work. Appropriate communication and marketing channels made to broadly appeal to people interested in having their qualifications recognised and multipliers were also established in the host countries (government authorities, media etc.).

### 4.2.3 UNEVOC

The UNESCO International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC) is one of seven UNESCO institutes and centres active in the area of education and training and maintains a global network of international vocational training cooperation centres. UNEVOC is UNESCO’s point of contact on vocational training issues and a

<sup>257</sup> The total budget figure refers to all OECD work programmes, not just to the education and training sector.

platform for international and regional cooperation. UNEVOC opened at the UN Campus in Bonn in 2002 and the BMBF funds UNEVOC with approximately 800,000 Euros annually. The BMZ also supports UNEVOC's activities by providing it with 400,000 Euros in funding annually.

As part of its medium-term 2015 to 2017 vocational training strategy (Medium Term Strategy I – MTS I) UNEVOC has focused on four areas of activity:

1. Further developing institutional and specialist capacity (capacity building) in the global network of vocational training organisations. In Germany the BIBB and Gesellschaft für Internationale Zusammenarbeit GmbH company are part of the network.
2. The joint research initiatives of the network partners focused on three priorities: costs/benefits analyses of vocational training, the image of vocational training, and work-based learning.
3. Strengthening interregional cooperation in the UNEVOC network, especially activating the bridging function of European partners to further develop vocational training worldwide.
4. Further developing the online-based “TVETipedia” communication tool (a collaboratively developed online glossary).

The work of the UNEVOC Center and MTS I was evaluated positively in 2017 and based on the evaluation the UNEVOC Center has developed a Medium Term Strategy for the period 2018 to 2020.

#### 4.2.4 The international occupational skills championship

After the 2015 WorldSkills in Sao Paulo, Brazil, the 44<sup>th</sup> world vocational championships were held from the 14<sup>th</sup> to the 19<sup>th</sup> of October 2017 in Abu Dhabi (UAE). Team Germany's 42 young women and men competed in 37 individual and team events and one demonstration skill. 1,300 young skilled trainees from 59 countries and regions demonstrated their talents in 51 skills areas. Germany took home two silver medals (concrete construction and a demonstration skill (water technology)) and two bronze medals (vehicle paintwork and

IT software solutions for business) and 19 members of the German National team were awarded a Medal of Excellence for outstanding performance, so more than half of Team Germany went home from WorldSkills Abu Dhabi with a prize or award. WorldSkills Germany provided the team with support.

An international conference of ministers of education and training from several regions of the world was held in the context of the world vocational championships. In Abu Dhabi for the first time a WorldSkills vocational training conference was held in cooperation with the EU, OECD, ILO, UN and leading member states, including Germany. It focused on topics including excellence in vocational training, digitalisation and internationalisation. The next WorldSkills vocational championships, which will also be accompanied by international vocational training conferences, will be held in 2019 in Kazan (Russia) and in 2021 in Shanghai (China).

EuroSkills, a European “offshoot” of the WorldSkills competition held since 1950, has taken place every two years since 2008. The next EuroSkills will be held in Budapest (Hungary) from the 26<sup>th</sup> to the 28<sup>th</sup> of September 2018 and from the 16<sup>th</sup> to the 20<sup>th</sup> of September 2020 in Graz (Austria).

## 4.3 Bilateral cooperation programmes

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### 4.3.1 International cooperation on vocational training

As the ministry representing the German government in the area of vocational education and training, the BMBF intensified its cooperative ventures with the EU countries of Greece, Italy, Latvia, Portugal and Slovakia and with 13 leading industrialised and newly industrialising countries, including China, India, Mexico, South Africa and the USA in 2017. In March of the reporting year the German government hosted the “Strengthening vocational education and training, creating opportunities – the international commitment of the Federal Government” conference in Berlin, which more than 150 representatives from

the field of international vocational education and training cooperation attended. During the reporting year the BMZ also continued its cooperation with important partner countries (India, Mexico and South Africa) in the area of vocational education and training. In South Africa the German Federal Ministry of Food and Agriculture (BMEL) is supporting the development of a national strategy to reform vocational training in the agriculture sector. The German Foreign Office (AA) also advocates for a consistent Federal Government approach in this area and contributes to coordinating government activities through German diplomatic missions in individual partner countries.

GOVET, the Federal Government's central international vocational training cooperation office at the BIBB, supports cooperation with partner countries and functions as the managerial office for the "International vocational training cooperation round table". Lead-managed by the BMBF, the round table coordinates international vocational training cooperation and the activities of Federal government departments, Länder and Social Partners working in this area.

- The BMBF funds and supports strategy projects with the DIHK (VETnet), DGB (Unions4VET) and skilled trades organisations (ZDH and ZWH) in the SCIVET project to accompany its bilateral cooperative ventures. In 2017 the "Peer Learning Platform" for EU partners held its first meeting in Italy. The successes it has achieved in cooperation with Greece, Italy, Russia and Slovakia were documented in the first national trainee film competition.
- In 2017 cooperation with Russia was renewed, with the first Russian-language vocational training website, "Prof Mayak", handed over to the Russian employers' association at the end of 2017. GOVET<sup>258</sup> designed and planned the website together with the Russian vocational training institute FIRO and the Goethe Institute in Moscow from 2013 until 2017. The Federal Ministry of Food and Agriculture (BMEL) is working with Ukraine to set up an agricultural demonstration and further training centre to establish sustainable continuing training in this area in the long term. In June 2017 the BMEL also initiated the "Promoting vocational training at agricultural colleges in the Ukraine" project to specifically fund and support practice-based

approaches in the Ukrainian education and training system in the agriculture sector.

#### 4.3.2 Bilateral programmes

The Deutsch-Französische Sekretariat for vocational training exchange<sup>259</sup> supports the German-French vocational exchange programme, which began in 1980 and is funded jointly by the BMBF and the French Ministry of National Education and Ministry of Social Affairs and Labour. In 2017 it provided funding for 2,891 participants. Since 1980 it has enabled more than 100,000 people to take part in a vocational training exchange. Among this bilateral programme's core elements are the extensive involvement of business and industry and close links with their practice and an overarching principle of reciprocity.

The Israeli ministries of Economy and Industry and Social Affairs and the BMBF fund and promote an exchange of vocational education and training personnel and trainees from both countries. In 2017 their work focused on the topics of inclusion and migration. Since 2013 the National Agency at the BIBB has been responsible for carrying out the programme in Germany on behalf of the BMBF.

#### 4.3.3 Internationalizing vocational training

The BMBF's funding directive on internationalising vocational education and training continues and intensifies its activities in this area and will result in greater integration of funding and support projects in bilateral cooperation with partner countries. Measures initiated under the directive are working on the following priorities:

- a) Exploratory projects in countries with which the BMBF is not yet cooperating in the area of vocational training,
- b) Pilot projects to support and implement current bilateral vocational training cooperation and
- c) Vocational education and training export – demand-oriented development and model implementation of initial and continuing vocational training services for international markets.

<sup>258</sup> www.govet.international

<sup>259</sup> www.dfs-sfa.org

Funding for the first projects started in the summer of 2017 and further collaborative projects will follow in 2018. In May 2017 the funding directive was updated to include the priority of “Exporting vocational training” and a closer focus on measures in Africa. Project ideas were also substantiated for priorities a) and b), for which the BMBF had requested the submission of project outline proposals.

In 2017 the “iMOVE: Training Made in Germany” initiative again helped German vocational training services providers to take their business to international markets. iMOVE provides people abroad seeking vocational education and training services with contact to German partners working in these areas. iMOVE promotes and supports the vocational training services industry by means of market studies, conferences, seminars and workshops, delegation trips and participation in trade fairs.<sup>260</sup> In India, China and Iran iMOVE is represented by local contacts.

Vocational training research is of great importance in vocational education and training in Germany. To increase scientific expertise in this area and integrate actors in the BMBF’s international vocational training cooperation activities, the BMBF issued the “Funding for research into the Internationalization of vocational education and training” directive in the summer of 2017. It will secure funding and support for bilateral research projects on the factors that ensure success in international vocational training cooperation and for pilot projects to establish further research capacity as part of the BMBF’s vocational training cooperation activities.

#### 4.3.4 The “AusbildungWeltweit” pilot project

In 2017 the BMBF-financed “AusbildungWeltweit” (training worldwide) pilot project was launched. It is designed as a global project, although it does not cover the 33 European countries, which are covered by Erasmus+, or countries for which the German Foreign Office (AA) has issued travel warnings.

Companies can apply for funding from the project to enable their trainees and training personnel to go on

learning trips abroad. In the pilot phase funding and support is being provided for three main activities:

- Trips abroad for trainees for periods ranging from three weeks to three months,
- Trips abroad for trainers and vocational training personnel in non-school institutions for periods ranging from two days to two weeks and
- Preparatory visits to identified partner organisations for periods ranging from two days to a week.

After the first round of applications in 2017 funding for a learning trip abroad was granted to 130 participants.

#### 4.3.5 Vocational training in international relations and development cooperation

Labour market-oriented initial and continuing vocational training improves people’s employability and with it their chances of gaining employment and an income, so vocational training is an essential prerequisite for economic growth and stability. Major shortages of skilled workers and high rates of youth unemployment in many countries and regions are resulting in an increase in demand for cooperative ventures with Germany from many countries that also want to establish dual vocational education and training systems.

The German Foreign Office (AA) puts an emphasis on vocational training in international relations that is commensurate with its overall importance. In 2017 German diplomatic missions again played an important part in networking vocational training stakeholders and guaranteeing a coherent presentation of actors in this area outside Germany. The diplomatic missions perform a vital ‘door opening’ function and are often the first local point of contact for partner governments.

The availability of skilled, qualified workers in the many countries involved in German development cooperation is a high priority in the German government’s efforts in this area. Between 2013 and 2017 the funding allocated by the Federal Ministry for Economic Cooperation and Development (BMZ) for vocational training more than doubled (from 97 million Euros in 2013 to around 245 million Euros in 2017).

<sup>260</sup> [www.imove-germany.de/cps/rde/xchg/imove\\_projekt\\_de/hs.xsl/anbieter\\_datenbank.htm](http://www.imove-germany.de/cps/rde/xchg/imove_projekt_de/hs.xsl/anbieter_datenbank.htm)

Germany provided 219.5 million Euros in official development assistance (ODA) funding in the area of vocational training in 2016, with the BMZ paying the bulk of that sum (144.3 million Euros). This means that Germany is by far the biggest donor of funding for vocational training worldwide and makes a major contribution towards implementing Agenda 2030 for Sustainable Development. Vocational training plays a crucial role in achieving all the Agenda 2030 Sustainable Development Goals (SDGs). In this context, ensuring access to primary education for children forms a basis for vocational training for young people and adults. Providing access to high quality vocational training for young people is a central endeavour in the BMZ's "Agents of Change – Children and youth rights in German development cooperation activities" action plan, which was adopted in 2017.

More than 140 separate vocational training measures were carried out in more than 70 countries in 2017 as part of bilateral government development cooperation. The overarching goal is to anchor vocational training in all the countries involved in development cooperation activities with the BMZ.

The BMZ is particularly committed to providing vocational training in the context of migration and forced migration, gender equality, the informal economy and rural areas. In the context of migration and forced migration, vocational training can provide people with prospects in the place where they live and contribute towards mitigating the causes of crises, migration and forced migration. Vocational training is therefore a central component of the BMZ's special initiatives on "Stabilisation and development in North Africa and the Middle East" ("Stabilisierung und Entwicklung in Nordafrika und Nahost"), "A world without hunger" ("Eine Welt ohne Hunger") and in the "Combat the causes of flight – reintegrate refugees" ("Fluchtursachen bekämpfen – Flüchtlinge reintegrieren") initiative. In 2016 the BMZ also launched an initiative in Turkey to provide Syrian refugees and disadvantaged young Turks with vocational qualifications. The initiative is being coordinated with sequa gGmbH and up to 15.5 million Euros has been allocated for it until the end of 2018.<sup>261</sup>

<sup>261</sup> [www.sequa.de/index.php/de/kammern-verbaende/162-aktuell/sequade/1840-tuerkei-deutsche-unterstuetzung-zur-beruflichen-qualifizierung-syrischer-fluechtlinge](http://www.sequa.de/index.php/de/kammern-verbaende/162-aktuell/sequade/1840-tuerkei-deutsche-unterstuetzung-zur-beruflichen-qualifizierung-syrischer-fluechtlinge)

Giving women and girls equal access to high quality (initial) vocational training has a positive effect on a country's wider socioeconomic development so the German government campaigns in the international donor community for a strengthening of the economic position of girls and women through vocational training. The goal of providing a third more women and girls in developing countries with vocational qualifications by 2030, which was agreed on during Germany's presidency of the G7 in June 2015, continued to be successively pursued in 2017. During Germany's G20 presidency in 2017 the BMZ launched the "#eSkills4Girls" initiative and the G20 heads of government included the promotion of and support for digital inclusion for women and girls in their concluding statement. One core element of the initiative is an online platform<sup>262</sup> for improving digital skills and the exchange and transfer of knowledge among women and girls.

Africa and Asia were key regional priorities in the BMZ's vocational training commitments in 2017 and Africa is becoming an increasingly important focus of development cooperation activities in the area of vocational training:

- The BMZ's "Marshall Plan with Africa" has provided essential impetus in the discussion on future cooperation with the continent. During the G20 Africa Partnership Conference in June 2017 in Berlin, the BMZ held an international panel on the importance of vocational training for Africa's future.
- At the G20 summit in Hamburg the heads of government adopted the G20 initiative for providing young people in rural areas with employment as part of its Africa Partnership. Training young people in the agriculture and nutrition sector is a core element of this initiative. In concrete terms, it aims to enable five million young people to profit from vocational training programmes and result in the creation of a million jobs for young people by 2022.
- 140 million Euros was allocated to support vocational training in Africa in 2017. The BMZ is working together in Africa with 22 partner countries in the area of vocational training in sectors such as agriculture, health, the skilled trades and the services sector. The BMZ

<sup>262</sup> [www.eskills4girls.org](http://www.eskills4girls.org)

also cooperates with regional organisations such as the African Union (AU) on the “Skills Initiative for Africa”. In preparation for the AU-EU summit held on the 29<sup>th</sup> and 30<sup>th</sup> of November 2017 in Abidjan, the BMZ worked together with the EU to provide support for the AU “Africa Talks Jobs” conference and is campaigning for greater commitment from the African private sector to training and employment.

- The signing of a joint declaration on closer cooperation in the area of vocational training by the Asian Development Bank (ADB) and the BMZ has provided essential impetus for cooperative activities in Asia. In this context, the “Digital TVET Tender” initiative started at the end of 2016. The initiative aims to integrate vocational training components into large-scale infrastructure projects as instruments for improving the access of people in cooperating countries to practice-based vocational training. In 2017 more partners were recruited into the initiative, including the Inter-American Development Bank, with which the BMZ signed a memorandum of intent on funding and supporting vocational training in Latin America and the Caribbean in 2017.
- In June 2017 the fourth regional vocational education and training conference in the ASEAN region was held in Myanmar with support from the BMZ and for the first time from the Asian Development Bank (ADB). In future, stakeholders will exchange views and ideas through the Regional Knowledge Platform for TVET Personnel Development<sup>263</sup> with support from the BMZ.

As well as funding and supporting bilateral and regional projects, the BMZ is involved in cooperative vocational training ventures with private development services providers and civil society. sequa gGmbH is currently working together with representatives from the skilled trade and industry to implement 34 vocational training partnerships in Africa, Asia, Latin America and Europe. 10.9 million Euros was made available for this work in 2017. Engaging civil society in vocational training is also a high priority for the BMZ. In 2017 it funded and supported 26 projects run by churches and 65 projects run by private development providers.

Many developing countries again showed great interest in dual vocational training in 2017. To make better use of the experience and expertise gained in this area, the BMZ joined forces in 2016 with the Austrian Development Agency, Liechtenstein Development Service and the Swiss Agency for Development and Cooperation to initiate the Donor Committee for Dual Vocational Education and Training. The Donor Committee works to support the integration of dual vocational training approaches in development cooperation and improve the image of dual vocational training. In 2017 the Donor Committee held various regional events, making both the practical experience it has acquired in this area and platforms for implementing dual vocational training approaches in development cooperation available to a wider public.

263 [www.mahoodle.tvet-rkp.net](http://www.mahoodle.tvet-rkp.net)

# Opinion of the Board of the Federal Institute for Vocational Education and Training on the Federal Government's Report on Vocational Education and Training 2018

The Board of the Federal Institute for Vocational Education and Training (BIBB) thanks the relevant Federal ministries and the Federal Institute for Vocational Education and Training (BIBB) for creating the 2018 Report on Vocational Education and Training.

The Report on Vocational Education and Training describes some successes, some problem areas and the range of tasks still facing all training market stakeholders.

# Opinion of the group of employee representatives on the Federal Government's Report on Vocational Education and Training 2018

Since 2011 the number of new training contracts has been falling steadily but in 2017 the number of newly concluded training contracts rose again, with 523,300 new training contracts recorded nationally, +3,000 or +0.6 % more than in the previous year.

The proportion of young people not placed in training has remained unwaveringly high, with approximately 80,200 young people still seeking a place. At the same time, the number of unfilled training places also grew again, increasing to 48,900. More than 290,000 young people were also placed in the many measures that facilitate the transition from school into training. Among the reasons for this paradoxical situation are regional disparities, the fact that some young people find some training occupations less attractive, and the recruitment behaviour of companies, which regard some training applicants as not suitable for training.

Dual vocational training is still fundamentally attractive to young people, as the stable high rate of demand for dual training demonstrates. In 2017 805,794 young people were interested in training, 2,241 more than in the previous year. This increase was in particular due to the influx of refugees and asylum seekers, although only 64.9 % of young people interested in training were in fact placed in training. This is leaving much potential for training in companies unused. Companies must give more young people interested in training opportunities for training and offer them attractive employment prospects.

Region and schooling background tend to determine opportunities in the training market, as the 2017 country monitor of vocational training by the Soziologisches Forschungsinstitut (SOFI) found. Although the situation for applicants has improved and places are remaining unfilled, school leavers with secondary general school certificates profit little from the current situation. In 2015 only 49 % of school leavers with a secondary general school certificate or no school leaving qualification succeeded in directly

entering training in the dual system or vocational school system while 51 % of them first started one of the many measures in the transition system, which do not offer an opportunity to gain a vocational qualification.

Young foreign nationals have far fewer opportunities in the German training system than their German peers. While only around a quarter of Germans starting training went into a transition system measure, more than half of young foreign nationals did (54 %).

Full-time school-based training and dual training form the backbone of the German vocational training system. In the reporting year 174,000 young people began training in a school offering full time training in the healthcare, education and social services occupations. This must be reported on in more detail.

Dual study and training courses are becoming increasingly important in the vocational training and qualification system, with more than 100,000 students in such courses, so developments in dual study and training courses should also be part of the Federal Government's Report on Vocational Education and Training.

The following four developments are particularly critical:

- **The number of young people with no vocational qualifications is rising:** The percentage of young people aged between 20 and 34 who have not completed training has risen significantly from 13.4 % to 14.3 %. 2.13 million people in this age group have no vocational qualifications and are potentially facing lives that will be impacted by precarious employment and unemployment.
- **The number of companies offering training is falling unchecked:** Unfortunately, the decline in the number of companies providing training has continued (as of 2016), with the figure falling below the 20-percent

mark for the first time to 19.8 %. This is largely due to a decrease in the number of the smallest companies with up to 9 employees offering training. Reversing this trend remains a central challenge in the vocational education and training system. Measures to support and accompany training in companies play a major role in encouraging them to offer training, especially for the smallest companies.

- **The rate at which training contracts are prematurely terminated has passed the 25-percent mark for the first time in a long time and is now 25.8 %** (as of 2016). Premature training contract termination has various causes and does not necessarily involve the trainee dropping out of the dual training system altogether, although it can be assumed that it usually involves negative consequences for the trainees and companies affected. It is also clear that rates of premature training contract termination vary greatly in different training occupations. The stability of training relationships depends heavily on the trainee's schooling background, on working conditions and on the attractiveness of the training occupation. Rates of premature training contract termination are low in companies that invest more in training (investment model) but many times higher in companies offering training that invest less in their trainees and are more focused on making productive use of them. Strategies for lowering the rate of premature training contract termination should focus on these training occupation sectors, as well as on careers orientation. Another central issue in this context is the minimum rate of pay for trainees promised by the Coalition Partners.
- **Qualified workers on low wages:** One in five people who have completed training in Germany earn less than 10 Euros gross an hour and this figure is almost 40 % in eastern Germany. Occupations in these areas will find it hard to attract young people into training. The low-wage sector is damaging to dual training. In many industries the shortage of skilled staff is a "home-grown" problem and collective bargaining coverage must also be expanded.

The group of employee representatives on the BIBB Board welcomes the governing parties' commitment expressed in their Coalition Agreement to further develop the Alliance for Initial and Continuing Training with the goal of guaranteeing all young people the offer of a high-quality training place.

We therefore propose the following measures for achieving these goals:

1. **All companies must be required to take more responsibility for training skilled workers.** It is not enough for just 19.8 % of companies to train the young skilled staff that they all need. Companies in regions with supply problems must be approached in a targeted way and provided with counselling on this issue. The profile of existing funding and support programmes (introductory training, Assisted Training and support for apprentices during training) must be raised to make companies more willing to train young people who need extra support. Young people should also be more frequently offered the option of collaborative training, which integrates training by various providers and at different sites.
2. **An effective training guarantee for all young people is necessary.** This training guarantee must be anchored in the German Social Code (SGB III) and guarantee every young person interested in training who has not found a company-based training place on the 30<sup>th</sup> of September entry into the first year of training in a recognised training occupation. Young people could begin at a vocational school (full-time vocational school) or in an education and training institution with the goal of subsequently transitioning into training in a company. Training through to completion and qualification must be guaranteed for young people who do not manage to make this transition. A package of Federal and Länder government measures that ensure that companies do not evade their responsibility to provide training will be required to achieve this goal.
3. To encourage more SMEs to engage in training we will continue and expand **Assisted Training** after 2018, opening it up to more young people and making it more flexible.
4. Young people in regions with problematic training markets who are 'disadvantaged' in the training place market must be given an opportunity to gain **high-value vocational qualifications** through training by an external provider in close cooperation with local enterprises, training that is closely coordinated with companies and involves local Social Partners. This kind of programme could build on the concept of the BA governing board's "Betriebliche Ausbildung hat Vorfahrt" (company-based training has priority) initiative.

5. To encourage and enable young people to be more mobile, existing instruments such as an allowance for basic vocational training must be reviewed and possibly expanded. A free **trainee ticket** for local public transport should be introduced in all Länder and residential homes for trainees are also needed. Trainees at Federal and Länder trade and technical schools are burdened by high travel and accommodation costs while they are attending school. These costs should no longer be imposed on trainees.
6. Rates of premature training contract termination are much higher than average in occupations in which trainee pay is very low so the Federal Government's plan to anchor a **minimum training allowance (Mindestausbildungsvergütung – MiAV)** in the Vocational Training Act (BBiG) is a welcome development. To ensure that it is effective, the minimum allowance should be 80 % of the average tariff-based trainee allowance in the specific training year. The minimum trainee allowance should be adjusted annually by statute based on the average increase in the tariff-based trainee allowance as calculated by the BIBB. The minimum allowance should be paid to trainees training in companies, those training with external providers, trainees in full time school-based training, and those in training in the healthcare, care and social services professions.
7. We want to improve the quality of initial and continuing training. A resilient system of quality assurance and quality improvement must be established in the relevant agencies (Chambers) to achieve this goal. Training personnel in companies must be empowered and supported by a binding Instructor Aptitude Ordinance (Ausbilder-Eignungsverordnung – AEVO) and the right to further training and qualification und leave of absence for this purpose in the Vocational Training Act (BBiG). The role and functions of training advisors must also be made more concrete and the consultation rights of vocational training committees in the Chambers in the area of training quality issues must be expanded. Quality standards for practical phases of training in companies during dual study and training measures must also be prescribed in the Vocational Training Act (BBiG) and further training curriculum plans for upgrading vocational training must be anchored in the BBiG as part of the quality standards prescribed for further training providers in the Act.
8. Vocational schools must be strengthened and more than ever be effective partners for companies providing training to improve the cooperation between places of learning prescribed in the BBiG. A qualification campaign for teachers and trainers at vocational school is necessary and more social work must be provided at vocational schools.

# Opinion of the group of employer representatives on the draft Report on Vocational Education and Training 2018

The employer representatives on the BIBB Board thank the BIBB and BMBF for this comprehensive and detailed Report on Vocational Education and Training and offer their response to selected aspects of it below.

## More training places – More people interested in training – Better opportunities for a training place

Opportunities for vocational training in the dual system have further improved for young people over the reporting period.

In the past year companies and enterprises made 556,300 company-based training places available, an increase of more than 10,000 compared with the previous year. This underlines German business and industry's commitment to dual vocational training as an excellent way into a successful working life and the most important foundation of efforts to secure a supply of skilled staff.

Although the number of school leavers fell, more young people were again interested in dual vocational training. For the first time since 2011, **demand for training places increased to 547,000**. The proportion of the training places offered and those that are in demand has shifted in favour of applicants. In mathematical terms, every person interested in training could in theory be provided with a training place. In some regions and occupations however, reconciling the training places offered with the desires of applicants and the filling of training places is still a challenge.

**523,000 new training contracts** were registered in the new training year, 3,018 (+0,6 %) more than in the previous year. The growth was recorded only in the number of company-based training places, since only about 3 % of training places are provided in a non-company setting, which is a very small proportion. The intensive campaigning of stakeholders from business, industry and politics and the Social Partners for vocational training has, as in previous years, yielded results.

At the same time however, on the 30<sup>th</sup> of September 2017 **more than twice as many unfilled training places (48,900) as unplaced applicants (23,713)** were registered with employment offices (Agenturen für Arbeit) and Jobcenters. This trend towards a surplus of unfilled training places has not changed in the past ten years. The success of **subsequent placement** in reducing the number of unplaced applicants nationally by **10,000** is a welcome development.

One decisive factor in the vocational training system's success is its close links with everyday reality in companies. This is shown not only in the cooperation between schools and companies as places of learning, but also in the commitment shown by the Social Partners and Chambers organisations in modernising and updating vocational training. Experts working at the regulatory level frequently employ their professional and practical experience on a voluntary basis to ensure that training regulations reflect companies' needs. During the reporting period the modernising of occupations in the industrial metalworking and electrical sectors and ongoing modernising and restructuring of IT occupations were particular challenges for everyone involved, due to the complexity of the processes and ambitious schedule they chose for themselves. The new training occupation of 'management assistant in e-commerce' represented the first creation of an entirely new occupation that specifically responds to the demands made by increasing digitalisation that have been emerging in the retail business and in various services industries in recent years.

The close ties between training and everyday working reality have also proven their worth in the examinations system. Germany's system of consistent national examinations and the pro bono work provided by experts with practical experience from companies in setting tasks and holding examinations ensure the high quality in this area. 400,000 candidates took final vocational training examinations and 92.6 % of them were successful, which demonstrates the proficiency of

the vocational training system's content organisation and personnel.

### Challenges for vocational training policy

Despite these pleasing figures, some challenges remain for the vocational training system in Germany.

The number of unfilled training places and unplaced applicants makes it clear that there are still major **matching problems**. Many regions have too many training places and small companies in particular are increasingly suffering from not being able to fill the training places they offer. At the same time, demand outstrips supply in other regions and there are matching problems there, especially in popular occupations and those less in demand. Joint efforts to provide more intensive **careers orientation** and **improve the mobility** of trainees could remedy this situation. Greater efforts must be made to provide careers orientation at grammar schools. Only when young people are aware of the possibilities that training or a course of studies can offer them can they make informed choices about their future.

The high levels of companies' commitment to training notwithstanding, the Report on Vocational Education and Training rightly reports on the **slight fall in the number of companies** providing training, although a nuanced approach must be taken in considering the rates at which companies provide training. Not all companies can and are authorised to offer training. According to the latest report from the IAB Establishment Panel in 2016, 52 % of all companies in Germany were authorised to offer training and 52 % of them in fact provided training. Here too, a more nuanced approach must be taken in reviewing the figures. Over the period from 2009 to 2016 only 18 % of companies authorised to provide training did not offer any training. Conversely, that means that over the same period 82 % of companies provided training either annually (44 %) or did so intermittently (38 %). Since

smaller companies cannot offer training every year, the data collected over a longer period must be taken into account in forming a more complex and realistic picture of the proportion of companies participating in training in Germany. Companies that have once or several times been unable to fill their training places or have been unable to fill them optimally may tend to withdraw from training as a result, especially **small and the smallest companies**. Qualitative and quantitative further development of support models such as the BA's support for apprentices during training (ausbildungsbegleitende Hilfen) must be an essential element in remedying this situation.

The slight (-3.2 %) fall in the number of **training contracts concluded with young women** in occupations in which women are underrepresented described in the Report on Vocational Education and Training is striking. A closer examination of the reasons why young women disproportionately often begin full time school-based vocational training or a course of studies is required here.

Young people from migrant backgrounds are still less aware than young Germans of the value and opportunities that dual vocational training offers. If the proportion of **young foreign nationals entering training** is to be increased, more information and careers orientation will have to be provided and the image of the vocational training system enhanced.

Employer representatives expressly welcome the major gains made in numbers of **people from refugee backgrounds starting training** and regard this as an initial success for the diverse range of efforts being made to integrate this target group. Refugees are increasingly starting training in companies once they have completed language courses and/or (vocational) schooling. We must continue on this successful path and German business and industry is making a major contribution to activities in this area.

## Opinion of the group of Länder representatives on the BIBB Board on the draft Report on Vocational Education and Training 2018

The number of newly concluded company-based training contracts registered with the relevant agencies at the end of September rose slightly by 0.9 % for the first time since 2011 and the number of vocational training places in companies registered with the BA was also 0.8 % higher than in the previous year. The number of applicants for training places was stable at around the preceding year's level.

The number of unfilled vocational training places registered with the BA at the end of September 2017 rose by 12.6 % to almost 50,000 and there were around 23,700 unplaced applicants as well as 56,500 people for whom placement efforts were continuing (applicants with an alternative).

The expected growth in the transition system between school and training and increase in the percentage of 20 to 34-year-olds with no vocational qualifications reflect the recent influx of young people in this age group into Germany. The proportion of young adults in this age group who do not hold any vocational qualifications is however still too high and in fact increased over the previous year's figure. Meeting the challenge of remedying this situation by continuing to develop effective concepts to help these young people find a way into training that will improve their prospects in the labour market is an urgent priority.

The decline in the number of companies providing training (as of 2016) recorded in the statistics has continued. The percentage of companies providing training fell below the 20-percent mark for the first time to 19.8 %, a decline recorded mainly in the category of the smallest companies with up to nine employees. Measures that accompany and support training play a major role in encouraging and supporting companies in providing training, especially the smallest companies.

The rate of premature termination of training contracts passed the 25-percent threshold (in 2016) for the first time in a long time. Here it must be noted however, that over half of premature training contract

terminations did not mean that the trainee dropped out of training altogether, but in fact simply changed the company they were training with or training occupation. An easing in the situation of people looking for training places in many regions makes it easier for trainees to make such changes and a similar trend has also been observed in employees' readiness to change jobs. Careers orientation at the Länder level, in schools and by the Federal Employment Agency (BA) is an essential element in preventing problems in this area. Here too, training conditions and the attractiveness of occupations are decisive factors.

Although the supply and demand ratio improved, the trend in numbers of unfilled training places and unplaced applicants indicates major imbalances in certain regions and occupations, imbalances which the figures show are increasing. While more young men are becoming interested in dual training, a further marked decline in the interest of young women in training in the dual system for occupations in business and industry was recorded. Full-time school-based training and a tendency to choose tertiary studies play greater a role in young women's education and training than they do for young men.

Young people from a refugee background are showing a pleasing interest in and acceptance of the dual training system, with the number of training applications from refugees doubling to around 26,400 compared with the previous year. Although many companies have shown great commitment in training young refugees, with a current transition rate of just under 36 % there is a need for action to help them to manage the transition between training and work. This also shows that whatever the applicant's status, many do not yet meet the demands required for training.

There are significant regional differences in the training place market so the need for action in this area is just as diverse. In regions with trainee supply problems, companies should be specifically addressed and provided with tailored consultancy. The public

profiles of existing funding and support programmes (introductory training, Assisted Training and support for apprentices during training) must be raised further to encourage companies to also train young people who need extra support. There is also a particular need for action to encourage trainees to be more mobile and to make places of learning such as companies and vocational schools easier for trainees to reach.

Increasing digitalisation is also a major challenge and central issue for vocational training. The Report on Vocational Education and Training, which takes up this issue in the context of modernising training and measures and programmes, should deal with this vital future topic in more detail in a separate chapter in future Reports on Vocational Education and Training.

As well as dual vocational training, full time school-based training and dual courses of training and studies are mainstays of vocational training, so developments in both sectors should be included in the Federal Government's Report on Vocational Education and Training.

The Länder representatives believe that all vocational training actors must work together to meet current challenges and further increase the attractiveness of dual vocational training to establish it as the backbone of a secure supply of skilled staff in Germany.

The shared responsibility for and cooperation in vocational training demonstrated by business and industry, unions and the Federal and Länder governments is anchored in the Vocational Training Act (BBiG), the Works Constitution Act (Betriebsverfassungsgesetz) and Länder laws governing schools and is one advantage of the training system in both companies and vocational schools and colleges. This lived partnership ensures a fair balance of interests between the wishes of individual companies, the needs of entire industries and the interests of young people.

This shared responsibility is also reflected in the financing of dual vocational training. As well as funds from the Federal and Länder budgets, it is mainly the companies providing training that bear the costs of training in the form of remuneration for trainees and training personnel and equipment costs. The Länder and local governments also pay a substantial share of these costs as a result of their responsibility for vocational schools.

All vocational education and training stakeholders should now resolutely continue along the path they are pursuing together, working to better match unfilled training places with applicants seeking training and secure more training places in companies, especially in regions with trainee supply problems.

The Länder representatives therefore support the Alliance for Initial and Continuing Vocational Training at the Federal level and welcome the contributions of the various training and skilled employee coalitions at the Länder level.

The diverse range of Federal and Länder government funding and support programmes and pre-vocational measures must be effectively interlinked to avoid creating a "funding jungle". This will require coordination between the Federal and Länder governments and other partners at an early stage. This is the case for example, with continuation of the "Assisted Training" statutory funding instrument. The Länder representatives are in favour of continuing and further developing this programme, taking the experience of implementing partners into account. Draft legislation on (Extending employment promotion regulations with fixed terms – government draft bill) ("Verlängerung befristeter Regelungen im Arbeitsförderrecht – Referentenentwurf") currently envisages extending the programme until the end of September 2020.

To ensure a future supply of skilled staff, the Social Partners and Chamber organisations are working together with the Federal and Länder governments to develop more paths into further training, taking a needs-based approach. Both the willingness of employees to undergo further training, which has been consistently recorded at over 50 %, and the commitment of companies to continuing vocational training are greatly appreciated, but even greater efforts in these areas would be most welcome and would further stabilise the initial and continuing training system. Further work in areas such as ensuring the equivalency between vocational and academic education and training outlined in the GQR and further expanding opportunities for transfer between the vocational and academic education and training systems could yield substantial gains for all vocational education and training stakeholders.



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