



# Germany

## VET in Europe – Country report 2014

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## 1. EXTERNAL FACTORS INFLUENCING VET

Germany is a republic and a democracy; it is a federal state based on the rule of constitutional law and social justice. Berlin is both the country's capital city and the seat of government. During its founding phase, the federal republic of Germany chose to adopt a social market economy, combining free enterprise within a competitive economy with social progress.

Germany comprises 16 *Länder*. There is a distinct cooperative federalism within the State sector, both horizontally between the *Länder* and between the *Länder* and the Federal Government.

Unless specified otherwise in the Constitution (*Grundgesetz*), state responsibilities fall within the sphere of competence of the *Länder* which also have legislative power in certain areas. Furthermore, through the *Bundesrat*, the *Länder* play a part in the Federation's lawmaking and management and in European Union issues.

Educational and cultural legislation and administration is primarily the responsibility of the *Länder*. In the field of VET the Federal Government is responsible for in-company vocational training, while the *Länder* are responsible for vocational training in schools, and hence also for vocational schools. Vocational training in enterprises has developed a third system situated between market and State, in the form of joint control. The governance of the VET system in Germany is characterised by strong partnership between state employers and trade unions.

### 1.1 Population statistics

Population as of 1 January 2013 was 80,523,746 million and has been steadily falling since 2006 (2006: 82,437,995/2008: 82,217,837/2010: 81,802,257/2012: 80,327,900)<sup>1</sup>, except in 2013. The growth in the number of migrants is no longer able to compensate for the low birth rate, which will exert an even stronger effect on society and the world of work in Germany in future. Demographic development, which is currently easing the pressure on the training market, will in particular represent a major challenge for vocational education and training, the future structure of VET and the securing of skilled workers in Germany.

The ageing of the middle-aged cohorts within the population, which are currently strongly represented, is leading to serious shifts in the age structure. In the base year of 2008, 19% of the population were children and young

people aged under 20, 61% were aged between 20 and 65 and 20% were 65 or older. By 2060, as many as one in three (34%) will be at least 65 and there will be twice as many 70 year-olds than children born.<sup>2</sup>

The age group of those aged between 17 and 25 will shrink by around a fifth by 2030, and a change in the educational decisions made by young people will also take place. This trend will lead to higher school qualifications, and higher education reforms will increase the attractiveness of academic education resulting in an increase in competition between dual training and higher education.

In comparison to the average of the "EU-28" Germany has a higher projected ratio of people older than 65. In 2020 the percentage of people who are older than 65 will be 3.99% higher in Germany than the average of the other European countries. In 2080 the projected older-than-65 dependency of the "EU-28" is 51.00%. The forecast for Germany for the year 2080 is 8.89% higher than the EU average.<sup>3</sup>

The decrease in the overall number of those aged between 20 and 65 will produce a shift towards an older working age population. 20% of people of working age currently form part of the younger group of 20 to 30 year-olds, 49% belong to the middle group of those aged between 30 and 50 and 31% to the older group of persons aged between 50 and 65 (cf. STATISTISCHES BUNDESAMT 2009a).

In 2012, the latest data available, the number of persons from a migrant background in a narrow sense was 16,3 million, 381,000 persons more than in 2011. The overall population increased by 159,000 persons during the same period (from 81,754 million in 2011 to 81,913 million in 2012). The consequence of this is that the proportion of the population from a migrant background in a narrow sense has risen slightly from 19.5% to 20.0%.<sup>4</sup> (STATISTISCHES BUNDESAMT 2013, p. 7)

Most persons from a migrant background originate from Turkey (18.3%), followed by Poland (9.4%), the Russian Federation (7.4%) and Italy (4.6%). The only significant non-European country of origin is Kazakhstan, which accounts for 5.6%. Most (late) resettlers, 1,4 million in number, come from the successor states of the former Soviet Union, especially from the Russian Federation (601,000) and Kazakhstan (657,000). Poland (598,000) and Romania (231,000) are also significant countries of origin (STATISTISCHES BUNDESAMT 2013, p. 7 f.).

1 See Annex A, table 1.

2 See Annex A, table 2.

3 See Annex A, table 3.

4 See also Annex A, table 4.

Persons from a migrant background exhibit considerable differences with regard to participation in education compared with those not from a migrant background. 13.9% of the former have no general school leaving qualifications and 40.1% have no vocational education and training qualification (the corresponding figures for persons not from a migrant background being 1.8% and 15.5% respectively), although in all cases persons still in training are not taken into account (STATISTISCHES BUNDESAMT 2013, p. 8).

The transition from general education to vocational training for young people with a migration background is often difficult and lengthy. The newest BA/BIBB applicants survey from 2012 shows that slightly more than a third of the Federal Employment Agency (BA) registered young people with a migration background began a training (35%); 29% started an apprenticeship and 6% started school based VET. In comparison 49% of young people without a migration background began training (44% started an apprenticeship and 5% started school based VET). (See also BIBB 2014, p. 186 ff.)

Persons from a migrant background aged between 25 and 65 are approximately twice as likely to be unemployed than persons not from a migrant background (8.6% of the total labour supply as opposed to 4.5%) or to hold jobs in which only a small number of hours is worked each month (11.3% of the total labour supply as opposed to 6.7%) (STATISTISCHES BUNDESAMT 2013, p. 8). Persons from a migrant background who are in active employment are also almost twice as likely to be hourly paid workers than their counterparts who are not from a migrant background (34.8% compared to 19.0%). They are, therefore, correspondingly less likely to be salaried employees or civil servants. Persons from a migrant background who are in active employment primarily tend to work in manufacturing, in trade and in the hotel and restaurant sector. 62.7% of all persons from a migrant background are employed in these sectors, whereas the corresponding figure for persons not from a migrant background is only 51.4% (STATISTISCHES BUNDESAMT 2013, p. 8).

## 1.2 Economy and labour market

Increased international competition, German reunification (1990) and the introduction of the Euro (2002) have had an impact on the German economy and the labour market. Following a slight recovery in 2004 and 2005, in 2006 and 2007 economic growth exceeded. The global financial crisis has had impacts since 2008 and continues to influence the economic growth rates and the labour market indicators in the future. GDP was down in

both Germany and Europe in 2009. But in 2010 the gross domestic product rose up to 4.0%, the highest level ever since the German unification. The boom in Germany has several causes. On the one hand it is driven by traditional exports and on the other hand it depends on private consumption by Germans. The prognoses for German GDP have now declined for the year 2012 (0.7%) and for 2013 (0.4%) compared to 2010 (4.0%) but is still over the EU average (2012: -0.4%/2013: 0.1%).<sup>5</sup>

Germany has undergone a substantial shift from an industrial to a service economy. The service sector is by far the largest sector of the economy.<sup>6</sup>

There has been no significant change in the rate of employment in Germany, although there are signs of a slight increase in overall employment relating to the individual age groups. Germany's employment rate is significantly above the EU average (in 2013: EU-27: 32.5% 15–24 year-olds; 77.1% 25–49 year-olds; 59.5% 50–64 year-olds/DE: 46.8% 15–24 year-olds; 83.4% 25–49 year-olds; 70.8% 50–64 year-olds).<sup>7</sup>

The labour market situation in Germany has changed for the better in the last years, during which period the unemployment rate has steadily fallen. This is particularly illustrated in the numbers of unemployed persons in the population aged between 50 and 64. Whereas in 2010 the rate of unemployment amongst this group was 7.1% and lies above the EU average of 6.9%, two years later it had decreased to 5.5% and again in 2013 to 5.3%. This puts it at 2.4% below the average EU level (7.7%). Youth unemployment in Germany also fell in 2012 to 8.6%. But in 2013 it increased to 9.4% – 1.3% higher than in 2012. By way of contrast, average youth unemployment in the EU has continuously risen (23.2% in 2013).<sup>8</sup>

## 1.3 Educational Attainment

A high proportion of people in Germany have upper secondary level qualifications (57.9% in 2013 compared to an EU average of 46.6%). One reason for this is the longstanding tradition of the dual system of vocational education and training. For higher education, Germany approximates the EU average in the last years. The proportion of people aged 25 to 64 with a low level of qualification was constantly extremely below the EU average in the past (in 2012: 13.7% compared to an EU-27 average of 28.5%/in 2013: 13.7% compared to an EU-27 average of 24.9%).<sup>9</sup>

The proportion of the population of early school leavers in 2013 is 9.9% and lies under the EU average (12.0%). Since 2006 the number of early school leavers declined

5 See Annex A, table 5.

6 See Annex A, table 6.

7 See Annex A, table 7.

8 See Annex A, table 8.

9 See Annex A, table 9.

in Germany steadily (2006: 13.7%/2007: 12.5%/2008: 11.8%/2009: 11.1%/2010: 11.9%/2011: 11.7%/2012: 10.6%).<sup>10</sup>

These young adults experience particular difficulty in finding a training place or job. Various state programmes have been developed to provide this group of persons with support and funding.

Nevertheless, Germany's school dropout rate (9.9%) remains below the EU average (12.0%) in overall terms and is at a good level. The same applies to the educational participation of the German population. A particularly high degree of educational participation is revealed at upper secondary level and in the post-secondary non-tertiary sector. This also continues into the tertiary sector.<sup>11</sup>

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<sup>10</sup> See Annex A, table 10.

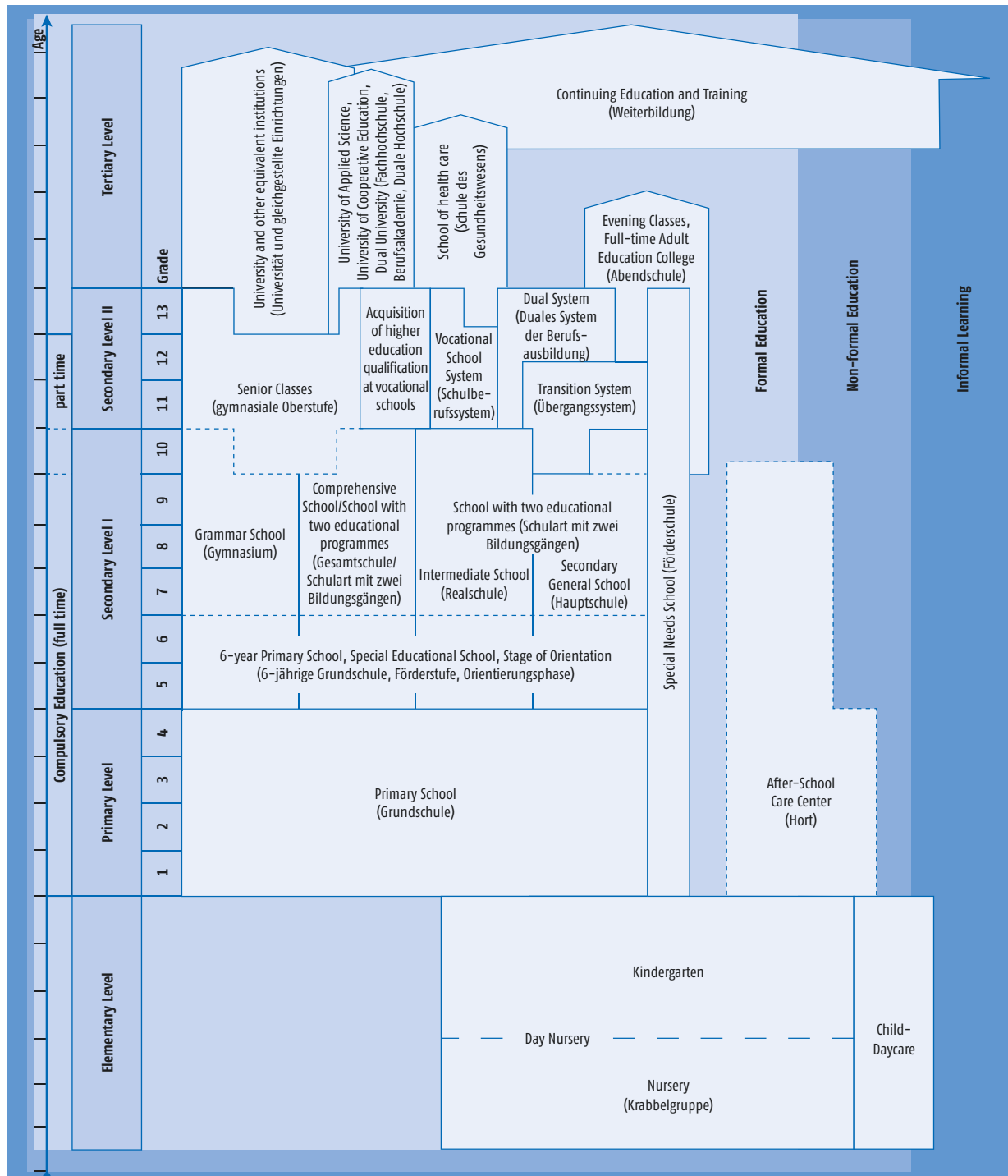
<sup>11</sup> See Annex A, table 11.



## 2. PROVIDING VOCATIONAL EDUCATION AND TRAINING IN A LIFELONG LEARNING PERSPECTIVE

### 2.1 Diagram of the national education and training system

Diagram A: The German education and training system



Source: Autorengruppe Bildungsberichterstattung (Hrsg.): Bildung in Deutschland 2014. Ein indikatorengestützter Bericht mit einer Analyse zur Bildung von Menschen mit Behinderungen. Bielefeld 2014

## 2.2 Government-regulated VET provision

In Germany the dual system is the core element of vocational education and training.<sup>12</sup> The system is described as dual because training is conducted in two places of learning: companies and vocational schools. It normally lasts three years.<sup>13</sup> The young people are in the average between 16 and 18 years old at the beginning of VET. Compulsory full-time education must have been completed by the time of commencing vocational training. There are no further formal access requirements for the dual system, but companies select their apprentices and the majority of them hold either the intermediate certificate (*Realschule*) or the *Abitur* (certificate from Grammar school). In the dual system, the vocational school is an autonomous place of learning. Its task is to provide basic and specialised vocational training and to extend previously acquired general education. Upper secondary education leads either to a higher education entrance qualification or a vocational qualification for skilled work. The primary aim of training is to enable young people to acquire comprehensive vocational competence designed to make them capable of fulfilling their duties as employees efficiently, effectively and innovatively, autonomously, and in cooperation with others. This bundle of competences must be demonstrated in examinations regulated by law (Vocational Training Act). Final training examinations are geared to vocational practice, i.e. to the work requirements and processes of the occupation. As a rule, a final examination covers four or five fields typical of the occupation. Performance in general subjects is evaluated within the framework of school reports (for more information on examinations see chapter 3.2).

### 2.2.1 Role of the central government

VET is based on national recognised occupations and vocational training regulations which guarantee a national standard (see 3.1). The Federal Government is responsible for designing the content of training for the occupations (in the dual system) it has recognized. The nationally binding recognition of the training occupations ensures that the basic principles agreed with industry and the Federal States (*Länder*) are taken into account and that training for a recognized occupation is only provided in accordance with the training regulations adopted by the Federal Government. The Federal Government's responsibilities are not limited to implementing what was jointly agreed. It also takes measures to promote dual training. These measures include not only individual support programmes like those stipulated in the Federal Training Assistance Act (*BAföG*) but also special funding programmes which aim, for example, at creating addi-

tional training places in less favoured regions. The Federal Government provides funding for special research projects to ensure the constant updating of vocational training. In the German Federal Government, the Federal Ministry of Education and Research (*BMBF*) is responsible for general policy issues of vocational education and training. These include for example the Vocational Training Act (*Berufsbildungsgesetz, BBiG*), the drawing up of the Annual Report on Vocational Education and Training, the legal supervision and funding of the Federal Institute for Vocational Education and Training (*Bundesinstitut für Berufsbildung, BIBB*) and the implementation of programmes to improve vocational training.

The recognition of the individual training occupations requiring formal training is the task of the federal ministries responsible for the respective occupational field. In the vast majority of cases, responsibility lies with the Federal Ministry of Economics and Technology (*BMWi*). But approval by the *BMBF* is required in all cases. The *BMBF* thus fulfils a coordinating and steering function in terms of vocational training policy for all training occupations. The core institution at the national level for consensus building between all parties involved in VET is the Federal Institute for Vocational Education and Training (*BIBB*). *BIBB* conducts research into in-company vocational training and fulfils service and consultancy functions to the Federal Government and vocational training providers. The four-party Main Board (*Hauptausschuss*) advises the Federal Government on fundamental issues of in-company vocational training.

### 2.2.2 Role of the regional government

The Constitution (*Grundgesetz*) provides that competence for school education lies with the *Länder* Ministries of Education and Cultural Affairs. The Ministers of Education and Culture of the *Länder* cooperate in a Standing Conference (*KMK*) to ensure a certain measure of uniformity and comparability, especially in school and higher education policies. Decisions of the *KMK* are recommendations and only become legally binding when passed by individual *Länder* parliaments. The *Länder* have committees for vocational training, with equal representation of employers, employees and the highest *Länder* authorities. They advise the *Länder* governments on vocational training issues in schools.

### 2.2.3 Role of the social partners

The main feature of the German VET system is the close partnership between employers, trade unions and the government. Social dialogue and codetermination are important for the acceptance of reforms. The social part-

<sup>12</sup> The vocational track means that pupils may enter into vocational training in full time schools or within the framework of the dual system (dual system), or seek employment. The requirement for entrance to fulltime vocational schools is normally the secondary general school certificate or the final certificate from intermediate school.

<sup>13</sup> Some occupations only require two years and there are also regulations allowing a reduction in the training period for trainees with an *Abitur* – the school leaving certificate allowing entry to higher education.

ners – employers and trade unions – have a considerable influence on the content and form of VET to ensure that their requirements and interests are taken into account.<sup>14</sup> Responsible action of all participants, over and above each group's particular interests, is a precondition for the efficiency of the dual system.

The organisation of dual training requires also a complex but clear division of responsibilities. Employers and unions play a central role in initiatives for change because the structure of vocational training must meet the demands of industry. If there is a need for changes – in the qualification requirements, for example – the Federal Government, the *Länder*, the industry and the trade unions agree on the basic principles for adaptation. Then the work on the training regulations and framework curricula is continued and constantly co-ordinated by the individual partners involved. Without the involvement of the Federal Government, the social partners furthermore agree on details of vocational training, particularly the amount of the allowance paid to trainees, within the framework of free collective bargaining. Some collective agreements also include provisions concerning such points as continued employment of training graduates under a limited contract. As self-governing bodies of industry, the chambers have been assigned public tasks in dual training (competent bodies). These include counselling and monitoring functions with regard to the individual training contracts. Training advisers of the chambers verify the aptitude of companies and instructors for providing training and advise both companies and trainees. They receive training contracts, check and register them. The chambers take care of the overall organisation of examinations by fixing dates and setting up examination boards which administer the examinations (see 3.2).

## 2.2.4 Education and training providers

In the dual system apprentices attend part-time vocational school on one or two days per week, where they are mainly taught theoretical and practical knowledge related to their occupation; they attend classes on general subjects such as economic and social studies and foreign languages. Systematic teaching at vocational school is a necessary supplement to process-oriented training in the company which is rather more based on specific in-house requirements.

In parallel to the dual system, there is a wide range of school-based programmes (ISCED levels 3–4), which differ in terms of entry requirements, focus, types and levels of qualifications they lead to.

- **Programmes at full-time vocational schools (*Berufsfachschule*)** prepare people for work in many occupational areas (*Berufsfachschule*, duration: 1–3 years depending on the occupational area and specialisation and the type/level of qualification). Where they do not offer a full vocational qualification, attendance can be credited as the first year of training in the dual system if certain conditions are met. Entry requirement is the lower secondary general school certificate or the certificate obtained on completion of grade 10 (intermediate level, *Realschule*);
- **Programmes providing general upper secondary and vocationally oriented education (*Fachgymnasium*)** last 3–4 years depending whether the learners also acquire a vocational qualification. They usually lead to the general higher education entrance qualification. Entry requirement is the intermediate level certificate.

14 **At national level** social partner involvement is established with the Main Board (*Hauptausschuss*) of the Federal Institute for Vocational Education and Training (*Bundesinstitut für Berufsbildung – BIBB*) on a four-party basis (Federal Government, *Länder*, employers, employees). As stated in the Vocational Education and Training Act (*Berufsbildungsgesetz*) the Main Board has to advise the Federal Government on all VET issues. One task is the involvement in standard setting and designing training regulations.

**At *Länder* level** there are committees for vocational training, with equal representation of employers, employees and *Länder* authorities. They advise *Länder* governments on vocational training issues and also influence concepts and schemes, for example those for providing support for disadvantaged youths, and opportunities for additional qualifications requiring school training.

**At regional level** the Competent Bodies (*Zuständige Stellen*) play a crucial role. They include the chambers of industry and commerce for the industrial sector, the chambers of crafts, the appropriate professional boards for the liberal professions as well as various federal and *Land* authorities. Their tasks are: to ensure the suitability of training centres; monitor training in enterprises; support vocational training with advice to training enterprises, instructors and trainees; to establish and maintain a list of training contracts; and to institute the system of examinations and hold final examinations. In every Competent Body there is a vocational training committee with tripartite representation from employers, trade unions, and teachers. It has to be informed and consulted on all important VET issues. Moreover, the committee decides which legal regulations are passed for implementing VET.

**At sectoral/enterprise level**, the Works Constitution Act (*Betriebsverfassungsgesetz – BetrVG*) applicable to the private sector and the Staff Representation Acts (*Personalvertretungsgesetze – PersVG*) of the *Länder* for the public service grant works councils or staff councils numerous co-determination and involvement rights both in initial and continuing training. These rights are exerted within collective bargaining on the remuneration of trainees, planning and implementing in-company training, appointing instructors, realising special in-company education and training measures, concluding employment contracts upon completion of training, and educational leave.

IVET at upper secondary level<sup>15</sup>

Table 1: School based IVET at upper secondary level

Type of educational programme	Main economic sectors	Corresponding ISCED level and orientation	Balance between school-based and work-based training	Average duration of studies	Next educational level	Admission requirement
Programmes at full-time vocational school (Berufsfachschule)	Commercial, languages, craft, household and caring, artistic, health care	3B	School based	At least 1 year mostly 3 years	Fachschule, Fachakademie, Fachoberschule, Berufsoberschule, School of health care	lower secondary school certificate, certificate from intermediate school
Programmes providing general upper secondary and vocationally oriented education (Fachgymnasium)	Economics, technology, nutrition, agriculture, IKT technology,	3A	School based	3 or 4 years	University, University of applied science, University of Co-operative Education, Dual University	certificate from intermediate school

(Source: compiled by the authors)

Overall, there are many progression routes between school-based and dual vocational training and from vocational training to higher education.

Young people with social disadvantages, learning difficulties or handicaps and young people with migrant backgrounds with an inadequate command of German have different possibilities for pre-vocational training (*Berufsausbildungsvorbereitung*) (see table 2).

- **Pre-vocational training year (*Berufsvorbereitungsjahr – BVJ*):** The *BVJ* is a one-year course of training usually offered by schools in full-time form and designed to prepare young people for the demands of vocational training. The majority of participants do not have a secondary general school certificate. However,

this can be acquired in the course of the *BVJ*, thus improving the holder's prospects on the market for training places.

- **Basic vocational training year (*Berufsgrundbildungsjahr – BGJ*):** Basic vocational education can be completed either in the form of a year at school (full-time) or in cooperative form in an enterprise and a school. Successful completion of the *BGJ* can be credited as the first year of vocational training in the training occupations assigned to the relevant occupational field. In the *BGJ*, students receive basic educational knowledge in a specific occupational field (e.g. metal-working techniques, electrical engineering, business and administration).

Table 2: Students in other youth programmes

Type of educational programme	Main economic sectors	Corresponding ISCED level and orientation	Balance between school- and work-based training	Average duration of studies	Transfer to other pathways	Admission requirement
Pre-vocational training year	For orientation	2A	Totally school based	1 or 2 years	Vocational training	No access requirements
basic vocational training year	For orientation i.e. economic and technical sector	3B	School based or cooperative school and practical based	1 year	Vocational Training, Full-Time Vocational School	Completion of the general full-time compulsory education (9 years of compulsory schooling) and transfer to Class 9

(Source: compiled by the authors)

15 For more information see Annex C, explanation 1.

Table 3: Students enrolled in upper secondary education by programme orientation (values and share of total), 2012

	Total isced3	isc3gen (num)	isc3gen (%)	isc3pv (num)	isc3pv (%)	isc3voc (num)	isc3voc (%)
EU 28	21,702,791	10,758,021	49.57	126,050	0.58	10,818,720	49.85
EU 27	21,515,475	10,704,215	49.75	126,050	0.57	10,685,210	49.66
DE	2,645,504	1,367,519	51.69	:	:	1,277,985	48.31

(Source: Eurostat; Unesco-Eurostat-OECD Data collection on education and training systems) Date of extraction: 14.11.2014.

Description: GEN = general; PV = prevocational; VOC = vocational students at ISCED level 3 by programme orientation

[http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ\\_enr1ad&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ_enr1ad&lang=en)

Compared to the EU-27-average, in Germany more students choose the general educational pathway (51.69%) than vocational education (48.31%) in 2012 (see Table 3). But this shows only a small picture. In 2010 more students took part in the VET (51.49%) than in general education (48.51%) (HIPACH-SCHNEIDER/HENSEN 2012). This was mainly due to the importance of the dual system that was pursued by the majority of young people after leaving the general education system. There is still overall consensus in Germany about the importance of the dual system. Particularly on the basis of the way in which it links learning and work and schools and companies, the dual training system in Germany appears to be a successful model for the structuring of the transition from school to working life.

### Apprenticeship

Training places are offered in both private and public enterprises, in practices of the liberal professions and, to a very limited extent, also in private households. Enterprises enter into a contract with trainees, they bear the costs of the in-company training and pay the trainee remuneration as regulated by collective agreement which increases with every year of training, and averages about one third of the starting pay for a trained skilled worker.<sup>16</sup> The professional competences in occupations to be acquired in in-company training are specified in a training regulation and included by the training enterprise in an individual training plan. The binding requirements of the training regulations guarantee a uniform national standard. For the teaching in the vocational school, a framework curriculum, harmonised with the training regulations, is drawn up for every recognised training occupation. But small and medium-sized enterprises are often unable to provide all the learning content: they may lack suitable training personnel, or, owing to their particular specialisation, they do not cover all the training content themselves. There are various ways of overcoming these problems:

- ▶ Educational institutions offer inter-company training periods (inter-company vocational training centres – ÜBS), designed to supplement in-company training. They are often sponsored by autonomous bodies in the relevant sectors of industry. The Federal Ministry for Education supports the sponsors with investment subsidies. The BIBB bears statutory responsibility for implementing the sponsorship.
- ▶ Enterprises form coherent training structures (*Ausbildungsverbünde*). There are four traditional models for this:
  - ▶ “Lead enterprise with partner enterprise” model (*Leitbetrieb mit Partnerbetrieben*): the lead enterprise bears overall responsibility for training, but parts of the training are conducted in various partner enterprises,
  - ▶ “Training to order” model (*Auftragsausbildung*): some periods of training take place outside the regular enterprise, perhaps in a nearby large enterprise with a training workshop, on the basis of an order and against reimbursement of costs.
  - ▶ “Training consortium” model (*Ausbildungskonsortium*): several small and medium sized enterprises (KMU) work together and take on apprentices. If one enterprise cannot obtain a specific content the apprentice goes into the other enterprise (rotation principle). The enterprises also sign a cooperation agreement; they work together equally and train their own apprentices independently.
  - ▶ “Training association” model (*Ausbildungsverein*): the individual enterprises establish an organisation for the purpose of the training, which takes over the organisational tasks (like contracts etc.), while the master enterprises offer the training. The organs of the association are the general meeting and the honorary committee. A statute regulates rights and obligations of the members.



Table 4: Apprenticeship

Type of educational programme	Main economic sectors	Corresponding ISCED level and orientation	Balance between school- and work-based training	Average duration of studies	Transfer to other pathways	Admission requirement
Dual system of vocational education and training	In every sector	3B	School and work based	Mostly 3 years	Fachschule, Fachakademie, Fachoberschule, Berufsoberschule, School of health care	Completion of full-time compulsory education, no further requirements for access (but companies select their apprentices)

(Source: compiled by the authors)

After registering a constant increase in new training place contracts since 2005, a decline was noted in 2008, the year of the financial crisis, and another in 2009 and 2010 as a consequence. But there is an increase in new training place contracts in 2011 (569,379 apprenticeship contracts); in 2011 are 9,423 more Apprenticeship Contracts signed than in 2010 (559,956 apprenticeship contracts). Again in 2012 and 2013 is a decrease; 2012 are 3.2% less apprenticeship contracts signed than in the previous year and in 2013 are 3.7% less signed contracts noticed compared to 2012.<sup>17</sup>

The individual types of school leaving qualification are differently represented amongst trainees with a newly concluded training contract. The only available numbers are for 2012; the largest group was those with the intermediate secondary school leaving certificate, who accounted for 42.3% (231,048) of the total. Just under one third (168,126) had a lower secondary school leaving certificate. 24.0%, or nearly one in four (130,968) of those concluding a training contract were in possession of a higher education entrance qualification. The proportion of new trainees without a lower secondary school leaving certificate was very low at 2.8% (15,516) (BIBB 2014, pp. 151 ff.). The absolute figures and the proportions of new trainees without a lower secondary school leaving certificate, with a lower secondary school leaving certificate and with an intermediate lower secondary school leaving certificate have been declining since 2009. By way of contrast, there have been significant increases both in absolute terms and in relation to other types of school leaving qualification in the case of those new trainees holding a higher education entrance qualification. The proportion of newly concluded training contracts accounted for by this group rose from 20.3% in the year 2009 to 24.0% in 2012. When undertaking a differentiated consideration of this proportion by federal state, ac-

count needs to be taken of the fact that in 2012 there were „double upper secondary school cohorts“ in Baden-Württemberg, Berlin, Brandenburg and Bremen (BIBB 2014, pp. 151 ff.) The eight-year upper secondary school certificate courses in Bavaria and Lower Saxony in 2011 may still have been exerting an effect on the newly concluded training contracts for 2012 (BIBB 2014, pp. 151 ff.).

If we consider trainees with a newly concluded training contract in a differentiated way according to areas of responsibility, it is revealed that these areas are characterised by different school leaving qualifications. The proportion of new trainees with a higher education entrance qualification has increased in almost all areas compared to 2011. The highest proportions of new trainees with a higher education entrance qualification were registered in the public sector (49.2%), in trade and industry (30.0%) and in the liberal professions (26.1%). The parallel fall in the proportions of trainees without a lower secondary school leaving qualification continued in all areas in 2012. A higher level of lower secondary school qualification can be identified in the area of housekeeping. Whereas 36.2% of training entrants in 2008 had failed to obtain the lower secondary school leaving qualification, the figure for 2012 had fallen to 28.5%. At the same time, the proportion of trainees in possession of the lower secondary school leaving qualification rose from 48.1 to 57.7%. The general school leaving qualifications of trainees with a newly concluded training contract are very differently distributed across the federal states. A clear East-West discrepancy is in evidence for trainees without the lower secondary school leaving qualification.

In the East, the proportion of new training contracts concluded by trainees not in possession of a lower secondary school leaving certificate was almost twice as high as in

17 See Annex A, table 12.

the West (4.6% as opposed to 2.5%). The proportion of new trainees with an intermediate secondary school leaving certificate (47.4%) was also somewhat higher than in the West (41.5%). By way of contrast, in the West there was a slightly higher proportion of trainees with a lower secondary school leaving qualification than in the East (31.8% and 25.1% respectively). The West also registered a somewhat higher proportion of trainees with a higher education entrance qualification (West: 24.2%, East: 22.8 %). There had been a higher rise in this figure compared to the previous year in the West (2011: 23.1%) than in the East (22.9%) (BIBB 2014, pp. 153 ff.).

The high proportion of new trainees in Bavaria with a lower secondary school leaving certificate remains conspicuous (42.2%). The numbers of new trainees with a lower secondary school leaving qualification were also above 30% in Schleswig-Holstein (36.0%), Rhineland Palatinate (34.9%), Saarland (34.3%) and Baden-Württemberg (31.7%). In these federal states (*Länder*), the numbers of school leavers in possession of such a qualification varied between 16.7% (Baden-Württemberg) and 27.6% (Saarland) (BIBB 2014, pp. 153 ff.). Relatively high proportions of trainees not in possession of a lower secondary school leaving qualification were registered in some eastern federal states (*Länder*). The figures were 6.4% for Mecklenburg-Western Pomerania, 5.6% for Saxony-Anhalt and 5.4% for Brandenburg. The proportion of school leavers with a lower secondary school leaving qualification was above-average in Mecklenburg-Western Pomerania at 12.2%. The figures for Saxony-Anhalt and Brandenburg were 11.2% and 7.1% respectively (cf. STATISTISCHES BUNDESAMT 2013a). In Saxony, Saxony-Anhalt and Thuringia, more than half of new training contracts were concluded by trainees in possession of an intermediate secondary school leaving qualification. By way of contrast, the figure for the Saarland was only 30.4%. The highest proportion of training contracts

concluded by trainees with a higher education entrance qualification was in Hamburg (37.8%). This figure was also above 30% in Berlin (31.6%), Bremen (34.3%), the Saarland (31.4%) and North Rhine-Westphalia (34.6%). Bavaria (13.0%) and Saxony-Anhalt (16.0%) exhibited the lowest levels in this regard.

### IVET at post-secondary level

There are many ways in which school-leavers can enter working life and options to combine work and study are becoming more prevalent.

**Berufsoberschulen – BOS** have been established in some *Länder*<sup>18</sup> to enable those completing vocational training in the dual system to obtain a higher education entrance qualification. In two years of full-time education, they lead to the subject-restricted higher education entrance qualification (*fachgebundene Hochschulreife*) and, with a second foreign language, to the general higher education entrance qualification (*Allgemeine Hochschulreife*). *Berufsoberschulen* may also operate on a part-time basis, with a correspondingly longer duration. Admission to the vocational secondary school requires the final certificate from intermediate school (*Mittlerer Schulabschluss*) and at least two years' successful vocational training or at least five years' relevant practical experience. Senior vocational schools offer training in the fields of technical skills, business, agronomy, nutrition and home economics, social affairs and design. The allocation of students to a training orientation is based on the initial vocational training already completed or the occupation already worked in.

**Fachoberschulen – FOS** cover grades 11 and 12 and build on the final certificate from intermediate school (*Mittlerer Schulabschluss/Realschule*) or a qualification recognised as equivalent. Federal states may also include grade 13. Completion of grade 13 leads to a subject-spe-

Table 5: Students in VET at post-secondary (non tertiary level)

Type of educational programme	Main economic sectors	Corresponding ISCED level and orientation	Balance between school- and work-based training	Average duration of studies	Transfer to other pathways	Admission requirement
Specialised programmes at Fachoberschule and Berufsoberschule	Economics, social affairs, design, technology, health-care/nursing	4A	Fachoberschule – Work (traineeship) and school based; Berufsoberschule – school based	1 to 3 years	University of applied science, University of Co-operative Education, Dual University	Final certificate from intermediate school and –two years' successful vocational training or –five years' practical experience

(Source: compiled by the authors)

18 Berlin, Brandenburg, Schleswig-Holstein, Hamburg, Lower Saxony, Bremen, North Rhine-Westphalia (specialised upper secondary school (Fachoberschule, FOS, years 12 B + 13 are the equivalent of the BOS), Rhineland-Palatinate, Baden-Württemberg and Bavaria.

Table 6: Students enrolled in post-secondary non tertiary education by programme orientation (values and share of total), 2012

	Total isced4	isc4gen (num)	isc4gen (%)	isc4pv (num)	isc4pv (%)	isc4voc (num)	isc4voc (%)
EU 28	1,488,747	146,082	9.81	2,228	0.15	1,340,437	90.04
EU 27	1,488,747	146,082	9.812	2,228	0.15	1,340,437	90.04
DE	548,099	84,546	15.425	:	:	463,553	84.575

(Source: Eurostat (UOE); Extracted on: 09.12.2014. Description: Students at ISCED level 5 by programme destination (values and share of the total) and at ISCED level 6

[http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ\\_enr1ad&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ_enr1ad&lang=en))

cific or general higher education entrance qualification. Training includes classroom teaching and professional practice. Professional practice takes place during the first year of the course in the form of a traineeship at companies or equivalent institutions. Teaching takes place during grade 12 or may also be in a part-time form with a correspondingly longer duration. Applicants who hold an intermediate secondary school leaving qualification, who have completed relevant vocational education and training or who are able to demonstrate appropriate occupational experience are admitted into grade 12 of the FOS (*Fachoberschule*).

**Additional qualifications (Zusatzqualifizierung)** were introduced to ensure that learning in formal, non-formal or informal contexts is complementary to state-recognised qualifications. Thus any one of the standard national qualifications can be brought up to date and tailored more closely to requirements. Additional qualifications can serve the purpose of rounding off an initial vocational training programme substantially extend an initial training profile, or even anticipating elements of a formal advanced training occupation.

Additional qualifications to supplement initial vocational training open up the possibility of acquiring additional competences, such as foreign-language classes or particular engineering courses. Since 2009 there is a new possibility to get an additional qualification during the training in the dual system. They can be certified by the company, vocational school or chamber ([www.ausbildungplus.de/](http://www.ausbildungplus.de/)).

#### IVET at tertiary level<sup>19</sup>

The higher education sector comprises various types of institutions as well as programmes. There are universities, universities of applied sciences (*Fachhochschulen*), Dual University (*Duale Hochschule*), universities of coop-

erative education (*Berufsakademien*) and trade and technical schools (*Fachschulen/Fachakademien*).

Universities, universities of applied sciences, Dual University, universities of cooperative education) also offer dual study programmes (EQF level 6). Dual study courses are characterised by a combination of two learning venues, i.e. the workplace and the education institution.

These fall into four categories: dual courses of study that **integrate full-time employment** and are conducted **in tandem with employment** are geared towards CVET and are targeted at applicants who hold an initial vocational qualification and now wish to complete a degree alongside their employment.

The other two models are those which **integrate initial vocational training or workplace practice** into university studies. These are classified as part of IVET provision and are aimed at upper secondary school leavers with a general higher education entrance qualification or with a certificate from a specialised vocational upper secondary school (*Fachoberschule*) entitling them to study at a university of applied sciences.

- ▶ The **integrated-training type** of study course leads to two fully fledged qualifications at the end of the initial vocational training period: a qualification in a recognised occupation, and a Bachelor degree. Dual University and universities of cooperative education are specialized on these kinds of dual study programmes.
- ▶ The **integrated-practice** dual study courses do not confer a recognised occupational qualification. They do have a sizeable practical component, however, which goes far beyond the practice-based semester and the work placements of conventional degree programmes.

These two models account for the overwhelming majority of provision.

<sup>19</sup> See Annex C, explanation 2.



### Advanced Vocational Education

Additionally in tertiary education there are advanced vocational education programmes that are leading to a **nationwide recognized vocational qualification on higher qualification level** (EQF level 6), i.e. “*Meister*”, “*Techniker*” or “*Fachwirt*”-qualification.

These federally-regulated advanced training regulations, unlike the training regulations for IVET in the dual system, do not contain material specifications or structured schedules of skills, knowledge and capabilities to be taught. They define the essentials of the examination requirements. Other aspects which must be specified in the advanced training regulations are (§ 53 para. 2 BBiG, § 42 para. 2 HwO):

- ▶ the designation of the advanced qualification,
- ▶ the aim, contents and requirements of the examination,
- ▶ the admission requirements and
- ▶ the examination procedure.

To participate, a completed course of vocational training or appropriate vocational experience, or both, is normally required. These regulations are laid down by the *BMBF* by agreement with the competent ministries and following consultation with the Main Board (*Hauptausschuss*) of the *BIBB*.

Advanced vocational training as a “*Meister*” entitles the holder to practise a craft trade independently and to employ and train apprentices and opens up access to courses at craft academies and *Fachhochschulen* or even *Hochschulen*.

The data about this programme are not recorded in the ISCED statistics, since it doesn’t follow the institution-based approach.

### The trade and technical schools

The trade and technical schools regulated according to **Land law** can be attended after having obtained an ini-

tial vocational qualification followed by practical experience in the occupation, or alternatively in some cases, after lengthy practical experience in the occupation or by demonstrating a subject-specific aptitude.

The teaching programmes, which may be organised in full-time or part-time form, lead to a state vocational qualification in accordance with **Land law**. The duration of school attendance is between one and three years for full-time courses.

Trade and technical schools provide qualifications to assume more extensive responsibility and management functions in the workplace.

As set out in the “Agreement on acquisition of the university of applied sciences entrance qualification on vocational training courses” (KMK resolution of 05.06.1998 in the version currently in force) the university of applied sciences entrance qualification can also be acquired at trade and technical schools.

Trade and technical schools (and, in Bavaria, “specialised academies”) exist for the following occupational fields:

- ▶ Agriculture
- ▶ Design
- ▶ Technology
- ▶ Business
- ▶ Social care

(Kultusministerkonferenz 2002)

They end with a final state examination under **Land law**. The conditions for entrance vary depending on the subject area. For trade/technical schools an applicant normally requires a qualification in a recognised training occupation of relevance to the objective of the subject concerned, and relevant work experience of at least one year, or a qualification from a full-time vocational school and relevant work experience of at least five years.

Table 7: Students in VET at tertiary level

Type of educational programme	Main economic sectors	Corresponding ISCED level and orientation	Balance between school-based and work-based training	Average duration of studies	Transfer to other pathways	Admission requirement
Dual study programmes (universities, universities of applied sciences, Dual University, universities of cooperative education)	In particular: engineering sciences, economic sciences/commercial law, social affairs, administration and administration of justice, computer science, design, mathematics, information and communication technology, healthcare/nursing	5A	Partly School and Practical based	3 or up to 5 years	Master programmes	Training contract and a certificate confirming higher education entrance qualification (subject-specific or general)
Dual study programmes (universities of cooperative education)	Economic sciences, Technology	5B	Partly School and Practical based	3 or up to 5 years	Master programmes	Training contract and a certificate confirming higher education entrance qualification (subject-specific or general)
Advanced vocational qualification (Meister, Techniker, Fachwirt) (assessment/certification by the Chambers)	Crafts, commerce, industry	Not recorded by ISCED	Work-based	2 to 5 years	Bachelor programmes	IVET qualification, work experience
Advanced vocational programmes (trade and technical schools)	Agriculture, Design, Technology, Business, Social care	5B	School-based	1 to 3 years	Bachelor programmes	IVET qualification, work experience
Health Sector schools	Healthcare sector	5B	Schools attached to hospitals, theoretical and practical training	2 or 3 years	Vocational Extension School	Secondary education first stage certification and work experience/or preceding vocational qualification

(Source: compiled by the authors)

Table 8: Students at ISCED level 5 by programme destination (values and share of total) and at ISCED 6, 2012

	Total isced5and6	isc5a(num)	isc5a(%)	isc5b(num)	isc5b(%)	total isced6
EU 28	20,245,895	16,855,820	83.26	2,672,755	13.20	717,320
EU 27	20,088,606	16,751,164	83.37	2,623,357	13.06	714,085
DE	2,939,463	2,240,603	76.23	490,360	16.68	208,500

(Source: Eurostat (UOE); Extracted on: 09.12.2014. Description: Students at ISCED level 5 by programme destination (values and share of the total) and at ISCED level 6 [http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ\\_enr1ad&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ_enr1ad&lang=en))

## Continuing Vocational Education

The field of CVET in Germany is characterised by: a pluralism of providers, a largely market character, and a comparatively minimal degree of regulation by the state. Only a small part of provision leads to a formal vocational qualification (see above: advanced vocational education).

Publicly promoted CVET is targeted at various groups, from unemployed people with no school-leaving or vocational qualifications to executives. The aims, content and duration of courses vary accordingly. Only some of these courses are designed to lead to qualifications which are recognised by law (advanced vocational education) or awarded by industry's self-governing organisations (Chambers). Examples of competent bodies are the chambers of industry and commerce (*IHK*), the chambers of crafts and trades (*HWK*), sections 71 ff. BBiG. According to section 54 of the Vocational Education and Training Act (*BBiG*) and section 42a of the Crafts Code (*HwO*), the bodies responsible for training, known as competent bodies can pass regulations on advanced vocational training examinations. These are known as "Chamber regulations."

### 2.2.5 Teachers and trainers

Teachers are employed in the various vocational schools, while trainers are skilled workers in enterprises, who provide trainees with the knowledge and practical skills required for an occupation. In addition to teachers and trainers, the staff of VET workshops for disabled people also includes psychologists, doctors and social education workers. There are different types of learning facilitators, e.g. the training counsellors of the chambers who

advise trainees and employers on all problems connected with training, and the vocational guidance counsellors employed by the Federal Employment Agency.

## 2.3 Other forms of training

### Continuing vocational training

Continuing education providers include vocational schools, community adult education centres, universities (of applied sciences), academies, chambers, professional associations, etc. The newest numbers from 2013 show private institutions made up the largest proportion of active continuing training providers, accounting for 45.2% of the total. Of these, 27.4% are commercial enterprises and 17.8% operate on a non-profit making basis. Institutions run by major societal groups (churches, parties, trade unions, foundations, associations, clubs and similar) represent 16.7% of the provider spectrum. These are followed by adult education centres (13.5%). Taken together, the remaining types of provider account for one quarter of all providers (these are: company-based training institutes: 3.7%; vocational schools: 6.5%; institutes of higher education/universities of applied sciences, academies: 4.2%; institutions with close links to trade and industry: 8.4 % and others: 1.8%) (BIBB 2014, p. 317).

Accreditations are highly significant in the continuing education sector. 85% of providers in Germany hold at least one formal accreditation by a public body or private organisation. 43% are accredited according to the Accreditation and Certification in Further Training Ordinance (*Anerkennungs- und Zulassungsverordnung Weiterbildung, AZWV*) of the Federal Employment Agency,

Table 9: Types of teachers and trainers in the German VET system

Type of training	Type of Staff
Dual system of training	Trainers (instructors) or masters within companies (Certified educators/trainers in professional education, Certified educators/trainers in initial and continuing vocational education) including the responsible VET managers in large companies; VET teachers in vocational schools (two categories: 1. university trained teachers for job-related theory and general education subjects; 2. <i>Werklehrer</i> (master craftsmen or technicians with additional further training) imparting practical skills); Instructors and trainers within inter-company VET centres (ÜBS)
Special VET for disadvantaged leading to dual system diplomas	VET teachers/trainers within private institutions
Full-time vocational schools	VET teachers in vocational schools (see above)
Learning facilitators	Youth workers in training schemes for the disadvantaged, training counsellors in the chambers, vocational guidance counsellors employed by the Federal Employment Agencies etc.

(Source: compiled by the authors)

making the AZWV the most prevalent form of accreditation, followed by accreditations under adult education or continuing education laws of the German *Länder* (39%) and occupational or industry associations (35%) (BIBB 2011, p. 319/see also [www.wbmonitor.de](http://www.wbmonitor.de)).

Continuing in-company training may take place in the company or outside but it is usually the company that pays for provision and it usually takes place during regular working hours. There is a large number of collective agreements that contain training provisions (often in conjunction with other issues requiring regulation such as industrial safety and environmental protection, personnel and skills development, company and work organisation, remuneration arrangements, working hours etc.) (Faulstich 2003, p. 46). The Collective Agreement on Training (*Tarifvertrag zur Qualifizierung – TVQ*) in the metal and electricity industry of 2001 has led the way. In that agreement, continuing in-company training is defined as qualification measures which serve to enable employees to:

- ▶ understand the constant development of specialised, methodological and social knowledge in the context of one's own field of work (maintenance qualification);
- ▶ to meet the new requirements in one's own field of work (adaptation qualification);
- ▶ to assume another, equally skilled or higher skilled task.

But the content of in-company CVET has changed. While in the past imparting qualifications related to a specific subject field was one of the most important areas, now key competences, particularly methodical and personal competences (self-dependent action, capacity for teamwork, customer orientation) are in the focus (Busse and HEIDEMANN, 2005).

### Informal Learning

Legally, the recognition of competences acquired through non-formal and informal learning is not on an equal footing with the recognition of formal learning. There are barely any regulatory provisions governing the recognition of cross-cutting competences, or specialised competences (as distinct from occupation-specific qualifications and skills). Moreover, the issue is widely viewed as less important by those involved in policy and practice. The federal system has few nationwide provisions on the recording and certification of informal education. Little use is made of competences acquired informally for the formal education system in terms of admission procedures, training and study programmes, and certification at upper secondary level and in higher education. The various qualitative and quantitative certification procedures (ex-

amination boards, assessments etc.) are not used in a differentiated way, and any coordination of such procedures does not exist.

The most important tool for assessing non-formal and informal learning outcomes is admission to final examinations under Section 45 (2) of the Vocational Training Act (*BBiG*), known as the “*Externen-Prüfung*” (examination for external candidates, i.e. those not involved in a formal vocational training programme). Under this provision, people can be admitted to a final examination for a recognised occupation requiring formal training (training occupation) if they furnish evidence that they have been employed in the occupation for which they wish to take the examination for a period at least one and a half times as long as is prescribed for the period of initial training.

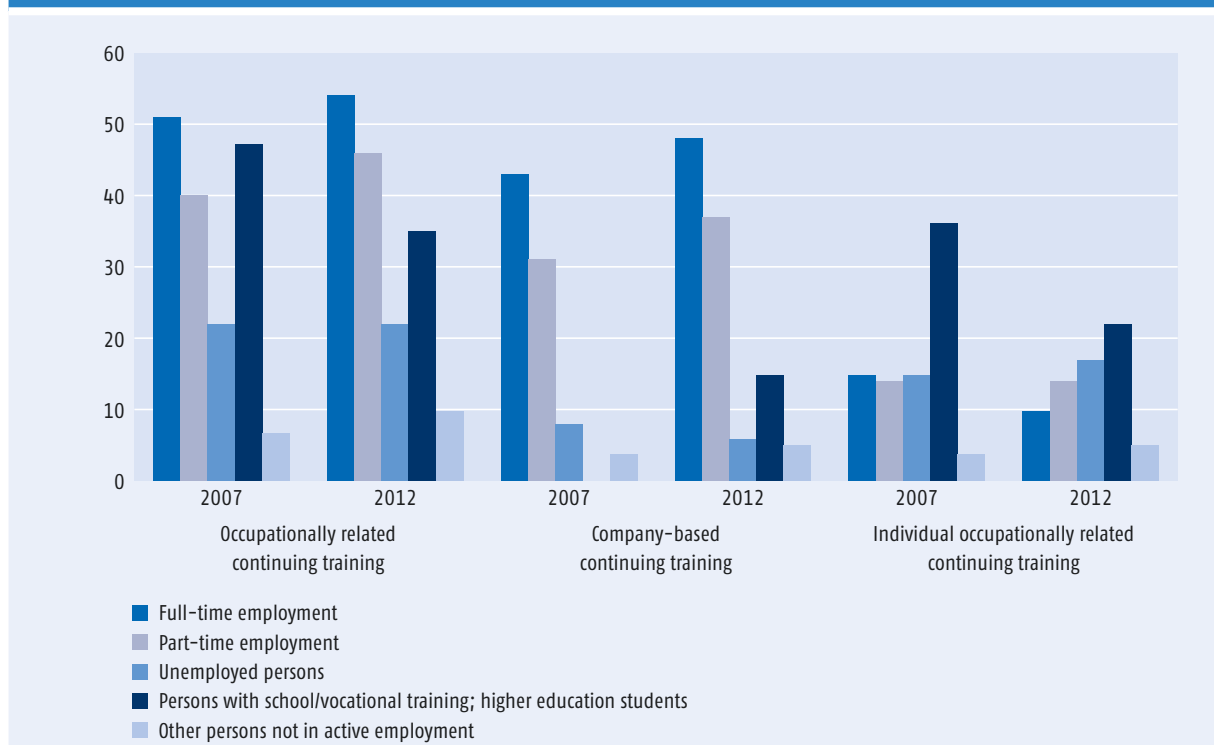
Credit can be obtained for a higher level of general educational attainment, such as the *Fachoberschulreife* (entrance qualification for specialised upper secondary school), which shortens the period of employment for which evidence must be produced. A previous relevant programme of initial vocational education and training (IVET) in a different training occupation can also be credited towards the required periods of employment.

The amount of external examinations as a proportion of all final examinations conducted in 2012 was 6.2%, virtually in line with the previous year's figure. There is, however, considerable variation in the proportions of external examinations between the individual areas of responsibility. Housekeeping is by some distance the area in which the external examination has the greatest significance in terms of the acquisition of a vocational qualification. The amount of external examination candidates as a proportion of all final examinations conducted in the reporting year is just under 43%. By way of contrast, the external examination had virtually no impact in the field of the liberal occupations, the figure here being only just under 1%. The other areas lie between these two extremes. The proportions are 1.9% in the craft trades, 3.3% in the public sector, 7.9% in trade and industry and 8.9% in agriculture (BIBB 2014, pp. 184 ff.).

### 2.3.1 Training providers, typical programmes and target groups

The most important providers are private-sector educational/training establishments. Others include public-sector establishments, chambers, establishments of trade and professional associations, social welfare/church establishments and universities/colleges.

Diagram B: Participation rates in occupationally related continuing training by employment status 2007 and 2012 (%)



(Source: Own illustration according to Adult Education Survey (AES); BIBB 2014, p. 295)

One possible reason for the high level of participation in initial and continuing training by the unemployed in Germany is that state benefits are connected to such participation in certain cases. The principle is to improve the skills profile or adapt it to meet changed labour market requirements in order to improve the chances of reintegration into the labour market.<sup>20</sup>

### 2.3.2 Funding mechanisms

Most expenditure takes place in connection with continuing vocational training. Some spending on general, political, cultural and academic research training is, however, also included since such areas cannot always be clearly separated from spending on continuing vocational training. The Federal Government takes part in the financing of continuing training via the funding programmes of various ministries. Spending on such programmes is consolidated within budgets to form funds. The federal states participate in the financing of continuing training in a similar way to the Federal Government via programmes conducted by the different ministries. Acting together with local government and municipal associations in some cases, the federal states continue to finance adult education centres (*VHS*), teacher training institutes and other continuing training institutes.<sup>21</sup>

### 2.3.3 Quality assurance mechanisms

*BIBB* has been drawing up the “Continuing training monitor” or “wbmonitor” (<https://wbmonitor.bibb.de/index.php/http://www.bibb.de/de/2160.php>) since 2001 in order to monitor developments in continuing training and make such developments transparent. So since 2001 *BIBB* has conducted regular surveys of CVET providers to gather information on practitioners’ views of current topics and problems in CVET. Since 2006, the responsibility for “wbmonitor” has resided with *BIBB* and the German Institute for Adult Education (*DIE*) – Leibniz Centre for Lifelong Learning.

“*Stiftung Warentest*”, an independent foundation for testing product quality, has established a separate department for carrying out CVET tests. The aim is to develop comparative training tests that can complement existing quality assurance systems. Publication of test results enhances awareness, on the part of providers that accept vouchers of credit for education/training, of the importance of quality in the measures they provide. Since 2008, CVET tests have been allocated routine funding by the *BMBF*.

<sup>20</sup> See Annex B, diagram 1/Annex A, table 14.

<sup>21</sup> See Annex A, table 15.

In 2004, a Directive on Recognition and Licensing of Continuing Training (*Anerkennungs- und Zulassungsverordnung – Weiterbildung – AZWV*) was introduced to improve competition and transparency in vocational continuing education as promoted by the Federal Employment Agency (*Bundesagentur für Arbeit – BA*). The employment agencies entrusted external certification bodies to inspect continuing education providers. Certification is necessary to offer courses and participants can only receive support if they attend approved providers in accordance with the Social Security Code III (*Sozialgesetzbuch III*). Amongst other things, providers must prove that they apply a recognised quality assurance system.

### 2.3.4 Teachers and trainers

In Germany there is a wide variety of staff acting as teachers or trainers in CVET. Their formal qualifications range from none to a university diploma, their occupational status from retired or unemployed to qualified employees in training institutions. No common standard exists of what constitutes a CVET teacher or trainer. Where continuing vocational training takes place in public-sector establishments (e.g. trade and technical schools, colleges), the training, employment and activities of the staff teaching in them are based on the criteria laid down in the relevant *Land* legislation for teaching staff.

Table 10: CVET teachers and trainers

Place of Work (most important providers of CVET)	Type of Occupation
Private or public VET schools	Teachers (see 2.2)
State CVET institutions, i.e., colleges of continuing education sponsored directly by the state, which offer provision for public employees. The most significant of these are the in-service training courses for teachers run by the Länder.	Teachers
Community adult education centres ( <i>Volkshochschulen</i> ): these exist throughout the country.	<ul style="list-style-type: none"> <li>► Unpaid volunteers,</li> <li>► People that teach a few hours aside from their normal job (often school teachers),</li> <li>► Freelance workers that sell their courses on a commercial basis.</li> </ul>
Chambers of industry and commerce, and of craft trades and agriculture, which offer a broad range of CVET and contribute particularly to the professionalisation and training of the workforce by recognising qualifications	Subject specialist with varied specific educational qualification (full-time, part-time, freelance)
Company-based CVET. Many large companies have built up their own internal training centres.	Company employees (full-time, part-time or volunteer 1. Certified educators/trainers in initial and continuing vocational education, Certified educators/trainers in professional education)
The German Federation of Trade Unions ( <i>DGB</i> ) maintains the largest institutions of vocational continuing education.	Subject specialists with varied specific educational qualification (full-time, part-time, freelance)
Commercial CVET institutions, whose number and range of provision have grown considerably. They target those who can pay, particularly in the areas of foreign language teaching and data processing, and take an active part in competing for public funds, notably under the Employment Promotion Act.	Employees and freelance subject specialist
Institutes of distance education	Employees and freelance subject specialist
Training organisations of the various economic sectors, which organise vocational and industrial continuing education, especially in SMEs	Employees and freelance subject specialist
Higher education institutions, which have an obligation to CVET under the Basic Higher Education Act. Some higher education institutions and vocational higher education institutions have their own CVET centres. Many offer CVET in cooperation with other providers, trade unions and employers.	Teachers

(Source: Compiled by the authors)



### 3. SHAPING VET QUALIFICATIONS

The central characteristic of the VET system is the close partnership between employers, trade unions and the government. The employers and the unions assume responsibility through their co-determination in the shaping of vocational education and training. The willingness of the enterprises and companies to take responsibility could not be realised without co-determination. This connection forms the basis of a working “public private partnership.” The dual system links theory and practice in a variety of ways and thereby ensures a good combination in the imparting of occupational skills and key qualifications. The objective of training is the acquisition of professional action competence, i.e. a broadly based qualification instead of a narrow learning of specific activities.

The German term “*Ausbildungsberuf*” (training occupation) describes a key element of the education and training system which comprises a vocational education and training standard, occupational characteristics, a training plan of two or three years and a qualification frame. Since this type of occupation only exists in the sphere of education and training and since it is a Federal government responsibility to decide on such “*Ausbildungsberufe*” they are called state-recognised training occupations.<sup>22</sup>

#### 3.1 Development of standards

Training regulations are issued for recognised training occupations by the relevant ministry, usually the Federal Ministry for Economic Affairs and Energy (*BMWi*), in agreement with the Federal Ministry of Education and Research (*BMBF*). They form the legal regulatory framework for the individual occupations and contain minimum standards for the in-company part of initial vocational education and training. (BIBB 2013a)

The development of new training regulations and framework curricula or the adaptation of existing training rules to changing vocational practices proceeds according to a regulated procedure involving the federal government, the state governments, employers, trade unions and vocational education researchers. (BIBB 2013a)

Pursuant to § 5 Paragraph 1 of the Vocational Training Act (*BBiG*) training regulations regulates:

- ▶ the designation of the training occupation,

- ▶ the duration of the training – which shall be not less than two and not more than three years,
- ▶ the description of the training occupation – the typical “skills, knowledge and capabilities” of the profession in summary form,
- ▶ the framework training curriculum – a guide to how the teaching of skills, knowledge and capabilities is to be structured in terms of content and time,
- ▶ the examination requirements.

(BIBB 2013a)

These so-called “benchmarks” are defined in advance of the development process in an application interview at the relevant ministry, with the participation of the social partners and the federal and state governments.

The procedure for drafting training regulations contains three parts:

1. Defining the “benchmarks” for the training regulation:
  - ▶ “Benchmarks” are set in an application interview at the relevant ministry (in most cases the Federal Ministry for Economic Affairs and Energy (*BMWi*)).
2. Elaboration and coordination:
  - ▶ Training regulations for the enterprises and framework curricula for vocational schools are prepared and coordinated.<sup>23</sup>
3. Adoption of the regulation:
  - ▶ Final approval to the new training regulation and the framework curriculum co-ordinated with it is given by the “Federal/State Coordinating Committee on Training Regulations/Framework Curricula” (*KoA*).<sup>24</sup>

(BIBB 2013a)

In the period from 2004 to 2013, new regulations were drafted for a total of 179 training occupations. 149 of these training occupations underwent updating while 29 were newly introduced.<sup>25</sup>

#### 3.2 Shared responsibilities

Co-operation between government and social partners is a constituting element for all standard setting. Employers and trade unions jointly formulate the employment requirements for the standard. In the practice of vocational training, all co-operation is based on consensus, no regulations concerning initial or further vocational education and training may be issued against the declared will of either

22 See Annex A, table 16.

23 *BIBB* asks the umbrella associations of employers and trade unions to designate experts. These people act as federal government experts (workplace representatives) in working out the restructuring of the training occupation together with the *BIBB*.

Parallel to in-company training, part-time vocational school education is provided under the authority of the federal Länder. Therefore the framework training curricula in the training regulations for the companies are coordinated with the corresponding framework curricula for vocational schools, so that in-company training and vocational school education complement one another. (BIBB 2013a)

24 The “Federal/State Coordinating Committee on Training Regulations/Framework Curricula” (*KoA*) consists of representatives from the ministries responsible for vocational education and training of all 16 federal *Länder*, the *BMBF* and the ministries responsible for the respective training regulations (usually the *BMWi*).

25 See Annex A, table 16.

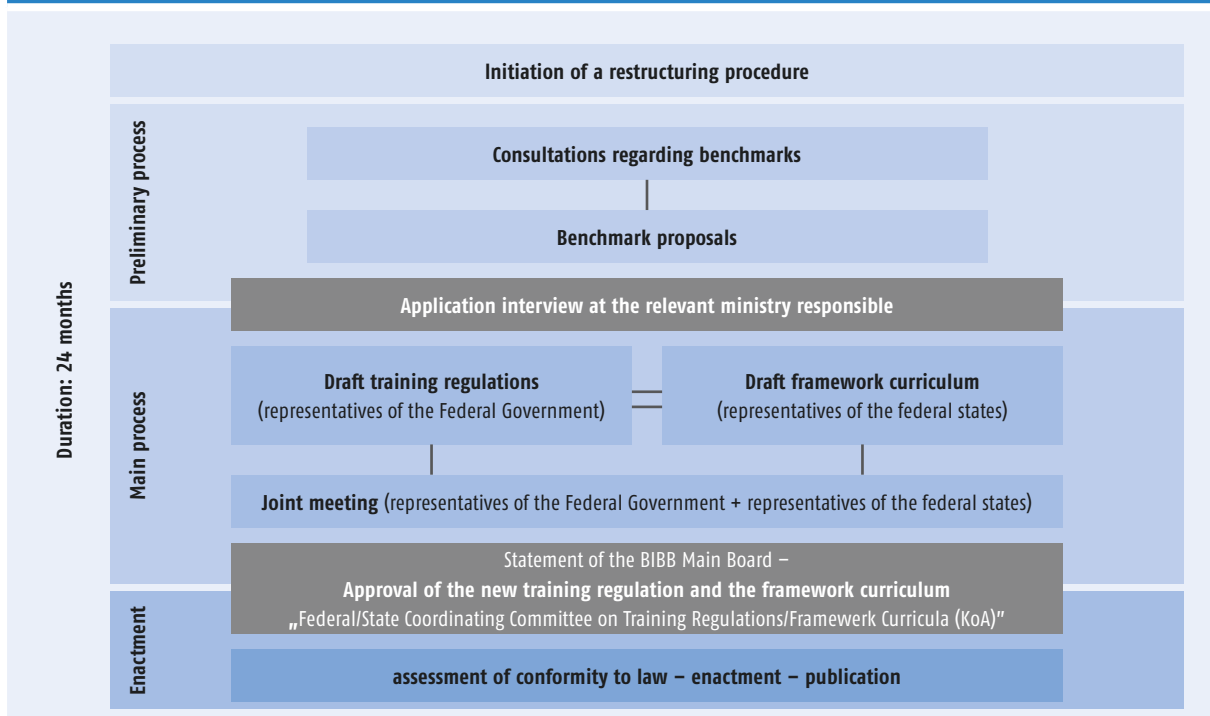
of the social partners. As a rule, the initiative for updating the content or structure of a training occupation or for developing an entirely new occupation comes from industry associations, from the top-level employers' organisations, from trade unions or the *BIBB*. After hearing the views of all the parties involved, the responsible federal ministry decides in consultation with the *Länder* governments whether to proceed, since they are responsible for the regulations and curricula of the part-time vocational schools. In many cases, *BIBB* issues an advisory opinion or, particularly when larger scale revisions are being considered, conducts a research project before the ministry takes its decision.

The platform for this process provides the Federal Institute for Vocational Education and Training (*BIBB*) that also is coordinating and moderating it.

The competent federal ministry<sup>26</sup> commissions *BIBB* with drawing up the new training regulation with the involvement of the social partners (employer organisations, trade unions and employee organisations) and the *Länder* governments. The Federal Government and the federal states (*Länder*) provide specific stipulations for the duration of the development process. The time at when training will begin is normally set down in the respective application discussions. In a parallel process

to the development of the content of the training regulation, the federal states will under the lead management of one state draw up a skeleton curriculum for the vocational schools (in line with the training regulation). Before a training regulation can be enacted by the competent ministry in agreement with the Federal Ministry of Education and Research (*BMBF*), the content development phase is followed by a so-called "Joint Meeting" between the Federal Government and the *Länder* governments. This meeting ensures correlation between the training content (company) and the learning fields (VET schools). The agreed draft training regulation is subsequently submitted to the *BIBB* Board for an official response. In providing its consent, the Board recommends the Federal Government to enact the training regulation. The so-called "Federal Government/Federal States Coordination Committee for Training Regulations/Skeleton Curricula (*KoA*)" adopts the draft that has been agreed. The reference ministries are the Federal Ministry of Justice (*BMJ*) for the legal correctness and the Federal Ministry of Education and Research (*BMBF*). Following an investigation into justiciability by the Federal Ministry of Justice, the competent ministry finally enacts the new training regulations in agreement with the *BMBF* for the next possible commencement of training. The training regulations are then published in the Federal Gazette.

Diagram C: Updating procedure of training regulations



(Source: Own illustration according to: Barbara Lorig et al. In: bwp, edition no. 20, June 2011. Available: [http://www.bwpat.de/ausgabe20/lorig\\_et\\_al\\_bwpat20.pdf](http://www.bwpat.de/ausgabe20/lorig_et_al_bwpat20.pdf), Stand: 04.10.2012)

26 Usually the Federal Ministry of Economics and Technology (BMWi).



### 3.3 Examination

Final training examinations are geared to vocational practice, i.e. to the work requirements and processes of the occupation. As a rule, a final examination covers four or five fields relevant to the occupation. Performance in general subjects, such as languages and mathematics, is evaluated within the framework of school reports. Various methods are used in examinations depending on the occupation and duration may vary especially in practical examination tasks. The overall duration of all examination areas in which examination assignments are to be performed in the form of a work sample and/or work task should not be less than one hour and should not exceed seven hours (excluding preparation and post-processing).<sup>27</sup> For written tasks, a period of two hours is usually allocated for the examination, and oral examinations usually last 30 minutes.

Enterprises and vocational schools conduct training, but the Chambers (Competent Bodies) are responsible for administering examinations. For this purpose, the Chambers have to set up examination committees for each occupation which comprise at least three members (one representative each of employers and employees and a vocational school teacher). The examination certificate is issued by the Chamber. The structure of examinations is laid down by individual training regulations which are applicable nationwide and specify a uniform standard.

### 3.4 Anticipation of future skill needs

Systematic recording and research of the development of future skill needs in Germany was initiated in the resolutions passed in 1999 by the “Alliance for Jobs, Training and Competitiveness” (*Bündnis für Arbeit, Ausbildung und Wettbewerbsfähigkeit*) and implemented within the subsequent initiative for the early identification of skill needs launched by the BMBF. The main part of this initiative is the research network “Early Identification of Skills Needs in the Network” (*FreQueNz*, [www.frequenz.net/](http://www.frequenz.net/); accessed: 12.11.2014). It includes several research institutions, an education organisation, the Federal Institute for Vocational Education and Training (BIBB), the German Confederation of Trade Unions (DGB) and the German Employers’ Organisation for Vocational Training (KWB).

At the BIBB new skill requirements are being monitored using different and complementary approaches:

► **Occupational and qualifications projections**

The Federal Institute for Vocational Education and Training (BIBB) and the Institute for Employment Re-

search (IAB) work together in order to develop forecasting model calculations on the development of the labour market until the year 2025. This study breaks new ground in methodological terms by the way in which it traces the routes between occupations learned and occupations exercised (occupational flexibility). Longer-term occupational field and qualifications developments can now be displayed in a more differentiated manner. This enables attention to be drawn at an early stage to the action required to facilitate greater matching accuracy of supply and demand on the labour market. (<http://kooperationen.zew.de/dfgflex/links/datensaetze-deutschland/bibbiab-erhebungen.html>; cited 25.11.2014)

The projections show such aspects as the areas in which a considerable shortage of skilled workers may occur and which skill levels will be under particular threat from unemployment ([www.qube-projekt.de](http://www.qube-projekt.de); accessed: 12.11.2014).

- **Surveys of companies** help to build up a comprehensive picture of technological and organisational developments in the companies and the associated skill requirements. Relevant surveys are conducted at regular intervals with the companies on the BIBB panel known as the Reference Company System (*Referenz-Betriebs-System, RBS*), which encompasses more than 2,000 training and non-training firms which vary in size, sector (e.g. industry, services, crafts), legal form, length of time in operation and main occupations employed. Furthermore surveys are carried out in selected sectors. These are geared towards particular fields of work, and yield sufficiently differentiated and empirically verified information on the requirements in individual occupations. (<http://www.bibb.de/de/12471.php>; cited 25.11.2014)
- **Job advertisement analyses** yield empirically verified information on the demand for skilled workers in the job market and the qualification profiles desired by companies (the ideal).<sup>28</sup>
- **Surveys of advertisers** are conducted to find out whether the advertised vacancies were filled or the reasons why they were not (the reality).<sup>29</sup>
- **Surveys of guidance staff** generate expertise on in-company strategies for change and skills development.<sup>30</sup>
- **Representative surveys of people in employment** give indications of their subjective perception of expertise requirements, job profiles, working conditions and continuing education and training needs.<sup>31</sup>
- **Regular surveys of continuing education providers** gather data on the implementation, reception

27 For examination areas in which examination assignments are performed in the form of an examination product/examination piece or as a company order, duration should exceed 24 hours only in exceptional cases where there are good reasons.

28 Link: <http://www.bibb.de/arbeit-im-wandel> (cited 25.11.2014).

29 Link: <http://www.bibb.de/arbeit-im-wandel> (cited 25.11.2014).

30 Link: <https://www.destatis.de/DE/Startseite.html> (cited 25.11.2014).  
Link: <https://expertenmonitor.bibb.de/index.php> (cited 25.11.2014).

31 Link: <https://www.destatis.de/DE/Startseite.html> (cited 25.11.2014).

Link: <http://www.bibb.de/arbeit-im-wandel> (cited 25.11.2014).

Link: <http://www.bibb.de/de/11148.php> (cited 25.11.2014).

Link: <http://de.statista.com/> (cited 25.11.2014)

and any modifications of courses offered, as well as experiences and assessments of trends in training establishments.

- Structural and longitudinal studies of the continuing vocational education and training courses listed in the *KURS database* yield information on changes and trends in CVET provision.

These early identification activities by *BIBB* can best be subsumed under the heading of “qualification development research”. It homes in on changes in existing fields of work or the emergence of new fields, and the accompanying qualitative development in relation to changing or new qualification requirements faced by employees, including the factors which influence these. In this sense, *BIBB*’s qualification development research apparatus is set up for an anticipative assessment of qualification needs which is also capable of identifying qualitative tendencies or trends. Furthermore, the *BMBF* also supports the development of a “Labour market radar” (*Arbeitsmarktradar*), a system of future-oriented labour market monitoring.<sup>32</sup> **The *Länder***, and several regions in different *Länder*, pursue their own region-specific activities for early identification (e.g. regional monitoring of qualification developments, surveys on skill needs). **The social partners** are also involved in early identification issues, mainly in the context of modernising initial and further training regulations (see 3.2) (Scharlowsky, 2007). All these activities are important contributions to the early identification of qualification needs. At the same time, they contribute to the implementation and transfer of measures to meet qualification needs within the VET system. Besides that, investigations on skill needs and qualification development are carried out by:

- sector-specific associations, such as: the Association of Engineers (*VDI*) and the German Association of Information Technology, Telecommunications and New Media (*BitKom*);
- the Institute for Employment Research (*IAB*)<sup>33</sup>;
- several foundations, such as the *Hans-Böckler Foundation*<sup>34</sup>, *Friedrich-Ebert Foundation*<sup>35</sup>, *Konrad-Adenauer Foundation*<sup>36</sup> and the *Bertelsmann Foundation*<sup>37</sup>;
- other stakeholders.

### 3.5 German Qualifications Framework – DQR (Deutscher Qualifikationsrahmen)

On 31 January 2012, the President of the Conference of the Ministers of Education and Cultural Affairs in the Federal Republic of Germany (*KMK*), the Hamburg Senator Ties Rabe, convened a coordination meeting at the Sec-

retariat of the *KMK* to clarify the remaining outstanding issues about referencing qualifications to the *DQR*. The discussions were attended by representatives from the Federal Ministry of Education and Research, the Federal Ministry of Economics and Technology, the Conference of the Ministers of Education and Cultural Affairs of the *Länder*, the German Confederation of Skilled Crafts, the Federal Association of German Employer Associations, the German Confederation of Trade Unions and the Federal Institute for Vocational Education and Training. During the meeting, agreement was reached on the development and adoption of a German Qualifications Framework (*DQR*) corresponding to the European Qualification Framework (*EQF*). All participants emphasised the central significance of the *EQF* as a joint European reference framework for the various national qualifications systems. The *DQR* has been developed at a national level to act as a translation instrument for the *EQF* and was formally adopted by the “German Qualifications Framework Working Group” (*AK DQR*) on 22 March 2011 (see also [www.dqr.de](http://www.dqr.de); cited 13.11.2014).

The reference levels of the German Qualifications Framework (*DQR*) were formally linked to the levels of the *EQF* in December 2012. For this purpose, a so-called Referencing Report containing important information on the German educational system and explaining the process of classification of educational qualifications in the *DQR* was submitted to the European Commission.

The *DQR* entered into force on 1 May 2013. Like the *EQF*, it contains eight reference levels.

In order to express adequately the particular characteristics of the German educational system, the *DQR* develops the learning-outcome oriented approach of the *EQF* by focussing on the concept of competence. The respective *DQR* reference level and the corresponding *EQF* level are shown on training and continuing training certificates. (Source: *BMBF/KMK 2013*). Since 2014 the *DQR* level and the referencing *EQF* level is noted on “*Meister*”-certificates.

“There is consensus that the *DQR* should include all educational sectors and that the comparability of general and vocational education must be adequately reflected” (Source: *BMBF/KMK 2013*, p. 8).

A consensual allocation (all stakeholders are involved) of general education qualifications is now to be developed during a five-year introductory phase.

32 Link: [http://www.bmbf.de/pub/abschlussbericht\\_arbeitsmarktradar\\_gesamt.pdf](http://www.bmbf.de/pub/abschlussbericht_arbeitsmarktradar_gesamt.pdf) (cited 25.11.2014).

Link: <http://www.iab.de/de/daten/arbeitsmarktbarometer.aspx> (cited 25.11.2014).

33 Link: <http://www.iab.de/de/befragungen.aspx> (cited 25.11.2014).

Link: <https://www.vdi.de/presse/publikationen/> (cited 25.11.2014).

Link: [http://www.bitkom.org/de/markt\\_statistik/806.aspx](http://www.bitkom.org/de/markt_statistik/806.aspx) (cited 25.11.2014).

34 Link: <http://www.boeckler.de/index.htm> (cited 25.11.2014).

35 Link: <http://www.fes.de/> (cited 25.11.2014).

36 Link: <http://www.kas.de/> (cited 25.11.2014).

37 Link: <http://www.bertelsmann-stiftung.de/cps/rde/xchg/bst> (cited 25.11.2014).

DQR/ EQF level	Qualifications
1	Vocational training preparation [ <i>Berufsausbildungsvorbereitung</i> ] <ul style="list-style-type: none"> <li>► Employment agency measures (vocational preparation schemes) [<i>Maßnahmen der Arbeitsagentur (Berufsvorbereitende Bildungsmaßnahmen – BvB)</i>]</li> <li>► Pre-vocational Training Year [<i>Berufsvorbereitungsjahr (BVJ)</i>]</li> </ul>
2	Vocational training preparation [ <i>Berufsausbildungsvorbereitung</i> ] <ul style="list-style-type: none"> <li>► Employment agency measures [<i>Maßnahmen der Arbeitsagentur</i>]</li> <li>► Year of pre-vocational training [<i>Berufsvorbereitungsjahr (BVJ)</i>]</li> <li>► Introductory training for young people (<i>Einstiegsqualifizierung, EQ</i>)</li> </ul> <i>Berufsfachschule</i> [full-time vocational school] (Basic Vocational Training [ <i>Berufliche Grundbildung</i> ])
3	Dual vocational education and training (2-year training courses) <i>Berufsfachschule (Mittlerer Schulabschluss)</i> [full-time vocational school] (general education school leaving certificate obtained on completion of grade 10 at Realschule or, under certain circumstances, at other lower secondary school types)
4	Dual vocational education and training (three-year and three-and-a-half-year training courses) <i>Berufsfachschule</i> [full-time vocational school] (assistant occupations) <i>Berufsfachschule</i> [full-time vocational school] (full vocational qualification)
5	<i>IT-Spezialist (Zertifizierter)</i> [Information Technology Specialist (Certified)], <i>Servicetechniker (Geprüfter)</i> [Service Technician (Certified)]*
6	Bachelor <i>Fachkaufmann (Geprüfter)</i> [Commercial Specialist (Certified)], <i>Fachwirt (Geprüfter)</i> [Business Management Specialist (Certified)], <i>Meister (Geprüfter)</i> [Master Craftsman (Certified)], <i>Operativer IT-Professional (Geprüfter)</i> [Operative IT Professional (Certified)]* <i>Fachschule (Staatlich Geprüfter ...)</i> [ <i>Fachschule</i> (State-Certified ...)]
7	Master <i>Strategischer IT-Professional (Geprüfter)</i> [Strategic IT Professional (Certified)]*
8	Doctoral studies

\*The German Qualifications Framework Working Group agrees that additional further vocational training qualifications should be allocated in accordance with the procedure described in the DQR Manual.

Source: Ministry of Education and Research, BMBF/Standing Conference of the Ministers of Education and Cultural Affairs, KMK 2013 (Under: [http://ec.europa.eu/ploteus/sites/eaceqf/files/German\\_EQF\\_Referencing\\_Report.pdf](http://ec.europa.eu/ploteus/sites/eaceqf/files/German_EQF_Referencing_Report.pdf), cited 25.11.2014)

“The comparability of general education and vocational training is expressed, for instance, in the fact that qualifications from both the academic and the vocational sectors have been allocated to DQR levels 6 and 7 (including Bachelor, *Meister* [Master Craftsman], *Fachwirt* [Business Management Specialist], and *Fachschule* [full-time vocational school] degrees such as *Techniker* [Technician] and IT Professional)” (Source: BMBF/KMK 2013, p. 9).

With regard to the international comprehensibility of the educational system in the Federal Republic of Germany, this aspect is of particular importance because the middle qualification segment of VET is exceptionally strong in Germany and makes a major contribution to the skilled training of large parts of the working population (Source: BMBF/KMK 2013).

- Access to many occupational fields for which in other countries higher education is required is achieved via dual training.
- The share of higher education graduates in the workforce is therefore lower than in other European countries.

Continuing and further training qualifications such as master craftsman and technician are comparatively of higher importance. Initial and continuing vocational training are closed linked and build upon each other.

(Source: BMBF/KMK 2013)

In order to develop the DQR and coordinate the process, the BMBF and the KMK deployed a “Federal Government-Federal State Coordination Group (known by its German abbreviation of *B-L-KG DQR*).<sup>38</sup> When the DQR was introduced in May 2013, the Federal Government-Federal State Coordination Group became the Federal Government-Federal State DQR Coordinating Agency (*B-L-KS DQR*) (see also [www.dqr.de](http://www.dqr.de); cited 13.11.2014).

The DQR and the EQF can assist those holding qualifications to present their own professional competence to potential employers in other European Union countries and in Germany in a more comprehensible manner when making applications and to clarify the equivalence between certain vocational qualifications and academic qualifications.

38 The Federal Ministry for Economic Affairs and Energy and the Conference of the Ministers of Economic Affairs also belong to this Coordination Group.

## 4. PROMOTING PARTICIPATION IN VOCATIONAL EDUCATION AND TRAINING

In Germany, financing of vocational training and continuing training is based on a system of mixed financing with a variety of different backers, both public and private. They include the Federal Ministry of Education and Research (*BMBF*), the Federal Ministry of Economics and Technology (*BMWi*), the Federal Ministry of Labour and Social Affairs (*BMAS*), the Federal Employment Agency (*BA*), the *Länder*, the *Land* Ministries of Employment, Economics, Education or Cultural Affairs, the European Union, local authorities, companies, unions, Chambers, associations, private institutions and, lastly, individuals themselves. In this respect, the financing system of IVET and continuing general and vocational education differs quite substantially from that of the schools and universities sector, which benefits from relatively comprehensive public funding. (HIPACH-SCHNEIDER, U.; HENSEN, K. A. 2011, p. 96, paragraph 1)

### 4.1 IVET

In-company training in the dual system is usually financed by the individual enterprise, i.e. an enterprise decides autonomously whether it will offer training and in which occupations. It decides how many trainees it will take on, which quality standards will be observed within the legal framework and how much it wants to spend on training.<sup>39</sup>

Small and medium-sized enterprises, in particular craft trades companies, are important training suppliers, but are unable, or not fully able, to provide all the facets of training required of them by training regulations. This is primarily due to the increasing division of labour in production processes, increasing specialisation, and in some cases financial problems or accelerated technological change. The limited suitability of such enterprises as

training providers is compensated for by supplementary external training measures in Inter-company vocational training centres (*überbetriebliche Berufsbildungsstätten ÜBS*) or by coherent training structures (*Ausbildungsverbünde*) (see 2.2.4).

ÜBS are operated mainly by organisations, which are either public law bodies (e.g. chambers and guilds) or non-profit-making private law bodies (e.g. trade associations and municipalities). They are funded by mixed financing – subsidies from the Federal Agency for Employment, central government (capital grants from *BMBF* resources) and the *Länder* are added to the resources of the body responsible.

In July 2009, a *BMBF-BMWi* “Joint guideline for the funding of inter-company vocational training centres (*ÜBS*)” and their further development into competence centres” entered into force. This guideline ensures greater legal security and transparency for applicants. It also offers the *ÜBS*’s more flexibility in funding and extends their scope of action (see 2.2.4).

The financing of **coherent training structures** (*Ausbildungsverbünde*) depends on their organisational form. In the “lead enterprise with partner enterprises” model, the lead enterprise normally finances remuneration of training, while the partner enterprises bear the personnel, plant and equipment costs that arise in their area of responsibility. In the “training to order” model, in principle each party to the contract can provide training services against reimbursement of costs, but in practice SMEs usually finance the training services contracted out to a large enterprise with a training workshop. The *BA* is also involved in financing training. In certain cases it gives

Table 11: Financing of vocational training

Financing bodies	Expenditure (in EUR billions)			
	2010	2011	2012	2013
<b>Public bodies (Federation, Länder, regions)</b>				
Part-time vocational schools (dual system)	3.1	3.1	3.1	:
Full-time vocational schools	2.3	2.3	2.2	:
Other school types providing VET (e.g. One-year basic vocational training, Prevocational training year)	1.84	1.92	1.96	:
Inter-company VET centres ( <i>ÜBS</i> )	0.04	0.04	0.04	0.04
Federal Agency for Employment ( <i>BA</i> )	4	3.7	3.3	3.1

(Source: BIBB 2014, p. 270 f.)

39 See Annex B, diagram 2, diagram 3.



young people a grant for vocational training or for pre-vocational training measures.

The VET-related expenditure of the BA applies to prevocational training as well as IVET. The data do not include the sums spent on promoting integration at the second threshold, i.e. the transition from IVET into the labour market, since these are classified as an employment policy measure.

The contribution from public funding is complemented by the contribution of training firms in the private sector and public services. Their expenditures are traditionally estimated by the BIBB. According to the newest calculations, which are based on a representative study for the year 2007, the gross costs, i.e. the cost of initial vocational training without regard to the returns from training, amounted to around € 23.8 billion. Companies' net costs of IVET in the dual system were around EUR 5.6 billion, which means that net costs have fallen drastically since the last study. This can be attributed to the more productive deployment of apprentices in companies. (BIBB 2012, p. 261)

Funding for **vocational schools** – and in particular the public vocational schools – comes primarily from the public budget. The traditional division of tasks between *Länder* and municipalities has led to a division of funding for internal and external school affairs. While the *Länder* cover the bulk of personnel costs, the municipalities fund the greatest part of current material costs and material investments from their own revenues. At present the *Länder* finance nearly 80% of expenditure by vocational schools. However, this includes training grants for pupils in full-time vocational schools.

Training in a full-time vocational school outside the dual system and special measures to promote VET, such as *Land* programmes to create additional training places, are also financed out of *Land* budgets.<sup>40</sup>

Coherent information on all public funding activities in Germany on [www.foerderdatenbank.de](http://www.foerderdatenbank.de) (accessed 09.12.2014).

The following information focus on regulations related to the Federal Government. Besides there are also *Länder* regulations in order to support and enhance education and training activities in VET.

### Prevocational training measures (Berufsvorbereitende Bildungsmaßnahmen – BvB)

The BA provides prevocational training measures (*Berufsvorbereitende Bildungsmaßnahmen – BvB*) under Section 61 of the *Sozialgesetzbuch (SGB III)*. The target group for these measures includes young people and young adults who have not undergone initial vocational training, are not yet 25, and have completed their compulsory general education. Furthermore, the Federal Agency for Vocational Training also subsidises the vocational training of disadvantaged young people.

The measures involved are:

- ▶ training support (*abH*) in the form of remedial tuition and socio-pedagogic support within the framework of an in-company training relationship;
- ▶ vocational training in non-company establishments (*BaE*) in a training occupation recognised under the Vocational Education and Training Act (*BBiG*) and the Regulation on Craft Trades (*HwO*), with a qualification on completion;
- ▶ transitional support (continuation of training support following completion or discontinuation of training);
- ▶ support for integration into employment, in the form of remedial tuition and socio-pedagogic support within the framework of an in-company training relationship.

### Training bonus – Ausbildungsbonus

The training bonus was extended in 2009 by resolution of the German Lower House of Parliament. It consists of a grant for companies which create additional company-based training places for young people who require support or which take on trainees from companies that have gone into insolvency. The training bonus was originally introduced for a fixed-term period until 31 December 2013, but was cancelled with effect from 1 April 2012 when the “Law for the Improvement of Integration Opportunities on the Labour Market” was introduced. In 2012, companies had received training bonuses for 426 training places (entries/approvals) (in 2001 there were 2,092 approvals). (BIBB 2014, p. 255)

### Introductory Training for Young People – Einstiegsqualifizierung Jugendlicher (EQJ)

The German Federal Government attaches particular value to support for young people without a vocational qualification. One example of this is the former special programme “Introductory Training for Young People” (*Einstiegsqualifizierung Jugendlicher – EQJ*). It was launched on 1st October 2004 as a sub-element of the “National Training Pact”. From 1st October 2006 the capacity of the EQJ programme was expanded from 25,000

40 See Annex B, diagram 3.

to 40,000 places per year. With the publication of the Fourth Act to amend the Third Book of the Social Code (*Sozialgesetzbuch – SGB*) in October 2007, Introductory Training was incorporated into employment promotion law as a routine entitlement (Section 16 (1) SGB II in conjunction with Section 235b SGB III).

Company-based Introductory Training (*EQ*) consists of a prevocational work experience placement in a company lasting 6 to 12 months. Young people have the opportunity to accumulate modular qualifications towards a recognised occupation by completing “qualification modules” in a specific occupational field. The target group for Introductory Training consists primarily of young apprenticeship applicants whose prospects of finding a placement are limited, and young people who have not fully reached the requisite level of apprenticeship maturity. Since Book III of the Social Code specifies no age limit for support of young people, in a departure from the rules of the previous EQJ Programme, the new statutory provision (Section 235b SGB III) defined no age limit either.

Companies which offer Introductory Training enter into a contract with the young people concerned. Introductory Training programmes are supported by the employment agencies and the unemployment benefit agencies in the form of a non-repayable monthly subsidy towards the allowance paid by the employer. The maximum amount subsidy is € 192 plus a standardised share of the total social insurance contribution. On completion of the work placement, participants receive a certificate issued by the competent body (e. g. chamber of industry and commerce, chamber of skilled crafts). In certain circumstances up to six months credit for the work placement can be offset against the qualifying period of a subsequent apprenticeship.

#### **“Alliance for Vocational Training and Continuing Education” – Allianz für Aus- und Weiterbildung**

In order to strengthen vocational education and training, the Federal Government has initiated the new “Alliance for Vocational Training and Continuing Education” on 12 December 2014, together with employers’ associations, trade unions, the *Länder* and the Federal Ministry for Economic Affairs and Energy (*BMWi*). The “Alliance for Vocational Training and Continuing Education” replaces the end of 2014 outgoing “National Pact for Career Training and Skilled Manpower Development in Germany”. Funding is provided by the Federal Employment Agency. The new instrument of assisted training measures particularly supports SMEs with respect to train young people with special needs.

#### **Training support measures (German Social Security Code III § 75) – Ausbildungsbegleitende Hilfen (abH) (SGB III § 75)**

During introductory training or company-based training, young people who are in need of assistance can receive “training support measures”. Measures which are supported are those which reduce speech and educational deficits, which foster practical and theoretical professional skills, knowledge and competences and which provide socio-pedagogical assistance. Measures are required to go beyond usual company and training contents. Training support measures may be considered if a company-based training contract is dissolved prematurely and support is needed until another course of training can be commenced and if training involving training support measures is ended and continuation is needed in order to establish or consolidate a contract of employment.

Training support measures end no later than six months after establishment of a contract of employment (BIBB 2014, pp. 254 ff.).

#### **Modular second-chance training leading to a qualification – Abschlussorientierte modulare Nachqualifizierung**

(Funding programme: *Perspektive Berufsabschluss*)

The funding initiative “Modular second-chance training leading to a qualification” has been set up as a structural change programme. It aims to create suitable general conditions for second-chance training in a sustainable manner and thus helps reduce the proportion of semi-skilled and unskilled young adults with or without employment. For this purpose, work is taking place in conjunction with labour market stakeholders active at a regional level<sup>41</sup> to adapt and implement requirements-oriented second-chance training on a regional basis, to bundle existing funding opportunities and to establish advisory and support structures for those affected and for small and medium-sized companies. Unemployed semi-skilled and unskilled workers are given opportunities to acquire a vocational qualification on a second-chance basis and thus improve their chances of employment. Companies are shown ways of tapping into the areas of potential offered by semi-skilled and unskilled workers and thus cover their requirement for skilled workers. The support initiative uses 42 projects as vehicles for the establishment of suitable general conditions that make it possible for semi-skilled and unskilled young adults with and without employment to obtain a sustainable vocational qualification. The aim is to make second-chance training a regular provision by developing regional structures. (BIBB 2014, p. 256)

41 Particularly chambers, companies, employers’ associations, trade unions, labour promotion providers/providers of benefits for job seekers, education and training providers, local government/regional business development.

**Programme “Promoting the occupational mobility of young people interested in training and unemployed young skilled workers from Europe” – „Förderung der beruflichen Mobilität von ausbildungs-interessierten Jugendlichen und arbeitslosen jungen Fachkräften aus Europa“ (MobiPro-EU)**

Since the beginning of 2013, the Federal Government has been supporting young people from EU countries in taking up company-based vocational education and training or qualified employment as a skilled worker in Germany as part of the special programme *MobiPro-EU*.<sup>42</sup> This serves as a contribution towards combating the high youth unemployment rates in the EU and fostering occupational mobility. The special programme is operated by the International Placement Services (*Zentrale Auslands- und Fachvermittlung – ZAV*) of the Federal Employment Agency. *MobiPro-EU* helps in getting placed in company-based vocational education and training. Eligible for support in this context are, for example, the financing of German language courses in the country of origin and in Germany, flat-rate reimbursement for travel and relocation expenses and, applying to apprentices, payments to cover the living expenses as well as socio-educational and vocational-pedagogic assistance. (<http://www.thejobofmylife.de/en/home.html>; cited 25.11.2015)

## 4.2 CVET

**Career Advancement Training Promotion Act (AFBG, known as “Meister-BAföG”)**

This law, jointly financed by the Federation and the *Länder*, gives craftsmen and other skilled workers a statutory individual entitlement to financial assistance with further training. The financial assistance comprises subsidies (or, as from a certain amount, bank loans at favourable rates) for the course and examination fees of master’s courses or other courses leading to a comparable further training qualification. In the 23rd Act amending the *BAföG* (23. *Gesetz zur Änderung des Bundesausbildungsförderungsgesetzes, BAföGÄndG*) which entered force on 01.10.2010 improvements were also made to the grant support available for career advancement training (the “*Meister-BAföG*”). Both the cost of living allowances and offset amounts for participants in full-time programmes were raised, with retroactive effect as from 01.10.2010. In 2012, the number of individuals assisted was approx. 168,284. (2011: 166,467; 2010: 166,000; 2009: 158,000; Source BIBB 2012, p. 345; BIBB 2013, p. 350; BIBB 2014, p. 343). The proportion of women under “*Meister-BAföG*” in 2011 was 32.6% (BMBF, [http://www.bmbf.de/\\_media/press/pm\\_0626-080.pdf](http://www.bmbf.de/_media/press/pm_0626-080.pdf), cited 01.10.2012; BIBB 2013, p. 350).

**Funding Programme for the Highly Talented (Begabtenförderung Berufliche Bildung)**

Since 1991 the Federal Ministry has offered particularly gifted young workers a grant for individual CVET (a similar programme exists in academic education). One of its aims is to underline the importance of continuing training throughout working life rather than to view training as being finished on achievement of an initial qualification. The continuing training scholarship programme run by the Federal Ministry of Education and Research (*BMBF*) supports talented career entrants with further training following the successful completion of initial vocational education and training.

Inclusion in the continuing training scholarship programme requires above average vocational ability and motivation. This can be demonstrated in the following ways:

- ▶ by a very good result in the final vocational education and training examination;
- ▶ by particularly successful participation in a supra-regional vocational performance competition;
- ▶ by a well-founded proposal made by a company or vocational school.

In 2013 6,300 new persons (2012: 6,544; 2011: 6,082; 2010: 5,762; 2009: 6,111/BIBB 2013, p. 352) were selected for promotion. In addition, 879 scholarship recipients from a migrant background were included in the funding programme in 2013. This corresponds to a proportion of 13.9%. The lowest proportion was in agricultural and housekeeping occupations, where the figure was 4.5%. The highest figure of 19.7% was in the liberal professions (BIBB 2014, p. 347).

Funding is provided for the measure itself, for travel and accommodation costs and for costs of necessary work materials. Scholarship recipients may apply for grants of a total of €6,000 for an unlimited amount of continuing training courses eligible for funding within the three year funding period. Scholarship recipients are required to bear 10% per course of the costs of measures eligible for funding. (BIBB 2014, p. 346 f.)

**Federal advancement grants (Aufstiegsstipendium)**

Federal advancement grants give an additional incentive to embark on a degree programme as well as attractive career prospects. The grants are targeted particularly at professionally experienced people who have acquired access to higher education by means of initial vocational training, advanced vocational training or occupational experience. In its 23rd Act to amend the Federal Educa-

42 The previous directive has been replaced by the new support principles on the „Promotion of occupational mobility of young people interested in training from Europe (MobiPro-EU)“ as published on 30 July 2014. Significant amendments are the changeover from individual support to project support and the focus on the training segment. Skilled professionals are no longer supported through this special programme.

tion and Training Assistance Act of 27.10.2010, the Federal Government announced the introduction of improved student support (*BAföG*) payments and structures. It is thus safeguarded for ongoing development as a key element in a triad of need-based forms of access to individual financing for education and training, consisting of the *BAföG*, education and training loans, and grants. The “Career advancement grant” (*Aufstiegsstipendium*) programme offers an additional incentive.

#### Continuing education grant (Bildungsprämie)

The continuing training of skilled workers is a further essential component of lifelong learning. To raise participation in lifelong learning, the German Federal Government approved a model for continuing training savings, the “Continuing education grant” (*Bildungsprämie*), in April 2008. The continuing education grant is particularly intended to mobilise participation in CVET by low and middle income groups.

### 4.3 Training for the Unemployed

Continuing vocational education and training (CVET) under Book III of the Social Code (*SGB III*) is a key instrument in improving employment opportunities through upskilling and skills development measures. Funding for CVET programmes is not only open to people who have recently lost their jobs, but also to employed workers under certain circumstances. The employment agency or local authority providing basic income support for jobseekers decides whether CVET support is possible.

#### General eligibility criteria

Participation in continuing vocational education and training must be necessary for the occupational integration of workers who have become unemployed, for averting pending unemployment, or because the need for advanced training and education is recognised as the candidate does not have a vocational qualification. When identifying the need for CVET measures, the employment agency or authority providing basic income support for jobseekers must always take conditions on the labour market into account and decide, for example, whether the candidate could find employment without continuing training and education; whether other instruments of labour market policy could be more promising; and whether the candidate can, in all likelihood, return to the labour market as a result of the training.

#### Education voucher

Workers meeting the general conditions of eligibility are granted an education voucher by the employment agency or the authority providing jobseeker support. This voucher contains data on the educational objective, the time required to reach this objective, and information as to where the voucher applies in the region. The voucher holder can redeem the educational voucher at any educational institution of his choice which is certified for continuing training and education funding under the conditions specified in the education voucher. The CVET activity must also be approved for CVET funding and support. The educational institution then charges the cost of the course to the employment agency on the basis of the education voucher. Information on approved CVET measures and activities is also provided in the *KURSNET* vocational training and continuing education database (<http://kursnet-finden.arbeitsagentur.de/kurs/>, cited 09.12.2014) of the Federal Employment Agency.

#### Key services

By issuing an education voucher, the employment agency or authority providing basic income support for jobseekers confirms that some or all of the following CVET expenses will be covered: course costs, travel expenses, costs for external board and lodging, childcare expenses. Furthermore, candidates are also entitled to receive unemployment benefit for the duration of the CVET programme if specific requirements are met. Regulations surrounding unemployment benefit remain unchanged for the duration of the CVET programme.

### 4.4 Guidance and counselling

Guidance and counselling provision in Germany is embedded both in the overall employment strategy as well as in the educational sector and the lifelong learning strategy. Whereas there is a long tradition of guidance and counselling in German labour market policy as part of the legal responsibility of the Public Employment Service the issue of lifelong learning and lifelong and life wide guidance and counselling has only recently become a high level topic on the political agenda. According to Germany's constitution and its federal structure with split up responsibilities between the Federal Government, the regional governments (16 *Länder*) and the local municipalities and furthermore between education, labour and youth ministries guidance provision and guidance policies is also split up between these sectors. Although there are several institutional links and cooperation agreements between labour market and educational policy with respect to guidance and counselling there is so far no coherent cross-sectoral national lifelong guidance strategy.



## Service provision

Since the 1920's vocational guidance and counselling for youth and adults is a legal obligation of the German Public Employment Service and its local employment agencies (*Bundesagentur für Arbeit – BA*). Until 1998 the state monopoly ensured that no one else except the BA was allowed to provide guidance and counselling for young people in the phase of transition from school to work (*Berufsberatung*). Guidance and counselling for adults is also provided by the BA although in this area multiple providers, in particular further training institutions, some municipalities as well as non-profit organisations, and private career counselling practitioners offer guidance and counselling services. With the abolishment of the state monopoly the private and semi-private market grew considerably – partly because the market was not regulated by requirements concerning the qualification of staff or any other quality standards despite some minor regulations concerning the financial situation and the practical facilities of the provider (Social Code III, § 289). The BA however is still the largest and most important provider of guidance and counselling services in Germany including service for long term unemployed by the Job Centres under the legislation of Social Code II. (<http://www.arbeitsagentur.de>, cited 09.12.2014).

Guidance and counselling services in the educational sector mainly focus on career education, advice on educational career paths or individual learning difficulties. The service varies between regions and schools. Following a formal agreement between the KMK and the BA there is a close cooperation between school career education and the career guidance service of the local employment agencies (KMK/BA 2004).

- Career education is an established element of curricula in schools for general education. It is embedded in different school subjects such as “work preparation” (*Arbeitslehre*), “economic and social affairs” (*Wirtschaft und Sozialkunde*), home economics, engineering, polytechnic education etc. Career education in class is normally supported by a career counsellor of the local employment Agency and supplemented, in classes 8, 9, or 10 by visits to the Career Information Centre, to enterprises, and by compulsory periods of work experience in enterprises lasting from one to three weeks.

In addition to the mainstream career education in schools the *Länder* governments have launched special programmes and funding for additional efforts to improve career management skills and career development of their students. These however are numerous and cannot be listed here (DJI/Inbas 2010). Additional funding from the Federal Government and/or from the BA as well as from private enterprises, foundations or employers' associations enables schools to carry out multiple guidance activities.

Early, practice-oriented, systematic vocational guidance is being provided at inter-company vocational training centres (*Überbetriebliche Berufsbildungsstätten – ÜBS*) and similar vocational training facilities via the programme “Supporting vocational orientation in inter-company vocational training centres and comparable VET centres” Programme (*BOP*) – to make the transition from school to ‘dual’ vocational training easier for pupils at schools offering a general school-leaving certificate. The BMBF is flanking this process within the scope of its public mandate for education by financially supporting these centres to fulfil this new task of occupation-specific vocational guidance. The programme has been in operation since 2008 and was established on a permanent basis in June 2010. Grants in the amount of almost €300 million for more than 1,000 projects have been approved this far. This funding is reaching just under 660,000 pupils. These vocational guidance measures give young people the opportunity to spend two weeks at a vocational training facility gaining practical experience in three occupation-specific workshops. A sustainable improvement of school-to-work-transition management should be the outcome (<http://www.berufsorientierungsprogramm.de/html/de/12.php>, cited 09.12.2014). Very recently career education, work preparation and initiatives to ease the transition from school to work have been paid much attention to due to the high unemployment risk of school drop outs and students with poor performance. Programmes like “Educational Chains” (*Bildungsketten*) and “Job Start Coaches” (*Berufseinstiegsbegleiter*) provide for students at risk individual support for the transition from school to vocational training and work. Another programme called “Regional Transition Management” (*Regionales Übergangsmanagement*) is in particular focused on placement activities for less able school leavers into apprenticeship places matching the demand of enterprises and school leavers in order to provide training opportunities for all school leavers.

In addition to the regular student counselling services more and more Universities have established career services in order to facilitate the transition from academic education to the labour market.

Some large municipalities began to establish educational guidance services in the 1980's – independent from the guidance provision of the BA and private training providers to ensure independent and high quality service delivery for citizens who are aiming for further education (*Kommunale Bildungsberatung*). Due to financial restrictions many of them had to close down so that at the end of the 20th century there was more or less a lack of independent guidance provision especially for adults and employed persons aiming for further education and training.

In order to implement and support a lifelong learning strategy the Federal Ministry of Education and Research launched a government programme in 2001, called “Learning Regions Network” (<http://www.lernende-regionen.info>). With funding from the Ministry local and regional networks were established in order to initiate regional lifelong learning and employment strategies including guidance and counselling provision. Training providers, employment agencies, chambers of commerce, enterprises, local schools and municipalities, trade unions, as well as other local actors and stakeholders participated in the networks, and guidance services were in most cases an integral part of them. The funding period ended in 2007. By that time at least half of the local networks had succeeded in receiving stable funding from either the municipality or from the Federal State (*Land*).

The follow-up programme “Local Learning” (*Lernen vor Ort*) is designed to support municipalities in their efforts to establish efficient education management systems including educational monitoring and educational

guidance. Under the guidelines and funding of this programme many municipal career guidance services could be established or were able to maintain their service.

In addition to these comprehensive all-age-guidance services there are numerous special services for persons with disabilities, for persons with migrant background, and for disadvantaged youth, but also special guidance services for women entering or reentering the labour market. These services are often carried out by non-profit organizations, funded by either Federal and Länder Ministries or the PES. Many of them work however on a temporary financial basis and they are not always well connected to other main stream guidance services. A study on guidance provision in Germany commissioned by the Federal Education Ministry confirmed the highly fragmented and heterogeneous structure of guidance provision (BMBF 2007d). With the recently taken government initiatives however a new phase of joint action in lifelong learning and lifelong guidance strategy has been started.

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### 5.3 List of acronyms

abH	Ausbildungsbegleitende Hilfen [apprenticeship support]
AES	Adult Education Survey
AEO	Ausbildereignungsverordnung [Trainer Aptitude Regulation]
AFBG	Aufstiegsfortbildungsförderungsgesetz [Upgrading Training Support Act]
AGBFN	Arbeitsgemeinschaft Berufsbildungsforschungsnetz [Vocational Education Research Network Study Group]
AZWV	Anerkennungs- und Zulassungsverordnung – Weiterbildung [Accreditation and Certification in Further Training Ordinance]
BA	Bundesagentur für Arbeit [Federal Employment Agency]
BaföG	Bundesausbildungsförderungsgesetz [Federal Education and Training Assistance Act]
BAVBVO	Rechtsverordnung über die Bescheinigung von Grundlagen beruflicher Handlungsfähigkeit im Rahmen der Berufsausbildungsvorbereitung [Ordinance on the certification of the fundamentals of vocational proficiency in the context of preparation for vocational education and training]
BBiG	Berufsbildungsgesetz [Vocational Training Act]
BDA	Bundesvereinigung der Deutschen Arbeitgeberverbände [Federal Association of German Employers' Organisations]
BDBA	Bundesverband Deutscher Berufsausbilder [German IVET Trainer Association]
BFB	Bundesverband der Freien Berufe [Association of Liberal Professions]
BIBB	Bundesinstitut für Berufsbildung [Federal Institute for Vocational Education and Training]
BMAS	Bundesministerium für Arbeit und Sozialordnung [Federal Ministry for Employment and Social Affairs]
BMBF	Bundesministerium für Bildung und Forschung [Federal Ministry of Education and Research]
BMFSFJ	Bundesministerium für Familie, Senioren, Frauen und Jugend [Ministry of Family Affairs, Senior Citizens, Women and Youth]
BMWi	Bundesministerium für Wirtschaft und Technologie [Federal Ministry of Economics and Technology]
BQF	Berufliche Qualifizierung für Zielgruppen mit besonderem Förderbedarf [vocational qualification of target groups with special promotion needs]
BSW	Berichtssystem Weiterbildung [Continuing Education Reporting System]
BvB	Berufsvorbereitende Bildungsmaßnahmen [vocational preparation schemes]
DAAD	Deutscher Akademischer Austauschdienst [German Academic Exchange Service]
DGB	Deutscher Gewerkschaftsbund [Federation of German Trade Unions]
DIE	Deutsches Institut für Erwachsenenbildung e.V. [German Institute for Adult Education]
DIHK	Deutscher Industrie- und Handelskammertag [Association of German Chambers of Industry and Commerce]
DJI	Deutsches Jugendinstitut [German Youth Institut]
DQR	Deutscher Qualifikationsrahmen [German Qualification Framework]
ECTS	European Credit Transfer System
ECVET	European Credit System for Vocational Education and Training
ENQA-VET	European Network on Quality Assurance in Vocational Education and Training
EQJ	Einstiegsqualifizierung Jugendlicher [Initial Qualification of Young People]
EQF	European Qualifications Framework
ESF	Europäischer Sozialfonds [European Social Fund]
GDR	German Democratic Republic

GWK	Gemeinsame Wissenschaftskonferenz [Joint Science Conference]
HEI	Higher Education Institution
HRK	Hochschulrektorenkonferenz [German Rectors' Conference]
HwO	Handwerksordnung [Trades and Crafts Ordinance]
IAB	Institut für Arbeitsmarkt- und Berufsforschung [Institute for Labour Market and Occupation Research]
IHK	Industrie- und Handelskammer [Chamber of Industry and Commerce]
IKBB	Innovationskreis Berufliche Bildung [Vocational Education and Training Innovation Circle]
IKWB	Innovationskreis Weiterbildung [Continuing Education and Training Innovation Circle]
INQA	Initiative Neue Qualität der Arbeit [New Quality of Work Initiative]
ISCED	Internationale Standardklassifikation für das Bildungswesen [International Standard Classification of Education]
IW	Institut der deutschen Wirtschaft [Institute for Business Research]
KMK	Ständige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland [Conference of State Ministers of Education in the Federal Republic of Germany]
NEC	National Europass Centre
SGB	Sozialgesetzbuch [Social Code]
StBa	Statistisches Bundesamt [Federal Statistical Office]
ÜBS	Überbetriebliche Berufsbildungsstätte [inter-company vocational training facility]
ZDH	Zentralverband des Deutschen Handwerks [German Confederation of Skilled Crafts]
ZVEH	Zentralverband der Deutschen Elektro- und Informationstechnischen Handwerke [Association of German Electrical and Information Technology Trades]
ZVEI	Zentralverband Elektrotechnik- und Elektroindustrie [Central Electrical Engineering and Electrical Industry Association]
ZWH	Zentralstelle für die Weiterbildung im Handwerk [Central Office for Further Training in the Craft Trades Sector]

## ANNEX A: TABLES

Table 1: Total population (on 1st of January), 2006, 2008, 2010, 2012, 2013, 2014

	2006	2008	2010	2012	2013	2014
EU 28	496,633,373	500,418,320	503,379,305	504,582,506	505,674,965p	507,416,607ep
DE	82,437,995	82,217,837	81,802,257	80,327,900	80,523,746	80,780,000e

Note: Description: The inhabitants of a given area on 1 January of the year in question (or, in some cases, on 31 December of the previous year). The population is based on data from the most recent census adjusted by the components of population change produced since the last census, or based on population registers.)

p = provisional; e = estimated

(Source: Eurostat, Demographic Statistics; Date of extraction: 29.10.2014.

<http://epp.eurostat.ec.europa.eu/tgm/table.do?tab=table&init=1&plugin=1&language=en&pcode=tps00001>)

Table 2: Age-specific demographic trends in Germany (%)

	2008	2020	2030	2040	2050	2060
0–19	19.0	17.0	16.7	16.1	15.6	15.7
20–64	60.6	59.8	55.0	52.8	52.6	51.7
65+	20.4	23.2	28.3	31.1	31.8	32.6

(Source: Statistisches Bundesamt (2009): Bevölkerung Deutschlands bis 2060 – 12. koordinierte Bevölkerungsvorausberechnung. Date of extraction 12.07.2012.

[https://www.destatis.de/DE/Publikationen/Thematisch/Bevoelkerung/VorausberechnungBevoelkerung/BevoelkerungDeutschland2060Presse5124204099004.pdf;jsessionid=599D8CB0AA6A899F8EB2569D3B746FFA.cae3?\\_\\_blob=publicationFile](https://www.destatis.de/DE/Publikationen/Thematisch/Bevoelkerung/VorausberechnungBevoelkerung/BevoelkerungDeutschland2060Presse5124204099004.pdf;jsessionid=599D8CB0AA6A899F8EB2569D3B746FFA.cae3?__blob=publicationFile))

Table 3: Projected old-age dependency ratio (%)

	2013	2020	2030	2040	2050	2060	2070	2080
EU 28	27.48	31.82	39.01	45.91	49.43	50.16	49.35	51.00
DE	31.32	35.81	46.85	55.55	57.30	59.21	59.81	59.89

(Source: Eurostat; aged 65+ divided by population aged 15–64 (projections); Date of data extraction: 29.10.2014.

<http://epp.eurostat.ec.europa.eu/tgm/refreshTableAction.do?tab=table&plugin=1&pcode=tsdde511&language=en>)

Table 4: Population 2012 according to migration status and age groups

Age from ... to ... years	Population						
	Total	Not from migrant background	From a migrant background in a narrow sense				
			Together	Germans		Foreigners	
				With	Without	With	Without
				own experience of migration			
				in 1,000			
Total	81,913	65,570	16,343	5,059	3,914	5,860	1,511
under 5	3,289	2,123	1,166	23	973	44	126
05–10	3,425	2,255	1,170	35	940	70	125
10–15	3,777	2,641	1,136	64	767	99	206
15–20	4,125	2,991	1,134	130	574	158	272
20–25	4,887	3,751	1,136	300	310	332	194
25–35	9,991	7,465	2,526	874	201	1,161	290
35–45	11,014	8,426	2,588	934	99	1,352	204
45–55	13,434	11,214	2,219	1,043	29	1,097	51
55–65	10,705	9,025	1,681	783	14	865	18
65–75	9,241	8,262	979	452	6	507	15
75–85	6,097	5,601	496	332	/	155	7
85–95	1,830	1,722	108	84	/	22	/
95 and more	99	94	5	/	/	/	/
Average age	44.2	46.4	35.5	47.2	12.4	43.9	23.2

/= not available. – = not available.

(Source: <https://www.destatis.de/DE/ZahlenFakten/GesellschaftStaat/Bevoelkerung/MigrationIntegration/Migrationshintergrund/Tabellen/MigrationshintergrundAlter.html>. Date of data extraction: 29.10.2014)

Table 5: Real GDP growth rate – volume; Percentage change on previous year

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
EU 28	2.6	2.2	3.4	3.2	0.4	-4.5	2.0	1.6	-0.4	0.1
EU 27	2.6	2.2	3.4	3.2	0.4	-4.5	2.0	1.7	-0.4	0.1
DE	1.2	0.7	3.7	3.3	1.1	-5.1	4.0	3.3	0.7	0.4

Eurostat; GDP

(Source: <http://epp.eurostat.ec.europa.eu/tgm/refreshTableAction.do?tab=table&plugin=1&pcode=tec00115&language=de>, Date of extraction: 19.10.2014)

Table 6: Key figures of the German labour market

Persons in employment/ employees	2007	2008	2009	2010	2011 <sup>2</sup>	2012 <sup>2</sup>	2013 <sup>2</sup>
Persons in employment	40,325	40,856	40,892	41,020	41,570	42,033	42,281
Agriculture, forestry and fishing	667	670	667	661	669	666	646
Industry (excluding construction)	7,839	8,022	7,844	7,705	7,850	7,991	8,008
<b>Including</b>							
Manufacturing	7,274	7,458	7,277	7,138	7,279	7,422	7,440
Construction	2,312	2,300	2,312	2,331	2,376	2,410	2,430
Services sector	29,507	29,864	30,069	30,323	30,675	30,966	31,197
<b>of which</b>							
Trade, transport, accommodation and food services	9,380	9,471	9,481	9,476	9,620	9,717	9,789
Information and communication	1,189	1,207	1,189	1,162	1,177	1,198	1,204
Financial and insurance activities	1,231	1,219	1,225	1,214	1,201	1,198	1,198
Real estate activities	474	477	464	463	463	466	463
Business services	4,866	5,001	4,967	5,172	5,363	5,440	5,505
Other service activities <sup>3</sup>	12,367	12,489	12,743	12,836	12,851	12,947	13,038
Employees	35,798	36,353	36,407	36,533	37,024	37,489	37,824
Agriculture, forestry and fishing	304	305	311	309	319	327	332
Industry (excluding construction)	7,532	7,717	7,544	7,416	7,564	7,704	7,728
<b>Including</b>							
Manufacturing	6,975	7,161	6,985	6,857	7,001	7,143	7,168
Construction	1,833	1,821	1,828	1,843	1,875	1,899	1,912
Services sector	26,129	26,510	26,724	26,965	27,266	27,559	27,852
<b>of which</b>							
Trade, transport, accommodation and food services	8,191	8,299	8,346	8,355	8,509	8,615	8,711
Information and communication	1,040	1,059	1,046	1,018	1,030	1,045	1,059
Financial and insurance activities	1,071	1,064	1,069	1,061	1,050	1,049	1,048
Real estate activities	405	408	394	393	393	396	402
Business services	4,091	4,221	4,174	4,371	4,527	4,612	4,669
Other service activities <sup>3</sup>	11,331	11,459	11,695	11,767	11,757	11,842	11,963

<sup>1</sup> Classification of Economic Activities, 2008 edition (WZ 2008).<sup>2</sup> Preliminary result.<sup>3</sup> Public services, education, health and other services.(Source: destatis under: <https://www.destatis.de/EN/FactsFigures/NationalEconomyEnvironment/LabourMarket/Employment/TablesEmploymentAccounts/PersonsEmploymentSectorsEconomic.html>. Date of extraction: 19.10.2014)

Table 7: Employment rates by age groups and highest level of education attained (%), 2006, 2010, 2012 and 2013

		2006			2010		
	ISCED Levels	15-24	25-49	50-64	15-24	25-49	50-64
EU 27	0-2	24.6	66.9	43.5	21.3	62.8	43.1
	3-4	48.0	80.3	57.9	44.8	79.8	59.6
	5-8	60.3	88.4	74.1	56.8	87.4	74.5
	No a.	4.8	76.5	5.6	4.7	72.8	61.3
	Total	36.5	79.0	54.4	34.0	78.1	56.7
DE	0-2	31.6	60.9	42.9	33.2	60.9	47.1
	3-4	61.6	79.9	57.4	62.8	82.4	65.4
	5-8	75.9	89.5	74.1	75.2	90.5	80.2
	No a.	:	:	:	24.6	67.8	59.1
	Total	43.5	79.3	58.5	46.2	81.7	66.3
		2012			2013		
	ISCED Levels	15-24	25-49	50-64	15-24	25-49	50-64
EU 27	0-2	20.5	60.7	43.7	19.9	59.3	43.9
	3-4	43.6	79.3	61.3	42.9	78.8	62.2
	5-8	54.5	86.5	75.8	54.8	86.2	76.3
	No a.	5.6	73.7	65.2	5.7	72.5	64.5
	Total	32.8	77.5	58.6	32.5	77.1	59.5
DE	0-2	44.0	62.2	50.9	44.2	62.0	52.3
	3-4	63.9	84.2	68.4	63.7	84.6	69.9
	5-8	76.2	91.2	82.0	76.3	90.7	82.7
	No a.	5.5	64.4	64.2	5.0	58.3	66.4
	Total	46.6	83.4	69.4	46.8	83.4	70.8

(:) No data available.

ISCED 0-2: Pre-primary, primary and lower secondary education

ISCED 3-4: Upper secondary and post-secondary non-tertiary education

ISCED 5-6: Tertiary education

(Source of information: Eurostat, Date of extraction: 16.11.2014; under:

[http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsa\\_ergaed&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsa_ergaed&lang=en))



Table 8: Unemployment rates by age groups and highest level of education attained (%) 2006, 2010, 2012 and 2013

		2006			2010		
	ISCED levels	15-24	25-49	50-64	15-24	25-49	50-64
EU 27	0-2	21.3	11.2	7.5	27.4	16.3	10.2
	3-4	15.6	7.3	6.9	18.2	8.2	6.7
	5-8	13.5	4.3	3.6	16.3	5.3	3.6
	No a.	15.7	5.8	16.9	19.3	8.3	6.6
	Total	17.3	7.3	6.3	20.9	8.9	6.9
DE	0-2	16.9	20.4	18.7	13.4	17.2	13.3
	3-4	11.1	9.1	12.0	7.4	6.6	7.7
	5-8	9.0	4.2	6.3	6.6	2.9	3.6
	No a.	:	:	:	:	:	:
	Total	13.8	9.3	11.4	9.9	6.7	7.1
		2012			2013		
	ISCED levels	15-24	25-49	50-64	15-24	25-49	50-64
EU 27	0-2	30.4	19.1	12.6	30.9	20.3	13.6
	3-4	20.0	8.8	6.7	20.5	9.2	6.8
	5-8	18.4	6.2	3.7	18.7	6.5	4.0
	No a.	20.3	8.4	5.1	19.3	9.4	5.2
	Total	22.8	9.9	7.4	23.2	10.3	7.7
DE	0-2	11.9	14.3	10.1	11.4	13.8	10.1
	3-4	5.5	5.0	6.1	5.7	4.9	5.7
	5-8	4.4	2.3	2.6	3.9	2.3	2.7
	No a.	18.6	:	:	17.4	:	:
	Total	8.1	5.1	5.5	9.4	5.0	5.3

(:) No data available.

(Source of information: Eurostat; Date of extraction: 06.11.2014; under:

[http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsa\\_urgaed&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsa_urgaed&lang=en))

Table 9: Educational attainment of the population aged 25–64 by ISCED level, % (2013)

	Level of education		
	ISCED 0–2	ISCED 3–4	ISCED 5–6
EU 27	24.9	46.6	28.6
DE	13.7	57.9	28.5

ISCED 0–2: Pre-primary, primary and lower secondary education

ISCED 3–4: Upper secondary and post-secondary non-tertiary education

ISCED 5–6: Tertiary education

(Source: Eurostat; EU Labour Force Survey, online database; Date of extraction: 06.11.2014.

<http://appsso.eurostat.ec.europa.eu/nui/submitViewTableAction.do>)

Table 10: Early school leavers (%), 2006–2013

	2006	2007	2008	2009	2010	2011	2012	2013
EU 27	15.4	15.0	14.8	14.3	14.0	13.5	12.8	12.0
DE	13.7	12.5	11.8	11.1	11.9	11.7	10.6	9.9

Note: Percentage of the population aged 18–24 with at most lower secondary education and not in further education or training

(Source: Eurostat; Date of extraction: 06.11.2014.

<http://epp.eurostat.ec.europa.eu/tgm/table.do?tab=table&init=1&language=en&pcode=tsdsc410&plugin=1>)

Table 11: Public expenditure on IVET (part 1)

	2001	2006	2010 <sup>17</sup>	2011	2012	2013	DS	SBS	ÜS	Enthält WB <sup>18</sup>
	in Mrd. €	in Mrd. €	in Mrd. €	in Mrd. €	in Mrd. €	in Mrd. €				
<b>BMBF<sup>1</sup></b>										
Förderung überbetrieblicher Berufsbildungsstätten <sup>2</sup>	0,043	0,029	0,043	0,040	0,040	0,040	X		X	
Sonderprogramme des Bundes, der neuen Länder und Berlin zur Schaffung zusätzlicher Ausbildungsplätze in den neuen Ländern <sup>3</sup>	0,095	0,077	0,032	0,016	0,006	0,023	X	X		
Schüler-BAföG für berufliche Vollzeitschüler (BFS, BAS sowie FOS ohne BB) <sup>4</sup>	0,148	0,221	0,253	0,271	0,277	k.A.		X	X	
Internationaler Austausch und Zusammenarbeit in der beruflichen Bildung	0,007	0,005	0,010	0,011	0,012	0,011	X	X		X
Innovationen und Strukturentwicklung der beruflichen Bildung	k.A.	0,044	0,050	0,101	0,091	0,088	X	X	X	X
BIBB (Betrieb und Investitionen)	0,028	0,027	0,030	0,028	0,030	0,039	X	X	X	X
Begabtenförderung in der beruflichen Bildung <sup>5</sup>	0,014	0,015	0,035	0,039	0,042	0,045				X
Sonderprogramm Lehrstellenentwickler und Regionalverbünde Berufsbildung in den neuen Ländern (einschl. Berlin-Ost)	0,021	–	–	–	–	–	X			
Zukunftsinitiative für Berufliche Schulen (ZIBS)	0,175	–	–	–	–	–	X	X		X
Maßnahmen zur Verbesserung der Berufsorientierung	–	–	0,019	0,035	0,060	0,075			X	
<b>BMWi<sup>1</sup></b>										
Berufliche Bildung für den Mittelstand – Lehrlingsunterweisung <sup>6</sup>	0,042	0,040	0,047	0,046	0,043	0,045	X			
Passgenaue Vermittlung Auszubildender an ausbildungswillige Unternehmen <sup>7</sup>	–	–	0,003	–	0,003	0,004	X		X	
<b>BMAS<sup>8</sup></b>										
Leistungen für Menschen mit Behinderung im Rechtskreis SGB II <sup>8</sup>										
► Teilnahmekosten für Maßnahmen zur Teilhabe behinderter Menschen am Arbeitsleben	k.A.	0,076	0,084	0,076	0,065	0,062				X
Spezielle Maßnahmen für Jüngere im Rechtskreis SGB II <sup>8</sup>										
► Förderung der Berufsausbildung benachteiligter Auszubildender	k.A.	0,166	0,378	0,331	0,222	0,169	X		X	
► Maßnahmen der vertieften Berufsorientierung	k.A.	0,001	0,001	0,001	0,000	0,000			X	
► Einstiegsqualifizierung <sup>9</sup>	k.A.	–	0,017	0,016	0,012	0,011			X	
<b>Länder<sup>10</sup></b>										
Berufliche Schulen <sup>11</sup>										
► Teilzeitberufsschule	3,453	2,870	3,147	3,158	3,145	k.A.	X			
► Berufsfachschulen	1,965	2,365	2,270	2,260	2,225	k.A.		X	X	
► Berufsgrundbildungsjahr, Berufsvorbereitungsjahr	0,502	0,501	0,390	0,386	0,379	k.A.			X	
► Andere berufsbildende Schulen (außer Fachschulen)	0,954	1,095	1,453	1,539	1,582	k.A.		X		
Schüler-BAföG für berufliche Vollzeitschüler (BFS, BAS sowie FOS ohne BB) <sup>4</sup>	0,079	0,119	0,136	0,146	0,149	k.A.		X	X	
Ausbildungsprogramme der Länder <sup>12</sup>										
► Westdeutschland <sup>12</sup>	0,053	0,126	ca. 0,5	ca. 0,5	ca. 0,5	k.A.	X	X	X	
► Ostdeutschland	0,120	0,066					X	X	X	
<b>Bundesagentur für Arbeit<sup>8</sup></b>										
Berufsausbildungsbeihilfen (BAB, betriebliche Berufsausbildung, berufsvorbereitende Bildungsmaßnahmen) einschließlich BAB-Zweite Ausbildung	0,405	0,506	0,579	0,540	0,454	0,390	X		X	

Table 11: Public expenditure on IVET (part 2)

	2001	2006	2010 <sup>17</sup>	2011	2012	2013	DS	SBS	üs	Enthält WB <sup>18</sup>
	in Mrd. €	in Mrd. €	in Mrd. €	in Mrd. €	in Mrd. €	in Mrd. €				
Lehrgangskosten für berufsvorbereitende Bildungsmaßnahmen	0,388	0,365	0,326	0,293	0,241	0,221			X	
Berufsausbildung benachteiligter Jugendlicher	0,811	0,808	0,672	0,587	0,493	0,416	X		X	
Berufsfördernde Bildungsmaßnahmen für Behinderte										
► für die Erstausbildung	k.A.	0,323	0,295	0,284	0,222	0,202				
► nicht auf berufliche Erstausbildung oder WB aufteilbare Bildungsausgaben	k.A.	1,690	1,871	1,806	1,747	1,716				X
Ausbildungsbonus <sup>13</sup>	–	–	0,036	0,032	0,021	0,012	X			
Einstiegsqualifizierung <sup>9</sup>	–	0,070	0,055	0,049	0,039	0,031			X	
Maßnahmen zur vertieften Berufsorientierung <sup>14</sup>	k.A.	0,004	0,066	0,061	0,059	0,049			X	
Sofortprogramm zum Abbau der Jugendarbeitslosigkeit <sup>15</sup>	0,862	–	–	–	–	–			X	
Berufseinstiegsbegleitung für Jugendliche	–	–	0,055	0,060	0,053	0,066			X	
Förderung von Jugendwohnheimen <sup>16</sup>	0,044	0,004	–	–	–	0,001	X	X	X	X

<sup>1</sup> Ist-Werte gemäß Haushaltsrechnungen des Bundes. Haushaltsansätze für 2013.

<sup>2</sup> Die Angaben enthalten die Ausgaben für Investitionen und laufende Zwecke.

<sup>3</sup> Der Bund trägt 50 % der Gesamtförderung von Bund und Ländern.

<sup>4</sup> Förderung für Schüler/-innen an Berufsfachschulen, Berufsaufbauschulen und in Fachoberschulklassen, die keine abgeschlossene Berufsausbildung voraussetzen. Ist-Werte für alle angegebenen Kalenderjahre gemäß BAföG-Statistik des Statistischen Bundesamtes. Die Angaben wurden zu 65 % dem Bund und zu 35 % den Ländern zugerechnet. Bis zum Datenreport 2012 wurde der Länderanteil nicht separat ausgewiesen.

<sup>5</sup> Dem Zweck nach enthält diese Position eher Ausgaben für die berufliche Weiterbildung (Weiterbildungsstipendium) und die Förderung akademischer Bildung (Aufstiegsstipendium).

<sup>6</sup> Bis zum Jahr 2011 weist diese Tabellenzeile die im entfallenen Titel „Förderung von Lehrgängen der überbetrieblichen beruflichen Bildung im Handwerk“ zusammengefassten Ausgaben des BMWi aus.

<sup>7</sup> Die Programmausgaben werden seit 2012 nicht mehr in einem eigenen Titel ausgewiesen, sondern sind in den Titel „Fachkräftesicherung für kleine und mittlere Unternehmen“ integriert.

<sup>8</sup> Ist-Ausgaben für das jeweilige Haushaltsjahr.

<sup>9</sup> Seit 1. Oktober 2008 als Regelleistung im Rahmen des SGB III. Vorher als Sonderprogramm aus dem BMAS-Haushalt finanziert.

<sup>10</sup> Ist-Werte für 2001, 2006 und 2010. Vorläufige Ist-Werte für 2011, Haushaltsansätze für 2012. Soll-Werte für 2013 lagen bei Redaktionsschluss nicht vor.

<sup>11</sup> Grundlage für die Schätzung der Ausgaben in den Kalenderjahren 2001, 2006, 2010 und 2011: Schülerzahlen der im jeweiligen Kalenderjahr endenden und beginnenden Schuljahre sowie Ausgaben für die beruflichen Schulen. Grundlage der Schätzung für das Jahr 2012: Schülerzahlen des Schuljahres 2011/2012 sowie Ausgaben für die beruflichen Schulen. Ab dem Datenreport 2011 wurde das Ausgabenkonzept von Nettoausgaben auf Grundmittel umgestellt. Da dies auch rückwirkend für die Jahre ab 2007 geschah, unterscheidet sich die Angabe für das Jahr 2010 leicht von der entsprechenden Angabe in früheren Datenreporten.

<sup>12</sup> Bis 2006: Veranschlagtes Mittelvolumen nach Angaben der Länder (einschließlich ESF-Mittel) für das im jeweiligen Kalenderjahr beginnende Ausbildungsjahr. Die Angabe für das Jahr 2006 enthält nicht die Programme des Landes Rheinland-Pfalz, da vom zuständigen Ministerium keine Informationen vorlagen. Die für die Jahre 2010 und 2011 ausgewiesenen Werte basieren auf einer BIBB-Erhebung, die Hinweise im Text sind zu beachten.

<sup>13</sup> Entfallen seit dem 1. April 2012.

<sup>14</sup> Voraussetzung für die Förderung ist gemäß § 33 SGB III die Beteiligung Dritter in Höhe von mindestens 50 %. Zum Anteil öffentlicher und privater Mittel im Rahmen dieser Kofinanzierung liegen jedoch keine Zahlen vor.

<sup>15</sup> Nur Ausgaben für Leistungen nach Artikel 2, 3, 4, 6, 7 und Qualifizierungsanteil nach Artikel 9 (bei Quali-ABM nur Zuschüsse zur Qualifizierung) des Sofortprogramms, teilweise mitfinanziert aus ESF-Mitteln. Die Jahre 2006 ff. enthalten möglicherweise Restbeträge, die hier nicht ausgewiesen werden.

<sup>16</sup> Die institutionelle Förderung im Bereich der Aus- und Weiterbildung wurde 2009 abgeschafft. Seit April 2012 können jedoch wieder Leistungen für den Aufbau, die Erweiterung, den Umbau und die Ausstattung von Jugendwohnheimen erbracht werden.

<sup>17</sup> Für Angaben zu den Jahren 2007 bis 2009 siehe Datenreporte 2012 und 2013.

<sup>18</sup> Positionen, die in signifikantem Umfang auch Weiterbildungsausgaben enthalten, sind mit Kreuz gekennzeichnet.

Quellen: Bundesministerium der Finanzen, Bundeshaushaltspläne

Bundesministerium der Finanzen, Haushaltsrechnung des Bundes

Statistisches Bundesamt, Fachserie 11, Reihe 2 – Berufliche Schulen

Statistisches Bundesamt, Fachserie 11, Reihe 7 – BAföG

Statistisches Bundesamt, Fachserie 14, Reihe 3.1 – Rechnungserg GesamtHH

Bundesagentur für Arbeit, Quartalsberichte

Bundesagentur für Arbeit, Statistiken zu Einnahmen und Ausgaben im Rechtskreis SGB II

Bundesagentur für Arbeit, Statistiken zu Einnahmen und Ausgaben in den Rechtskreisen SGB II und SGB III

Auskünfte des Statistischen Bundesamtes (Januar 2013) und der Bundesagentur für Arbeit (Januar 2014)

Table 12: Apprenticeship Contracts Supply/Demand

	2009	2010	2011	2012	2013	Development in 2012 compared to 2011 (%)
New Apprentice Contracts	564,306	559,959	569,379	551,259	530,715	-3.7
vacant positions	17,255	19,605	29,689	33,274	33,534	+0.8
still searching	88,540	80,371	72,319	75,984	83,564	+10.0
Supply	581,562	579,564	599,070	584,532	564,249	-3.5
Demand	652,848	640,332	641,700	627,243	614,277	-2.1

(Source: BIBB 2014; p. 14)

Table 13: Trainees with a newly concluded training contract by highest general school qualification and area of responsibility, 2007 to 2012 (part 1)

Area of responsibility	Report- ing year	Total new training contracts	Highest general school leaving qualification									
			No lower second- ary school leaving certificate		Lower secondary school leaving certificate		Intermediate secondary school leaving certificate		Upper secondary school leaving certificate/higher education entrance qualification		No information available	
			Absolute terms	%	Absolute terms	%	Absolute terms	%	Absolute terms	%	Absolute terms	%
Trade and industry	2007	368,907	10,368	3.0	87,426	24.9	161,904	46.2	90,750	25.9	18,444	-
	2008	365,211	6,465	2.0	79,650	24.9	143,937	45.1	89,322	28.0	45,840	-
	2009	332,232	8,436	2.6	82,701	25.6	145,926	45.3	85,389	26.5	9,780	-
	2010	332,571	8,163	2.5	84,591	25.7	147,882	44.9	88,965	27.0	2,970	-
	2011	342,912	7,869	2.3	84,210	24.8	148,278	43.6	99,486	29.3	3,069	-
	2012	333,183	7,887	2.4	79,335	24.0	144,291	43.6	99,210	30.0	2,457	-
Craft trades	2007	176,253	9,171	5.3	93,498	53.7	61,542	35.4	9,855	5.7	2,190	-
	2008	166,941	9,243	5.5	89,106	53.4	58,140	34.9	10,230	6.1	219	-
	2009	155,589	8,070	5.2	83,448	53.7	54,135	34.8	9,729	6.3	207	-
	2010	154,839	6,474	4.2	82,710	53.5	54,681	35.4	10,743	6.9	231	-
	2011	152,838	5,877	3.9	79,278	52.0	55,050	36.1	12,279	8.1	354	-
	2012	146,592	5,463	3.7	73,671	50.4	53,769	36.8	13,311	9.1	381	-
Public sector	2007	12,951	36	0.3	564	4.4	7,662	59.2	4,671	36.1	18	-
	2008	12,639	42	0.3	615	4.9	7,026	55.7	4,938	39.1	18	-
	2009	13,500	15	0.1	618	4.6	7,239	53.7	5,619	41.7	12	-
	2010	12,960	36	0.3	561	4.3	6,783	52.4	5,577	43.0	3	-
	2011	12,195	30	0.2	483	4.0	5,976	49.0	5,697	46.8	9	-
	2012	11,787	33	0.3	366	3.1	5,586	47.4	5,793	49.2	9	-

Table 13: Trainees with a newly concluded training contract by highest general school qualification and area of responsibility, 2007 to 2012 (part 2)

Area of responsibility	Report- ing year	Total new training contracts	Highest general school leaving qualification									
			No lower second- ary school leaving certificate		Lower secondary school leaving certificate		Intermediate secondary school leaving certificate		Upper secondary school leaving certificate/higher education entrance qualification		No information available	
		Absolute terms	Absolute terms	%	Absolute terms	%	Absolute terms	%	Absolute terms	%	Absolute terms	%
Agriculture	2007	17,616	2,067	11.8	7,467	42.5	6,336	36.0	1,710	9.7	39	–
	2008	16,131	1,926	12.0	6,786	42.4	5,637	35.2	1,671	10.4	114	–
	2009	15,006	1,548	10.4	6,897	46.2	4,842	32.5	1,635	11.0	87	–
	2010	14,235	1,251	8.8	6,369	45.0	4,848	34.3	1,683	11.9	102	–
	2011	13,602	1,218	9.0	6,180	45.7	4,224	31.2	1,896	14.0	84	–
	2012	13,275	1,065	8.1	5,934	45.0	4,251	32.2	1,935	14.7	90	–
Liberal professions	2007	43,404	360	0.8	6,765	15.8	25,881	60.4	9,864	23.0	534	–
	2008	42,513	231	0.6	6,702	16.1	25,197	60.4	9,594	23.0	786	–
	2009	40,917	255	0.6	6,417	15.9	24,159	50.7	9,609	23.8	477	–
	2010	40,860	252	0.6	6,576	16.3	23,808	58.9	9,756	24.2	465	–
	2011	41,031	351	0.9	6,936	17.1	22,842	56.4	10,401	25.7	501	–
	2012	41,319	261	0.6	7,185	17.6	22,791	55.7	10,683	26.1	399	–
House-keeping	2007	4,680	1,542	33.5	2,358	51.2	648	14.1	60	1.3	75	–
	2008	4,134	1,473	36.2	1,956	48.1	588	14.5	51	1.3	66	–
	2009	3,924	1,122	29.2	2,211	57.5	462	12.0	51	1.3	81	–
	2010	3,546	1,029	29.1	2,016	57.0	444	12.6	45	1.3	9	–
	2011	3,246	936	28.9	1,890	58.3	372	11.5	45	1.4	6	–
	2012	2,847	807	28.5	1,635	57.7	357	12.6	36	1.3	9	–
Total	2007	624,177	23,568	3.9	198,114	32.9	264,144	43.8	117,051	19.4	21,300	–
	2008	607,566	19,380	3.5	184,815	33.0	240,522	42.9	115,803	20.7	47,046	–
	2009	561,171	19,443	3.5	182,286	33.1	236,763	43.0	112,032	20.3	10,644	–
	2010	559,032	17,208	3.1	182,823	32.9	238,449	42.9	116,769	21.0	3,783	–
	2011	565,824	16,281	2.9	178,980	31.9	236,739	42.1	129,804	23.1	4,020	–
	2012	549,003	15,516	2.8	168,126	30.8	231,048	42.3	130,968	24.0	3,345	–

“No information available” also includes qualifications acquired abroad which cannot be aligned. Because it must be assumed that erroneous information has also been reported, these have not been included in the percentage calculations.

(Source: „Datenbank Auszubildende“ des Bundesinstituts für Berufsbildung auf Basis der Daten der Berufsbildungsstatistik der statistischen Ämter des Bundes und der Länder (Erhebung zum 31. Dezember), Berichtsjahre 2009 bis 2012. For data protection reasons, absolute values have in each case be rounded to a multiple of 3. For this reason, the overall value may deviate from the total of the individual values./Absolutwerte aus Datenschutzgründen jeweils auf ein Vielfaches von 3 gerundet; der Ingesamtwert kann deshalb von der Summe der Einzelwerte abweichen. In: BIBB 2014, p. 155, BIBB 2013, p. 170, BIBB 2012, p. 154.)



Table 14: Participation in CVET by company size in the whole of Germany (%)

	2001	2003	2005	2007	2008	2009	2010	2011	2012
1–9 Employees	28	34	34	37	40	36	35	44	44
10–49 Employees	57	59	62	63	68	62	62	69	70
50–499 Employees	81	85	84	86	88	82	84	91	90
500+ Employees	97	97	97	95	98	96	98	98	98
<b>total</b>	<b>36</b>	<b>42</b>	<b>43</b>	<b>45</b>	<b>49</b>	<b>45</b>	<b>44</b>	<b>53</b>	<b>53</b>

(Source: IAB-Betriebspanel 2001–2012, hochgerechnete Angaben; nach BIBB 2014, p. 301)

Table 15: Public expenditure on CVET (part 1)

	2001	2006	2010 <sup>14</sup>	2011	2012	2013	Aus- bildung <sup>15</sup>
	in Mrd. €	in Mrd. €	in Mrd. €	in Mrd. €	in Mrd. €	in Mrd. €	
<b>BMBF<sup>1</sup></b>							
Internationaler Austausch und Zusammenarbeit in der beruflichen Bildung	0,007	0,005	0,010	0,011	0,012	0,011	X
Innovationen und Strukturentwicklung der beruflichen Bildung	k.A.	0,044	0,050	0,101	0,091	0,088	X
BIBB (Betrieb und Investitionen)	0,028	0,027	0,030	0,028	0,030	0,039	X
Begabtenförderung in der beruflichen Bildung	0,014	0,015	0,035	0,039	0,042	0,045	X
Aufstiegsfortbildungsförderungsgesetz (AFBG) <sup>2</sup>	0,045	0,122	0,149	0,170	0,167	0,175	
Weiterbildung und lebenslanges Lernen	k.A.	0,036	0,048	0,060	0,077	0,040	
BAföG für Schüler in Fachschulklassen mit abgeschlossener BB <sup>3</sup>	0,053	0,069	0,080	0,083	0,081	k.A.	
<b>BMWi<sup>1</sup></b>							
Berufliche Bildung für den Mittelstand – Fortbildungseinrichtungen <sup>4</sup>	0,027	0,023	0,024	0,024	0,028	0,029	
<b>BMAS<sup>5</sup></b>							
Leistungen für Menschen mit Behinderung im Rechtskreis SGB II <sup>5</sup>							X
► Zuschüsse zu den Kosten beruflicher Weiterbildung für behinderte Menschen	k.A.	0,022	0,026	0,023	0,019	0,018	
► Teilnahmekosten für Maßnahmen zur Teilhabe behinderter Menschen am Arbeitsleben	k.A.	0,076	0,084	0,076	0,065	0,062	
Förderung der beruflichen Weiterbildung im Rechtskreis SGB II <sup>5</sup>	k.A.	k.A.	0,827	0,645	0,572	0,558	X
Zuschüsse zum Arbeitsentgelt bei beruflicher Weiterbildung ungelerner und von Arbeitslosigkeit bedrohter Arbeitnehmer (AEZ-WB)	k.A.	k.A.	0,001	0,001	0,000	0,000	X
<b>Länder<sup>6</sup></b>							
Fachschulen <sup>7</sup>	k.A.	0,510	0,640	0,697	0,725	k.A.	X
BAföG für Schüler in Fachschulklassen mit abgeschlossener BB <sup>3</sup>	0,029	0,037	0,043	0,045	0,044	k.A.	
Aufstiegsfortbildungsförderungsgesetz (AFBG) <sup>2</sup>	0,013	0,034	0,051	0,048	0,053	0,049	
Volkshochschulen (FKZ 152)	0,176	0,139	0,144	0,149	0,153	k.A.	
davon: Programmbereich „Arbeit – Beruf“ <sup>8</sup>	0,038	0,022	0,021	0,011	0,019	k.A.	
Sonstige Weiterbildung (FKZ 153) <sup>9</sup>	0,432	0,275	0,271	0,293	0,293	k.A.	X
Einrichtungen der Lehrerfortbildung (FKZ 155)	0,130	0,097	0,091	0,102	0,124	k.A.	
Weiterbildungsprogramme der Länder <sup>9</sup>	k.A.	k.A.	ca. 0.5	k.A.	k.A.	k.A.	
<b>Gemeinden und Zweckverbände<sup>6</sup></b>							
Volkshochschulen (FKZ 152)	0,229	0,213	0,196	0,198	0,200	k.A.	
davon: Programmbereich „Arbeit – Beruf“ <sup>8</sup>	0,050	0,033	0,029	0,014	0,025	k.A.	
Sonstige Weiterbildung (FKZ 153) <sup>9</sup>	0,053	0,046	0,062	0,063	0,064	k.A.	X
<b>Bundesagentur für Arbeit<sup>5</sup></b>							
Berufsfördernde Bildungsmaßnahmen für Behinderte							
► für Weiterbildungsmaßnahmen	k.A.	0,272	0,179	0,179	0,179	0,186	
► nicht auf berufliche Erstausbildung oder Weiterbildung aufteilbare Bildungsausgaben	k.A.	1,690	1,871	1,806	1,747	1,716	X

Table 15: Public expenditure on CVET (part 2)

	2001	2006	2010 <sup>14</sup>	2011	2012	2013	Aus- bildung <sup>15</sup>
	in Mrd. €	in Mrd. €	in Mrd. €	in Mrd. €	in Mrd. €	in Mrd. €	
Berufliche Weiterbildung <sup>10</sup>	k.A.	0,527	0,958	0,824	0,674	0,857	
Arbeitslosengeld bei beruflicher Weiterbildung <sup>11</sup>	k.A.	0,714	0,962	0,877	0,771	0,935	
Zuschüsse zum Arbeitsentgelt bei der beruflichen Weiterbildung Beschäftigter	k.A.	0,014	0,106	0,073	0,066	0,077	
Förderung von Jugendwohnheimen <sup>12</sup>	0,044	0,004	–	–	–	0,001	X
Aus Mitteln des ESF mitfinanzierte ergänzende Qualifizierungsangebote bei Bezug von Kurzarbeitergeld, Saison-Kurzarbeitergeld oder Transferkurzarbeitergeld <sup>13</sup>	–	–	0,043	0,011	0,004	0,003	

<sup>1</sup> Ist-Werte gemäß Haushaltsrechnungen des Bundes. Haushaltsansätze für 2013.

<sup>2</sup> Die ausgewiesenen Werte geben keinen Aufschluss über die in der jeweiligen Periode tatsächlich an Geförderte ausgezahlten Mittel, vgl. Anmerkung im Text.

<sup>3</sup> Förderung für Schüler in Fachschulklassen, die eine abgeschlossene Berufsausbildung voraussetzen. Ist-Werte für alle angegebenen Kalenderjahre gemäß BAföG-Statistik des Statistischen Bundesamtes. Die Angaben wurden zu 65 % dem Bund und zu 35 % den Ländern zugerechnet. Bis zum Datenreport 2012 nicht berücksichtigt.

<sup>4</sup> Bis zum Jahr 2011 wurden diese Ausgaben unter dem Haushaltstitel „Förderung überbetrieblicher Fortbildungseinrichtungen“ geführt. Erfasst ist die Förderung überbetrieblicher Berufsbildungsstätten mit Schwerpunktsetzung auf Fort- und Weiterbildungsaktivitäten.

<sup>5</sup> Ist-Ausgaben für das jeweilige Haushaltsjahr.

<sup>6</sup> Ist-Werte für 2001, 2006 und 2010. Vorläufige Ist-Werte für 2011, Haushaltsansätze für 2012. Soll-Werte für 2013 lagen bei Redaktionsschluss nicht vor.

<sup>7</sup> Grundlage für die Schätzung der Ausgaben in den Kalenderjahren 2001, 2006, 2010 und 2011: Schülerzahlen der im jeweiligen Kalenderjahr endenden und beginnenden Schuljahre sowie Ausgaben für die beruflichen Schulen. Grundlage der Schätzung für das Jahr 2012: Schülerzahlen des Schuljahres 2011/2012 sowie Ausgaben für die beruflichen Schulen. Ab dem Datenreport 2011 wurde das Ausgabenkonzept von Nettoausgaben auf Grundmittel umgestellt. Da dies auch rückwirkend für die Jahre ab 2007 geschah, unterscheidet sich die Angabe für das Jahr 2010 leicht von der entsprechenden Angabe in früheren Datenreporten.

<sup>8</sup> Geschätzt auf Grundlage des Anteils des Programmbereichs „Arbeit – Beruf“ am Gesamtvolumen der Unterrichtsstunden (2006: 15,7 %, 2007: 15,5 %, 2008: 14,9 %, 2009: 14,9 %, 2010: 15,0 %, 2011: 13,9 %, 2012: 12,5 %).

<sup>9</sup> Die Funktion 153 fasst die ehemaligen Funktionen 151 (Förderung der Weiterbildung) und 153 (Andere Einrichtungen der Weiterbildung) zusammen. Der in der Jahresrechnungsstatistik unter Funktion 153 geführte Betrag weist unter Umständen eine in ihrer Höhe unbekannte Schnittmenge mit der BIBB-Schätzung des Mittelvolumens in Weiterbildungsprogrammen der Länder auf, vgl. Anmerkungen im Text.

<sup>10</sup> Entspricht der Position „Weiterbildungskosten“ im Datenreport 2012. Enthalten sind Teile des Integrationsfortschrittsprogramms sowie das Sonderprogramm WeGebAU.

<sup>11</sup> Siehe Anmerkungen im Text.

<sup>12</sup> Die institutionelle Förderung im Bereich der Aus- und Weiterbildung wurde 2009 abgeschafft. Seit April 2012 können jedoch wieder Leistungen für den Aufbau, die Erweiterung, den Umbau und die Ausstattung von Jugendwohnheimen erbracht werden.

<sup>13</sup> Gefördert werden gering qualifizierte Arbeitnehmer, die keine berufliche Ausbildung vorweisen können oder seit mindestens 4 Jahren anstatt der gelernten Tätigkeit einer anderen an- oder ungelernten Tätigkeit nachgehen.

<sup>14</sup> Für Angaben zu den Jahren 2007 bis 2009 siehe Datenreporte 2012 und 2013.

<sup>15</sup> Positionen, die in signifikantem Umfang auch Ausgaben für die berufliche Erstausbildung enthalten, sind mit Kreuz gekennzeichnet.

Quellen: Bundesministerium der Finanzen, Bundeshaushaltspläne

Bundesministerium der Finanzen, Haushaltsrechnung des Bundes

Statistisches Bundesamt, Fachserie 11, Reihe 2 – Berufliche Schulen

Statistisches Bundesamt, Fachserie 14, Reihe 3.1 – Rechnungserg GesamtHH

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Deutsches Institut für Erwachsenenbildung, Volkshochschulstatistik

Auskünfte des Statistischen Bundesamtes (Januar 2013) und der Bundesagentur für Arbeit (Januar 2014)

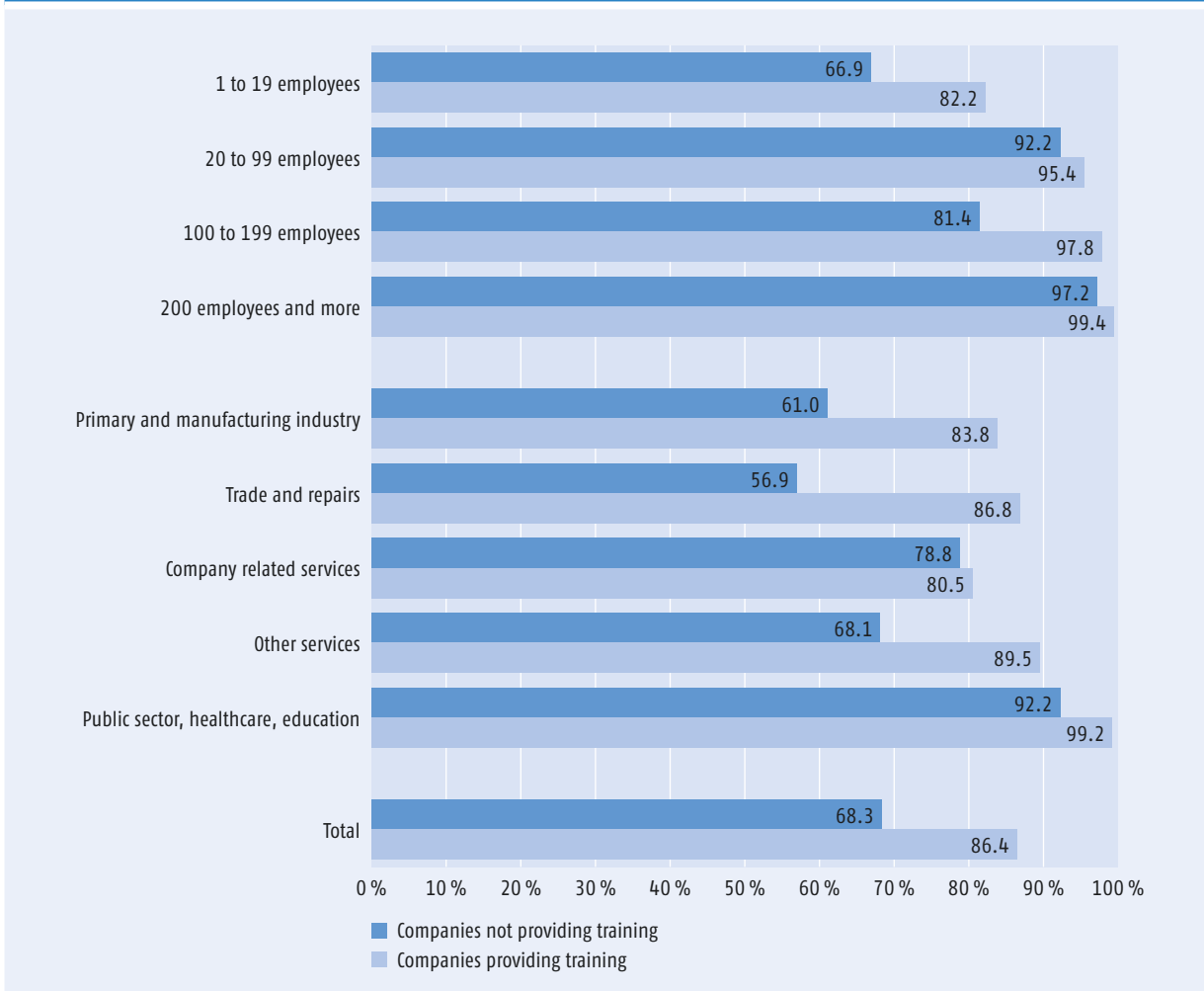
Table 16: Number of new and modernised training occupations (2004–2013)

	<b>new</b>	<b>modernised</b>	<b>total</b>
2004	5	27	32
2005	5	18	23
2006	4	17	21
2007	3	20	23
2008	7	12	19
2009	2	12	14
2010	0	11	11
2011	1	15	17
2012	0	5	5
2013	2	12	14
<b>total</b>	<b>29</b>	<b>149</b>	<b>179</b>

(Source: BIBB 2014, p. 102)

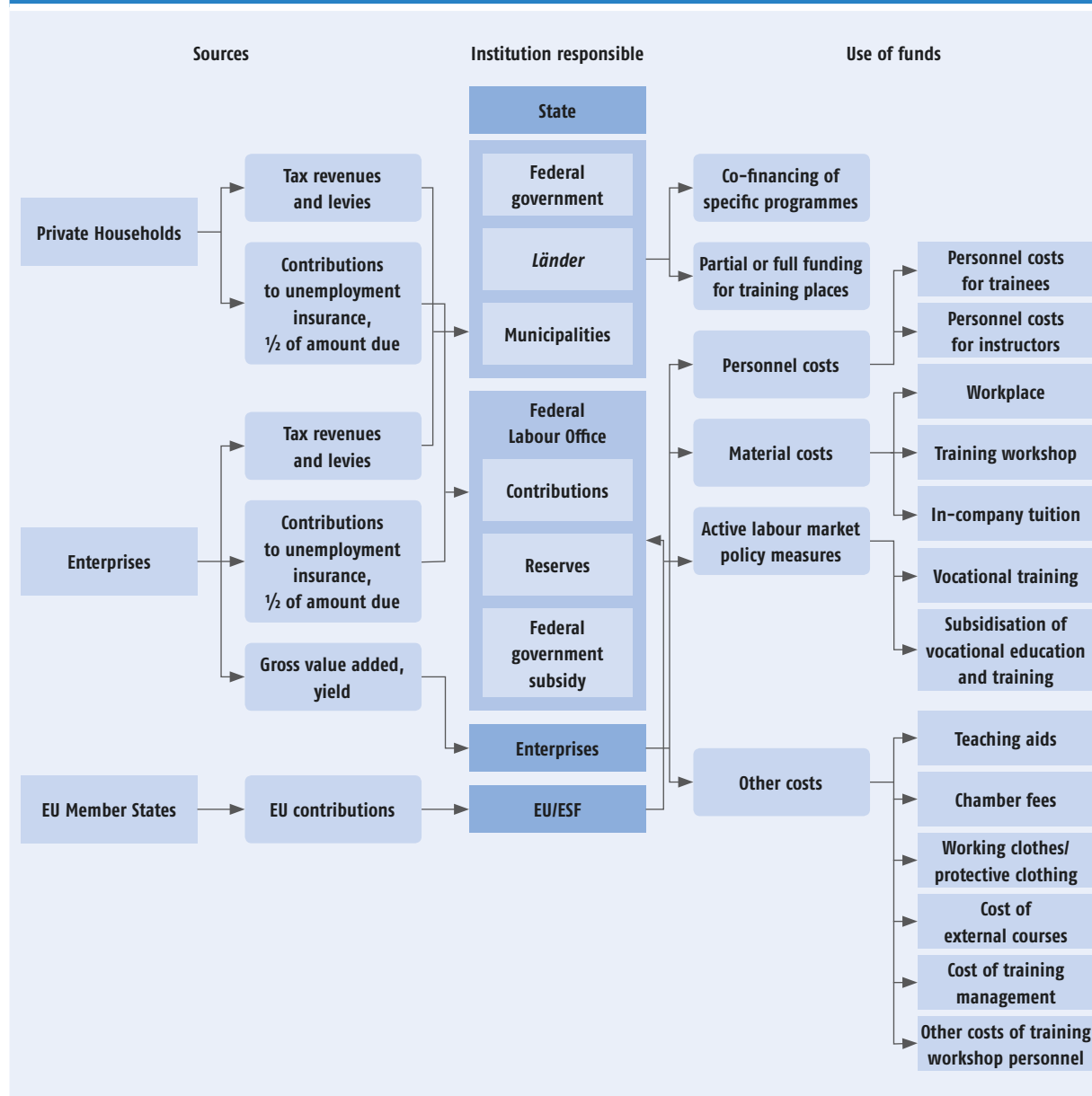
## ANNEX B: DIAGRAMS

Continuing training participation of companies providing training and not providing training by selected characteristics in 2011 (%)



(Source: BIBB 2013, p. 315)

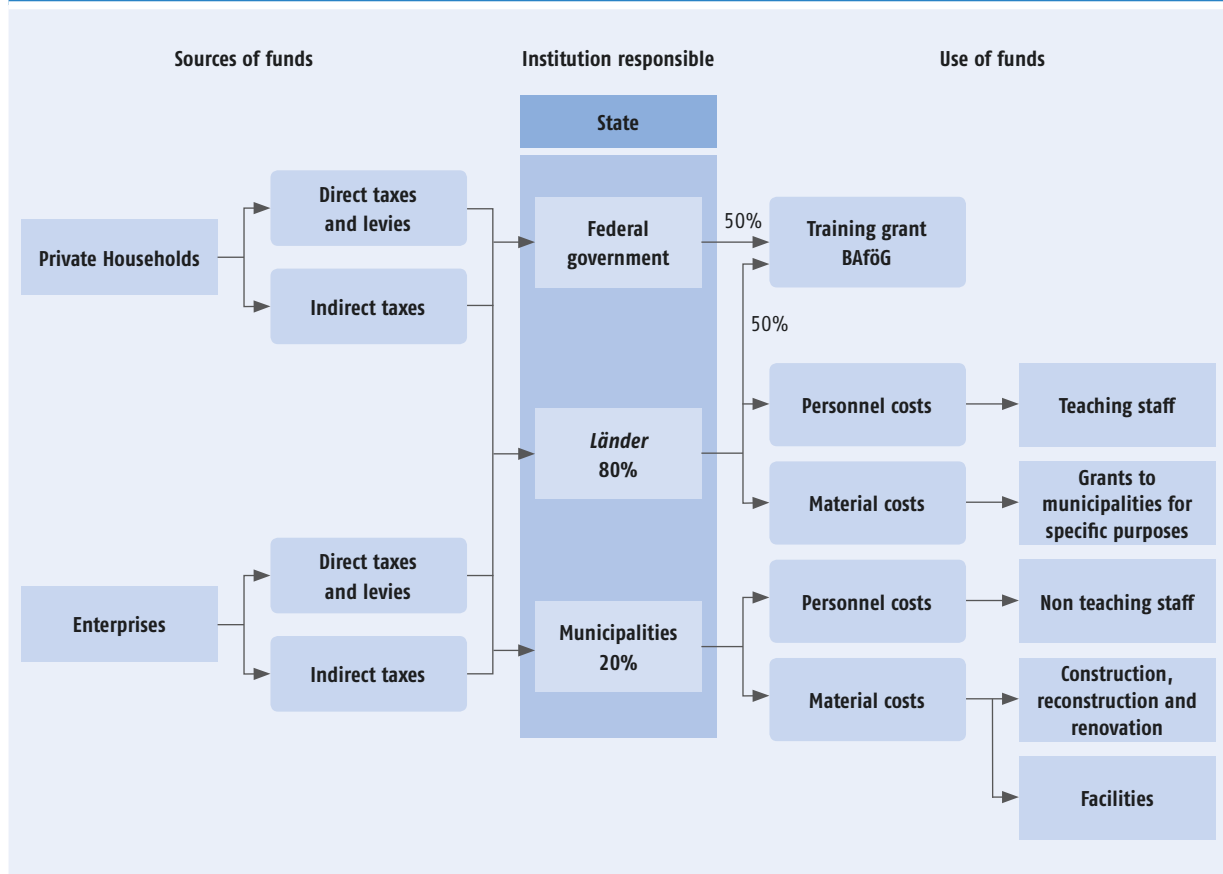
Diagram 2: Funding structure of IVET in individual enterprises (apprenticeship)



(Source: Hummelsheim, S., Timmermann, D.: The financing of vocational education and training in Germany. Financial portrait. Thessaloniki 2000)



Diagram 3: Funding structure of IVET (vocational schools)



(Source: Hummelsheim, S., Timmermann, D.: The financing of vocational education and training in Germany. Financial portrait. Thessaloniki 2000)

## ANNEX C: FURTHER EXPLANATIONS

### Explanation 1:

**Full-time vocational schools (*Berufsfachschulen*)** prepare students for an occupation – i.e. in the areas of commerce, engineering, health care and welfare, design etc. Full-time vocational schools are generally regulated by *Länder* legislation, with the exception of health care, which is subject to federal law – or for vocational training. The access requirements are a secondary general school certificate or a final certificate from intermediate school. Most pupils are aged 15 when they commence full-time vocational school. Under certain conditions, attendance at a full-time vocational school is credited as the first year of training in the dual system. Entitlement to study at a *Fachschule*, *Fachakademie* or school of health care can be acquired in some educational programmes. Educational programmes last one to three years, depending on the particular vocational orientation and objective.

Large numbers of students also attend the **schools for nurses, midwives, etc. (*Schulen des Gesundheitswesens*)**, which provide training for non-academic occupations in the healthcare sector, such as nursing and paediatric nursing, midwifery, therapeutic massage and occupational therapy. As regards organisation and premises, many of these schools are attached to hospitals, in which both theoretical and practical training takes place.

**Acquisition of higher education qualification at vocational schools – *Fachgymnasien*** provide, in addition to general grammar school education, specialised knowledge in various areas such as economics, technology, nutrition, agriculture, and information and communication technologies. Some schools also offer the opportunity to acquire more than one qualification (educational programmes leading to dual qualifications): an academic qualification (entitling holders to study at a university of applied science, university of cooperative education or Dual University) and a vocational qualification under *Land* law. Courses leading to dual qualifications last three to four years. They usually lead up to the university entrance examination.

### Explanation 2:

#### Dual study programmes

Dual study programmes combine in-company vocational training with a course of study at a *Fachhochschule*, university, Cooperative State Universities (Baden-Württemberg), vocational academy (*Berufsakademie*) or administration and business academy. In recent years there has

been a steady increase in provision of such dual study programmes. Enterprises obtain highly qualified and motivated young workers and institutions of higher education benefit from the extensive contact with the world of work and create a distinctive image for themselves by offering demand-based courses of study. Students obtain high-quality training that improves their labour market and career prospects and benefits them both financially and in terms of time. Dual study programmes integrated with training have the following characteristics:

- ▶ alternate between theory phases in the institution of higher education or academy and practical phases in the training enterprise;
- ▶ regulate the practical training in a training, student-employee or unpaid-trainee contract;
- ▶ are characterised by close dovetailing of the content of vocational activity in the training enterprise and the acquisition of theoretical knowledge in the institution of higher education/academy;
- ▶ involve close coordination of and cooperation between institution of higher education/academy and enterprise.

The most common combination is a course of business management plus commercial training. However, a course in engineering or computer science can also be combined with technical training. Overall, there is a very wide range of possible subject areas, with insurance, mechatronics, commercial law, health economy, mathematics and media informatics being just a few examples.

#### Universities of applied sciences (*Fachhochschulen*)

The course structure and the way in which teaching and study are organised in the *Fachhochschulen* are characterised by an emphasis on application and focus on the requirements of occupational practice.

Of 381 institutions of higher education, 223 are *Fachhochschulen* or other colleges without the right to award doctorates ([www.hochschulkompas.de/](http://www.hochschulkompas.de/); cited 09.12.2014). The numbers of students and the programmes of study offered vary widely with these variations contributing to particular subject and regional profiles for individual *Fachhochschulen*.

Entitlement to study in *Fachhochschulen* is provided by a certificate confirming the academic standard required for admission to higher education (*Hochschulreife*), a subject-based certificate confirming such a standard, or a certificate confirming the academic standard required

for entrance to a *Fachhochschule*. Courses normally run for a Bachelor degree 6 semesters and for a Master degree additionally 4 Semester. *Fachhochschulen* offer, in particular, courses of study in the following fields: engineering sciences, economic sciences/commercial law, social affairs, administration and administration of justice, computer science, design, mathematics, information and communication technology, healthcare/nursing.

### **Vocational universities and academies (*Duale Hochschulen, Berufsakademien*)**

These are higher education establishments providing academically based VET that is at the same time geared to practice through a dual training system. They exist in Baden-Württemberg, Bavaria, Saxony, Thuringia and Berlin. Enterprises bear the costs of the in-company training and pay the trainee remuneration for training, including for theoretical training in the vocational academy. Depending on the law of the *Land* concerned, to enter a vocational academy, applicants must have a certificate confirming the academic standard required for admission to higher education (*Hochschulreife*), a subject-based certificate confirming such a standard, or a certificate confirming the academic standard required for entrance to a *Fachhochschule*, and also a training contract. Again depending on the law of the *Land*, applicants without one of the above certificates but with a vocational qualification may be able to sit an entrance examination. Once they have concluded a training contract, applicants are registered with the vocational academy by their training enterprise. Training leads to bachelor qualifications. Courses of study are offered in the fields of economics, engineering and social affairs in particular. The relevant *Land* law normally lays down a period of study of three years. Training in vocational academies (*Berufsakademien*) takes place partly in accordance with study or training plans drawn up by agreement (*Studienakademien*) between academies, enterprises and social facilities, and also partly through vocational-academy training and examination directives in accordance with framework criteria from the relevant

ministries. In October 2004, the Standing Conference of Ministers for Education and Cultural Affairs of the *Länder* (KMK) decided that training programmes at vocational academies leading to Bachelor's qualifications should be accredited as equivalent to Bachelor's qualifications from institutions of higher education, thus opening up access to Master's courses. Equivalence criteria relate to teaching staff and to the scope of the theory- and practice-based training elements.

The German state of Baden-Württemberg has changed the legal status on March 1st, 2009. The institution now is called Baden-Württemberg **Cooperative State University** (*Duale Hochschule Baden-Württemberg*). The Baden-Württemberg Cooperative State University with its main seat in Stuttgart is the first university in Germany to integrate academic studies and work experience. Like the other universities, it is a legal entity of public law and simultaneously a state institution. Its trademarks are the structural characteristics of the University of Cooperative Education, in particular, the participation of training companies and institutions and the dual learning principle of studies. The conversion to dual university status means the new institution can grant academic degrees. One of the main innovations is the brief to realize cooperative research projects. That means that collaboration with partner enterprises and institutions can be intensified, and steps can be taken to make academic studies more up-to-date.

### **Health sector schools (*Schulen des Gesundheitswesens*)**

Furthermore the two-to three-year health sector schools are nationally considered to be tertiary, and by state regulation approximately two thirds of their contents are theoretical, while the other third is devoted to practical training in hospitals and other health care institutions. The reason for their assignment to ISCED level 5B is that ISCED 2 is not the only entrance requirement, but work experience and/or preceding vocational qualification is required, both of which are currently classified at level 3B.

## ANNEX D: LAWS AND REGULATIONS

### Initial training Vocational Training

#### Federal law (enterprise training)

1. Article 12 (1) of the *Grundgesetz* (GG; Basic Law, i.e. Constitution) of 23.5.1949, which prescribes free choice and practice of occupations.
2. Article 72 (2) of the *Grundgesetz*, as amended on 23.11.1994, which confers on the Federation the right to legislate on vocational education and training.
3. Article 74 (1) No 11 of the *Grundgesetz* of 23.5.1949, under which the concurrent legislative powers of the Federation extend to economic matters and to labour law.
4. *Berufsbildungsgesetz* (BBiG; Vocational Education and Training Act) of 23.3.2005, (BGBl. I p. 931), as most recently amended by Article 232 of the Order of 31.10.2006 (BGBl. I p. 2407). It establishes the framework conditions for vocational training, which come under economy and labour laws. The Law of 1.4.2005 reforming vocational education and training comprehensively amended and combined the 1969 Vocational Education and Training Act and the 1981 Promotion of Vocational Education and Training Act (*Berufsbildungsförderungsgesetz – BerBiFG*) which regulated vocational education and training planning, reporting and statistical documentation, and the work of the Federal Institute for Vocational Education and Training (BIBB). The aim of the reform was to safeguard and improve youth training opportunities and high-quality vocational training for all young people, irrespective of their social or regional origin. Major innovations were the recognition of time-limited training periods completed outside Germany, the amendment of the Enabling Standard for the promulgation of training directives by BIBB, and the amendment of the crediting of prior VET to the training period.  
([www.gesetze-im-internet.de/bbig\\_2005/BJNR093110005.html](http://www.gesetze-im-internet.de/bbig_2005/BJNR093110005.html), cited 20.8.2007)
5. *Betriebsverfassungsgesetz* (BetrVG; Works Constitution Act) of 15.1.1972, as amended by the Proclamation of 26.9.2001 (BGBl. I p. 2518), most recently amended by Article 221 of the Order of 31.10.2006 (BGBl. I p. 2407). It prescribes the participation rights of works councils in promoting and implementing training measures.  
([www.gesetze-im-internet.de/betrvg/BJNR000130972.html](http://www.gesetze-im-internet.de/betrvg/BJNR000130972.html), cited 20.8.2007)
6. *Gesetz zur Ordnung des Handwerks* (*Handwerksordnung – HwO*; Crafts Code) of 17.9.1953, as amended by the Proclamation of 24.9.1998 (BGBl. I p. 3074; 2006 I p. 2095), most recently amended by Article 146 of the Order of 31.10.2006 (BGBl. I p. 2407). It regulates vocational training in greater concurrence with the Vocational Education and Training Act in crafts trades.  
([www.gesetze-im-internet.de/hwo/BJNR014110953.html](http://www.gesetze-im-internet.de/hwo/BJNR014110953.html), cited 20.8.2007)
7. *Gesetz zum Schutz der arbeitenden Jugend* (*Jugend-arbeitsschutzgesetz – JArbSchG*; Protection of Young People in Employment Act) of 12.4.1976, (BGBl. I p. 965), as most recently amended by Article 230 of the Order of 31 October 2006 (BGBl. I p. 2407). It contains particular protective regulations for trainees and young employees.  
([www.gesetze-im-internet.de/jarbschg/BJNR009650976.html](http://www.gesetze-im-internet.de/jarbschg/BJNR009650976.html), cited 20.8.2007)
8. *Ausbilder-Eignungsverordnung* (AEVO; Ordinance on Trainer Aptitude) of 16.2.1999 (BGBl. I p. 157, 700), as amended by the Order of 28.5.2003 (BGBl. I p. 783). It prescribes standards for the occupational and work-related teaching abilities of instructors. On 1.8.2003, for a trial period of five years (until 31.7.2008), the AEVO was suspended with the aim of making in-company training easier and promoting the provision of in-company training places. The Chambers' responsibility for monitoring training quality remains unaffected by the suspension of the AEVO.
9. *Sozialgesetzbuch III – Arbeitsförderung* (SGB III; Social Code, Volume III – Employment Promotion) of 24.3.1997 (BGBl. I p. 594), as most recently amended by Article 7 of the Law of 7.12.2006 (BGBl. I p. 2814 with future effect, indirectly amended by Article 3 of the Law of 21.12.2006 (BGBl. I p. 3286). It regulates institutional and individual support for the unemployed and of those threatened with unemployment.  
([www.gesetze-im-internet.de/sbg\\_9/BJNR104700001.html](http://www.gesetze-im-internet.de/sbg_9/BJNR104700001.html), cited 20.8.2007)
10. *Verordnung über die Bescheinigung von Grundlagen beruflicher Handlungsfähigkeit im Rahmen der Berufsausbildungsvorbereitung* (*Berufsausbildungsvorbereitungs-Bescheinigungsverordnung – BAVBVO*; Directive on Certification of Bases of Vocational Competence in the Context of Pre-Vocational Training) of 16.7.2003 (BGBl. p. 1472)  
([www.gesetze-im-internet.de/bavbvo/BJNR147200003.html](http://www.gesetze-im-internet.de/bavbvo/BJNR147200003.html), cited 20.8.2007)

### Länder law (vocational schools)

1. Article 7 (1) of the *Grundgesetz* of 23.5.1949, under which the entire educational system is under the supervision of the State.
2. Article 30 of the *Grundgesetz* of 23.5.1949, which prescribes that the exercise of governmental powers and the discharge of governmental functions be incumbent on the *Länder* because of the Federal structure.
3. Articles 70, 71, 72, 73, 74 and 75 of the *Grundgesetz* of 23.5.1949, which confer the right to legislate on educational matters on the *Länder*.

### Continuing Vocational Training FEDERAL LAW

1. *Berufsbildungsgesetz* (BBiG; Vocational Education and Training Act) of 23.3.2005, (BGBl. I p. 931), as most recently amended by Article 232 of the Order of 31.10.2006 (BGBl. I p. 2407). Under BBiG vocational further training is structured and organised in further training and chamber regulations, and retraining in retraining regulations.  
([www.gesetze-im-internet.de/bbig\\_2005/BJNR093110005.html](http://www.gesetze-im-internet.de/bbig_2005/BJNR093110005.html), cited 20.8.2007)
2. *Betriebsverfassungsgesetz* (BetrVerfG; Works Constitution Act) of 15.1.1972, as amended by the Proclamation of 26.9.2001 (BGBl. I p. 2518), most recently amended by Article 221 of the Order of 31.10.2006 (BGBl. I p. 2407). It confers on the works councils the right of consultation, participation and co-determination in continuing training issues.  
([www.gesetze-im-internet.de/betrvg/BJNR000130972.html](http://www.gesetze-im-internet.de/betrvg/BJNR000130972.html), cited 20.8.2007)
3. *Gesetz zur Ordnung des Handwerks* (Handwerksordnung – HwO; Crafts Code) of 17.9.1953, as amended by the Proclamation of 24.9.1998 (BGBl. I p. 3074; 2006 I p. 2095), most recently amended by Article 146 of the Order of 31.10.2006 (BGBl. I p. 2407). It controls continuing training in crafts trades in conjunction with the Vocational Education and Training Act.  
([www.gesetze-im-internet.de/hwo/BJNR014110953.html](http://www.gesetze-im-internet.de/hwo/BJNR014110953.html), cited 20.8.2007)
4. *Sozialgesetzbuch III – Arbeitsförderung* (SGB III; Social Code, Volume III – Employment Promotion) of 24.3.1997 (BGBl. I p. 594), as most recently amended by Article 7 of the Law of 7.12.2006 (BGBl. I p. 2814) with future effect, indirectly amended by Article 3 of the Law of 21.12.2006 (BGBl. I p. 3286). Given the priority of integrating the unemployed into the primary labour market, it prescribes the priority of placement

for the unemployed over recourse to labour promotion benefits and defines individual and institutional eligibility for support of occupational further training, occupational retraining and orientation training.

([www.gesetze-im-internet.de/sgb\\_9/BJNR104700001.html](http://www.gesetze-im-internet.de/sgb_9/BJNR104700001.html), cited 20.8.2007)

5. *Gesetz zur Förderung der beruflichen Aufstiegsfortbildung* (Aufstiegsfortbildungsförderungsgesetz – AFBG; Career Advancement Training Promotion Act) of 1.1.1996, as amended by the Proclamation of 10.1.2002 (BGBl. I p. 402), most recently amended by Article 84 of the Order of 31.10.2006 (BGBl. I p. 2407). It confirms the right to State support for skilled workers who have completed initial vocational training.  
([www.gesetze-im-internet.de/afbg/BJNR062300996.html](http://www.gesetze-im-internet.de/afbg/BJNR062300996.html), cited 20.8.2007)
6. *Gesetz zum Schutz der Teilnehmer am Fernunterricht* (Fernunterrichtsschutzgesetz – FernUSG; Distance Learning Protection Act) of 24.8.1976, as amended by the Proclamation of 4.12.2000 (BGBl. I p. 1670), most recently amended by Article 4(3) of the Law of 23.3.2005 (BGBl. I p. 9331). It regulates the licensing and form of contract of correspondence courses.  
([www.gesetze-im-internet.de/fernusg/BJNR025250976.html](http://www.gesetze-im-internet.de/fernusg/BJNR025250976.html), cited 20.8.2007)
7. *Verordnung über das Verfahren zur Anerkennung von fachkundigen Stellen sowie zur Zulassung von Trägern und Maßnahmen der beruflichen Weiterbildung nach dem Dritten Buch Sozialgesetzbuch* (Anerkennungs- und Zulassungsverordnung – Weiterbildung – AZWV; Directive on Recognition and Licensing of Continuing Training) of 16.6.2004 (BGBl. I p. 1100), as amended by Article 453 of the Order of 31.10.2006 (BGBl. I p. 2407)  
([www.gesetze-im-internet.de/azwv/BJNR110000004.html](http://www.gesetze-im-internet.de/azwv/BJNR110000004.html), cited 20.8.2007)

### Länder law

1. Continuing training and adult education laws, some of which control the subsidisation of general, political and vocational continuing education and training events.
2. The *Länder* education laws and framework agreements of the Standing Conference of *Länder* Ministers of Education and Cultural Affairs, which regulate continuing education and training in specialised schools.
3. *Bildungsurlaubsgesetze* (Educational Leave laws), which are in effect in 12 *Länder* at present. They guarantee employees' entitlement to limited release from work to participate in continuing education and training and ensure uninterrupted wage or salary.

**Abstract:**

This is an overview of the VET system in Germany. Information is presented according to the following themes:

1. External factors influencing VET
2. Providing VET in a lifelong learning perspective
3. Shaping VET qualifications
4. Promoting participation on vocational education and training

This overview has been prepared in 2014 and its reference year is 2013. Similar overviews of previous years can be viewed at:

<http://www.cedefop.europa.eu/EN/Information-services/vet-in-europe-country-reports.aspx>

More detailed thematic information on VET systems of the EU and Germany can also be found at:

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

<http://www.cedefop.europa.eu/EN/Information-services/detailed-thematic-analyses.aspx>

**Keywords:** vocational education and training (VET) systems; initial vocational training; continuing vocational training; lifelong learning; VET policy development; financial crisis and VET policies; VET legislative and institutional frameworks; validation of non-formal and informal education; teachers and trainers; anticipation of skill needs; vocational guidance and counselling; VET financing mechanisms; allocation of national VET programmes; national and international qualification systems.

**Geographic term:** Germany



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