



Federal Ministry  
of Education  
and Research

**Die Duale**  
*Berufsbildung mit System.*

# Report on Vocational Education and Training 2020





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## Abbreviations used

AFBG	Aufstiegsfortbildungsförderungsgesetz – Upgrading Training Assistance Act
ANR	Angebots-Nachfrage-Relation – Supply and demand ratio
AufenthG	Aufenthaltsgesetz – Residency Act
BA	Bundesagentur für Arbeit – Federal Employment Agency
BAföG	Bundesausbildungsförderungsgesetz – Federal Training Assistance Act
BAuA	Bundesanstalt für Arbeitsschutz und Arbeitsmedizin – Federal Institute for Occupational Safety and Health
BBNE	Berufliche Bildung für nachhaltige Entwicklung – Vocational training for sustainable development
BBiG	Berufsbildungsgesetz – Vocational Training Act
BBP	Berufsbildungspartnerschaften mit der deutschen Wirtschaft – Vocational training partnerships with German business and industry
BGBI	Bundesgesetzblatt - Federal Law Gazette
BIBB	Bundesinstitut für Berufsbildung – Federal Institute for Vocational Education and Training
BVJ	Berufsvorbereitungsjahr – Pre-vocational training year
DIHK	Deutscher Industrie- und Handelskammertag – Association of German Chambers of Industry and Commerce
ESF	European Social Fund
EQI	Einmündungsquote der ausbildungsinteressierten Jugendlichen – Computed placement rate of young people interested in training
EU	European Union
EURES	European Employment Services
EZ	Entwicklungszusammenarbeit – International development
GES	Gesundheits-, Erziehungs- und Sozialwesen – Healthcare, education and social services occupations
HwO	Handwerksordnung – Crafts Code
HWK	Handwerkskammer – Chambers of Skilled Trades
HZB	Hochschulzugangsberechtigung – Higher education entrance qualification
IAB	Institut für Arbeitsmarkt- und Berufsforschung – Institute for Employment Research
iABE	Integrierte Ausbildungsberichterstattung – Integrated Reporting on Training
IHK	Industrie- und Handelskammer – German Chambers of Industry and Commerce Association
IvAF	Integration von Asylbewerberinnen, Asylbewerbern und Flüchtlingen – Integration of asylum applicants and refugees
KMK	Kultusministerkonferenz – Conference of Ministers of Education and Cultural Affairs
NEPS	Nationales Bildungspanel – National Education Panel Study

ODA	Official Development Assistance
SDG	17 Sustainable Development Goals (of the United Nations)
SGB	Sozialgesetzbuch – German Social Code
SMEs	Small and medium-sized enterprises
SSEs	Small and the smallest enterprises
StBA	Statistisches Bundesamt – Federal Statistical Office
TQ	Teilqualifizierungen – employable skills modules
ÜBS	Überbetriebliche Berufsbildungsstätten – Inter-company training centres
ÜLU	Überbetriebliche Lehrlingsunterweisung – Inter-company training centres in the skilled trades
UNESCO	United Nations Educational, Scientific and Cultural Organization





# Foreword

In 2020 all of our daily lives have been impacted by the COVID-19 pandemic. So many things that we were used to are now different. Vocational education and training has also been affected and is facing major challenges. Will all current trainees be able to complete their training? How will the company weather the crisis? The 2020 Report on Vocational Education and Training is being published in a time of great uncertainty, which will unfortunately obscure much of the positive news that the Report contains.

The number of people starting vocational training grew again in 2019 – especially in the essential health-care occupations that are so important to our overall social system. Now more than ever, dual training guarantees trainees a successful career start. Three-quarters of the trainees who successfully complete their training are subsequently employed by the company they trained in. They have excellent long-term job and career prospects.

The Report also outlines the challenges posed by demographic change, which has resulted in falling numbers of people applying for and completing dual training. In 2019 we have continued to respond to this situation. We have modernised dual training by amending the Vocational Training Act, highlighting both the outstanding career prospects it offers and its equivalence with academic education. We have introduced a minimum wage for trainees. We have re-regulated and improved training in the care and nursing occupations.

Trainees' careers really only begin once they have completed training and passed their final exams, so we also look after them after training. With the most comprehensive expansion of the Upgrading Training

Assistance Act (AFBG) since it was introduced, we have made it easier than ever for people to decide to advance their careers.

Lifelong learning is now increasingly important. The demands of the world of work and job profiles are changing fast. Occupational activities are being digitalised and new roles are emerging, for which workers need to be trained. We have ensured that more people than ever are profiting from support for continuing training. In 2018 just on 150,000 people underwent vocational training to upgrade their skills and qualifications.

The coronavirus crisis has shown and is showing us how important flexibility is. Many people have come up with new ideas at short notice because old formats were suddenly no longer practicable. Others have quickly acquired new knowledge and skills because their companies had to restructure production. In healthcare in particular, employees in some areas have acquired extensive additional skills in just a few days. Suddenly, out of necessity, many things that once would have taken a long time to implement quickly became possible. The fact that all of this has worked so well is also doubtless due to the outstanding training that workers in Germany undergo, training that provides them with a solid foundation for all their future occupational activities.

If anything positive has come out of this crisis, it is the wide range of ideas and creative solutions that it has suddenly made possible. We hope that we can take all of them with us into the future.

The Federal Ministry of Education and Research

## The most important facts in brief



### More people starting vocational training

Checking the trend of recent years, the number of people starting vocational training grew by 6,400 or 0.9%. All the other sectors (the transition system, acquisition of a higher education entrance qualification, tertiary studies) recorded decreases, due mainly to demographic change. The increase in numbers was concentrated in school-based training courses in the healthcare, education and social services occupations.



### Fall in the number of newly concluded training contracts as defined in the Vocational Training Act/Crafts Code

The number of newly concluded training contracts fell over the past year by 1.2% to 525,100. This decline was recorded mainly in the Skilled Trades and Trade and Industry sectors. In contrast, the Professional Services and Public Service sectors recorded increased numbers of new training contracts.



### Termination of a training contract is not the end of training for most trainees

In 2018 the training contract termination rate was 26.5%. However, more than 60% of the young people who terminated training contracts continued in education and training, half of them in the dual system and around 14% in school-based education and training or in tertiary studies.



### Improved matching of supply and demand

At the end of September 2019 there were 53,100 unfilled training places (-7.8%) and 24,500 unplaced applicants ( $\pm 0$ ). The focus of the problem has shifted from regional disparities to imbalances in occupations.



### Growth in the number of young people with no vocational qualifications

More people without a formal qualification were recorded in 2018, due to the influx of refugees. 14.4% of 20- to 34-year-olds had no formal vocational qualification. While the figure for German citizens not from a migrant background fell to 8.3%, it grew for migrants who themselves migrated to 32.9%.

# 1 The 2019 training market and its challenges

## I. The training market situation in 2019

Since 2005, Integrated Reporting on Training (iABE) has been delivering detailed annual data on the training and qualification activities of young people who have completed stage one secondary education. The data is divided into the following four sectors: vocational training, integration into training (transition system), acquisition of a higher education entrance qualification, and tertiary studies.

Vocational training has traditionally been the largest sector, including as it does all training leading to full vocational qualifications. It includes dual training as defined in the Vocational Training Act (Berufsbildungsgesetz – BBiG) and Crafts Code (Handwerksordnung – HwO) as well as school-based vocational training and training for the middle grade of the German civil service. The number of new entries in this sector in 2019 was 730,300<sup>1</sup> (47.4 % of them women), a rise of 6,400 or 0.9 % over the previous year's figure.

Of all new entrants in the vocational training sector in 2019, 30.5 % were starting in school-based vocational training<sup>2</sup>. There was a marked increase in the number of vocational training places offered in the healthcare and education occupations.

The transition sector includes training courses that prepare young people for participation in vocational training. These include study courses providing specific vocational qualifications, but also training courses for young people returning to study to gain a general lower secondary education qualification or a higher-level school leaving certificate, and obligatory practical traineeships before the start of vocational training. The number of new entries in the transition sector in 2019 was 255,300 (38.6 % of them women). 8,700 fewer young people entered the transition system in 2019 than did so the year before (–3.3 %).

The acquisition of higher education entrance qualification and tertiary studies sectors cover higher-level secondary education qualification courses that enable young people at vocational or general education schools to gain an entrance qualification for studies at a university of applied sciences (Fachhochschule) or a general university entrance qualification. In these sectors the number of new entries declined slightly in 2019, with 486,300 new entrants (–4,100 or –0.8 %), 53.2 % of them women.

The fourth sector records the number of first-year students starting studies at higher education institutions. After growing steadily until 2017, this sector again recorded a slight decline to 511,800 (51.7 % of them women), falling by 4,400 or 0.9 % compared with the previous year.

The overall picture is dominated by one central development that has increasingly supplanted other developments in recent years: demographic change. Its effect can be very clearly seen in the trend in school leaver numbers – so in the base population that is distributed across the four sectors. In 2009, 929,500 young people left school (49.3 % of them women), while by 2018 the number of school leavers had fallen to 812,200 (48.3 % of them women). Between 2017 and 2018, the number of people aged between 15 and 18 declined by 2.1 %. This trend is also now supplanting the increasing tendency of school leavers to start tertiary studies that has been observed in previous years and until 2017 resulted in substantial growth in numbers of first-year students at higher education institutions.

Dual training under the BBiG/HwO is facing the additional challenge that the group of school leavers with low to intermediate school leaving qualifications, who have traditionally been very important for this branch of training, is falling disproportionately steeply. It has decreased from 583,700 (46 % of them women) in 2010 to 528,800 (45 % of them women) in 2018.

<sup>1</sup> Figures in [Chapter 1](#) have been rounded up to the nearest hundred. Absolute figures can be found in [Chapter 2](#).

<sup>2</sup> More people without a formal qualification were recorded in 2018, due to the influx of refugees. 14.4 % of 20- to 34-year-olds had no formal vocational qualification. While the figure for German citizens not from a migrant background fell to 8.3 %, it grew for migrants who themselves migrated to 32.9 %.

Part-time vocational schools are also feeling the effects of demographic change. The number of students at part-time vocational schools declined between the 2008/2009 and 2018/2019 school years by more than 18%, while the number of those schools fell over the same period by 9%.

The number of people from a forced migration background has attenuated the annual reversal of this trend in recent years. After starting in the transition system, they have now been placed in particular in dual training in Skilled Trades occupations, so this attenuating effect is now diminishing noticeably.

#### The Federal Government's Skilled Labour Strategy (Fachkräftestrategie)

Working together with the Social Partners, the Federal Employment Agency (Bundesagentur für Arbeit) and Länder governments, the Federal Government has developed a Skilled Labour Strategy to focus on securing and expanding the potential of skilled domestic, European and international workers across all industries. It aims to support everyone in the workforce in maintaining and adapting their qualifications and skills in a changing world of work and to ensure that the skilled workers required to secure Germany's strength as a place where business can thrive will be available in the digital labour market of the future.

#### National Skills Strategy

On the 12 of June 2019 the Federal Government together with the Social Partners and Länder governments agreed on a National Skills Strategy (Nationale Weiterbildungsstrategie) to formulate responses to the demands of the digital transformation of work. The National Skills Strategy will deal not only with the issue of providing further training, but also with the question of how companies' and individuals' demand for and participation in advanced training can be increased and developed further.

#### The Skilled Immigration Act (Fachkräfteeinwanderungsgesetz)

The Skilled Immigration Act (Fachkräfteeinwanderungsgesetz) expands access to Germany's labour market for skilled workers from third countries. A number of reforms to the Act have been introduced recently to benefit people with vocational skills and qualifications. Skilled workers in all training occupations can now obtain residence permits for employment purposes and the restriction on occupations faced with shortages of skilled workers has been lifted. People's options for spending time in Germany to have their vocational qualifications recognised and look for work have also been expanded. Also new is the option of spending up to six months in Germany to look for a training place.

## II. Falls in trainee numbers in dual training

After the positive developments of the past two years, falls in numbers of trainees in dual training as defined in the Vocational Training Act (BBiG) and Crafts Code (HwO) were recorded in 2019.

The supply of training places, which is calculated based on the number of newly concluded training contracts and unfilled training places, decreased in the 2018/2019 training year, after growing in previous years. The number of training places fell by 10,900 (-1.8%) to 578,200 and the number of training places unfilled at the end of the training year also decreased. At the end of September 2019, 53,100 training places were unfilled, 4,500 fewer than in the previous year (-7.8%). Leaving non-company training places out of the equation, this represents a decline in the number of training places of 10,300, down to 563,900 places (-1.8%). Demand for training places, which is calculated based on numbers of newly concluded training contracts and of unplaced applicants, fell again after growing in the past two years. 549,600 people were looking for a training place during the reporting year, 556,000 fewer than in the previous year.

The number of young people from a forced migration background interested in a training place also declined slightly in the past year. In the 2018/2019 training year, 38,100 people were registered with the Federal Employment Agency (BA) as seeking training (-200 or -0.5%). 13,400 of them were placed in training (35.2%).

Taken together, these figures result in a supply and demand ratio (ANR) of 105.2, so there were 105.2 training places for every 100 people interested in training.

Demand based on the expanded definition – i.e. including those who were still looking for a training place but already had an alternative, such as a place – in tertiary education or another training place, also declined. In 2018 there was demand for training based on the expanded definition from 610,000 people, but in 2019 this figure was just 598,800, so demand based on the expanded definition was under 600,000 for the first time. As well as the strong influence of demography, this is due to the steep decline in numbers of applicants with an alternative still looking for a training place (49,200, –4,900 or –9.0% compared with the previous year). The figure for expanded ANR as a percentage was the same as it was in the previous year, at 96.6%.

According to the BIBB survey on the 30 of September 2019, the number of newly concluded training contracts fell by 6,300 to 525,100, a decrease of 1.2%. The fall in numbers was recorded for both young men (–0.9%) and young women (–1.7%).

Falls in numbers of newly concluded training contracts were recorded especially in the Skilled Trades and Trade and Industry. Numbers of newly concluded training contracts rose only in the Public Service (+4.5%) and Professional Services sectors (+1.9%).

As well as the fall in the number of training places in companies in the period under review to 510,700 (it was 516,500 in the previous year), there was a decline of 3.5% to 14,400 places in the number of non-company training place contracts (the previous year's figure was 14,900).

The proportion of female trainees in the dual system fell slightly between 2017 and 2018 from 37% to 36.1%. In 2002, 41% of trainees in the dual system were female. The decline in their number has intensified in recent years, due to the entry of mainly male refugees into the training market. An analysis carried out by the BIBB found that the number of young men with a higher education entrance qualification who started training grew much more strongly than did the number of women with the same qualification.<sup>3</sup>

<sup>3</sup> Where are the young women? Reasons for the decline in attendance at training courses the sex of the subject. In: Vocational Training in science and practice 47 (2018) 6.

There was also a steep fall in the number of previously unsuccessful training applicants in the dual system. The proportion of applicants who were registered with the BA in earlier years as looking for training fell from 40% in 2006 to just 25% in 2018.

#### The Alliance for Initial and Continuing Training

The Alliance for Initial and Continuing Training aims to strengthen the attractiveness, quality and performance of training and to successfully integrate young people into vocational training. It works to enable more young people to find company-based training places and more companies to fill their training places. The Alliance is also enhancing the image of vocational training as an equivalent alternative to academic education, highlighting the modern advanced training it offers and the career paths that it enables.

#### Amendment of the BBiG/HwO

The Federal Government's amendment of the Vocational Training Act (BBiG) and Crafts Code (HwO) has strengthened and modernised vocational training by introducing a minimum training allowance and consistent advanced training levels that reinforce the equivalence of the vocational training system with academic education and training.

#### InnoVET

The InnoVET innovation competition was launched to develop, trial and implement concepts to make the vocational training system more attractive and qualitatively better. It also examines the overall structures of dual training and vocational training that upgrades trainees' skill levels. The structural ideas developed can then be anchored or implemented in vocational training structures at the Federal and Länder government levels.

#### Amendment of the Upgrading Training Assistance Act (AFBG)

The Upgrading Training Assistance Act (AFBG) is currently being amended. Once it has been comprehensively modernised to improve the support it offers, it will come into force on the 1 of August 2020. The goal in amending the AFBG is to offer people more support for completing further training measures. To this end, subsidies will be increased to further relieve beneficiaries. In future, funding and support will be available for all phases of upgrading training regulated in the Vocational Training Act (BBiG).

### III. Training in the healthcare, education and social services occupations

School-based vocational training is the second mainstay of vocational training in Germany after dual training. By far the largest share of trainees in this area train in the healthcare, education and social services occupations. This training is regulated in the provisions of Federal or Länder laws outside the scope of the Vocational Training Act (BBiG) and Crafts Code (HwO) and is provided at part-time vocational schools, healthcare sector training schools and trade and technical schools.

Training in the healthcare, education and social services occupations has expanded substantially in recent years, in contrast to the situation in other school-based training occupations. Numbers of new entrants into training in the healthcare, education and social services occupations rose by 30.4% between 2005 and 2018. This trend reflects developments in the wider society. Changing requirements in the care and nursing professions and the different demands being made on care workers due to demographic and epidemiological developments (increases in life expectancy, in rates of multimorbidity and in the prevalence of diseases of dementia) have increased the need for skilled staff in the care and nursing sector. Demand for kindergarten teachers has also grown, not least due to the legal right to childcare for children over a year old, which was introduced in 2013.

In the 2018/2019 school year, 186,000 new trainees started training in the healthcare, education and social services occupations, where 76.2% of them were women, a rise of 7,100 or 3.9% compared with the previous year's figure. 91,000 people started training in the healthcare field, which includes public health and paediatric nursing and geriatric care and nursing, in the 2018/2019 school year (around 23,600 of them male and around 67,400 female), a rise of 2.4% or 2,100 people. In the education sector, which includes the occupations of kindergarten teacher, childcare worker and social assistant, 46,300 people started training in 2018/2019 (80% of them women), an increase of 1,500 (3.3%) over the previous year's figure.

#### The start of new forms of care and nursing training

The Pflegeberufegesetz of the 17 of July 2017 (BGBl. I S. 2581) put care and nursing training on a new and modern footing from the 1 of January 2020, creating the necessary preconditions for providing sustainable care and nursing training free of charge to trainees. Training in geriatric care and nursing, in public health nursing and in general care and nursing, which was regulated separately, has now been consolidated into a general form of care and nursing training. This expands both the range of areas that trainees are able to work in and their opportunities for professional development. Academic degrees in public health nursing and geriatric care and nursing are another option for gaining qualifications in these fields.

#### The care and nursing training campaign (Ausbildungsoffensive Pflege)

The Ausbildungsoffensive Pflege (care and nursing training campaign 2019–2023) is the first outcome of the concerted action care and nursing programme (Konzertierte Aktion Pflege) and accompanies the introduction of new forms of care and nursing training. The Federal and Länder governments and industry associations have agreed on numerous measures in three areas of action to support actors in the field of care and nursing training, creating more attractive training conditions and further increasing trainee numbers.

#### IV. In focus: factors that influence young people's choice of occupation

Young people's decisions for or against a specific occupation are the result of a long process. With help from those they turn to for advice, young people have to consider what is important to them and what they would rather not come into contact with. An analysis carried out by the BIBB has identified the factors that play a major role in their decisions for or against a specific occupation.

The most important feature, which around 70% of the young people cited, are the labour market prospects that an occupation offers. What is important to most young adults is to be able to establish a career, to work with other people and to contribute their own ideas to their work. More than 40% of the young people surveyed also regarded as much leisure time as possible and a high income as important.

While these factors play a similarly important role in the choices of both genders, there were gender-specific differences in respondents' answers to questions about whether they wanted to help others in their work or whether they wanted to work with technology. While more than half of young women answered "Yes" to the first question (only 28% of young men), the gender distribution was inverted in responses to the second question. 44% of young men said that working with technology was important but it was important to only 23% of young women.

Just on half of young people have reservations about occupations that offer little variety in daily activities and in which they are extensively confronted with illness, although the latter was more daunting for young men (54%) than for young women (39%). Gender preferences were reversed on the issue of exposure to noise, which 39% of the young people surveyed wanted to avoid, 32% of them young men and 49% of them women. Only a minority of young people see factors often associated with work in the skilled trades ("physical exertion", 17% or "getting dirty", 16%) as negative.

In recent years the consultancy structures that young people make use of in deciding on an occupation have also changed greatly. Young people are increasingly turning to sources beyond the usual institutional guidance services. As well as their parents and friends, who have always played a role in their decisions, the relevance of job fairs and social networks in this area has grown.<sup>4</sup>

#### V. Increase in numbers of training contract terminations

The rate at which training contracts were terminated rose again from 25.7% in 2017 to 26.5% in the following year. There are, however, major differences between occupations, reflecting the very good situation on the training market from the point of view of applicants. In interpreting this figure, it should be noted that the training contract termination rate is published a year after the training balance, so the data records the very good training balance of the past year.

Surveys carried out by the BIBB have shown that the rate of training contract terminations traditionally increases when the market situation is very good for trainees. When the ANR is high, as it was in the reporting year, a higher rate of training contract terminations is also to be expected.<sup>5</sup> This is, however, a growing problem for companies. They have to not only find trainees that suit them, but if a trainee terminates their training contract, they then have to look for an appropriate person to replace them.

This is substantiated by a new (still unpublished) analysis of data from the National Education Panel Study (NEPS). According to this data, half the trainees who terminate a training contract start in a new training place in the dual system after terminating the contract, while 14% start school-based training or tertiary studies. The termination of a training contract

4 Kinder der Einheit – Same same but (still) different! – Die McDonald's Ausbildungsstudie 2019 (surveys 9688 and 8204), p. 84, and Arbeitsmarkt kompakt: Ausbildungsbilanz 2018/2019, p. 5 ([statistik.arbeitsagentur.de/Statischer-Content/Arbeitsmarktberichte/Ausbildungsmarkt/generische-Publikationen/AM-kompakt-Ausbildungsmarkt-2018-19.pdf](http://statistik.arbeitsagentur.de/Statischer-Content/Arbeitsmarktberichte/Ausbildungsmarkt/generische-Publikationen/AM-kompakt-Ausbildungsmarkt-2018-19.pdf)).

5 See also Uhly, Alexandra (2015): Vorzeitige Vertragslösungen und Ausbildungsverlauf in der dualen Berufsausbildung. Forschungsstand, Datenlage und Analysemöglichkeiten auf Basis der Berufsbildungsstatistik. BIBB, Wissenschaftliche Diskussionspapiere 157 ([bibb.de/dokumente/pdf/wdp-157\\_barrierefrei.pdf](http://bibb.de/dokumente/pdf/wdp-157_barrierefrei.pdf)).



cannot therefore be equated with the university dropout rate, which records only those students who have left the tertiary education system altogether.

According to data published in the NEPS, 31% of contract terminations were initiated by companies, while 29% of those surveyed said that the contract was terminated by mutual agreement. In just on half the cases (48%), the trainee terminated the contract unilaterally. The main reason that trainees gave for terminating their training contract was a false impression of the occupation (just on 60% of those surveyed), conflict (around half of respondents) and a low quality of training (39% of those surveyed).

Data from the NEPS also offers information on the length of time it took trainees to get back into training. Among those who started dual training again, around a third took just four months to start in a new training place. Another 40% succeeded in gaining a new training place within the year after terminating their training contract.

This data makes it clear that better preparing young people to decide on a career must be a part of the activities undertaken to reduce the number of training contract terminations.

#### Careers orientation measures

Choosing a suitable occupation is a far-reaching decision for all young people. The Federal Government supports young people starting out in working life by providing careers orientation, such as the support services offered by the Federal Employment Agency (BA) and the Federal Government's careers orientation programme, which includes a very strong focus on providing careers counselling at grammar schools (Gymnasien) and the targeted addressing of refugees. By the summer of 2020, more than 1.5 million school students will have participated in the careers orientation programme. Over 300 education institutions and more than 3,000 schools all over Germany work to implement this programme as cooperative partners.

As part of the lifelong guidance it offers, the BA also supports people in need of vocational advice and orientation, even after they have started work.

## VI. Improved matching of supply and demand

Supply and demand in the training market was better harmonised in 2019 than it was in 2018, although matching supply and demand remains a central challenge. According to data provided by the BA, 53,100 training places were unfilled at the end of the last training year, a fall of 4,500 places (7.8%). However, this trend only emerged at the end of the year, reversing the trend observed during the year. This indicates that by the end of the training year, many companies had withdrawn the training places they had registered with the BA but could not fill.

The number of unplaced applicants on the 30 of September 2019 remained static at 24,500. The number of applicants with an alternative decreased significantly (2018: 54,100, 2019: 49,200). There were also substantial shifts within the group of unplaced applicants. The number of unplaced applicants aged over 18 fell, while the figure rose for those under 18. There were also significant differences in the figures depending on the young person's school-leaving qualification. The number of unplaced applicants among young people with a secondary general school certificate or General Certificate of Secondary Education grew, while it fell among young people with a qualification from an applied sciences college or higher school leaving qualification.

The extent to which supply and demand does not match varies greatly in different regions, industries and occupations. It is a very significant issue in some regions in north-eastern Germany and the Ruhr area. In contrast, southern Bavaria and the Münster and Emsland regions have few problems. As in earlier years, occupations with problems filling the training places they offer were those in the food industry, catering and cleaning businesses. In 2019 building trade occupations were also among those with problems filling training places, despite very high pay they offer some trainees (e.g. for concrete and reinforced concrete workers). Conversely, there was an oversupply of applicants (supply problems) in occupations in the media and commercial sectors.

A current analysis by the BIBB<sup>6</sup> has indicated a shift in the focus on problems with matching supply

6 Weniger Ausbildungsverträge als Folge sinkender Angebots- und Nachfragezahlen – Die Entwicklung des Ausbildungsmarktes im Jahr 2019 (Vorabversion vom 16. Dezember 2019).

and demand. While earlier studies have emphasised regional disparities, individual occupations themselves are becoming increasingly important. The trend for young people to gain higher school leaving qualifications, for example, means that their expectations are now different. The willingness to choose an occupation in which young people with secondary general school certificates traditionally train, remains fairly low among young people with a higher education entrance qualification (Abitur). As well as the low reputation of such occupations in the view of these young people, the training and working conditions in those occupations sometimes also limit their desire to train in that occupation. This is especially the case for skilled trades occupations.

In contrast, many occupations in which young people with higher school leaving qualifications want to train do not have enough training places to meet the high level of demand. This has led to the percentage of unplaced applicants or applicants with an alternative and a higher education entrance qualification rising over the past decade from just under 16% to almost 27%. Over the same period the percentage of unplaced applicants and applicants with an alternative whose highest school leaving qualification was a secondary general school certificate fell from 36% to 31%.

#### Educational Chains Initiative (Bildungsketten)

A successful start in training and work is an essential precondition for active participation in society. In the Educational Chains (“Abschluss und Anschluss – Bildungsketten bis zum Ausbildungsabschluss”) Initiative, the Federal and Länder governments and BA cooperate closely to ensure that young people’s transition from school into training and work succeeds as smoothly as possible. To this end, actors in these areas coordinate their various activities and services involving vocational training and the transition from school into work in a structured and coherent way. Through the agreements in force until the end of 2020, they have succeeded in establishing effective careers orientation instruments and structures based on the concepts developed by the individual Länder. The Educational Chains Initiative is scheduled to continue until 2026 and negotiations on new agreements have started with all 16 Länder.

#### Vocational training for sustainable development

The field of vocational training will participate in the meeting of challenges posed by sustainable development as defined in the 17 Sustainability Development Goals of the United Nations Agenda 2030 in Goal 4 “Quality education”. The vocational training for sustainable development (Berufliche Bildung für nachhaltige Entwicklung – BBNE) programme will play a key role in shaping this transformation of society. Sustainable, future-oriented vocational training contributes to enhancing the attractiveness of training, to securing a supply of skilled workers and to advancing economic development as well as to combating climate change.

#### support for SMEs in filling training places and integrating foreign skilled staff (Passgenaue Besetzung)

The “Passgenaue Besetzung” programme (period: 2015 to 2020) works to counteract matching problems in the training market. The programme provides funding for consultants from the Chambers of Skilled Trades (HWK), the German Chambers of Industry and Commerce Association (IHK), Chambers of the Liberal Professions and other business and industry organisations. These consultants support small and medium-sized enterprises (SMEs) through the process of filling their open training places with suitable local and foreign young people. The consultants offer assistance through all stages of the process, ranging from an analysis of the need for training in the company up to selection interviews and recruitment tests.

#### Integration of asylum seekers and refugees (Integration von Asylbewerber/innen und Flüchtlingen – IvAF)

IvAF networks (period: 2015 to 2021) work to sustainably integrate the target group of asylum applicants and refugees into training and work by providing them with comprehensive advisory services on issues such as qualification as well as placement and mentoring through their first weeks of employment or training. The networks cooperate with companies, vocational schools and colleges, public administration agencies, and business and industry organisations to open doors for people in this target group. IvAF integrates employers and vocational schools and colleges into the support networks by also providing them with consultancy and expertise.

## VII. Companies' participation in training

Although the number of companies providing training<sup>7</sup> has fallen in recent years, their number has now stabilised, with 19.7% of companies providing training in 2018.

The figures are concentrated around two extremes: on the one hand, there are the smallest companies with up to ten employees. In a year-on-year comparison, their number fell between 2017 and 2018 by 4,900, as did the number of smallest companies that in fact provide training (-4,400). The decline in the number of smallest companies providing training is due to an applicant situation that is often not favourable for them. A survey carried out by the Association of German Trades of Industry and Commerce (Deutscher Industrie- und Handelskammertag – DIHK) for the training year 2018<sup>8</sup> reported that of the 12,500 companies surveyed, 32% were not able to fill all the training places they offered (this figure fluctuated between 21% and 24% between 2008 and 2012). 30% of these companies received not even one application from a trainee. According to the DIHK data, their number increased almost fivefold between 2012 and 2018.

On the other hand, there are companies in all size categories with at least ten employees. Their number has grown by 9,300 and the number of companies of this size that offer training rose by 4,500. The proportion of medium-sized and large companies offering training grew accordingly between 2017 and 2018. Among large companies it was 81.3% in 2018 (rising from 80.7%), while among medium-sized companies it was 65.8% (previously 65.7%). Among small companies it fell to 42.6% (from 42.7%) and among the smallest companies to 11.2% (from 11.5%).

Their higher public profile means that it is often easier for larger companies to fill the training places they offer. They also have the personnel required for training. The smallest companies often don't have these resources and options.

### JOBSTARTER plus

Through the JOBSTARTER plus training market structure programme the Federal Government funds and supports national projects to improve regional training markets. The programme flexibly and actively responds to current developments in the training market and trials innovative approaches to solving problems through a range of variable funding priorities. The programme's regional and specific industry support services are especially designed to recruit small and the smallest companies into the provision of training. It also supports companies through the process of offering young people with lower achievement levels opportunities to gain training places. In 2019 the programme's funding and support activities to support SMEs and SSEs were expanded to include issues involving digitalisation in initial and continuing training. The current projects have made it clear that one area with great potential is the raising of awareness of the possible range of benefits that could result from increased deployment of digital technologies in SMEs.

### The special programme to accelerate digitalisation in inter-company training centres (ÜBS)

To support SMEs in providing training and to further modernise the training of skilled workers, the Federal Government invests in inter-company training centres (ÜBS) as multipliers of digital skills relevant to specific occupations. Funding and support for digital equipment and for projects to transfer new technologies into training, the development of new training concepts, appropriate qualification of training personnel and a transfer of outcomes into the wider vocational education and training landscape has been made available until the end of 2023.

7 "Companies providing training" here are only those companies that had at least one trainee. Companies that offered training places but were unable to recruit any trainees were not counted as companies providing training.

8 Ausbildung 2019 – results of a DIHK online survey of companies.

### Inter-company training centres in the skilled trades (ÜLU)

The “Inter-company training centres in the skilled trades” (“überbetriebliche Lehrlingsunterweisung” – ÜLU) scheme offers targeted support for the training provided by skilled trades companies by funding and supporting inter-company training courses. The initiative aims to bring vocational skills and knowledge into line with state-of-the-art business, industry and technical developments and to balance out regional differences in training to ensure a consistent high level of quality in vocational training in the skilled trades.

## VIII. Adults with no vocational qualifications

After falling steadily until 2013, the number of young people with no vocational qualifications has risen again since 2014. In 2018 14.4% of 20- to 34-year-olds had no vocational qualifications. The increase in their number since 2014 is due mainly to the recent influx of refugees. While figures for German citizens who are not from a migrant background fell between 2014 and 2018 from 8.7% to 8.3% (for men from 9% to 8.8% and for women from 8.3% to 7.7%) and for migrants with direct experience of migration from 20.9% to 16.4% (men from 23% to 17.9%, women from 18.4% to 14.6%), it rose for migrants without direct experience of migration from 28.5% to 32.9% (men from 26.7% to 33.5%; women from 30.3% to 32.3%). Research carried out by the Institute for Employment Research (IAB) and the Expert Council of German Foundations on Integration und Migration (Sachverständigenrat deutscher Stiftungen für Integration und Migration) has demonstrated the link between the rise in the number of people without formal qualifications and immigration in recent years.<sup>9</sup>

People without formal qualifications usually face particular challenges in the German labour market, which is strongly oriented towards formal qualifications. It is much harder for these people to prove that they have qualifications than it is for those with formal qualifications, and they are more likely to have to work

in a lower-paid job than holders of vocational qualifications are. They are also at greater risk of unemployment. People without a vocational qualification are around five times more likely to be unemployed as those with vocational qualifications.<sup>10</sup>

### Taking opportunities – with employable skills modules (TQ) towards vocational training!

By implementing employable skills modules (TQ), the Federal Government is supporting the idea of enabling trainees to gain full vocational training in clearly structured steps. After completing modules, participants can sit an exam provided by the relevant trades chamber that can result in full recognition of their skills in the occupation. Qualification through TQ adds to the range of vocational training opportunities for the target group of people aged over 25 without challenging the fundamental vocational training policy preference for dual vocational training. It also focuses on developing consistent national standards in this area.

### ValiKom-Transfer

The “Establishing competence centres to carry out validation processes for dual training occupations” (ValiKom-Transfer) measure was initiated to trial standardised processes for identifying, testing, evaluating and certifying vocational skills for people without formal vocational qualifications and people with qualifications who want to change careers and transfer the resulting findings and outcomes to a wider public.

### Zukunftsstarter

The “Zukunftsstarter” initiative provided support for young people aged between 25 and 35 who do not have vocational qualifications with the aim of attracting 120,000 young adults into training or vocational further training over its period from 2016 to 2020.

<sup>9</sup> IAB Brief Report 04-2020: Integration in Arbeitsmarkt und Bildungssystem macht weitere Fortschritte, S. 4; Zugang per Zufallsprinzip? Neuzugewanderte auf dem Weg in die berufliche Bildung, SVR policy brief 2020-1, S. 6, and 2019 annual report of the Expert Council of German Foundations on Integration and Migration (Sachverständigenrat deutscher Stiftungen für Integration und Migration), Chapter 1.1.3, p. 22.

<sup>10</sup> Bildung in Deutschland 2018, Chap.H2.

## 2 The training market situation in 2019

### 2.1 The applicant situation

#### 2.1.1 Developments in school leaver numbers and trends in numbers by 2030

Demographic change has led to substantial decreases in the number of young people leaving general schools in recent years. In 2018 around 117,300 fewer people left general schools than did so ten years earlier (2008: 929,500; 2018: 812,200).

At the same time, a trend towards higher school leaving qualifications has become established. 76,900 fewer young people left school with a secondary general school certificate in 2018 than did so in 2008 (2008: 210,400; 2018: 133,500). The number of those who left school with a school leaving certificate after year 10 fell over the same period by 31,900 (2008: 373,500; 2018: 341,600). In contrast, the number of school leavers with a higher education entrance qualification rose by 2,700 (2008: 280,700; 2018: 283,500).<sup>11</sup>

School leaver numbers will continue to decline in coming years. This is the conclusion reached by a current forecast made by the BIBB for the Report on Vocational Education and Training, which is based on the forecast of school student and graduate numbers made by the Conference of Ministers of Education and Cultural Affairs (KMK).<sup>12</sup> According to this forecast, the number of school leavers will fall to its lowest point in 2025 (773,700), although by 2030 their number will have grown again to 816,500. There will then be more school leavers than there were in 2018 (812,200), but the figure will be well below those of earlier years (see [Chart 1](#)).

This prognosis highlights the challenges that the securing of a future supply of skilled staff poses.

#### 2.1.2 Demand for dual training as defined in the Vocational Training Act and Crafts Code (BBiG/HwO)

In the 2018/2019 reporting year 511,799 applicants across Germany used the services of employment offices and jobcentres in their search for a training place,<sup>14</sup> 23,824 (4.4 %) fewer than in the previous year.

In 2019 again, many more men (313,044) than women (198,742) were registered with the BA as training applicants. As in earlier years, the number of registered applicants fell (–9,997 or –4.8 %) although in 2019 the number of registered male applicants also fell (–13,818 or –4.2 %). [Table 1](#) shows the number of registered applicants categorised by gender, age, nationality, school leaving qualification and type of school they attended, including a comparison with the previous year's figures.

Detailed information (including time series) on the whereabouts of applicants registered with the BA can be found in [Chapter 2.4.2](#).

In contrast to the trend of recent years, (2016: 10,253; 2017: 26,428; 2018: 38,299), the number of applicants from a forced migration background registered with the BA as looking for training, at 38,113, did not increase in 2019 (–186 or –0.5 %). Most of the applicants from a forced migration background were men (30,462 or 79.9 %).

Around two-thirds of all people registered with institutions as interested in training<sup>15</sup> were registered as applicants with employment offices and jobcentres (2018: 66.5 %; 2019: 65 %). The results of a recent analysis carried out by the BIBB for the 2020 Report on

11 In 2018 33,600 young men and 20,000 young women left school without a secondary general school certificate (by comparison, the 2008 figures were 39,900 and 25,000). 80,900 young men and 52,600 young women had a secondary general school certificate (in 2008: 120,600 and 89,800). 177,000 young men and 164,600 young women had a school leaving certificate after year 10 (2008: 186,700 and 186,800) and 128,500 young men and 154,900 young women had a higher education entrance qualification (in 2008: 123,700 and 157,000).

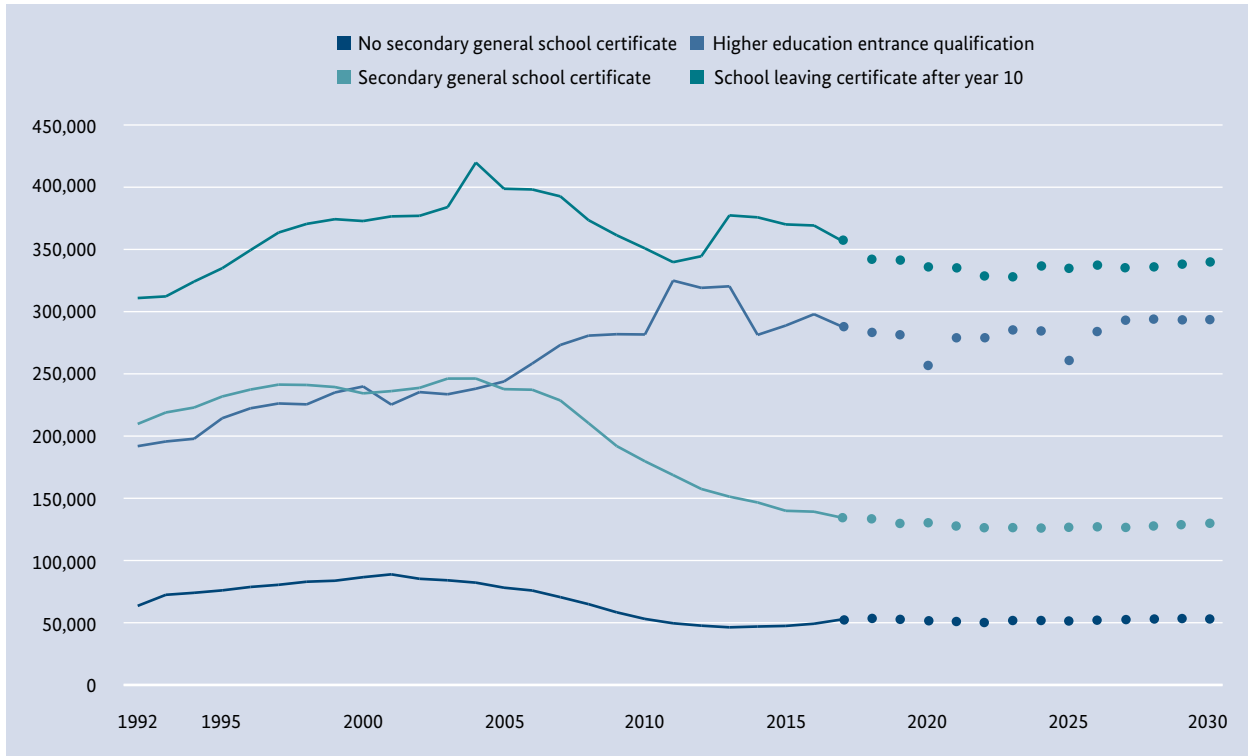
12 See also KMK (2018): Forecast of school leaver and graduate numbers 2016 to 2030 (Document No. 213 from May 2018). Berlin: KMK.

13 For data segregated by gender for this and other charts and tables readers are referred to the Data Report accompanying the Report on Vocational Education and Training and KMK publications, unless specified otherwise.

14 Only people registered in the reporting year as wanting to be placed in training and whose aptitude for training had been established are counted as training applicants, so only those who have been deemed mature enough to start training are counted as training applicants.

15 See [Chapter 2.3.1](#).

**Chart 1: Developments in numbers of school leavers leaving general schools, 1992 to 2030<sup>13</sup>**



Sources: StBA (2019): Education and culture. General schools. School year 2018/2019. Wiesbaden: Federal Statistical Office (Statistisches Bundesamt) – KMK (2018): Forecast of school leaver and graduate numbers, 2016 to 2030 (Document No. 213 of May 2018). Berlin: KMK

Vocational Education and Training show that there is a link between the number of people registered as training applicants with the BA and developments in the training market.<sup>16</sup> When the training market situation for young people is good, the BA is more rarely called on for assistance. As well as the decline in the number of school leavers, another explanation for the fall in applicant numbers in 2019 that has been postulated by the BA is that a good training market situation in many regions means that young people looking for training can find a place without the support of training placement agencies. The Internet is also playing a growing role in activities in this area.<sup>17</sup>

16 The effect of the number of training places offered on the rate at which applicants were registered with the BA is here calculated longitudinally based on developments in the 16 German Federal States or Länder from 2009 to 2019.

17 See also Bundesagentur für Arbeit, Statistik/Arbeitsmarktbericht-erstattung, Berichte: Blickpunkt Arbeitsmarkt – Situation am Ausbildungsmarkt, November 2019 (<https://statistik.arbeitsagentur.de/Navigation/Statistik/Arbeitsmarktberichte/Ausbildungsmarkt/Ausbildungsmarkt-Nav.html>).

Demand for training is calculated based on the number of newly concluded training contracts and the number of unplaced applicants registered with employment offices and jobcentres (2019: 24,525).<sup>18</sup> Based on this definition, demand for training places, at 549,606, was lower than in the previous year (-6,347 or -1.1%).

The traditional definition of demand does not accurately represent the number of young people seeking training, so the Report on Vocational Education and Training and National Education Report<sup>19</sup> also makes use of an expanded definition of demand, which as well as newly concluded training contracts and unplaced applicants also includes applicants with an

18 Use of services provided by employment offices and jobcentres is voluntary for young people and companies, so as well as the training places registered with them, there are other training places that are not registered and not all young people take advantage of employment office consultancy and placement services.

19 See also Autorengruppe Bildungsberichterstattung (2018): Bildung in Deutschland 2018. Ein indikatorengestützter Bericht mit einer Analyse zu Wirkungen und Erträgen von Bildung. Bielefeld.

**Table 1: Applicants registered for dual vocational training**

	2018	2019	Change from 2018		Percentage of all registered applicants	
			absolute	in %	2018	2019
<b>Total applicants</b>	535,623	511,799	-23,824	-4.4	100.0%	100.0%
<b>Gender</b>						
Men	326,862	313,044	-13,818	-4.2	61.0%	61.2%
Women	208,739	198,742	-9,997	-4.8	39.0%	38.8%
<b>Age</b>						
Under 20 years old	343,947	329,943	-14,004	-4.1	64.2%	64.5%
20 to under 25 years old	151,885	144,247	-7,638	-5.0	28.4%	28.2%
25 years old and older	39,786	39,786	-2,187	-5.5	7.4%	7.3%
<b>Nationality</b>						
German	442,203	420,841	-21,362	-4.8	82.6%	82.2%
Not German	92,458	89,744	-2,714	-2.9	17.3%	17.5%
Of whom from a forced migration background	38,299	38,113	-186	-0.5	7.2%	7.4%
<b>School leaving qualification</b>						
No secondary general school certificate	8,908	8,532	-376	-4.2	1.7%	1.7%
With secondary general school certificate	143,212	138,234	-4,978	-3.5	26.7%	27.0%
General Certificate of Secondary Education	212,162	204,089	-8,073	-3.8	39.6%	39.9%
Entrance qualification for studies	71,941	67,962	-3,979	-5.5	13.4%	13.3%
General higher education entrance qualification	73,159	68,256	-4,903	-6.7	13.7%	13.3%
No information available	26,241	24,726	-1,515	-5.8	4.9%	4.8%
<b>School attended</b>						
General school	251,365	240,612	-10,753	-4.3	46.9%	47.0%
Vocational school	207,856	199,285	-8,571	-4.1	38.8%	38.9%
Higher education institutions and academies	29,747	27,918	-1,829	-6.1	5.6%	5.5%
Other form of school	38,055	36,842	-1,213	-3.2	7.1%	7.2%
No information available	8,600	7,142	-1,458	-17.0	1.6%	1.4%

Sources: BA statistics; BIBB calculations

alternative on the 30 of September who still wanted to be placed in training (2019: 49,196). Demand according to the expanded definition fell from 610,032 in 2018 to 598,802 in 2019 (-11,230 or -1.8%) so it was below 600,000 for the first time.

Demand increased in 2017 and 2018. This may be because applicants from a forced migration back-

ground were increasingly entering the training market in those years. The growth in their number compensated for the decline in demand due to demographic change. The number of refugees among applicants registered with the BA did not increase in 2019 (2018: 38,299; 2019: 38,113).<sup>20</sup>

<sup>20</sup> See also [Chapter 2.1.2](#).

**Table 2: Applicants from earlier reporting years**

	Applicants						
	Total	Who were applicants in the past 5 reporting years	Who were applicants 1 or 2 years before the reporting year	Of whom were applicants:		Or who were applicants in the past 5 years before the reporting year, compared with the previous year	
				1 year before the reporting year	2 years before the reporting year	absolute	relative
<b>National</b>							
2014	561,145	187,043	173,131	151,031	22,100		
2015	550,910	185,485	171,186	148,745	22,441	-1,558	-0.8
2016	547,728	185,150	170,862	147,907	22,955	-335	-0.2
2017	547,824	183,727	169,875	147,664	22,211	-1,423	-0.8
2018	535,623	189,234	174,972	148,041	26,931	5,507	3.0
2019	511,799	186,820	170,074	143,424	26,650	-2,414	-1.3
<b>Western Länder</b>							
2014	467,645	156,373	145,899	127,878	18,021		
2015	458,118	155,066	144,124	125,603	18,521	-1,307	-0.8
2016	454,688	154,607	143,509	124,497	19,012	-459	-0.3
2017	457,722	154,109	143,143	124,642	18,501	-498	-0.3
2018	445,201	158,095	146,832	124,549	22,283	3,986	2.6
2019	425,089	154,856	141,505	119,229	22,276	-3,239	-2.0
<b>Eastern Länder</b>							
2014	90,432	30,376	26,939	22,863	4,076		
2015	89,540	30,103	26,749	22,839	3,910	-273	-0.9
2016	90,552	30,401	27,213	23,275	3,938	298	1.0
2017	89,730	29,513	26,637	22,929	3,708	-888	-2.9
2018	90,144	31,071	28,079	23,437	4,642	1,558	5.3
2019	86,224	31,899	28,514	24,146	4,368	828	2.7

Source: Federal Employment Agency (Bundesagentur für Arbeit) statistics, special evaluation in preparation for the Report on Vocational Education and Training

Given the need to secure a future supply of skilled workers, this decline in demand is a major challenge.

#### Previously unsuccessful training applicants

Of the 511,799 applicants registered nationally in 2019, 186,820 had applied for a training place in at least one of the past five reporting years, 2,414 (1.3 %) fewer than in 2018. **Table 2** shows developments in numbers of applicants from earlier reporting years across Germany and in eastern and western Länder.

The proportion of applicants from earlier reporting years of all registered applicants increased at the national level and in western and eastern Länder equally.<sup>21</sup>

In interpreting the data, it must be noted that the BA classifies people in annual categories according to when they were last registered as applicants, so it is not possible to state whether a person who was last registered as an applicant before the reporting year had sought a training place with support from the BA in

<sup>21</sup> National: 2014: 33.3 %; 2015: 33.7 %; 2016: 33.8 %; 2017: 33.5 %; 2018: 35.3 %; 2019: 36.5 %; Western Länder: 2014: 33.4 %; 2015: 33.8 %; 2016: 34.0 %; 2017: 33.7 %; 2018: 35.5 %; 2019: 36.4 %; Eastern Länder: 2014 to 2016: 33.6 %; 2017: 32.9 %; 2018: 34.5 %; 2019: 37.0 %.



**Table 3: New entries into the transition system, 2005 to 2019**

	2005	...	2010	...	2015	2016	2017	2018	2019
<b>Sector: Integration into training (transition system)</b>	<b>417,649</b>		<b>316,494</b>		<b>266,194</b>	<b>302,881</b>	<b>283,138</b>	<b>263,934</b>	<b>255,282</b>
General programmes at full-time vocational schools (fulfilling school attendance obligations and gaining lower secondary general qualifications)	68,095		54,180		22,552	25,919	20,108	20,143	21,831
Training courses at full-time vocational schools that offer basic vocational training that can be accredited	58,706		47,479		47,355	47,017	47,889	47,586	48,135
Pre-vocational year (full-time/school-based)	48,581		30,620		6,285	5,957	5,868	5,715	5,664
Training courses at full-time vocational schools that offer basic vocational training without accreditation	29,106		24,790		41,355	41,652	43,663	42,552	39,591
Pre-vocational year including one-year introductory vocational classes	58,432		40,661		72,450	108,494	94,123	80,856	78,132
Training courses at vocational schools for students with no training contract who are employed or unemployed	27,035		19,186		17,370	13,781	12,800	12,446	12,351
Training courses at vocational schools for students with no training contract who are studying for a general lower secondary school leaving qualification	13,477		6,808		400	280	312	473	378
Obligatory internship before educational practitioner training at a vocational school	3,525		3,854		3,829	3,594	3,665	3,614	3,657
Federal Employment Agency (BA) pre-vocational measure	91,811		69,933		44,760	44,019	41,564	39,621	36,624
BA introductory training	18,881		18,983		9,839	12,168	13,146	10,928	8,919

Source: StBA, iABE 2018 (data as of 29.11.2019) and iABE Interim Report 2019 (data as of 06.03.2020)

earlier years. The fact that a person was last registered as an applicant some time ago does not necessarily mean that they have been looking for a training place during the entire intervening period.

#### **Findings on unplaced applicants from earlier years from the BA/BIBB survey of applicants**

The BA/BIBB survey of applicants records young people as applicants when they state that they have applied for a training place in the past, regardless of whether they were registered with the Federal Employment Agency (BA) as training applicants at that time.

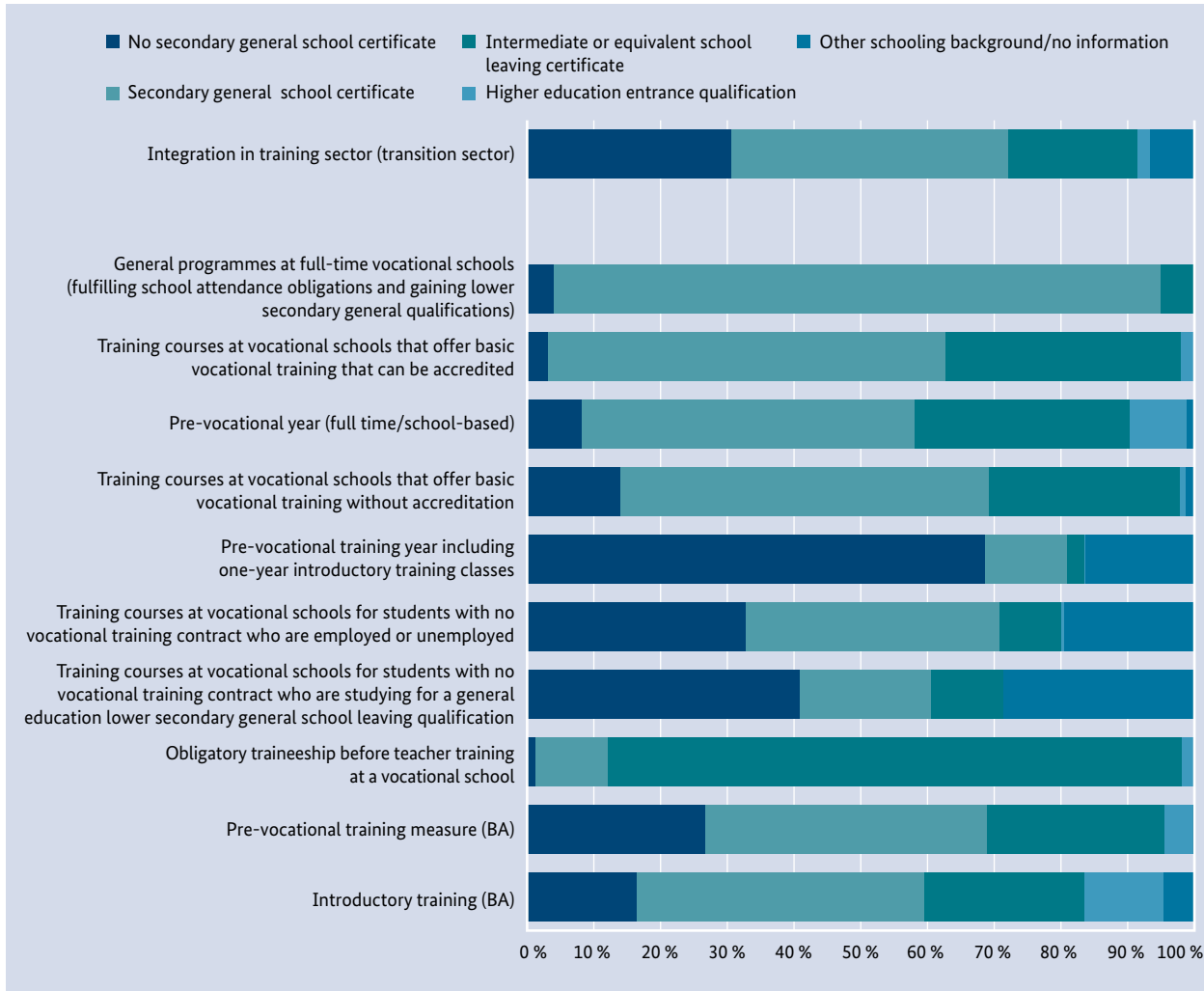
Using data from the BA/BIBB survey of applicants 2006 to 2016, the BIBB assessed the training opportunities of unplaced applicants from earlier years, comparing figures over that period. The BIBB found that the number of previously unsuccessful training

applicants of all registered applicants declined steeply between 2006 and 2016 (2006: 40%; 2016: 27%). In 2018 this figure fell again (2018: 25%).<sup>22</sup>

The findings of the BA/BIBB survey of applicants demonstrate that previously unsuccessful training applicants form a very heterogeneous group, with partly good but also partly very bad prospects of participating in training. The longer ago the applicant left school, the lower the grades on their school leaving certificate are and the older the applicant is, the less likely they are to be placed in training in a company.

<sup>22</sup> For more details see also the 2019 Report on Vocational Education and Training, Chapter 2.2.4.2, and the Data Report accompanying the 2019 Report on Vocational Education and Training, Chapter A 8.1.3.

**Chart 2: Schooling background of new entries into the transition system in 2018**



Source: StBA, iABE 2018 (data as of 29.11.2019)

**2.1.3 Developments in the transition system and the transition into training**

Not all school leavers succeed in managing the transition straight from a general school into training. As well as enabling young people to gain the maturity they need for training and occupying them during periods of unemployment, the transition system measures offer them an opportunity to return to education to gain a school leaving qualification or to improve their earlier school leaving results.

The results of the Interim Report of Integrated Reporting on Training (iABE) showed that the number

of new entries into the transition system in 2019, at 255,282, was lower than the 2018 figure (-8,652 or -3.3%) (see **Table 3**).<sup>23</sup>

Numbers of new entries into the transition system were in continuous decline until 2014 (-164,979 or -39.5%), In 2015 and 2016 they then rose substantially (+50,211 or +19.9%) for the first time. This rise was due mainly to the growing number of refugees who were being placed in German language learning programmes in the transition system in those years.<sup>24</sup>

<sup>23</sup> Due to revisions in the data there may be divergences from earlier data.

<sup>24</sup> See also the StBA press release of the 10 of March 2017 (destatis.de/DE/PresseService/Presse/Pressemitteilungen/2017/03/PD17\_087\_212.html).

Compared with the 2016 figure, the number of young people in the transition system declined significantly (–47,599 or –15.7%) in 2019 due to the continuing decrease in the number of refugees arriving in Germany and the increasing placement of young refugees in training.<sup>25</sup>

The number of foreign nationals entering the transition system decreased considerably between 2016 and 2019 (–28,562 or –25.9%). Numbers of young foreign nationals starting a pre-vocational training year (“Berufsvorbereitungsjahr – BVJ”) declined more steeply over this period (–29,318 or –40.4%). In previous years a large number of young refugees were placed in these training courses.<sup>26</sup>

The percentage of foreign nationals in the transition system in 2019, at 32.0%, also fell compared with the previous year’s figure (2018: 33.3%). A higher proportion of young male foreign nationals was in transition system measures (34.3%) than was the case for young women (28.0%).

In the context of falling numbers of new entries into the transition system, it must be noted that Integrated Reporting on Training (iABE) does not report on many of the new measures developed to manage the recent influx of migrants and refugees. The 3,000 young people who began a BA measure in 2019, such as “KompAS” or “Perspektive für Flüchtlinge” for example, are not included in iABE. Their number has, however, also declined steeply (–80% compared with the 2017 figure).<sup>27</sup> Many young refugees are also in various Länder or local government programmes that are also not included in iABE. These falling numbers must, however, be seen in the context of a training market situation that has eased further from the point of view of young people seeking training.<sup>28</sup>

Fewer young women (38.6%) than young men began a transition system measure in 2019. The proportion of women in obligatory practical traineeships preceding teacher training at vocational colleges was, however, disproportionately high (81.9%). The basic vocational training year recorded the highest percentage of young male trainees (76.0%), followed by BA introductory training measures (73.3%).

The transition system offers young people an opportunity to improve their individual chances of gaining training, so it is not surprising that most young people in the transition system have comparatively low-level or no school leaving qualifications. According to Integrated Reporting on Training (iABE) data for 2018,<sup>29</sup> young people with a secondary general school certificate represented the majority in the transition system, at 41.4%. 30.6% had no secondary general school certificate, although 19.5% had an General Certificate of Secondary Education or equivalent school leaving qualification. The proportion of young people with a higher education entrance qualification in the transition system was very low, at just 1.8% (see [Chart 2](#)).<sup>30</sup>

Young people with higher education entrance qualifications were, however, represented at above-average levels in introductory training (11.9%). Young people who had no secondary general school certificate were particularly often in pre-vocational training years that include one-year careers entry classes (68.6%) and in training courses at vocational schools for young students without a training contract who are studying for a general lower secondary school leaving qualification (40.8%).

25 See [Chapter 2.4.6](#) and for more information see also the Data Report accompanying the 2020 Report on Vocational Education and Training, Chapters A 5.8 and A 12.

26 A BIBB survey article deals with the data on refugees in the transition system and in training: Dionisius, Regina; Matthes, Stephanie; Neises, Frank (2018): Weniger Geflüchtete im Übergangsbereich, mehr in Berufsausbildung? Welche Hinweise liefern amtliche Statistiken? Bonn (bibb.de/de/87934.php).

27 Data on BA measures designed mainly for refugees (annual average balance) is available only from the 2017 reporting year.

28 See [Chapter 2.1.2](#).

29 Differentiated data on schooling background is not yet available for 2019.

30 For a strikingly high percentage of young people, mainly young foreign nationals, no information on schooling background is available. No information is available on the schooling background of around 15% of mainly young foreign nationals in the transition system (the figure for Germans is 3%). The figure has increased drastically since 2014. This data can be seen as a statistical indication that most of these young people are refugees.

**Table 4: Registered vocational training places**

	National		Western Länder		Eastern Länder	
	Registered training places					
	total	of which in a company	total	of which in a company	total	of which in a company
2009	483,798	426,384	387,817	355,761	95,077	69,779
2010	489,706	441,095	399,944	369,432	89,185	71,094
2011	529,748	492,720	436,863	411,357	92,318	80,799
2012	540,650	509,941	449,355	427,110	90,741	82,285
2013	530,648	505,272	443,067	424,588	87,205	80,313
2014	537,328	513,402	450,270	432,413	86,665	80,598
2015	545,909	523,216	457,781	440,420	87,751	82,420
2016	546,093	526,611	456,461	441,656	89,454	84,780
2017	544,907	527,470	456,533	443,515	88,230	83,811
2018	565,342	546,576	474,519	460,173	90,659	86,239
2019	571,982	556,041	480,734	469,323	91,090	86,560
<b>Change from 2019 to 2018</b>						
absolute	6,640	9,465	6,215	9,150	431	321
in %	1.2	1.7	1.3	2.0	0.5	0.4

Source: BA Statistics

## 2.2 Training places offered

### 2.2.1 Training places offered under the BBiG/HwO

In the 2018/2019 reporting year 571,982 vocational training places were registered with employment offices and jobcentres, 556,041 of them in companies. **Table 4** shows that the number of training places registered nationally with employment offices and jobcentres in 2019 was again higher than it was in the previous year. Between 2018 and 2019 the number of training places increased by 6,640 (1.2%).

As part of the expansion and improvement of the BA's company-based training place statistics, these statistics have since 2018 also recorded the various school leaving certificates that companies expect from their training applicants.<sup>31</sup> For around half the registered training places in 2019, applicants had to have a secondary general school certificate

(278,216 training places or 48.6%). Applications for another 200,552 training places (35.1%) required at least an General Certificate of Secondary Education, while an entrance qualification for studies at a university of applied sciences (Fachhochschule) was the minimum requirement for applications to 42,048 (7.4%) of registered training places and a general higher education entrance qualification was required for applications for another 6,627 (1.2%) training places. Employers stated that for applications for 928 (0.2%) of registered training places they did not require applicants to have a secondary general school certificate. "Not relevant" or "Not specified" was the response from 43,611 (7.6%) employers offering registered training places.<sup>32</sup>

In previous years increasing numbers of companies that provide training have not been able to fill the training places they offer.<sup>33</sup> This experience may have resulted in these companies more often making use of the training placement services of employment

31 See also the 2019 Report on Vocational Education and Training, Chapter 2.2.1.2.

32 For a comparison of expected school leaving qualifications for training places that remained unfilled and the school leaving qualifications of registered applicants still seeking a training place please see **Chapter 2.4.1**.

33 See **Chapter 2.4.1**.

**Table 5: Companies, companies providing training, and the rate at which companies provide training**

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
<b>Smallest companies (1–9 employees)</b>										
Total companies	1,653,446	1,654,722	1,664,436	1,670,445	1,668,601	1,671,587	1,675,301	1,675,052	1,674,337	1,669,463
► Companies providing training	263,294	248,703	235,676	225,071	215,345	207,160	200,340	195,789	192,157	187,759
► Rate of companies providing training in %	15.9	15.0	14.2	13.5	12.9	12.4	12.0	11.7	11.5	11.2
<b>Small companies (10–49 employees)</b>										
Total companies	320,398	325,201	334,069	340,456	345,209	352,052	362,321	371,081	379,505	386,673
► Companies providing training	153,366	151,122	151,963	154,218	154,371	155,199	157,099	159,011	161,952	164,742
► Rate of companies providing training in %	47.9	46.5	45.5	45.3	44.7	44.1	43.4	42.9	42.7	42.6
<b>Medium-sized companies (50–249 employees)</b>										
Total companies	76,141	78,266	80,384	81,377	82,257	84,015	86,560	88,896	91,162	93,009
► Companies providing training	52,799	52,876	53,925	55,193	55,611	56,300	57,440	58,625	59,880	61,164
► Rate of companies providing training in %	69.3	67.6	67.1	67.8	67.6	67.0	66.4	65.9	65.7	65.8
<b>Total SMEs (1–249 employees)</b>										
Total companies	2,049,985	2,058,189	2,078,889	2,092,278	2,096,067	2,107,654	2,124,182	2,135,029	2,145,004	2,149,145
► Companies providing training	469,459	452,701	441,564	434,482	425,327	418,659	414,879	413,425	413,989	413,665
► Rate of companies providing training in %	22.9	22.0	21.2	20.8	20.3	19.9	19.5	19.4	19.3	19.2
<b>Large companies (250 employees and more)</b>										
Total companies	13,723	14,043	14,406	14,660	14,899	15,148	15,524	15,987	16,403	16,759
► Companies providing training	11,676	11,747	11,990	12,315	12,394	12,462	12,617	12,950	13,238	13,622
► Rate of companies providing training in %	85.1	83.7	83.2	84.0	83.2	82.3	81.3	81.0	80.7	81.3
<b>All companies (total)</b>										
Total companies	2,063,708	2,072,232	2,093,295	2,106,938	2,110,966	2,122,802	2,139,706	2,151,016	2,161,407	2,165,904
► Companies providing training	481,135	464,448	453,554	446,797	437,721	431,121	427,496	426,375	427,227	427,287
► Rate of companies providing training in %	23.3	22.4	21.7	21.2	20.7	20.3	20.0	19.8	19.8	19.7

Source: BA employment statistics (reference date 31 of December), calculations carried out by the BIBB

offices and jobcentres in their search for applicants.<sup>34</sup> The BIBB last carried out research into the question of how many companies register the training places they offer with employment offices and jobcentres in 2013. According to the findings of the BIBB Qualification Panel, this was the case for 71 % of companies.<sup>35</sup> Current data on this is available for the Trade and Industry sector. According to the results of the DIHK's 2019 survey on training, 65 % of companies stated that they always registered their unfilled training places with employment offices and 19 % of companies did so "now and then", while 16 % did not report their training places with employment offices at all. A comparison of the results over time shows only slight fluctuations in the figures on the responses to this question made by DIHK member companies.<sup>36</sup>

The total number of training places is therefore calculated not only based on training places registered with the BA. Rather, their number is calculated based on the total number of newly concluded training contracts (2019: 525,081) as well as unfilled training places registered with the employment offices (2019: 53,137). Based on this calculation, 578,218 training places were registered nationally in 2019, 10,851 (1.8 %) fewer than in the previous year.

## 2.2.2 Companies' participation in training

The decline in the number of companies providing training that was recorded in recent years did not continue in 2017. For the first time since 2009, more companies provided training in Germany than did so in the year before. In 2018 the number of companies providing training stabilised at the 2017 level (+60 or

+0.0 % to 427,287).<sup>37</sup> The total number of companies increased over the previous year's figure by 4,497 (0.2 %) to 2,165,904, so the growth in numbers was not quite as strong as it has been in earlier reporting years. The percentage of companies providing training was 19.7 %, so it was at the same level as it was in the year before (2017: 19.8 %).<sup>38</sup> These were the conclusions reached by analyses carried out by the BIBB based on data from the BA's employment statistics.

The increase in the number of companies offering training was due to growth in eastern Länder, where 61,477 companies provided training in 2018, 1,138 (1.9 %) more than in the year before. In western Länder the number of companies providing training fell (–1,086 or –0.3 % to 365,774). The overall proportion of companies providing training in western Länder (2017: 21.3 %; 2018: 21.1 %) is, however, still much higher than it is in eastern Länder (2017: 13.8 %; 2018: 14.1 %).

As in previous years, companies' participation rates in training differed significantly depending on their size. The number of the smallest companies (1 to 9 employees) offering training fell again in 2018. This development corresponded with the difficulties that the smallest companies have in filling the training places they offer (see **Chapter 2.4.1**). By definition, the proportion of companies providing training records the number of companies with trainees of all companies with employees who are subject to social insurance contributions, so only those companies that succeeded in filling the training places they offered are recorded as companies providing training.

More companies in all the other size classes provided training.

In 2018 the rates at which companies in the different size classes provided training were as follows: the smallest companies 11.2 %, small companies 42.6 %, medium-sized companies 65.8 % and large companies 81.3 %. **Table 5** shows the development in the number of companies that provide training and in the percentage of companies providing training in a time series from 2009.

34 See also Bundesagentur für Arbeit, Statistik/Arbeitsmarktbericht-erstattung, Berichte: Blickpunkt Arbeitsmarkt – Situation am Ausbildungsmarkt, November 2019 (<https://statistik.arbeitsagentur.de/Navigation/Statistik/Arbeitsmarktberichte/Ausbildungsmarkt/Ausbildungsmarkt-Nav.html>).

35 See also Gerhards, Christian; Ebbinghaus, Margit (2014): Betriebe auf der Suche nach Ausbildungsplatzbewerberinnen und -bewerbern: Instrumente und Strategien. Ergebnisse aus dem BIBB-Qualifizierungspanel 2013. BIBB Report 3/2014 ([bibb.de/veroeffentlichungen/de/publication/show/7458](http://bibb.de/veroeffentlichungen/de/publication/show/7458)).

36 12,467 companies took part in the DIHK online survey. 11,997 provided information on the rate at which they made use of the BA's services. The Chambers of Trade and Industry selected and approached the companies. See also DIHK (2019): Ausbildung 2019. Ergebnisse einer DIHK-Online-Unternehmensbefragung ([www.dihk.de/resource/blob/10074/a34c93fa0d1ea9989fe37a357e9bd3dc/dihk-umfrage-ausbildung-2019--data.pdf](http://www.dihk.de/resource/blob/10074/a34c93fa0d1ea9989fe37a357e9bd3dc/dihk-umfrage-ausbildung-2019--data.pdf)).

37 In contrast to data on other statements, current data on companies' participation in training is only available for 2018. The results for 2019 will be reported on in the 2021 Report on Vocational Education and Training.

38 2009: 23.3 %; 2010: 22.4 %; 2011: 21.7 %; 2012: 21.2 %; 2013: 20.7 %; 2014: 20.3 %; 2015: 20.0 %; 2016: 19.8 %, 2017: 19.8 %.

The development in the number of companies providing training was very heterogeneous in the different industries. The steepest rise in the percentage of companies providing training was recorded in the medical and care and nursing services sector, while the agriculture and mining sectors showed the steepest falls in this figure.<sup>39</sup>

It should be noted that not every company is able and authorised to provide training. According to data derived from the IAB Establishment Panel for 2018 more than half of companies (54 %) were able and authorised to provide training (52 % of them alone and 3 % in collaboration).<sup>40</sup> The proportion of companies authorised to provide training increased with company size. While fewer than half of the smallest companies with less than ten employees were authorised to provide training (45 %, of which 43 % alone and 3 % in collaboration), almost all the large companies with more than 500 employees were authorised to do so. Taking only companies with at least ten employees into account, it was found that 74 % of these companies were authorised to provide training in 2018, alone or in collaboration.

If only companies authorised to provide training are taken into consideration, the percentage of companies actively involved in training is much higher. According to Integrated Reporting on Training (IAB) data, 53 % of companies authorised to provide training did so in 2018 (2017: 54 %). Companies with a larger number of employees have higher rates of involvement in training activities. In 2018, 39 % of the smallest companies authorised to provide training did so (2017: 40 %), while 96 % of large companies with 500 employees provided training (2017: 96 %). Not all companies that provide training do so continuously and this is especially true of the smallest companies. Fluctuations in the need for skilled workers may be one reason why not all companies offer training every year. In view of the ongoing decline in the number of the smallest companies offering training and the particular difficulties that these companies have in filling the training places they offer, there is a need for education and training policy action in this area.

39 For detailed analyses on the development of the rate of companies providing training and trainee rates can be found in the Data Report accompanying the 2020 Report on Vocational Education and Training, Chapter A 7.1.

40 The characteristic “authorised to provide training” is recorded here based on companies’ own information.

### 2.2.3 Training and work-study programmes

Dual work-study programmes have become an established education and training format. They combine the learning of academic and theoretical knowledge with the acquisition of practical occupational skills. To achieve this, the organisation and curriculum of programmes are dispersed over at least two places of learning. Either regulated vocational training is combined with tertiary studies to form training-integrated study courses or longer practical phases are integrated into tertiary studies to provide practice-integrated study courses. People who complete training-integrated studies gain not only a degree but also a vocational qualification in a recognised training occupation.

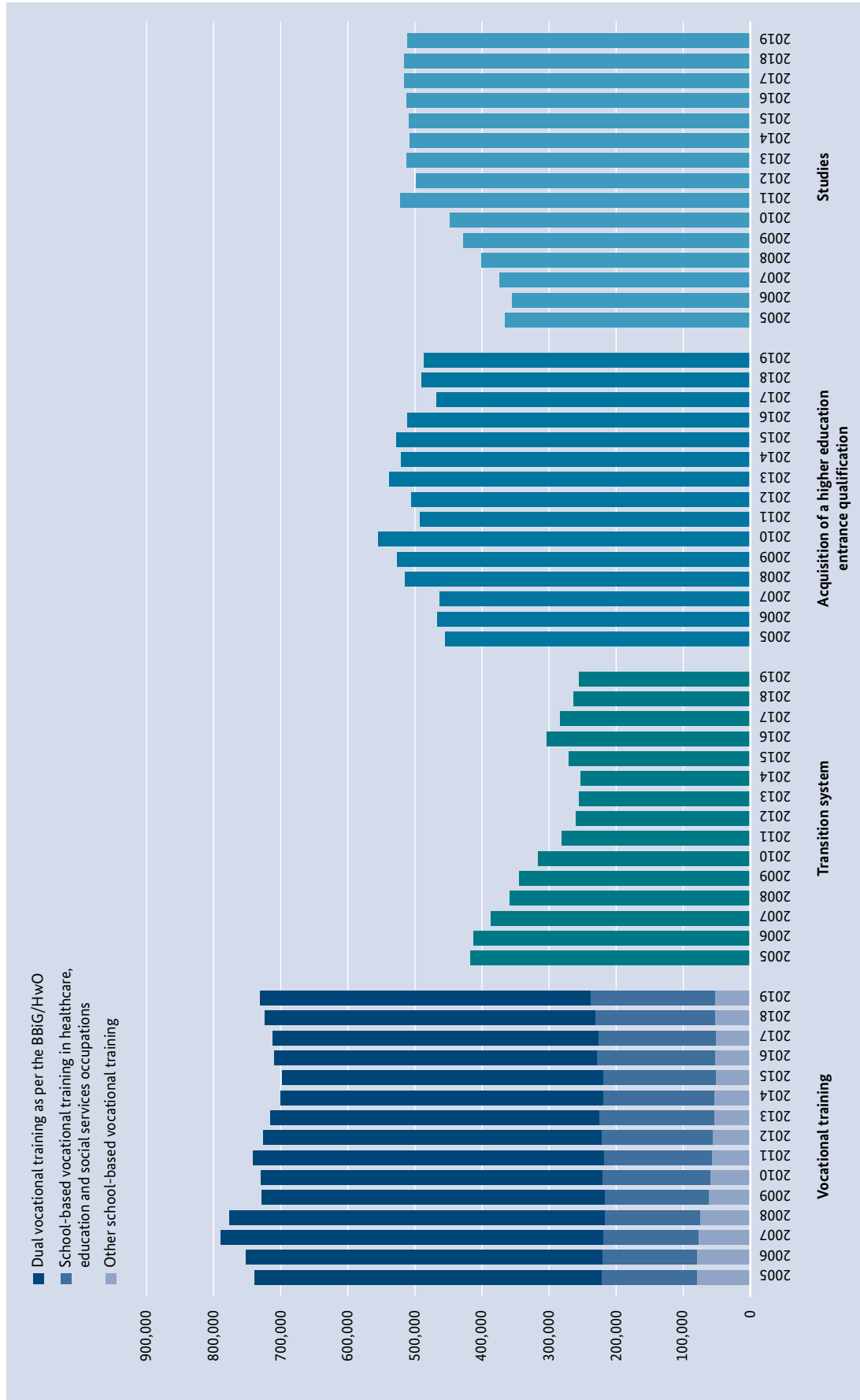
Work-study programmes integrating practical work experience into study are also offered for continuing vocational training. Work-study programmes for initial training are offered mainly in the fields of economics, engineering and computer sciences, although increasing numbers of programmes are being offered in the social services, education, healthcare and care and nursing occupations, according to analyses carried out by the BIBB based on the AusbildungPlus database.<sup>41</sup>

In recent years work-study programmes have become increasingly important. An IAB study on practice-integrated dual studies found that they make it easier for graduates to start careers after completing their studies. The likelihood that graduates of work-study programmes will be employed in the first years after graduation is 4 % higher than the rate is for university graduates, although this employment advantage diminished over the course of the graduate’s professional trajectory. Graduates of work-study programmes earn on average around the same as graduates of a university of applied sciences (Fachhochschule), so somewhat less than university graduates.<sup>42</sup>

41 The BIBB AusbildungPlus ([bibb.de/ausbildungplus](http://bibb.de/ausbildungplus)) website provides information on work-study programmes, practical tips and information on additional qualifications through initial vocational training. Users can search the national database on work-study programmes by subject area, region, type of higher education institution or other criteria. Searches can also be carried out for additional qualifications in initial vocational training and practical examples. See also the Data Report accompanying the Report on Vocational Education and Training 2019 and 2020, Chapter A 6.3.

42 See also the IAB press release of the 17 of December 2019. The IAB study can be found online at <http://doku.iab.de/kurzber/2019/kb2519.pdf>.

Chart 3: Developments in education and training sectors/accounts



Source: SIBA, IABE 2018 (data as of 29.11.2019) and IABE Interim Report 2019 (data as of 06.03.2020)



Table 6: Developments in numbers of new entries into iABE sectors and accounts by gender

	2005	...	2010	...	2015	2016	2017	2018	2019	Development 2019 to 2018	Development 2019 to 2005		
<b>Sector: Vocational training</b>	<b>739,168</b>		<b>729,577</b>		<b>698,419</b>	<b>709,806</b>	<b>712,413</b>	<b>723,892</b>	<b>730,260</b>	<b>6,368</b>	<b>0.9%</b>	<b>-8,908</b>	<b>-1.2%</b>
female	374,150		370,182		345,128	350,335	341,393	341,189	346,101	4,912	1.4%	-28,049	-7.5%
male	365,019		359,396		353,291	359,471	371,020	382,703	384,159	1,456	0.4%	19,140	5.2%
of which													
▶ Vocational training in the dual system as per the BBiG/HwO <sup>1)</sup>	517,342		509,900		479,545	481,423	486,428	492,668	492,276	-392	-0.1%	-25,066	-4.8%
female	217,115		214,070		191,919	189,745	184,050	182,028	181,251	-777	-0.4%	-35,864	-16.5%
male	300,227		295,830		287,627	291,678	302,378	310,640	311,025	385	0.1%	10,798	3.6%
▶ School-based vocational training in healthcare, education and social services	142,710		159,850		167,330	176,632	175,011	178,982	186,048	7,066	3.9%	43,338	30.4%
female	115,112		126,139		129,643	137,123	134,242	135,990	141,720	5,730	4.2%	26,608	23.1%
male	27,598		33,712		37,687	39,509	40,769	42,992	44,328	1,336	3.1%	16,730	60.6%
▶ Other school-based vocational training <sup>2)</sup>	79,116		59,827		51,544	51,751	50,974	52,242	51,939	-303	-0.6%	-27,177	-34.4%
female	41,923		29,973		23,566	23,468	23,101	23,171	23,130	-41	-0.2%	-18,793	-44.8%
male	37,194		29,854		27,977	28,283	27,873	29,071	28,809	-262	-0.9%	-8,385	-22.5%
of which													
▶ Vocational training in the public sector (training for the middle grade of the civil service)	5,953		7,314		10,050	11,244	12,388	15,405	15,405	0	0.0%	9,452	158.8%
female	2,450		2,726		3,543	4,047	4,628	5,721	5,721	0	0.0%	3,271	133.5%
male	3,504		4,588		6,508	7,198	7,760	9,684	9,684	0	0.0%	6,180	176.4%
<b>Sector: Transition system</b>	<b>417,649</b>		<b>316,494</b>		<b>266,194</b>	<b>302,881</b>	<b>283,138</b>	<b>263,934</b>	<b>255,282</b>	<b>-8,652</b>	<b>-3.3%</b>	<b>-162,367</b>	<b>-38.9%</b>
female	177,361		133,976		100,707	104,471	98,768	96,875	98,589	1,714	1.8%	-78,772	-44.4%
male	240,288		182,468		165,487	198,410	184,370	167,056	156,693	-10,363	-6.2%	-83,595	-34.8%
<b>Sector: Acquisition of a higher education entrance qualification</b>	<b>454,423</b>		<b>554,704</b>		<b>519,446</b>	<b>511,783</b>	<b>468,028</b>	<b>490,320</b>	<b>486,261</b>	<b>-4,059</b>	<b>-0.8%</b>	<b>31,838</b>	<b>7.0%</b>
female	244,577		293,182		273,768	270,235	245,905	259,714	258,669	-1,045	-0.4%	14,092	5.8%
male	209,846		261,522		245,677	241,548	222,123	230,606	227,592	-3,014	-1.3%	17,746	8.5%
<b>Sector: Tertiary studies</b>	<b>366,242</b>		<b>447,890</b>		<b>509,821</b>	<b>512,646</b>	<b>516,036</b>	<b>516,192</b>	<b>511,761</b>	<b>-4,431</b>	<b>-0.9%</b>	<b>145,519</b>	<b>39.7%</b>
female	178,277		221,518		255,844	258,971	262,210	264,843	264,783	-60	0.0%	86,506	48.5%
male	187,965		226,372		253,977	253,725	253,826	251,349	246,978	-4,371	-1.7%	59,013	31.4%
<b>Total</b>	<b>1,977,482</b>		<b>2,048,665</b>		<b>1,993,880</b>	<b>2,037,116</b>	<b>1,979,615</b>	<b>1,994,338</b>	<b>1,983,564</b>	<b>-10,774</b>	<b>-0.5%</b>	<b>6,082</b>	<b>0.3%</b>
female	974,365		1,018,859		975,448	983,962	948,276	962,621	968,142	5,521	0.6%	-6,223	-0.6%
male	1,003,118		1,029,759		1,018,432	1,053,154	1,031,339	1,031,714	1,015,422	-16,292	-1.6%	12,304	1.2%

<sup>1)</sup> Including comparable forms of vocational training (Section 2 No. 3 BBiG/HwO)

<sup>2)</sup> Other school-based vocational training includes here the iABE accounts "School-based vocational training at higher education institutions as per BBiG/HwO" (I 02), "School-based vocational training at higher education institutions outside the BBiG/HwO under Lander law" (I 03), "School-based vocational training resulting in the acquisition of a higher education entrance qualification (double-qualifying)" (I 04) and "vocational training in the public sector (training for the middle grade of the civil service)" (I 06)

Sources: StBA, iABE 2018 (data as of 29.11.2019) and iABE Interim Report 2019 (data as of 06.03.2020)

Through its current amendments to the Vocational Training Act (BBiG) the Federal Government has established the preconditions for substantially improving the collection of data on training-integrated study courses. The legislation makes provision for recording whether the trainee is undergoing vocational training as part of training-integrated studies for every training contract registered in the vocational training statistics of the Federal and Länder statistics offices from the 2021 reporting year.

## 2.3 New training contracts

Data supplied by Integrated Reporting on Training (integrierte Ausbildungsberichterstattung – iABE) provides a current overview of the developments in education and training in Germany that involve young people who have completed stage one secondary education. Integrated Reporting on Training is a reporting system that consolidates or “integrates” various official statistics to provide a complete picture of education and training activities. As well as data on dual vocational training as defined in the Vocational Training Act and Crafts Code (BBiG/HwO),<sup>43</sup> it includes data on new entries into other training courses that provide specific complete qualifications beyond the scope of the BBiG/HwO. This includes data on school-based vocational training in the healthcare, education and social services occupations and on other school-based vocational training.<sup>44</sup> In addition to this, iABE includes data on the transition system, on training courses that can result in the acquisition of a higher education entrance qualification, and on tertiary studies.

43 The data used in the iABE to evaluate dual vocational training as defined in the BBiG/HwO is derived from the vocational schools’ statistics and not from the BIBB survey on the 30 of September or vocational training statistics for the 31 of December. Discrepancies with other presentations in the Report on Vocational Education and Training such as those in [Chapter 2.3.1.1](#) are due to the different statistics and surveys used (for more details see the Data report accompanying the Report on Vocational Education and Training 2020, Chapter A 4.1).

44 Other school-based vocational training includes here the iABE accounts “School-based vocational training at higher education institutions as per BBiG/HwO” (I 02), “School-based vocational training at higher education institutions outside the BBiG/HwO under Länder law” (I 03), “School-based vocational training resulting in the acquisition of a higher education entrance qualification (double-qualifying)” (I 04) and “vocational training in the public sector (training for the middle grade of the civil service)” (I 06).

Integrated Reporting on Training classifies training courses into training sectors and “accounts”, based on their main goals.<sup>45</sup> At the top level are four sectors: Vocational training, Integration into training (transition system), acquisition of a higher education entrance qualification and tertiary studies.<sup>46</sup>

**Table 6** and **Chart 3** show information on the development of education and training sectors and on selected education and training accounts.

The vocational training sector was the largest sector in 2019, with 730,260 new entrants, +6,368 or +0.9% more than in 2018.

Of the 730,260 new entrants into the vocational training sector, 492,276 (67.4%) started dual vocational training as defined in the Vocational Training Act and Crafts Code (BBiG/HwO), –392 or –0.1% fewer than in 2018. 186,048 (25.5%) young people (+7,066 or +3.9%) began school-based vocational training in the healthcare, education and social services occupations, while 51,939 (7.1%) new entrants (–303 or –0.6%) were placed in other school-based vocational training.

The number of new entrants into the transition system sector fell in 2019, with 255,282 young people beginning a transition system measure, 8,652 (3.3%) fewer than in the previous year.

In the acquisition of a higher education entrance qualification sector the number of new entrants fell to 486,261 (–4,059 or –0.8%) in 2019.

511,761 young people entered the tertiary studies sector, which was a slight fall compared with the 2018 figure (–4,431 or –0.9%).

Long-term figures since the base year of 2005 have developed as follows: in the vocational training sector the number of new entries fell by 8,908 (1.2%). In this sector the number of new entries into dual vocational

45 For more details on the system of iABE education and training sectors and accounts see also [bibb.de/iABE](http://bibb.de/iABE) and the Data report accompanying the Report on Vocational Education and Training 2020, Chapter A 4.

46 The iABE classification is different from that used in the “Bildung in Deutschland” report by the reporting on vocational education and training Authoring Group, which differentiates training in three sectors (“Dual system”, “School-based occupational system” and “transition system”). The results are therefore also only partly comparable.

**Table 7: New entries into iABE sectors and accounts differentiated by selected attributes**

New entrants	2019 <sup>1)</sup>			2018				
	Absolute	Proportion female	Proportion not German	No secondary general school certificate (in %)	With secondary general school certificate (in %)	With a school leaving certificate after year 10 <sup>2)</sup> (in %)	With a higher education entrance qualification (in %)	N. A./ other (in %)
Total new trainees	1,983,564	48.8	16.6	5.3	13.4	45.0	34.4	1.9
Vocational training	730,260	47.4	12.4	3.2	20.8	50.7	22.5	2.7
▶ Dual vocational training under the BBiG/HwO	492,276	36.8	12.4	4.4	23.0	46.3	22.8	3.5
▶ School-based vocational training in healthcare, education and social services occupations	186,048	76.2	13.5	0.5	18.9	53.3	26.1	1.2
▶ Other school-based vocational training (including training for the civil service)	51,939	44.5	8.8	0.9	7.4	83.8	7.5	0.4
Transition system	255,282	38.6	32.0	30.6	41.4	19.5	1.8	6.5
Acquisition of a higher education entrance qualification	486,261	53.2	6.6	0.2	1.5	97.8	0.2	0.3
Tertiary studies	511,761	51.7	24.2	–	–	–	100.0	–

<sup>1)</sup> Preliminary data from the iABE Interim Report.

<sup>2)</sup> Incl. the school-based part of a qualification to enter studies at a university of applied sciences (Fachhochschule).

Sources: StBA, iABE 2018 (data as of 29.11.2019) and iABE Interim Report 2019 (data as of 06.03.2020)

training as defined in the Vocational Training Act and Crafts Code (BBiG/HwO) declined in particular, compared with the 2005 figure (–25,066 or –4.8%). The number of new entries into the healthcare, education and social services occupations rose significantly compared with the 2005 figure (+43,338 or +30.4%). This development must be seen in the context of demographic change and an increasing need for skilled staff in healthcare occupations, including geriatric care and nursing, and in early childhood education. Numbers of new entries into the other forms of school-based vocational training fell drastically compared with 2005 (–27,177 or –34.4%).

The acquisition of a higher education entrance qualification sector recorded a rise of 31,838 (7.0%) over the 2005 figure. Over the same period the number of new entries into the tertiary studies sector grew substantially (+145,519 or +39.7%). These results reflect a general trend towards higher school leaving qualifications and young people's increasing tendency to study in the tertiary studies sector.

The gender balance in the vocational training sector was comparatively even in 2019 (47.4% women). A more detailed examination of the sector, however, reveals that the proportion of women in dual vocational training as defined in the Vocational Training Act and Crafts Code (BBiG/HwO) was well below average (36.8%), while it was well above average in school-based training in the healthcare, education and social services occupations (76.2%). Young women were also more frequently in the acquisition of a higher education entrance qualification (53.2%) and tertiary studies sectors (51.7%). In contrast, young men predominated in the transition system sector (with 38.6% women).

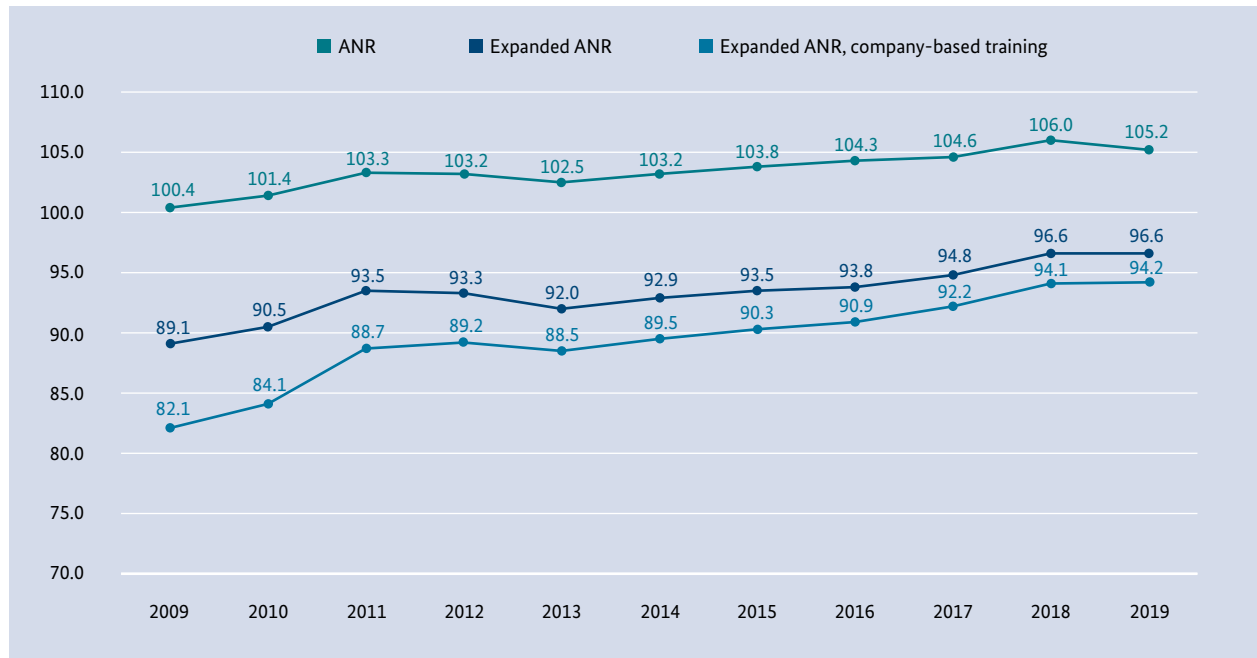
The sectors and accounts also had very different proportions of foreign trainees. The transition system sector had the highest proportion of new entries who were not German nationals, at 32.0%. Numbers of foreigners in the vocational training (12.4%) and acquisition of a higher education entrance qualification sectors (6.6%) were much lower. There were only slight differences in the figures for dual vocational training as

**Table 8: Newly concluded training contracts, supply and demand**

	New training contracts	Unfilled training places	Unplaced applicants	Supply	Demand	Supply and demand ratio	Trend compared with the previous year					
							Contracts		Supply		Demand	
							absolute	in %	absolute	in %	absolute	in %
<b>National</b>												
2009	564,307	17,766	15,510	582,073	579,817	100.4						
2010	559,960	19,898	12,033	579,858	571,993	101.4	-4,347	-0.8	-2,215	-0.4	-7,824	-1.3
2011	569,380	30,487	11,366	599,867	580,746	103.3	9,420	1.7	20,009	3.5	8,753	1.5
2012	551,258	34,075	15,673	585,333	566,931	103.2	-18,122	-3.2	-14,534	-2.4	-13,815	-2.4
2013	529,542	34,720	21,087	564,262	550,629	102.5	-21,716	-3.9	-21,071	-3.6	-16,302	-2.9
2014	523,201	38,449	20,932	561,650	544,133	103.2	-6,341	-1.2	-2,612	-0.5	-6,496	-1.2
2015	522,161	41,678	20,782	563,839	542,943	103.8	-1,040	-0.2	2,189	0.4	-1,190	-0.2
2016	520,272	43,561	20,550	563,833	540,822	104.3	-1,889	-0.4	-6	0.0	-2,121	-0.4
2017	523,290	48,984	23,712	572,274	547,002	104.6	3,018	0.6	8,441	1.5	6,180	1.1
2018	531,413	57,656	24,540	589,069	555,953	106.0	8,123	1.6	16,795	2.9	8,951	1.6
2019	525,081	53,137	24,525	578,218	549,606	105.2	-6,332	-1.2	-10,851	-1.8	-6,347	-1.1
<b>Western Länder</b>												
2009	465,309	14,924	11,155	480,233	476,464	100.8						
2010	468,297	16,058	8,357	484,355	476,654	101.6	2,988	0.6	4,122	0.9	190	0.0
2011	484,885	25,114	8,319	509,999	493,204	103.4	16,588	3.5	25,644	5.3	16,550	3.5
2012	472,354	27,704	10,605	500,058	482,959	103.5	-12,531	-2.6	-9,941	-1.9	-10,245	-2.1
2013	455,298	28,262	16,342	483,560	471,640	102.5	-17,056	-3.6	-16,498	-3.3	-11,319	-2.3
2014	448,908	31,490	16,623	480,398	465,531	103.2	-6,390	-1.4	-3,162	-0.7	-6,109	-1.3
2015	448,026	34,054	16,398	482,080	464,424	103.8	-882	-0.2	1,682	0.4	-1,107	-0.2
2016	446,284	35,594	16,245	481,878	462,529	104.2	-1,742	-0.4	-202	0.0	-1,895	-0.4
2017	448,664	40,713	18,365	489,377	467,029	104.8	2,380	0.5	7,499	1.6	4,500	1.0
2018	455,448	47,985	17,901	503,433	473,349	106.4	6,784	1.5	14,056	2.9	6,320	1.4
2019	450,013	44,607	17,984	494,620	467,997	105.7	-5,435	-1.2	-8,813	-1.8	-5,352	-1.1
<b>Eastern Länder</b>												
2009	98,998	2,712	4,352	101,710	103,350	98.4						
2010	91,663	3,688	3,675	95,351	95,338	100.0	-7,335	-7.4	-6,359	-6.3	-8,012	-7.8
2011	84,495	5,232	3,043	89,727	87,538	102.5	-7,168	-7.8	-5,624	-5.9	-7,800	-8.2
2012	78,904	6,249	5,066	85,153	83,970	101.4	-5,591	-6.6	-4,574	-5.1	-3,568	-4.1
2013	74,244	6,344	4,533	80,588	78,777	102.3	-4,660	-5.9	-4,565	-5.4	-5,193	-6.2
2014	74,293	6,840	4,099	81,133	78,392	103.5	49	0.1	545	0.7	-385	-0.5
2015	74,135	7,555	4,354	81,690	78,489	104.1	-158	-0.2	557	0.7	97	0.1
2016	73,988	7,952	4,259	81,940	78,247	104.7	-147	-0.2	250	0.3	-242	-0.3
2017	74,626	8,229	5,328	82,855	79,954	103.6	638	0.9	915	1.1	1,707	2.2
2018	75,965	9,660	6,619	85,625	82,584	103.7	1,339	1.8	2,770	3.3	2,630	3.3
2019	75,068	8,516	6,462	83,584	81,530	102.5	-897	-1.2	-2,041	-2.4	-1,054	-1.3

Discrepancies in the totals shown for "Western Länder" and "Eastern Länder" compared with national figures may be due to data that cannot be classified. Readers are referred to the 2019 Report on Vocational Education and Training for information for a longer period series from 1992.

Sources: BIBB, survey on the 30 of September; BA statistics, special evaluation in preparation for the Report on Vocational Education and Training (retroactive adjustment of the period series)

**Chart 4: ANR, expanded ANR, and expanded ANR based on company-based training places**

Sources: BIBB, survey on the 30 of September; BA statistics, special evaluation in preparation for the Report on Vocational Education and Training

defined in the Vocational Training Act and Crafts Code (BBiG/HwO) (12.4%) and in school-based training in the healthcare, education and social services occupations (13.5%).<sup>47</sup> The tertiary studies sector had 24.2% foreign trainees.<sup>48</sup>

There were major differences in the educational backgrounds of new entries into training, especially among those entering the vocational training sector. Young people do not have to have a formal school leaving qualification to start dual vocational training, while other forms of school-based vocational training have different prerequisites. The percentage of new entrants into dual vocational training who did not have a secondary general school certificate (4.4%) and who did have a secondary general school certificate (23.0%) were therefore higher than the figures for school-based vocational training. Among the new entrants into other forms of school-based vocational training, which are mainly forms of so-called “Assistant training”, 83.8%

had a school leaving certificate after year 10 while only 7.4% of holders of a secondary general school certificate began this kind of training. A fifth of the new entrants into school-based vocational training in the healthcare, education and social services occupations had a (subject-restricted) higher education entrance qualification.<sup>49</sup>

### 2.3.1 Training in occupations as defined in the Vocational Training Act and Crafts Code (BBiG/HwO)

#### 2.3.1.1 Newly concluded training contracts in 2019

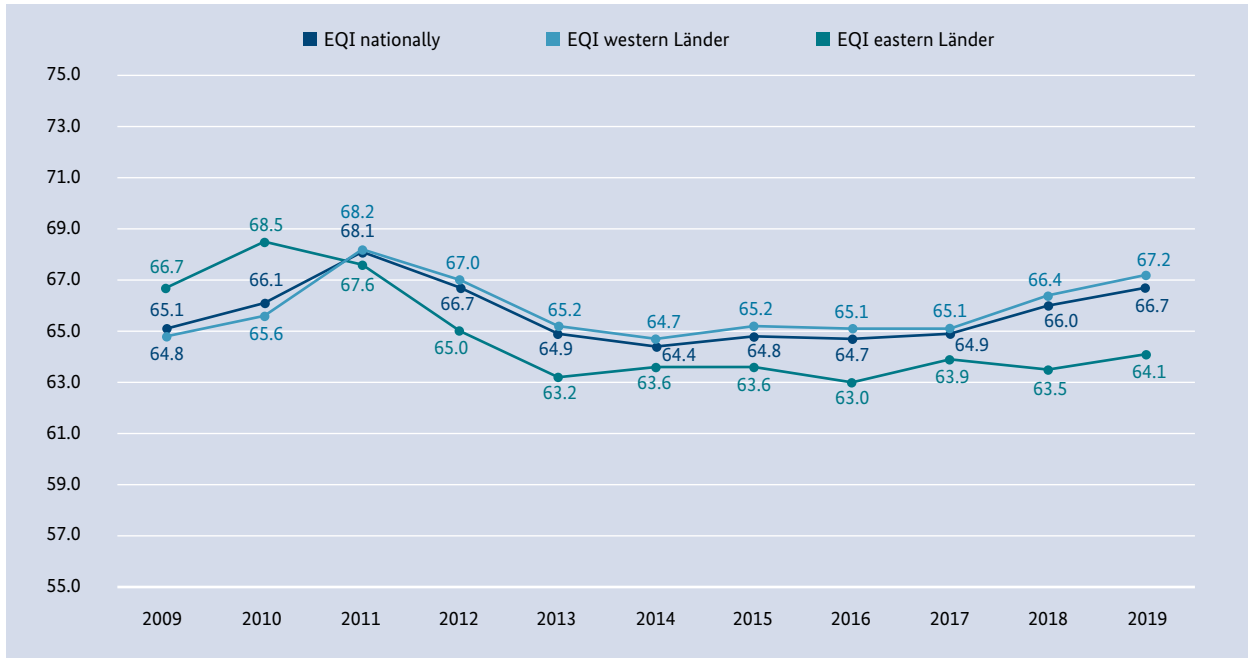
In 2019 the number of newly concluded training contracts fell. The BIBB survey of the relevant authorities found that from the 1 of October 2018 to the 30 of September 2019, 525,081 new training contracts were concluded nationally, a fall of 6,332 contracts (1.2%). The positive trend of the past two years was not continued.

<sup>47</sup> The comparatively low percentage of foreign nationals (8.8%) in “other school-based vocational training” is due to the consolidation of figures on training for the civil service, which is open only to German citizens.

<sup>48</sup> Here it must be noted that foreign national first-year students in 2018 included around 88% foreign national students who acquired their higher education entrance qualification outside Germany.

<sup>49</sup> For more information on the schooling background of new entrants into sectors and accounts in the transition system see [Chapter 2.1.3](#).

**Chart 5: The computed placement rate of young people interested in training (EQI)**



Sources: BIBB, survey on the 30 of September; BA statistics, special evaluation in preparation for the Report on Vocational Education and Training

The number of company-based training contracts declined by 5,815 (1.1 %) to 510,714, while the number of newly concluded non-company training contracts fell by 517 (3.5 %) to 14,367.<sup>50</sup>

Trends in numbers of newly concluded training contracts and other key training market data are shown in **Table 8**.

**The supply and demand ratio (ANR)**

ANR is calculated by contrasting the supply of and demand for training. It calculates the number of training places available for every person seeking training. In 2019 ANR was 105.2, which was lower than the 2018 figure of 106.0. This decrease was due to the fact that there was a greater decline in the number of training places on offer than there was in demand for training.

While ANR declined, expanded ANR (2018: 96.6; 2019: 96.6) and expanded ANR based on company-based training places (2018: 94.1; 2019: 94.2) did not deteriorate from the perspective of young people seeking

training. This is due to the steep fall in the number of applicants who had an alternative on the 30 of September but still wanted to be placed in training, who are by definition not included in ANR.<sup>51</sup>

**Chart 4** shows information on the development of ANR nationally from 2009 to 2019.

In 2019 ANR in western Länder was 105.7 (2018: 106.4) and expanded ANR was 96.7 (2018: 96.5). Expanded ANR based on company-based training places was 94.7 (2018: 94.5). In 2019 ANR in eastern Länder was 102.5 (2018: 103.7) and expanded ANR (2018: 96.9; 2019: 95.5) and expanded ANR based on company-based training places (2018: 91.9; 2019: 90.9) also fell slightly.<sup>52</sup>

<sup>50</sup> For more details see **Chapter 2.3.1.2**.

<sup>51</sup> Demand based on the expanded definition is calculated based on the number of newly concluded training contracts recorded in the BIBB survey for the 30 of September plus the number of unplaced applicants registered with the BA and of applicants who had an alternative on 30 of September but still wanted a training place.

<sup>52</sup> For details on the supply and demand ratio (ANR) over a longer time series in eastern and western Länder see the 2019 Report on Vocational Education and Training, Chapter 2.2.1.

As well as differences between eastern and western Länder, there were major regional disparities in ANR. ANR varied greatly in the different Länder, ranging from 90.0 (Berlin) to 115.5 (Bavaria). Expanded ANR was highest in Bavaria at 109.8, although figures of 100 and higher were also recorded for Mecklenburg-Western Pomerania (106.0), Thuringia (101.8), Baden-Württemberg (100.1) and Saxony-Anhalt (100.0). The lowest figures were reported in Berlin (84.7) and Hamburg (88.5).<sup>53</sup>

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

The computed placement rate of young people interested in training (Einmündungsquote der ausbildungsinteressierten Jugendlichen – EQI) calculates the proportion of young people registered with institutions as interested in training who were recruited into dual vocational training in a given reporting year. This figure is calculated by correlating the number of newly concluded training contracts on the 30 of September (2019: 525,081) with the number of all young people registered with institutions as interested in training (2019: 786,909).<sup>54</sup> The number is made up of the total number of newly concluded training contracts (525,081) and the number of applicants registered with employment offices and job-centres (511,799) minus those registered applicants who were placed in training (249,971), because otherwise some applicants would be counted twice. In 2019 the national EQI figure was 66.7, so it was slightly better than it was in the previous year (2018: 66.0). **Chart 5** shows the trend in EQI nationally and in western and eastern Länder.

EQI also varies considerably in the different Länder. Disproportionately high figures of over 70 % were recorded for Bavaria (75.7), Hamburg (73.6), Thuringia (72.6), Baden-Württemberg (70.9), Saarland (70.8) and Saxony-Anhalt (70.3). Fairly low EQI figures (under 60 %) were registered in Berlin (53.6) and Brandenburg (59.6).

53 Training market results for 2019 differentiated by Länder, employment office districts and occupations can be found on the BIBB website. It also offers a wide range of tables and interactive regional maps that visualise key training market data and indicators. See [bibb.de/naa309-2019](http://bibb.de/naa309-2019).

54 The computed placement rate refers to all young people who reported an interest in training during the reporting year. By the reference date of the 30 of September some applicants who registered for vocational training places during the year may no longer wish to be placed in training (e.g. because they have changed their minds during the reporting year and decided to start tertiary studies or school-based training) or their whereabouts may be unknown. This means that some applicants may be counted twice as the number of those who remain unknown may also include applicants who have actually started training. Other applicants may also have applied for a training place, even though they already had a training place (**Chapter 2.4.2**).

### 2.3.1.2 Newly concluded training contracts according to structural characteristics

#### Developments in training sectors<sup>55</sup>

Of the 525,081 new training contracts concluded in 2019, 304,592 were concluded in the largest training sector of Trade and Industry, where the number of contracts fell by 1.7 %. 58.0 % of all new training contracts were concluded in this sector (2018: 58.3 %).

In 2019 the second-largest sector was the Skilled Trades, in which 27.2 % (2018: 27.3 %) of all new training contracts were concluded. The sector registered 142,875 new training contracts, 2,433 (1.7 %) fewer than in 2018.

The Professional Services sector also recorded growth in the number of newly concluded training contracts (+892 or +1.9 % to 47,136). 9.0 % of all new training contracts concluded at the national level were concluded in the Professional Services sector (2018: 8.7 %).

In the Public Service sector 15,094 new training contracts were concluded nationally, 645 (4.5 %) more than in 2018.

The Agriculture sector reported 13,368 newly concluded training contracts, 97 (0.7 %) fewer than in the previous year. The Housekeeping and Shipping sectors also recorded falls in numbers of new contracts. In the Housekeeping sector the number of newly concluded training contracts fell by 93 (4.7 %) to 1,899. In Shipping 117 new training contracts were concluded, eight fewer than in the year before (6.4 %).

**Table 9** shows the number of newly concluded training contracts by sector and Länder for 2019 and developments in numbers compared with the previous year.

55 The BIBB survey on the 30 of September accounts for newly concluded training contracts by sector, i.e. based on the entity regulating that training occupation. The following should therefore be noted: "What is decisive in the classification of training contracts by sector is usually the type of training occupation and not the training entity. The contracts of trainees who train in commercial occupations may be recorded as training in the Public Service, in Trade and Industry or in the Skilled Trades (depending on the relevant entity). [...] The classification therefore refers to 'sectors' and not 'training sectors' because the training actually provided in individual sectors does not necessarily correspond with the results by sector. In some Länder for example, the IHK is in charge of the Housekeeping training sector and also for some Public Service occupations, so a clear division by training sector is not always possible." (Data Report accompanying the Report on Vocational Education and Training 2020, Chapter A 1.2).

Table 9: Newly concluded training contracts in 2019 by Länder and sector

	Newly concluded training contracts																							
	Total			of which in the sector:																				
	Number	Change from 2018		Trade and Industry			Skilled Trades			Professional Services			Public Service			Agriculture			Housekeeping			Shipping		
		absolute	%	Number	absolute	%	Number	absolute	%	Number	absolute	%	Number	absolute	%	Number	absolute	%	Number	absolute	%	Number	absolute	%
Baden-Württemberg	74,079	-1,233	-1.6	44,383	-899	-2.0	19,613	-322	-1.6	6,204	-2	0.0	2,092	3	0.1	1,481	33	2.3	306	-46	-13.1	0	0	0.0
Bavaria	92,707	-2,726	-2.9	53,564	-971	-1.8	25,371	-1,656	-6.1	9,378	-6	-0.1	2,096	119	6.0	2,052	-216	-9.5	246	4	1.7	0	0	0.0
Berlin	15,981	-373	-2.3	9,121	-346	-3.7	3,658	-154	-4.0	2,002	-55	-2.7	923	202	28.0	243	-12	-4.7	34	-8	-19.0	0	0	0.0
Brandenburg	10,540	-164	-1.5	6,013	-164	-2.7	2,901	-58	-2.0	553	-29	-5.0	523	54	11.5	495	47	10.5	55	-14	-20.3	0	0	0.0
Bremen	5,777	-83	-1.4	3,676	-126	-3.3	1,237	-42	-3.3	550	59	12.0	212	30	16.5	48	-13	-21.3	49	10	25.6	5	-1	-16.7
Hamburg	13,480	90	0.7	9,060	-9	-0.1	2,830	151	5.6	1,204	-18	-1.5	163	-40	-19.7	157	13	9.0	24	-1	-4.0	42	-6	-12.5
Hesse	38,371	144	0.4	22,610	-187	-0.8	10,321	92	0.9	3,540	248	7.5	1,157	-45	-3.7	736	34	4.8	7	2	40.0	0	0	0.0
Mecklenburg-Western Pomerania	8,015	-117	-1.4	4,628	-168	-3.5	2,112	17	0.8	458	-11	-2.3	314	32	11.3	439	14	3.3	55	3	5.8	9	-4	-30.8
Lower Saxony	54,192	-1,448	-2.6	28,843	-856	-2.9	16,606	-703	-4.1	4,675	63	1.4	1,663	168	11.2	2,102	-115	-5.2	257	-13	-4.8	46	8	21.1
North Rhine-Westphalia	118,561	280	0.2	69,811	-730	-1.0	30,730	394	1.3	11,975	586	5.1	3,104	-4	-0.1	2,525	16	0.6	416	18	4.5	0	0	0.0
Rhineland-Palatinate	25,796	-430	-1.6	14,118	-142	-1.0	7,946	-270	-3.3	2,297	22	1.0	690	23	3.4	612	-37	-5.7	133	-26	-16.4	0	0	0.0
Saarland	6,999	156	2.3	4,189	20	0.5	1,931	104	5.7	558	16	3.0	137	21	18.1	134	2	1.5	50	-7	-12.3	0	0	0.0
Saxony	19,519	-182	-0.9	11,529	-379	-3.2	5,497	77	1.4	940	-8	-0.8	706	9	1.3	756	111	17.2	91	8	9.6	0	0	0.0
Saxony-Anhalt	10,550	-40	-0.4	6,425	29	0.5	2,795	-81	-2.8	449	21	4.9	398	7	1.8	413	-3	-0.7	70	-13	-15.7	0	0	0.0
Schleswig-Holstein	20,051	-185	-0.9	10,249	-212	-2.0	6,594	28	0.4	1,834	-33	-1.8	572	2	0.4	787	35	4.7	0	0	0.0	15	-5	-25.0
Thuringia	10,463	-21	-0.2	6,373	-98	-1.5	2,733	-10	-0.4	519	39	8.1	344	64	22.9	388	-6	-1.5	106	-10	-8.6	0	0	0.0
<b>Western Länder</b>	<b>450,013</b>	<b>-5,435</b>	<b>-1.2</b>	<b>260,503</b>	<b>-4,112</b>	<b>-1.6</b>	<b>123,179</b>	<b>-2,224</b>	<b>-1.8</b>	<b>42,215</b>	<b>935</b>	<b>2.3</b>	<b>11,886</b>	<b>277</b>	<b>2.4</b>	<b>10,634</b>	<b>-248</b>	<b>-2.3</b>	<b>1,488</b>	<b>-59</b>	<b>-3.8</b>	<b>108</b>	<b>-4</b>	<b>-3.6</b>
<b>Eastern Länder</b>	<b>75,068</b>	<b>-897</b>	<b>-1.2</b>	<b>44,089</b>	<b>-1,126</b>	<b>-2.5</b>	<b>19,696</b>	<b>-209</b>	<b>-1.0</b>	<b>4,921</b>	<b>-43</b>	<b>-0.9</b>	<b>3,208</b>	<b>368</b>	<b>13.0</b>	<b>2,734</b>	<b>151</b>	<b>5.8</b>	<b>411</b>	<b>-34</b>	<b>-7.6</b>	<b>9</b>	<b>-4</b>	<b>-30.8</b>
<b>National</b>	<b>525,081</b>	<b>-6,332</b>	<b>-1.2</b>	<b>304,592</b>	<b>-5,238</b>	<b>-1.7</b>	<b>142,875</b>	<b>-2,433</b>	<b>-1.7</b>	<b>47,136</b>	<b>892</b>	<b>1.9</b>	<b>15,094</b>	<b>645</b>	<b>4.5</b>	<b>13,368</b>	<b>-97</b>	<b>-0.7</b>	<b>1,899</b>	<b>-93</b>	<b>-4.7</b>	<b>117</b>	<b>-8</b>	<b>-6.4</b>

Source: BIBB, survey on the 30 of September 2019



**Table 10: Newly concluded training contracts by financing form**

Year	Newly concluded training contracts	National		Western Länder		Eastern Länder	
		absolute	relative	absolute	relative	absolute	relative
2009	Total	564,307	100.0%	465,309	100.0%	98,998	100.0%
	Company-based	518,506	91.9%	442,439	95.1%	76,067	76.8%
	Non-company	45,801	8.1%	22,870	4.9%	22,931	23.2%
...							
2017	Total	523,290	100.0%	448,664	100.0%	74,626	100.0%
	Company-based	507,411	97.0%	437,437	97.5%	69,974	93.8%
	Non-company	15,879	3.0%	11,227	2.5%	4,652	6.2%
2018	Total	531,413	100.0%	455,448	100.0%	75,965	100.0%
	Company-based	516,529	97.2%	444,951	97.7%	71,578	94.2%
	Non-company	14,884	2.8%	10,497	2.3%	4,387	5.8%
2019	Total	525,081	100.0%	450,013	100.0%	75,068	100.0%
	Company-based	510,714	97.3%	439,977	97.8%	70,737	94.2%
	Non-company	14,367	2.7%	10,036	2.2%	4,331	5.8%

Source: BIBB, survey on the 30 of September

Information for the years 2010 to 2016 can be found in the 2019 Report on Vocational Education and Training.

### Contracts for training in and outside companies

Of the 525,081 new training contracts concluded nationally, 510,714 (97.3%) were concluded in companies and 14,367 (2.7%) were non-company training places.<sup>56</sup> Compared with the previous year's figure the number of new training contracts concluded in companies decreased by 5,815 (1.1%) in 2019. The number of new non-company training contracts declined by 517 (3.5%) so the relative proportion of company-based training places again increased (see [Table 10](#)).

The percentage of non-company training places is still higher in eastern Länder than in western Länder. The higher proportion of non-company training places in eastern Länder alone does not mean that the training market situation is still less favourable there than in western Länder, as analyses of the training balance have demonstrated.<sup>57</sup> It is in fact the result of a different way of dealing with unsuccessful training applicants and a different funding policy. While qualifying course modules in the transition system are provided for young people in western Länder who were not able to find a training place, in eastern Länder, partly in reaction to the training market situation that

was bad for many years, many more school-based or fully qualifying non-company vocational training places are offered. In response to demographic change and the resulting declining demand for training places, the number of qualifying non-company vocational training places has been deliberately reduced in recent years. In 2009 all eastern Länder were still recording percentages of non-company training places in the double-figure range (with Brandenburg recording the highest figure of 25.4% in 2009). In 2019, however, the figures ranged between 4.6% (Berlin) und 6.2% (Saxony-Anhalt and Saxony), as [Table 11](#) shows.

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

Given the difficulties that many companies have in filling the training places they offer,<sup>58</sup> the trend in the number of newly concluded training contracts and proportion of all company-based training contracts is also of interest. As well as newly concluded company-based training contracts, unfilled vocational training places registered with the Federal Employment Agency (BA) are taken into account in tracking this trend.

Of the 578,218 vocational training places offered at the national level in 2019, 563,851 were concluded

<sup>56</sup> It is financing form and not place of learning that is definitive for this classification, so "non-company training places" are those that are mainly publicly financed.

<sup>57</sup> See [Chapter 2.3.1.1](#).

<sup>58</sup> See also [Chapter 2.3.1.1](#).

Table 11: Newly concluded training contracts by financing form and Länder (Part 1)

Land	Year	Newly concluded training contracts				
		total	of which			
			Company-based		Non-company	
Number	Number	Percentage	Number	Percentage		
Baden-Württemberg	2009	74,810	72,156	96.5	2,654	3.5
	...					
	2017	74,656	72,949	97.7	1,707	2.3
	2018	75,312	74,048	98.3	1,264	1.7
Bavaria	2009	93,564	90,097	96.3	3,467	3.7
	...					
	2017	92,528	91,052	98.4	1,476	1.6
	2018	95,433	93,981	98.5	1,452	1.5
Berlin	2009	19,485	15,425	79.2	4,060	20.8
	...					
	2017	16,123	15,460	95.9	663	4.1
	2018	16,354	15,643	95.7	711	4.3
Brandenburg	2009	15,065	11,233	74.6	3,832	25.4
	...					
	2017	10,431	9,760	93.6	671	6.4
	2018	10,704	10,067	94.0	637	6.0
Bremen	2009	6,133	5,667	92.4	466	7.6
	...					
	2017	5,909	5,501	93.1	408	6.9
	2018	5,860	5,472	93.4	388	6.6
Hamburg	2009	13,496	12,760	94.5	736	5.5
	...					
	2017	13,430	13,005	96.8	425	3.2
	2018	13,390	12,942	96.7	448	3.3
Hesse	2009	39,453	36,183	91.7	3,270	8.3
	...					
	2017	37,726	36,207	96.0	1,519	4.0
	2018	38,227	36,814	96.3	1,413	3.7
Mecklenburg-Western Pomerania	2009	11,825	8,918	75.4	2,907	24.6
	...					
	2017	7,971	7,464	93.6	507	6.4
	2018	8,132	7,619	93.7	513	6.3
	2019	8,015	7,594	94.7	421	5.3

**Table 11: Newly concluded training contracts by financing form and Länder (Part 2)**

Land	Year	Newly concluded training contracts				
		total	of which			
			Company-based		Non-company	
Number	Number	Percentage	Number	Percentage		
Lower Saxony	2009	57,395	55,085	96.0	2,310	4.0
	...					
	2017	54,701	53,361	97.6	1,340	2.4
	2018	55,640	54,075	97.2	1,565	2.8
	2019	54,192	53,010	97.8	1,182	2.2
North Rhine-Westphalia	2009	121,504	114,587	94.3	6,917	5.7
	...					
	2017	116,696	113,978	97.7	2,718	2.3
	2018	118,281	115,915	98.0	2,366	2.0
	2019	118,561	115,876	97.7	2,685	2.3
Rhineland-Palatinate	2009	28,851	27,348	94.8	1,503	5.2
	...					
	2017	26,169	25,331	96.8	838	3.2
	2018	26,226	25,448	97.0	778	3.0
	2019	26,463	25,796	97.5	667	2.5
Saarland	2009	8,789	8,180	93.1	609	6.9
	...					
	2017	6,745	6,463	95.8	282	4.2
	2018	6,843	6,535	95.5	308	4.5
	2019	7,296	6,999	95.9	297	4.1
Saxony	2009	23,816	17,855	75.0	5,961	25.0
	...					
	2017	19,437	18,067	93.0	1,370	7.0
	2018	19,701	18,524	94.0	1,177	6.0
	2019	20,803	19,519	93.8	1,284	6.2
Saxony-Anhalt	2009	14,937	11,399	76.3	3,538	23.7
	...					
	2017	10,310	9,586	93.0	724	7.0
	2018	10,590	9,913	93.6	677	6.4
	2019	11,250	10,550	93.8	700	6.2
Schleswig-Holstein	2009	21,314	20,376	95.6	938	4.4
	...					
	2017	20,104	19,590	97.4	514	2.6
	2018	20,236	19,721	97.5	515	2.5
	2019	20,533	20,051	97.7	482	2.3
Thuringia	2009	13,870	11,237	81.0	2,633	19.0
	...					
	2017	10,354	9,637	93.1	717	6.9
	2018	10,484	9,812	93.6	672	6.4
	2019	11,107	10,463	94.2	644	5.8

Source: BIBB, survey on the 30 of September

Information for the years 2010 to 2016 can be found in the 2019 Report on Vocational Education and Training.

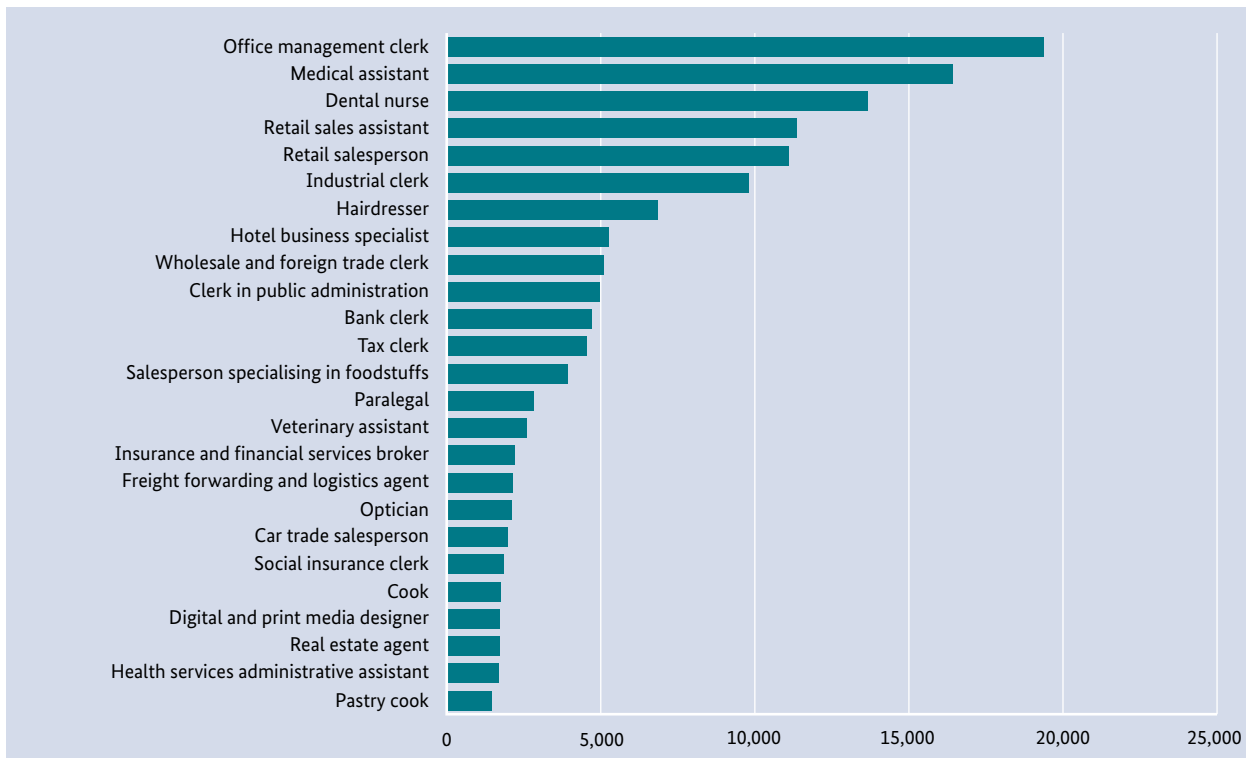
**Table 12: Trend in the number of company-based training places by sector**

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	Development 2018 to 2019	
<b>National</b>	<b>536,272</b>	<b>538,815</b>	<b>569,407</b>	<b>559,429</b>	<b>542,581</b>	<b>541,256</b>	<b>544,974</b>	<b>546,283</b>	<b>556,395</b>	<b>574,185</b>	<b>563,851</b>	<b>-10,334</b>	<b>-1.8%</b>
Trade and Industry	319,266	320,512	345,250	339,420	325,521	322,164	321,120	320,129	324,216	336,107	327,735	-8,372	-2.5%
Skilled Trades	143,754	145,956	151,277	147,024	145,065	146,830	149,089	149,591	153,238	157,353	154,133	-3,220	-2.0%
Professional Services	43,457	43,333	43,753	44,830	43,778	43,817	45,321	46,637	47,591	49,241	50,592	1,351	2.7%
Public Sector	13,732	13,689	12,460	12,196	12,426	12,523	13,360	13,898	14,412	14,703	15,250	547	3.7%
Agriculture	12,797	12,523	12,628	12,474	12,522	12,661	13,058	13,074	13,316	13,220	13,061	-159	-1.2%
Other sectors, no information <sup>1)</sup>	3,266	2,802	4,039	3,485	3,269	3,261	3,026	2,954	3,622	3,561	3,080	-481	-13.5%
<b>Western Länder</b>	<b>457,363</b>	<b>461,879</b>	<b>491,305</b>	<b>482,489</b>	<b>468,718</b>	<b>466,656</b>	<b>469,082</b>	<b>469,421</b>	<b>478,150</b>	<b>492,936</b>	<b>484,584</b>	<b>-8,352</b>	<b>-1.7%</b>
Trade and Industry	270,007	273,239	296,231	291,252	280,036	276,352	275,337	274,179	277,550	287,502	281,034	-6,468	-2.2%
Skilled Trades	125,113	127,014	132,325	128,532	126,933	128,316	129,573	129,615	132,732	136,005	133,192	-2,813	-2.1%
Professional Services	38,402	38,228	38,892	39,983	39,020	39,132	40,464	41,577	42,644	43,892	45,299	1,407	3.2%
Public Sector	10,587	10,824	9,958	9,677	9,834	10,029	10,665	10,937	11,338	11,801	11,974	173	1.5%
Agriculture	10,362	10,034	10,353	10,078	10,087	9,978	10,469	10,609	10,738	10,652	10,407	-245	-2.3%
Other sectors, no information <sup>1)</sup>	2,892	2,540	3,546	2,967	2,808	2,849	2,574	2,504	3,148	3,084	2,678	-406	-13.2%
<b>Eastern Länder</b>	<b>78,779</b>	<b>76,784</b>	<b>77,961</b>	<b>76,818</b>	<b>73,749</b>	<b>74,481</b>	<b>75,823</b>	<b>76,847</b>	<b>78,203</b>	<b>81,238</b>	<b>79,253</b>	<b>-1,985</b>	<b>-2.4%</b>
Trade and Industry	49,177	47,181	48,924	48,088	45,401	45,744	45,743	45,943	46,632	48,596	46,690	-1,906	-3.9%
Skilled Trades	18,640	18,938	18,952	18,491	18,130	18,512	19,512	19,976	20,501	21,348	20,940	-408	-1.9%
Professional Services	5,055	5,070	4,855	4,847	4,733	4,685	4,854	5,058	4,945	5,348	5,292	-56	-1.0%
Public Sector	3,145	2,865	2,502	2,519	2,592	2,494	2,695	2,961	3,074	2,902	3,276	374	12.9%
Agriculture	2,435	2,489	2,275	2,396	2,435	2,683	2,589	2,465	2,578	2,568	2,654	86	3.3%
Other sectors, no information <sup>1)</sup>	327	241	453	477	458	363	430	444	473	476	401	-75	-15.8%

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

Sources: BIBB, survey on the 30 of September; BA statistics, special evaluation carried out in preparation for the Report on Vocational Education and Training

**Chart 6: The 25 occupations as defined in the Vocational Training Act and Crafts Code (BBiG/HwO) most frequently chosen by young women in 2019**



Source: BIBB, survey on the 30 of September 2019

in companies. Compared with the previous year's figure, the number of vocational training places that companies offered fell by 10,334 (1.8 %).

While the Professional Services and Public Service sectors recorded increases in numbers of company-based training places, their number decreased in the other sectors. **Table 12** shows the development in numbers of company-based training places by sector. It should be noted here that the figures take only those unfilled vocational training places that were registered with the BA into account.

#### Gender-specific differentiation

Of the 525,081 new training contracts concluded in 2019, 192,437 (36.6 %) were concluded with young women and 332,632 (63.4 %) with young men (2018: 36.9 % up to 63.1 %).

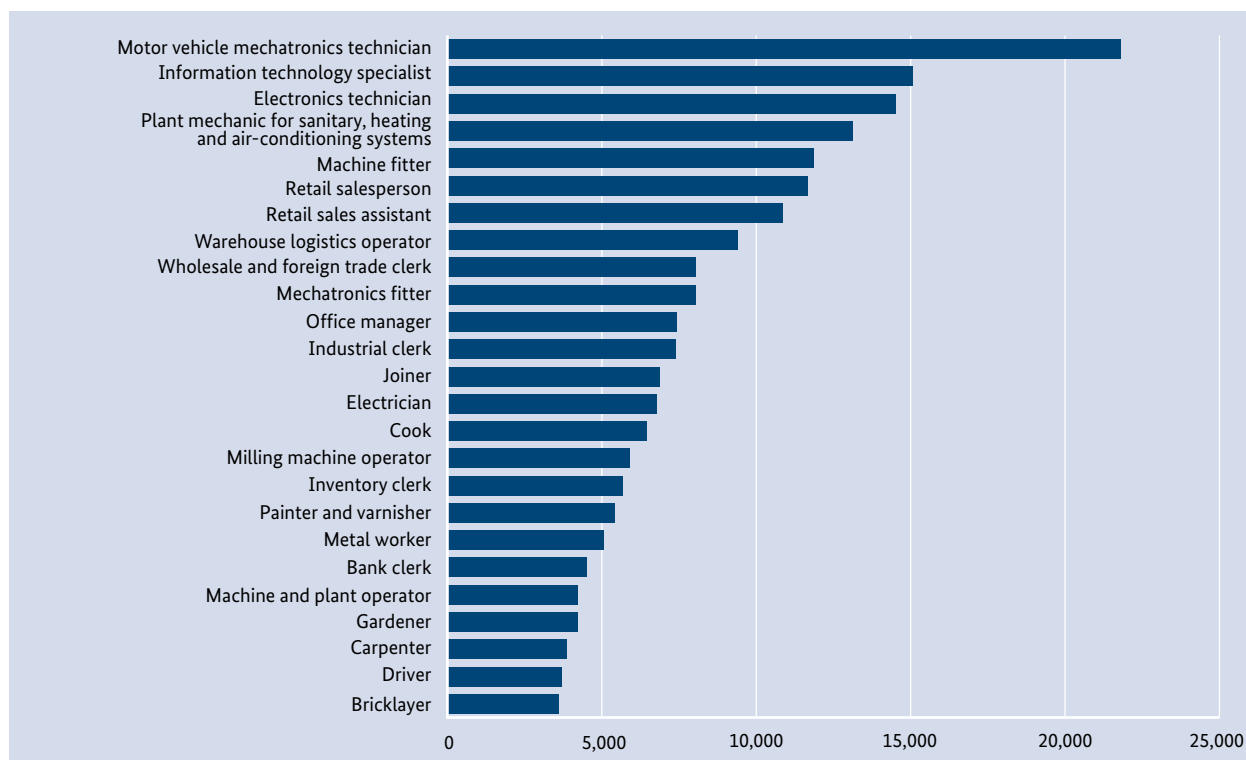
Among the seven training sectors, the Professional Services sector had the highest relative percentage of training place contracts concluded with women,

at 91.3 %, followed by the Housekeeping (84.7 %) and Public Service (62.3 %) sectors. Fewer training contracts were concluded with women in the Trade and Industry sector, with a figure of 35.0 %, while a fairly low proportion of contracts were also concluded with women in the Agriculture (25.0 %), Skilled Trades (19.8 %) and Shipping (7.7 %) sectors.

Women are not only under-represented in dual vocational training; they are also concentrated in fewer training occupations. In 2019, 73.3 % of all the young women starting training did so in just 25 occupations, while only 61.8 % of all men starting training started in the 25 occupations most often chosen by young males. **Chart 6** and **Chart 7** show information on the 25 occupations most often chosen by young women and by young men.

As in previous years, the number of training contracts concluded with women decreased (–3,453 or –1.8 %) to 192,437. In contrast to the trend of recent years, however, the number of training contracts

**Chart 7: The 25 occupations as defined in the Vocational Training Act and Crafts Code (BBiG/HwO) most frequently chosen by young men in 2019**



Source: BIBB, survey on the 30 of September 2019

concluded with young men also fell by 2,891 (0.9%) to 332,632 in 2019. The figures on training contracts concluded with young women continued a trend that has been observed for some time. It is repeatedly the case that fewer training place contracts are concluded with women. Compared with the 2009 figure, their number has declined by 49,583 (20.5%), while the number of training place contracts concluded with men has grown by 10,345 (3.2%) over the same period (see [Chart 8](#)).

One reason for this fall in numbers is decreasing demand for dual vocational training from women. Since 2009 the number of female applicants for training places registered with the BA has fallen by 63,982 (24.4%) to 198,742, while the number of registered male applicants has grown compared with the 2009 figure (+12,872 or +4.3% to 313,044), even though here, too, decreases have been recorded recently (see also [Chapter 2.1.2](#)).<sup>59</sup>

<sup>59</sup> The number of young women interested in training and demand for training from young women has decreased noticeably. See Milde,

Young women are still far more frequently in full-time school-based vocational training, especially for the healthcare, education and social services occupations. More recently they have also more often tended to start tertiary studies. The 2019 Report on Vocational Education and Training dealt in detail with the causes of the fall in numbers of training contracts concluded with young women.<sup>60</sup>

#### Occupations requiring two years of training

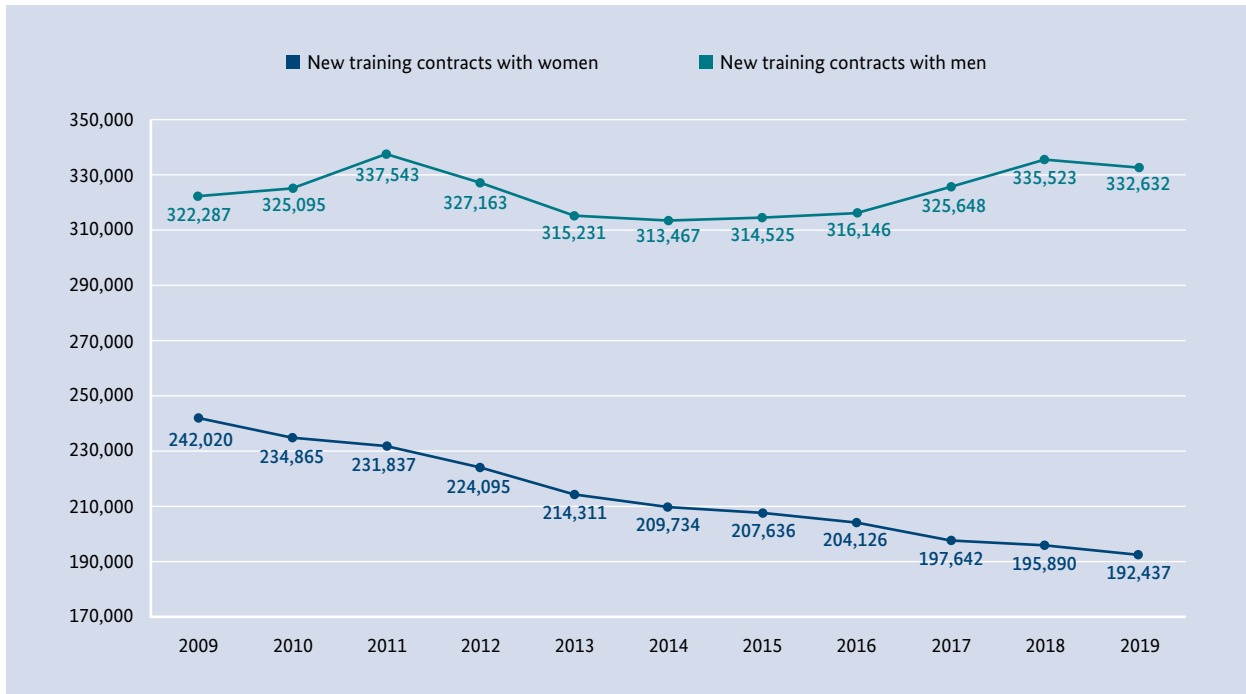
In 2019 44,322 new training contracts were concluded nationally in occupations requiring two years of regular training<sup>61</sup>, 48 (2.7%) fewer than in 2018 (see [Chart 9](#)).

The percentage of training places in occupations

Bettina; Ulrich, Joachim Gerd; Flemming, Simone; Granath, Ralf-Olaf (2019): Weniger Ausbildungsverträge als Folge sinkender Angebots- und Nachfragezahlen. Die Entwicklung des Ausbildungsmarktes im Jahr 2019 (bibb.de/ausbildungsmarkt2019).

<sup>60</sup> 2019 Report on Vocational Education and Training, Chapter 2.2.2.4.

<sup>61</sup> Examples of occupations requiring two years of vocational training include retail sales assistant, hospitality services industry specialist, service specialist in dialogue marketing, skilled express and postal services employee, building construction worker, machine and plant operator, inventory clerk and metals technology specialist.

**Chart 8: Developments in newly concluded training contracts by gender**

Source: BIBB, Survey on the 30 of September

requiring two years of training of the total volume of training places decreased slightly (2018: 8.6%; 2019: 8.4%).<sup>62</sup>

In western Länder 35,959 new training contracts were concluded in occupations requiring two years of training, a decrease of 995 (2.7%). In eastern Länder the number of new contracts concluded in occupations requiring two years of training fell by 253 (2.9%) to 8,363.

The percentage of new contracts concluded in occupations requiring two years of training was again higher in eastern Länder in 2019, at 11.1%, than it was in western Länder, at 8.0%. The fact that comparatively more new contracts were concluded in occupations requiring two years of training in eastern Länder than in western Länder is a result of the higher proportion of non-company training places offered in eastern Länder. Non-company training is often provided for occupations requiring two years of training. In 2019, for example, 12.9% of newly concluded training contracts in two-year vocational training programmes in eastern Länder were

<sup>62</sup> Over a longer period, the percentages have developed as follows: 2009: 9.2%; 2010: 9.5%; 2011: 9.1%; 2012: 9.0%; 2013: 8.7%; 2014: 8.6%; 2015: 8.6%; 2016: 8.4%; 2017: 8.5%; 2018: 8.6%; 2019: 8.4%.

for mainly publicly financed (“non-company”) forms of training. This figure has declined steadily in recent years,<sup>63</sup> again reflecting the deliberate cutback in numbers of non-company training places.<sup>64</sup>

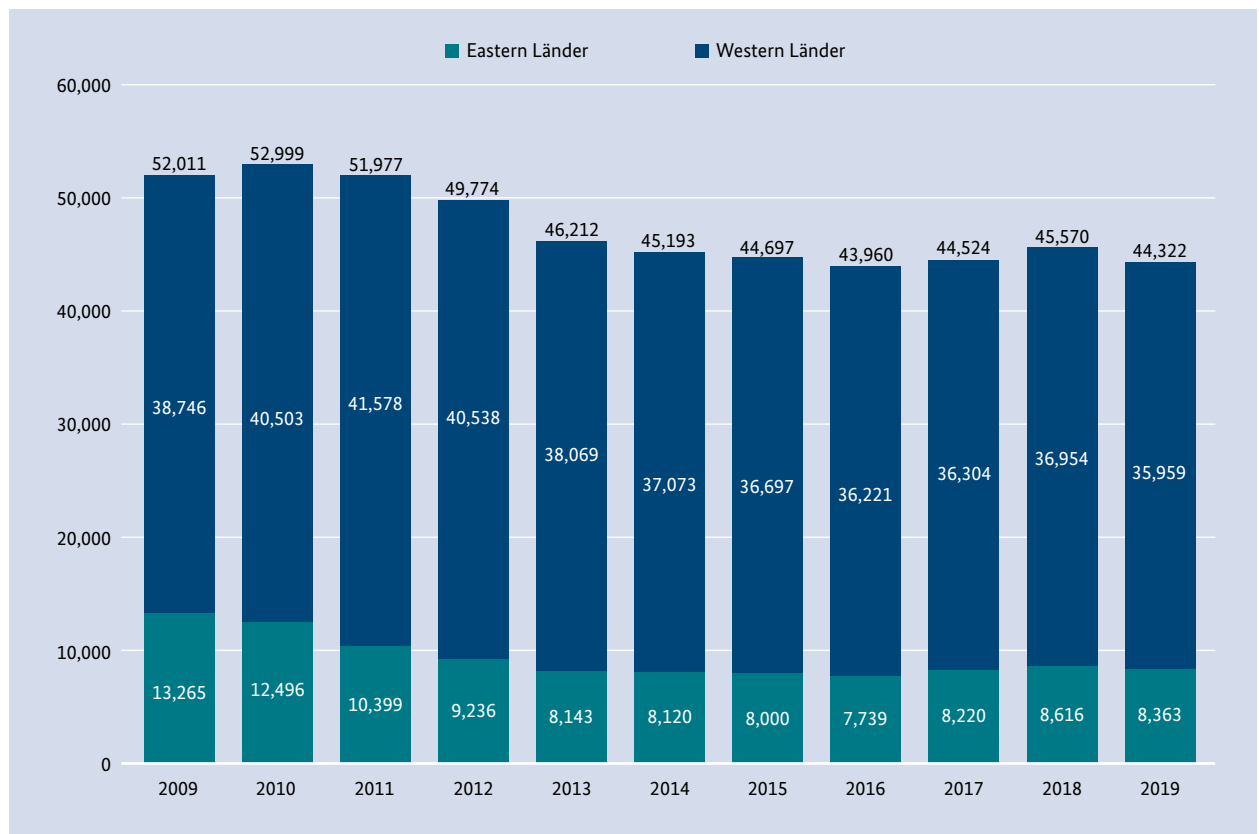
The occupations requiring two years of training that recorded higher numbers of newly concluded training contracts in 2019 included the following occupations: metalworker (2017: 1,686; 2018: 1,706; 2019: 1,731), civil engineering worker (2017: 1,627; 2018: 1,889; 2019: 1,953) and industrial electrician (2017: 581; 2018: 627; 2019: 724).

#### Vocational training for people with disabilities

To enable people with disabilities to participate in working life, the Vocational Training Act (BBiG, S. 64) and Crafts Code (HwO, S. 42k) stipulate that they should train in recognised training occupations, taking the particular needs of people with disabilities into account. The laws also specify that people with disabilities should

<sup>63</sup> 2011: 37.1%; 2012: 30.6%; 2013: 27.3%; 2014: 26.0%; 2015: 22.3%; 2016: 18.2%; 2017: 15.4%; 2018: 13.1%.

<sup>64</sup> By comparison: western Länder 2011: 10.9%; 2012: 9.5%; 2013: 8.9%; 2014: 8.5%; 2015: 7.9%; 2016: 7.3%; 2017: 6.5%; 2018: 5.4%; 2019: 5.0%.

**Chart 9: Newly concluded training contracts in occupations requiring two years of vocational training**

Source: BIBB, survey on the 30 of September

be provided with training in companies or with training in which companies are as closely involved as possible, where this is feasible, so companies need to provide accessible forms of training that offer trainees skills that they take with them into other areas. People with disabilities can and should conclude contracts for training in recognised training occupations. The relevant statistics (the BIBB survey on the 30 of September and vocational training statistics of the Federal Government and Länder statistics offices on the 31 of December) do not record personal characteristics such as disability, so no data is available on this.<sup>65</sup>

For people whose degree and type of disability makes vocational training in a recognised training occupation impossible, the relevant authorities (under S. 66 of the

Vocational Training Act (BBiG) and S. 42m of the Crafts Code (HwO)) should, at the request of the disabled person or their legal representative, develop special training regulations based on the content of the recognised training occupations, so-called “specialist training”. In 2019 7,669 (2018: 7,668) new training contracts were concluded nationally on the basis of the specifications in S. 66 of the Vocational Training Act (BBiG) and S. 42m of the Crafts Code (HwO).

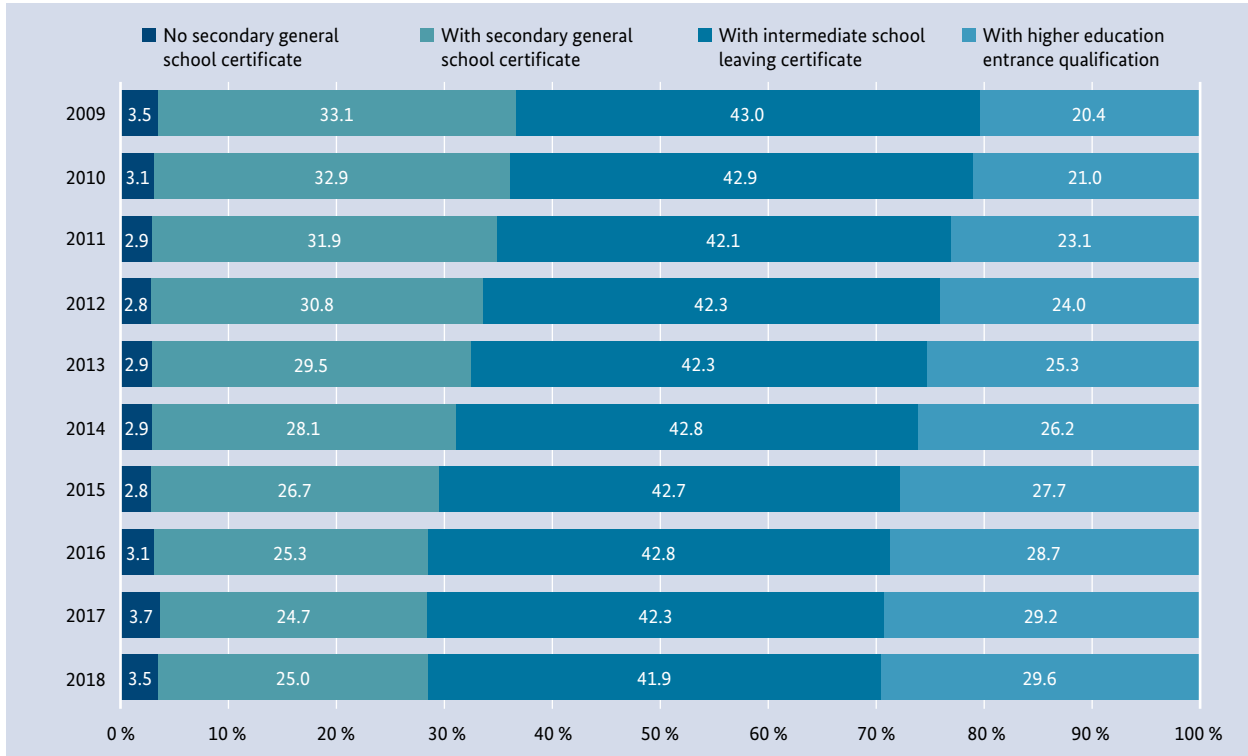
### 2.3.1.3 The schooling background of trainees with newly concluded training contracts

Statements on the schooling background of trainees with newly concluded training contracts cannot be made based on data from the BIBB survey of newly concluded training contracts on the 30 of September because the survey does not record schooling background. The vocational training statistics provided by the Federal Government and Länder statistics offices (vocational training

<sup>65</sup> See also Gericke, Naomi; Flemming, Simone (2013): Menschen mit Behinderungen im Spiegel der Berufsbildungsstatistik. Grenzen und Möglichkeiten. Bonn (bibb.de/dokumente/pdf/ab21\_dazubi\_Kurzpapier\_Menschen\_mit\_Behinderung\_in\_der\_Berufsbildungsstatistik\_201306.pdf), and the Data Report accompanying the 2016 Report on Vocational Education and Training, Chapter A 4.1.4.



**Chart 10: Schooling background of trainees with newly concluded training contracts, 2009 to 2018**



Source: BIBB “Database of trainees” based on data from the vocational training statistics of the Federal Government and Länder statistical offices (survey on the 31 of December)

statistics for the 31 of December) are therefore drawn on as a source for the following statements. The most current data available is that for 2018.

In 2018 41.9% of trainees with a newly concluded training contract had an General Certificate of Secondary Education (women: 42.2%; men: 41.8%). 25.0% had a secondary general school certificate (women: 19.6%; men: 28.2%). 3.5% had no secondary general school certificate (women: 2.3%; men: 4.2%). The proportion of young people with a higher education entrance qualification and a newly concluded training contract was 29.6% (women: 35.9%; men: 25.9%). Compared with the 2009 figure (20.4%) the proportion of trainees with a higher education entrance qualification has risen substantially (see **Chart 10**) continuing the trend for young people to leave school with higher qualifications. While the proportion of trainees with a new training contract and a secondary general school certificate fell significantly, the proportion of those with an General Certificate of Secondary Education has remained fairly stable. Numbers of trainees with a newly concluded

training contract and no secondary general school certificate have fluctuated slightly around the 3% mark since 2009.

The proportions of different school leaving qualifications held by young people with new training contracts in the various sectors<sup>66</sup> again varied greatly.<sup>67</sup>

In the **Trade and Industry** sector young people with an General Certificate of Secondary Education were the largest group of trainees with new training contracts (41.5%) in 2018, followed by those with a higher education entrance qualification (35.5%) and those with a secondary general school certificate (19.9%). 3.1% of new trainees had no secondary general school certificate.

66 No figures on trainees in the Shipping sector have been registered in the vocational training statistics since 2008, so no data is available on them.

67 For absolute figures see the Data Report accompanying the 2020 Report on Vocational Education and Training, Chapter A 5.5.1.

40.7% of trainees in the **Skilled Trades** sector with a new training contract had an General Certificate of Secondary Education. 39.7% had a secondary general school certificate; 14.8% had a higher education entrance qualification and 4.8% had no secondary general school certificate.

In the **Professional Services** sector, the largest group of new trainees had an General Certificate of Secondary Education (51.9%). 29.1% had a higher education entrance qualification, 18.4% had a secondary general school certificate and 0.6% had left school without a secondary general school certificate.

In the **Public Service** sector more than half the trainees with new training contracts had a higher education entrance qualification (56.1%), 39.4% had an General Certificate of Secondary Education, 4.3% had a secondary general school certificate and 0.3% had no secondary general school certificate.

The largest group of new trainees in the **Agriculture** sector had an General Certificate of Secondary Education (39.1%). 29.7% had a secondary general school certificate and 24.4% a higher education entrance qualification. A comparatively large number of young people with no secondary general school certificate (6.9%) also concluded a new training contract in this sector.

In the **Housekeeping** sector the highest proportion of new trainees had a secondary general school certificate (52.2%). The percentage of trainees with no secondary general school certificate was also much higher in this sector than it was in the other sectors (31.2%). 14.7% of the new trainees had an General Certificate of Secondary Education, and 1.8% had a higher education entrance qualification.

Compared with the 2009 figure, the proportion of young people with a secondary general school certificate declined<sup>68</sup> in almost all sectors and the proportion of those with a higher education entrance qualification rose. This development must, however, be seen in the context of falling numbers of young people leaving general schools with a secondary general school certificate and structural changes in the school system<sup>69</sup>.

68 The Professional Services sector is the exception. Here the proportion of new trainees with a secondary general school certificate has grown slightly (from 15.9% in 2009 to 18.4% in 2018).

69 The consolidation of different forms of secondary school, for example.

### 2.3.2 New entries into training in the healthcare occupations

Training in the healthcare occupations, including geriatric care, is provided at healthcare vocational training schools, which offer the necessary theoretical and practical tuition, and, due to the different structures that make up Germany's Federal education and training system, also at vocational schools and at trade and technical schools. In the 2018/2019 school year, 90,984 students started training in the healthcare occupations (2.4% more than in the year before). The proportion of male students also increased slightly over the previous year's figure, rising from 24.9% to 25.9%.

In the 2018/2019 school year numbers of students in their first year of training in this field developed very differently in the individual healthcare occupations (see **Table 13**). The largest rise in numbers of trainees in their first year of training over the previous year's figure was recorded among those training to be paramedics (+16.4%). The percentage of male students fell slightly compared with the previous year's figure, declining from 65.9% to 63.2%. The second-highest rise in trainee numbers was in the field of public health nursing (+7.5%). The percentage of male students training in the area of public health nursing also increased slightly compared with the previous year's figure from 4.8% to 5.5%. There was also a substantial rise in trainee numbers in the area of midwifery (+5.4%).

Trainees in geriatric care and general care and nursing were the largest group in the healthcare occupations. Their number rose by 2.2% in training in geriatric care and by 2.7% in general care and nursing. 26.7% of trainees in their first year of geriatric care training were male, so their number was virtually unchanged compared with the previous year's figure (2017/2018: 26.4%). The proportion of male trainees in general care and nursing grew slightly compared with the previous year's figure, from 20.9% to 21.7%.

In the 2018/2019 school year (moving annual total from August 2018 to July 2019) around 7,000 people started funded retraining in geriatric care (in the previous year there were 6,200 new entries into training in this area). 3,000 of the 7,000 funded retraining measures (43%) in this period were shortened forms of training (less than three years) so the proportion of shortened retraining measures that were funded fell by just on 2% compared with the previous year's figure.

**Table 13: Trainees in their first year of training in occupations in the healthcare sector**

Training occupation	Total national number of trainees in their first year of training						Changes in 2018/2019 compared with the previous year in %
	2017/2018			2018/2019			
	Total	Male	Female	Total	Male	Female	
Geriatric nurse	24,310	6,407	17,903	24,849	6,627	18,219	+2.2%
Nursing and care assistance occupations (medical orderly and registered general nursing assistant; geriatric nursing assistant; nursing assistant)	13,872	3,870	10,002	14,865	4,482	10,380	+7.2%
Dietician	612	68	544	501	66	435	-18.1%
Occupational therapist	3,645	441	3,204	3,537	450	3,090	-3%
Registered general nurse	23,467	4,910	18,557	24,108	5,238	18,870	+2.7%
Public health nurse	2,717	130	2,587	2,922	162	2,760	+7.5%
Midwife/obstetric nurse	1,010	2	1,008	1,065	0	1,065	+5.4%
Speech therapist	1,249	101	1,148	1,173	81	1,095	-6.1%
Massage and medical hydrotherapist	727	361	366	630	318	315	-13.3%
Medical-technical functional diagnostics assistant	179	45	134	144	39	105	-19.6%
Medical-technical laboratory assistant	1,340	233	1,107	1,383	276	1,107	+3.2%
Medical-technical radiology assistant	1,132	314	818	1,104	351	750	-2.5%
Emergency paramedic	2,263	1,492	771	2,634	1,665	972	+16.4%
Orthoptist	54	4	50	42	9	33	-22.2%
Pharmaceutical-technical assistant	3,856	536	3,320	3,705	585	3,120	-3.9%
Physiotherapist	7,970	3,156	4,814	7,836	3,132	4,701	-1.7%
Podiatrist	468	69	399	486	63	426	+3.8%
<b>Total</b>	<b>88,871</b>	<b>22,139</b>	<b>66,732</b>	<b>90,984</b>	<b>23,544</b>	<b>67,443</b>	<b>+2.4%</b>

Source: Federal Statistical Office (StBA) specialist series 11, series 2, table S. 2.9, 2017/2018 and 2018/2019 school years

From the 2018/19 school year in specialist series 11, series 2, the national results and results for Saxony-Anhalt were rounded up to make them anonymous (see also the preliminary remarks on the specialist series 11, series 2 for the 2018/2019 school year) so there may be rounding effects.

The total number of students in their first year of training to be geriatric nursing assistants, general nursing assistants and nursing and care assistants, occupations for which training is regulated in Länder regulations, rose compared with the previous year's figure by 7.2%. The percentage of male students grew slightly compared with the previous year by 27.9% to 30.2%.

There were falls in numbers of trainees in their first year of training to become orthoptists (-22.2%), medical-technical functional diagnostics assistants (-19.6%), dieticians (-18.1%) and massage and medical hydrotherapists (-13.3%). The number of trainees in their first year of training to become speech therapists fell by 6.1%.

Numbers of students in their first year of training grew among those training to be podiatrists (+3.8%)

and medical-technical laboratory assistants (+3.2%). Fewer trainees started training to be physiotherapists (-1.7%), medical-technical radiology assistants (-2.5%), occupational therapists (-3%) and pharmaceutical-technical assistants (-3.9%).

Another potential path into individual healthcare occupations is through model study courses, which are now available in the fields of physiotherapy, ergotherapy, speech therapy and in training courses provided under the law on emergency paramedics (Notfallsanitätsgesetz). Since a new law on care and nursing (Pflegeberufegesetz) came into force in early 2020, regular courses of study in the care and nursing professions have also been made available. Midwives will be trained in work-study programmes in future.

**Table 14: Trainees in their first year of training in social services occupations**

Training occupation	Trainees in their first year of training nationally						Changes in 2018/2019 compared with the previous year in %
	2017/2018			2018/2019			
	Total	Female	Male	Total	Female	Male	
Kindergarten teacher	32,262	25,941	6,321	33,282	26,502	6,780	+3.1%
Social and educational assistant/ children's nurse	12,553	10,252	2,301	13,032	10,539	2,493	+3.8%
Childcare and early childhood education occupations	6,485	5,372	1,113	6,633	5,499	1,134	+2.3%
Curative education therapy assistant	1,182	813	369	1,164	780	384	-1.5%
Curative education therapist	5,605	4,004	1,601	5,421	3,894	1,527	-3.3%
Curative education therapist – rehab	527	361	166	558	381	177	+5.9%
Special needs teacher	805	702	103	774	684	90	-3.9%
<b>Total</b>	<b>59,419</b>	<b>47,445</b>	<b>11,974</b>	<b>60,864</b>	<b>48,279</b>	<b>12,585</b>	<b>+2.4%</b>

Source: Federal Statistical Office (StBA) specialist series 11, series 2, table S. 2.9, 2017/2018 and 2018/2019 school years

### 2.3.3 New entries into training in the social services professions

While some social services professionals study for a degree before entering early childhood education and education and curative education occupations, most practitioners start working in these areas after completing school-based training, usually training as a state-certified kindergarten teacher, social assistant or children's nurse or in the area of curative education therapy. State-certified kindergarten teacher and curative education therapist qualifications correspond with Bachelor-level academic education. They usually build on various forms of assistant and auxiliary staff training, although trainees who have completed training in other areas may also meet the entry requirements for training in these fields. Special needs educator is one skills upgrading qualification that builds on a curative education therapist qualification, and special needs teacher is another.

Kindergarten teacher training is regulated differently in each of the Länder. Half of the Länder have now changed the traditional training in this area, which was divided into a two-year theory phase and a one-year practical phase, and introduced a form that integrates practical experience throughout training.

**Table 14** shows the number of new entries into training in social services professions in the 2018/2019

school year. Compared with the previous year, the number of people starting training in social services professions rose by 2.4%, with a larger rise among male (+5.1%) than among female trainees (+1.8%).

Other qualifications can qualify people to work in early childhood education. Each of the Länder determines which qualifications they recognise. They can include qualifications in curative education therapy, public health nursing and primary school teaching. Additional qualifications are required for the recognition of previous qualifications in some cases.

Demand for qualified workers will increase further in education, care and nursing and curative education therapy occupations in coming years.

### 2.3.4 Training in public sector occupations

The German Federal Statistical Office (StBA) collects data on public sector personnel<sup>70</sup> annually on the reference date of the 30 of June.

Training in the public sector is provided not only in special public sector occupations, but also in occupations registered with the IHK or HWK and in healthcare

<sup>70</sup> Federal, Länder and local governments, local authority associations, social security organisations, the BA and legally autonomous entities with a public sector legal form.

professions. The Federal Statistical Office's public sector personnel statistics also cover the professions of civil servant in the second and practical phase of teacher training, trainee official and trainee civil servant for personnel management.

According to the statistics collected on the reference date of the 30 of June 2018, around 235,300 people (2017: 218,700) were in training in the public sector. 128,400 (2017: 115,500) completed training in a civil service profession. 24,000 (2017: 21,900) completed training as part of tertiary studies or after tertiary studies without being in the civil service (e.g. junior lawyers). 82,900 (2017: 81,400) public sector trainees were registered in the other training occupations, mainly in training as defined in the Vocational Training Act (BBiG) and Crafts Code (HwO), training for the health-care professions and as kindergarten teachers.<sup>71</sup>

Female trainees represented the majority among public sector trainees, at 63.7% (2017: 63.8%). Since 2007 this figure has increased by 2.8%.

### 2.3.5 The prognosis of supply and demand trends in the training market in 2020

Based on the results of PROSIMA, the econometric prognosis and simulation model that the BIBB uses to forecast the training market situation, the prognosis in the 2019 Report on Vocational Education and Training was for a decline in the number of training places offered because of the positive, but weaker, economic growth that was expected, compared with 2018. A decline in demand and decrease in numbers of newly concluded training contracts was also expected. This prognosis was largely confirmed.<sup>72</sup>

PROSIMA forecasts a further decrease in the number of training places offered, from 578,200 (actual figure in 2019) to 568,900 places (point estimate) for 2020.<sup>73</sup> The model forecasts 514,900 new training contracts (point estimate)<sup>74</sup> so a fall in the number of new training contracts in 2020 compared with the previous year (actual figure in 2019: 525,100). The number of unfilled training places will remain at or around the previous year's level.<sup>75</sup> PROSIMA also forecasts a further fall in demand for training, both for demand according to the traditional definition (point estimate: 537,300; actual figure in 2019: 549,600) and for demand according to the expanded definition (point estimate: 584,900; actual figure in 2019: 598,800).<sup>76</sup> The supply and demand ratio will continue to develop in favour of young people seeking training. This is because, according to the model, the potential supply will decline, but potential demand will fall even more steeply.<sup>77</sup>

Estimates for 2020 involve uncertainties that exceed the limits of the econometrically determined confidence intervals. It must be noted that PROSIMA makes its estimates based on past empirical values. This means that unpredictable events, such as the COVID-19 (coronavirus SARS-CoV-2) pandemic, cannot be included in the prognosis. Training market development depends on a wide range of factors (including cyclical economic and macroeconomic developments, demographic trends as well as overall structural social effects, such as growing or declining interest in dual vocational training or an increasing tendency to start tertiary studies). In this context, measures to secure and enhance the (perceived) attractiveness of vocational training will continue to be essential in 2020.

71 See also the Data Reports accompanying the 2019 and 2020 Reports on Vocational Education and Training (Chapter A 6.2).

72 Supply: point estimate: 586,100, confidence interval: 569,400–602,800, actual figure in 2019: 578,200 (discrepancies in the point estimate result from the fact that PROSIMA did not forecast the fall in the number of unfilled training places in the BA statistics); newly concluded training contracts: point estimate: 522,700, confidence interval: 509,400–536,000, actual figure in 2019: 525,100; demand: point estimate: 546,700, confidence interval: 532,400–561,000, actual figure in 2019: 549,600; demand based on the expanded definition: point estimate: 596,800, confidence interval: 582,700–610,900, actual figure in 2019: 598,800. For further details see also the Data Report accompanying the 2020 Report on Vocational Education and Training, Chapter A 2.

73 Taking the usual margin of error into account, the lower limit of the confidence interval was 557,900, while the upper limit was 579,900.

74 Lower limit of the confidence interval: 501,700, upper limit of the confidence interval: 528,100.

75 Point estimate: 54,000, lower limit of the confidence interval: 44,200, upper limit of the confidence interval: 63,800. As a comparison, the actual figure for 2019 was 53,100.

76 The confidence interval for demand defined according to the traditional definition was between 523,700 and 550,900 while for demand defined according to the expanded definition it was between 571,900 and 597,900.

77 Potential supply and demand are latent variables in the PROSIMA model that are estimated based on a statistical process. For more information see the Data Report accompanying the 2020 Report on Vocational Education and Training, Chapter A 2.1.

## 2.4 Developments after the start of training

### 2.4.1 Unplaced applicants and unfilled training places

For some years the training market situation has been characterised by two apparently contradictory developments. On the one hand, companies are having increasing difficulties filling the training places they offer. On the other hand, too many young people still do not succeed in finding a training place quickly. Earlier Reports on Vocational Education and Training have described the difficulties in matching the training places that companies offer with young people's demand for training as a central training market challenge.<sup>78</sup>

According to the BA's statistics, 53,137 of the 571,982 vocational training places registered nationally over the course of the 2018/2019 training year were unfilled on the reference date of the 30 of September 2019, 4,519 (7.8 %) fewer than in the year before. The steady rise of recent years was not continued in 2019 but there was still a large number of unfilled vocational training places. Compared with the 2009 figure (17,766) their number has tripled (see [Chart 11](#)).

Surveys of companies have shown that enterprises are still finding it difficult to find trainees. The 2019 BIBB Establishment Panel found that 48 % of the companies surveyed were partly or entirely unable to fill the training places they offered. This figure has, however, only slightly increased compared with the figures in earlier surveys (2018: 47 %).<sup>79</sup>

As in earlier years, the smallest companies had more difficulties in filling the vocational training places they offered. The proportion of companies with unfilled vocational training places is in inverse proportion to their size in terms of employee numbers (the smallest companies with up to 19 employees: 54 %; companies with 20–99 employees: 37 %; companies with 100–199 employees: 37 %; large companies with 200 employees and more: 27 %).

One possible explanation for this is that larger companies may be more attractive to young people as training providers and they also have more funds available for recruiting measures. Companies that are repeatedly unable to fill the training places they offer may well become unwilling to offer any training at all.

In 2019 there were 53,137 unfilled vocational training places registered with the BA and 24,525 unplaced applicants who were not in training or in an alternative. These figures were around the same as those in the previous year (–15 or –0.1 %).<sup>80</sup> The number of applicants who had begun an alternative to training (e.g. a pre-vocational training measure, internship, introductory training etc.), but were still looking for a training place and wanted to be placed in training by the employment office or jobcentre, fell by 4,833 (9.0 %) to 49,196. A total of 73,721 applicants nationally still wanted to be placed in training on the reference date of the 30 of September 2019, 4,898 (6.2 %) fewer than in 2018.

#### Matching supply and demand in the training market

The proportion of registered unfilled training places of all training places that companies offered and the proportion of applicants still looking for a training place as a share of total demand are important variables in assessing how well the matching of supply and demand in the training market is succeeding.

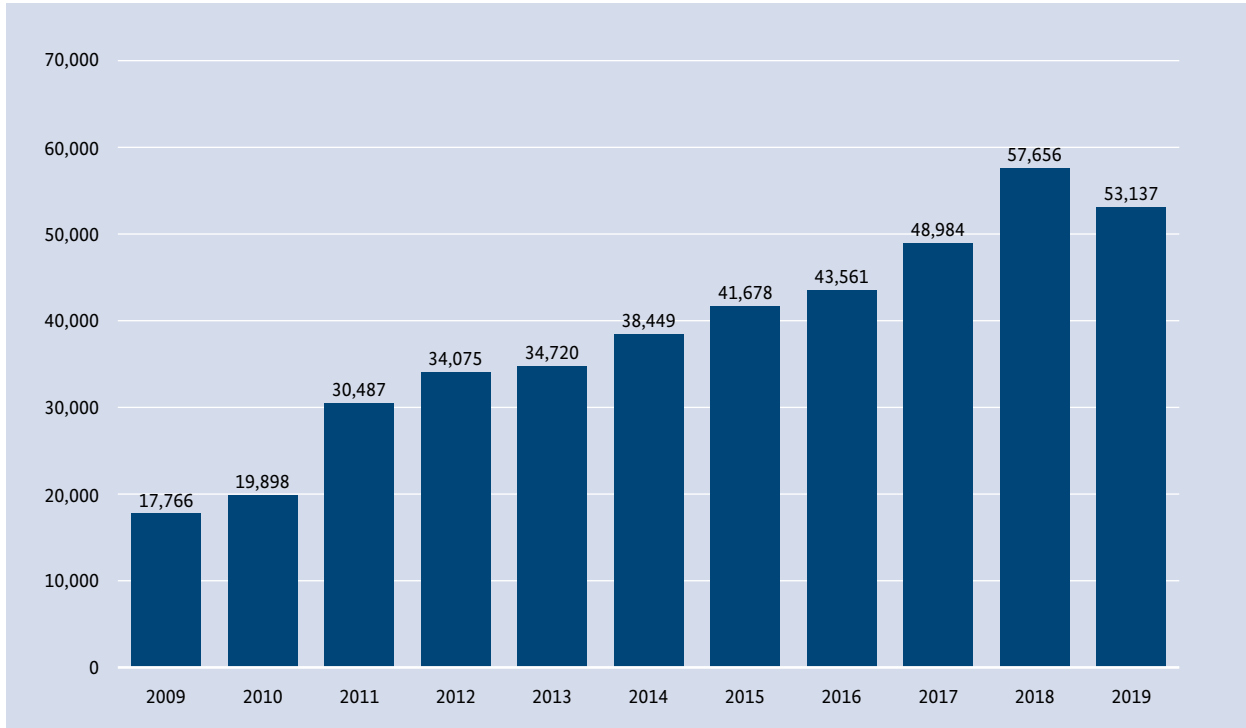
The BIBB differentiates three types of training market problems based on the proportion of unfilled vocational training places and of applicants still seeking training places: supply problems, problems filling training places and a combination of the two.

In some regions and occupations it is much harder for young people to find a training place and companies can usually fill the training places they offer. Here supply problems predominate. There are, however, other regions and occupations with a relatively large number of unfilled training places where young people usually succeed in finding training places. In these cases, problems filling training places are the central challenge for companies. Supply problems and problems filling training places can also occur simultaneously when the ideas of companies and of young people differ or those ideas do not fit in with actual circumstances (e.g. in terms of the occupations or regions that are on offer or

78 For a look back at developments during the 2010 years see the Data Report accompanying the 2020 Report on Vocational Education and Training, Chapter A 1.1.1.

79 For earlier results from the BIBB-Qualification Panel see the 2017 Data Report accompanying the 2020 Report on Vocational Education and Training, Chapter A 7.3.

80 For data over a longer time series see [Chapter 2.4.1](#).

**Chart 11: Registered unfilled vocational training places**

Source: BA statistics

are in demand or other features, e.g. when young people prefer to train in large companies but the training place is offered in a small company).

According to data from the BIBB survey on newly concluded training contracts on the 30 of September and the BA's training market statistics, the proportion of unfilled training places of all training places offered in companies fell in 2019, after rising in earlier years (2016: 8.0%; 2017: 8.8%; 2018: 10.0%; 2019: 9.4%).<sup>81</sup> As in previous years, the percentage of applicants still looking for a training place on the reference date also declined slightly in 2019 (2016: 13.4%; 2017: 13.3%; 2018: 12.9%; 2019: 12.3 %).

There was more success in the matching of training places offered in companies with young people's demand for training than there was in previous years. At the same time there is still a need for action. There are starting points for training policy activities for companies (e.g. effectively supporting companies to fill

their training places) and for young people, with the goal of successfully placing them in training.

The extent to which supply and demand are matched varies greatly in different regions and occupations.

#### Regional differences

**Chart 12** shows the partly substantial regional disparities and their development since 2017.

The improved matching of supply and demand in 2019 was reflected in the figures for many of the affected regions. In 87 of the 154 employment agency districts (56.5%) the proportion of unfilled training places of all the training places that companies offered in 2019 was below the 2018 figure. Developments were also more favourable in the area of supply problems at the regional level, with 102 of the 154 employment agency districts (66.2%) reporting lower figures than in the previous year. Matching problems decreased in 97 of the 154 employment agency districts (63%).

<sup>81</sup> As here by definition only those unfilled vocational training places that were registered with the BA are included in the calculation, these figures are somewhat lower than those in surveys of companies.

### Disparities in occupations

Based on findings from the BIBB survey on the 30 of September and BA training market statistics, occupations in which the proportion of unfilled company-based training places of all training places offered by companies is particularly high can be identified (see [Chart 13](#)).

At the same time, those occupations in which the converse is true can be identified. [Chart 14](#) shows occupations with high proportions of unsuccessful applicants for training places. As in previous years, it is again mainly the same occupations that had high proportions of unfilled training places and of unsuccessful training applicants.

It should be noted that the relative figures shown in [Chart 13](#) and [Chart 14](#) are based on different absolute numbers of unfilled training places and of applicants looking for a training place. In the occupation of hotel clerk, for example, 132 (24.6%) of the 537 training places that companies offered remained unfilled. In the occupation of plumber 233 (38.4%) of the 606 company-based training places were not filled. In the occupation of salesperson specialising in foodstuffs, 3,111 (37.6%) of the 8,266 training places that companies offered could not be filled, so that occupation had the second-highest number of unfilled training places nationally in 2019. The occupation of retail salesperson recorded the highest number of unfilled training places, namely 4,581 (17.0% of the 27,002 training places that companies offered) although there were many more applicants looking for training in this occupation, 4,335 (16.0% of demand of 27,098), so supply and demand were not matched in this occupation and it was simultaneously affected by supply problems as well as problems filling training places. Only the occupations of sales assistant for retail services (5,247 or 19.1% of demand of 27,458) and office manager (5,500 or 17.3% of demand of 32,424) recorded higher absolute numbers of applicants looking for training. Among the occupations listed in [Chart 14](#), the occupation of biological laboratory technician had the lowest absolute number of applicants still looking for training, at 195 (28.8% of demand of 677). This figure was much higher in the occupation of digital and print media designer, in which the absolute number of applicants still looking for training was 1,175 (29.2% of demand of 4,025).

### Unfilled training places and schooling background

Federal Employment Agency (BA) statistics now also record the school leaving qualifications that companies expect from trainees, so the (minimum) school leaving qualifications that companies expect from training applicants can now be compared with applicants' actual school leaving qualifications.

A secondary general school certificate was required for well over half (32,234 or 60.7%) of the 53,137 registered unfilled training places. For 3,917 training places (7.4%) an entrance qualification for studies at a university of applied science or university entrance qualification was the prerequisite. Most (27,551 or 37.4%) of the applicants still looking for a training place on the reference date of the 30 of September had a school leaving certificate after year 10, another 19,829 (26.9%) had a higher education entrance qualification. 21,351 (29.0%) of the applicants still looking for training had a secondary general school certificate. The schooling background of applicants therefore considerably exceeds companies' minimum expectations of trainees' schooling background.

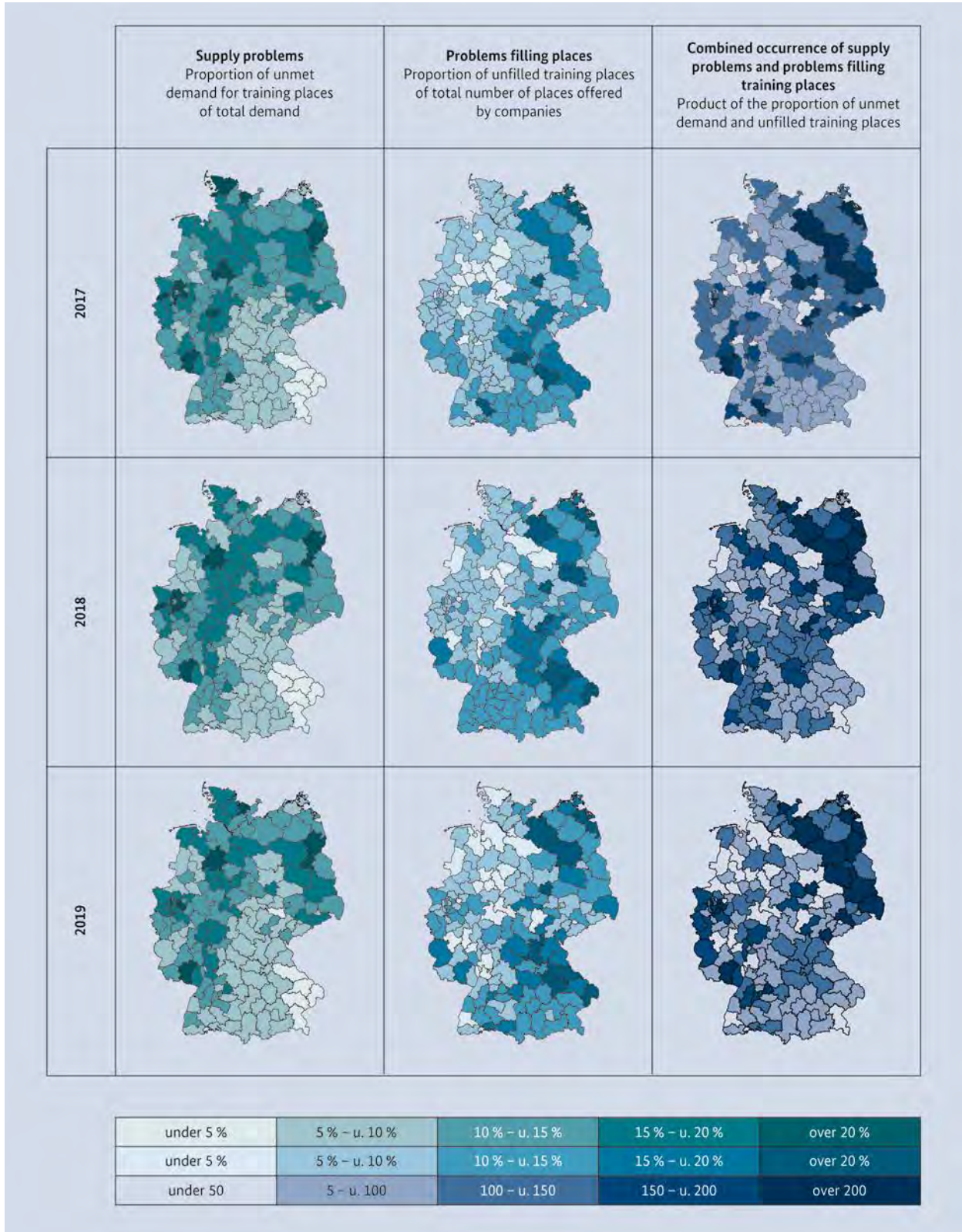
Companies doubtless have few reservations about training applicants with higher school leaving qualifications but it is likely that applicants with higher school leaving qualifications will also have higher expectations of training occupations and the companies they train in.

The BIBB is currently examining the process that school leavers go through in choosing a career as part of its research into young people's career choices. Initial results of this research were presented in the 2019 Report on Vocational Education and Training.<sup>82</sup> The research shows that for almost all young people, doing interesting work in the occupation is an important factor in choosing a career. But for most young people there is also more at stake. They know that their occupation will also determine their earnings potential later in life, their career prospects and their social status. The image of specific occupations and their related social status are central reasons why young people choose certain careers. Stereotypical notions of gender roles also still play a role in their career choices.

<sup>82</sup> See also the 2019 Report on Vocational Education and Training, Chapter 2.1.3.2.

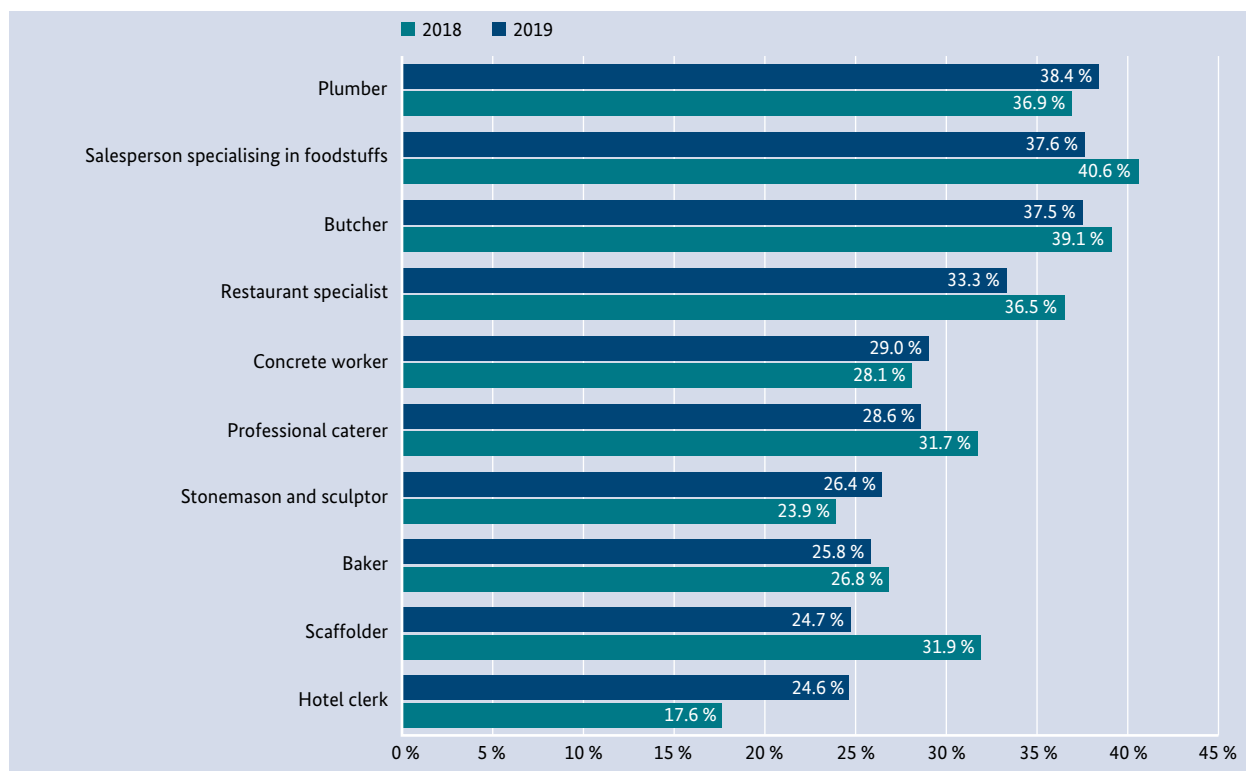


Chart 12: Regional training market disparities



Map presentation: © GeoBasis-DE/BKG <2017> (data modified); Visualisation of Employment Agency districts: BIBB, AB 1.1.; data: BIBB, survey as of 30 September, Federal Employment Agency (BA) statistics

**Chart 13: Occupations with a high proportion of unfilled training places of all training places offered by companies in 2018 and 2019 (in %)**



Occupations with at least 400 company-based training places nationwide in 2019 were taken into account.  
Sources: BIBB, survey on the 30 of September, BA statistics

For young people it is also important not to seem “uneducated” by working in a specific occupation. This attitude adversely impacts occupations in which large numbers of young people with secondary general school certificates work. In 2020 again, the proportion of unfilled training places was higher in occupations in which larger percentages of young people with secondary general school certificates work. This is due to much lower demand for training in these occupations. For every 100 training places offered in occupations in which less than 10% of young people with secondary general school certificates work there were on average 112 applicants. In occupations with 60% and more of young people with secondary general school certificates there were just 92 applicants on average (see [Chart 15](#)). The occupations and companies that are impacted by problems in filling training places must become more attractive to training applicants with higher school leaving qualifications.<sup>83</sup>

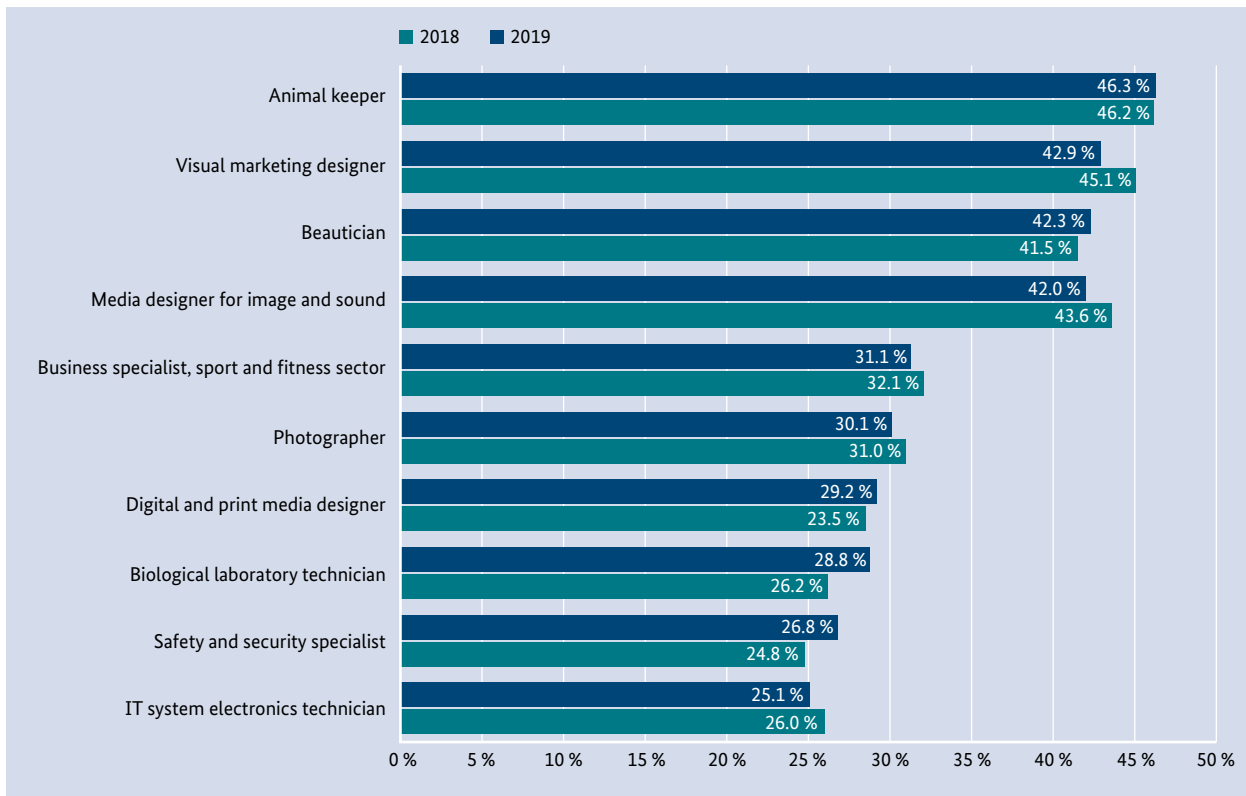
83 See Granato, Mona; Milde, Bettina; Ulrich, Joachim Gerd (2018): Passungsprobleme auf dem Ausbildungsstellenmarkt – eine vertiefende Analyse für Nordrhein-Westfalen (FGW-Studie Vorbeugende

The 2019 Länder vocational training monitor (Ländermonitor berufliche Bildung) study reviewed and compared the development of various types of mismatch in the training market for the years 2009 to 2018. Its authors identify three types of mismatch; occupational-aspirational mismatch<sup>84</sup>, regional mismatch<sup>85</sup> and characteristics-based mismatch<sup>86</sup>. Between 2009 and 2018, absolute numbers of all three types of mismatch

Sozialpolitik 08). Düsseldorf: Forschungsinstitut für gesellschaftliche Weiterentwicklung (FGW) ([http://fgw-nrw.de/fileadmin/user\\_upload/FGW-Studie-VSP-08-Ulrich-A1-komplett-web.pdf](http://fgw-nrw.de/fileadmin/user_upload/FGW-Studie-VSP-08-Ulrich-A1-komplett-web.pdf)).

- 84 An occupational-aspirational mismatch occurs when the training place offered does not fit in with the occupational aspirations of the unplaced applicant and vice versa.
- 85 A regional mismatch is when an otherwise suitable unfilled vocational training place is not in the same employment office district in which the unplaced applicant lives. Their number was higher in 2009 (30%) than it was in 2018 (23%).
- 86 A characteristic-based mismatch comes about when companies reject applicants due to the absence of a required characteristic, such as a certain school leaving qualification, or vice versa, when applicants reject a company because of characteristics such as size or training conditions. Another feature of a characteristic-based mismatch is that they occur when supply and demand otherwise match in terms of region and occupation. The figure for these mismatches was higher in 2009, at 63%, than it was in 2018, when it was 44%.

**Chart 14: Occupations with a high proportion of unsuccessful training applicants in 2018 and in 2019 (in %)**



Occupations with at least 400 company-based training places nationwide in 2019 were taken into account.

Sources: BIBB, survey on the 30 of September, BA statistics

increased, although there was a shift in their relative impact. In 2009 occupational-aspirational mismatches made up 7% of cases so they played only a minor role, while in 2018 they represented a third of all cases (34%).<sup>87</sup> The 2019 training market situation was not taken into account in the Länder monitor analyses.

#### 2.4.2 The whereabouts of applicants registered with employment offices and jobcentres

As described in **Chapter 2.4.1**, at the end of the vocational guidance year, the Federal Employment Agency (BA) recorded as well as 24,525 unplaced applicants another 49,196 young people for whom placement efforts are continuing (“Applicants with

an alternative on the 30 of September”). These young people had begun an alternative to training in 2018/2019 but were still looking for a training place and wanted to be placed in training by the employment office or jobcentre.

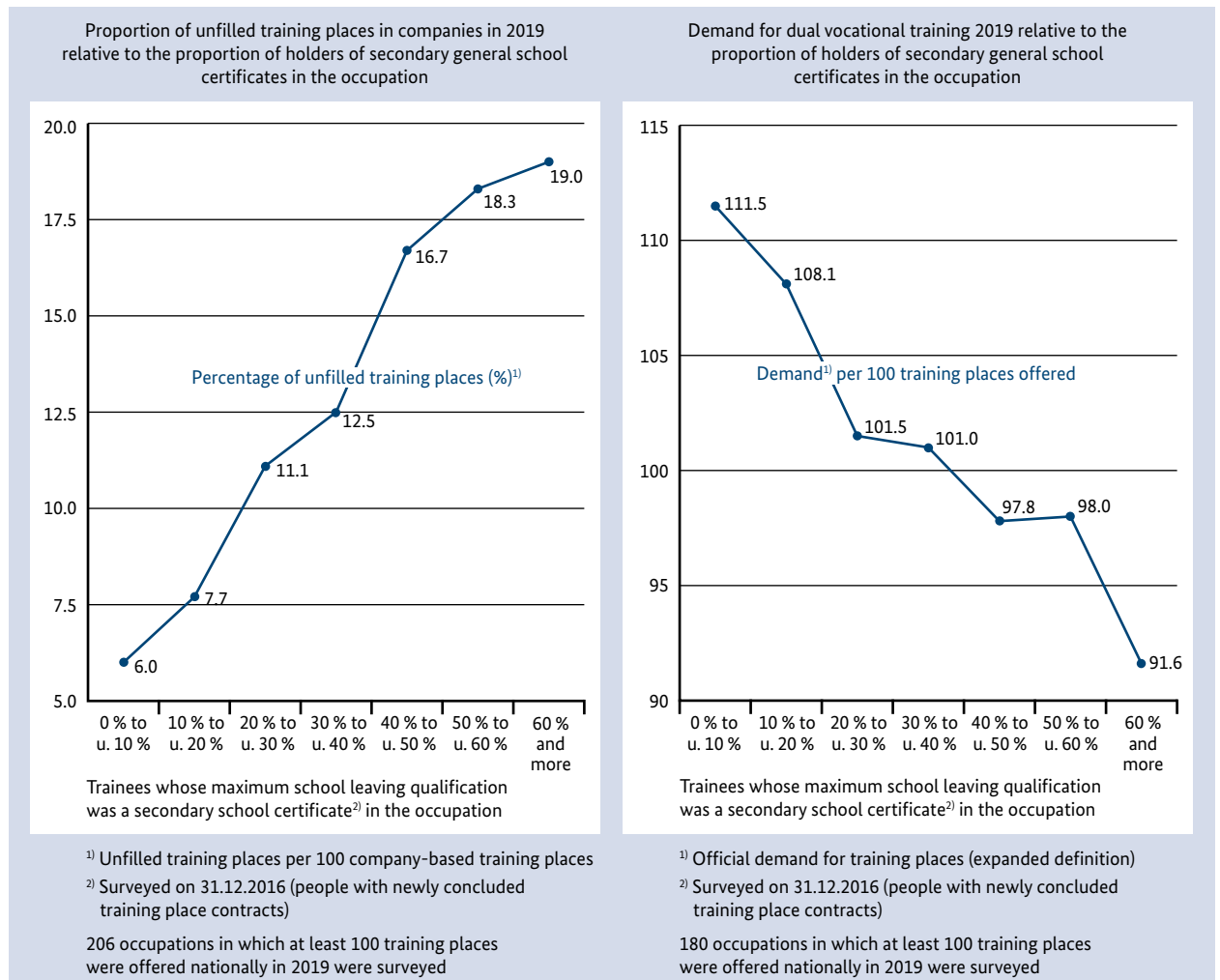
Since 2009, the number of applicants with an alternative on the 30 of September who still wanted to be placed in training has decreased significantly and their proportion as a percentage of all registered applicants has also fallen since 2009.<sup>88</sup>

As earlier Reports on Education and Training have observed, it must be kept in mind that the fundamental criterion underlying the expanded definition of demand is the applicant’s continuing desire for a training place, so the definition adopts the perspective of young

<sup>87</sup> See also Burkard, Claudia (2019): Ländermonitor berufliche Bildung 2019. Zusammenfassung der Ergebnisse. Gütersloh: Bertelsmann Stiftung ([bertelsmann-stiftung.de/fileadmin/files/BSt/Publikationen/GrauePublikationen/Laendermonitor\\_Zusammenfassung\\_2019.pdf](http://bertelsmann-stiftung.de/fileadmin/files/BSt/Publikationen/GrauePublikationen/Laendermonitor_Zusammenfassung_2019.pdf)).

<sup>88</sup> 2009: 13.0%; 2010: 12.2%; 2011: 11.2%; 2012: 10.7%; 2013: 11.1%; 2014: 10.8%; 2015: 10.9%; 2016: 11.0%; 2017: 10.3%; 2018: 10.1%; 2019: 9.6%.

**Chart 15: Proportion of unfilled training places and demand for training relative to the proportion of trainees with a secondary general school certificate in the occupation**



Sources: BIBB survey of newly concluded training contracts; Federal Employment Agency (Bundesagentur für Arbeit) training market statistics, special evaluation carried out in preparation for the Report on Vocational Education and Training; BIBB "Database of trainees" based on data from the vocational training statistics of the statistical offices of the Federal Government and the Länder (survey on the 31 of December); calculations made by BIBB Department 1.1

people seeking training. Not every applicant who still wants to be placed in training is without a fully qualifying training place. Of the 49,196 applicants with an alternative, 6,705 continued with training they had already begun (1,389 unfunded and 5,316 funded), while another 1,218 training applicants were studying.<sup>89</sup>

<sup>89</sup> The fact that they had applied for training elsewhere shows, however, that the young person was dissatisfied with their situation at some point during the year and perhaps still is (so is at risk of dropping out) so including these young people in the statistics is entirely justifiable.

**Chart 16** offers a differentiated overview of the whereabouts of training applicants registered with the BA.

The 73,721 applicants still looking for a training place on the 30 of September 2019 (24,525 unplaced applicants and the 49,196 applicants with an alternative on the 30 of September), were by no means young people with low-level school leaving qualifications. As **Chart 17** shows, 28.6% of unplaced applicants and 26.1% of applicants with an alternative on the 30 of September who still wanted to be placed in training had a higher education entrance qualification. One

possible reason for their lack of success in finding a training place may be the fairly narrow focus of young people holding higher education entrance qualifications on just a few occupations and the resulting tougher competitive situations in those occupations.

### People whose whereabouts is unknown

The number of applicants in the BA's statistics who were no longer seeking active help in their search for training, for whom no placement efforts were ongoing and about whose whereabouts no information was available ("other former applicants whose whereabouts was unknown") was again relatively high, at 86,384 (see **Chart 16**). There is a risk that some of these young people will drop out of the education and training system "almost unnoticed", with the well-known negative consequences for their employability and opportunities to participate fully in society. Their number decreased by 2,552 (2.9%) compared with the previous year's figure, while their proportion of all registered applicants rose slightly to 16.9%.<sup>90</sup> Since the 2016/2017 reporting year, the BA statistics have recorded information on the employment status of applicants whose whereabouts are unknown.<sup>91</sup> 20,138 or 23.3% of those applicants for whom no further training placement efforts were ongoing and whose whereabouts were unknown were registered as unemployed on the 30 of September 2019.

Information on people whose whereabouts were unknown in the BA statistics is also provided by the BA/BIBB survey of applicants.<sup>92</sup> It found that the proportion of applicants outside the education and training system was much higher among people whose whereabouts were unknown. Earlier Reports on Vocational Education and Training have also noted that this group includes higher proportions of people whose highest school leaving qualification is a secondary general school certificate and people from a migrant background than the group of people whose whereabouts is known. The proportion of previously unsuccessful training applicants was also strikingly high among people whose whereabouts were un-

known, showing that these young people are evidently repeatedly not succeeding in managing to transition into training or complete training.

### Whereabouts of registered applicants from a forced migration background

Unlike many other statistics, the BA statistics have recorded figures on people from a forced migration background since 2016.<sup>93</sup> 13,433 (35.2%) of the 38,113 applicants from a forced migration background were placed in vocational training, with 17,678 (46.4%) of them "other former applicants", while 8,062 (21.2%) of them remained in an alternative and no longer required further placement efforts. The whereabouts of the other 9,616 former applicants (25.2%) was unknown. For 31,111 (81.6%) applicants from a forced migration background, placement efforts therefore ended at the end of the reporting year.

Placement efforts continued, however, for 7,002 (18.4%) of applicants from a forced migration background. This group included 3,854 people (10.1%) who remained in an alternative form of training or occupation but still wanted to be placed in vocational training and 3,148 (8.3%) unplaced applicants.

Compared with the previous year, the number of registered applicants from a forced migration background fell by 186 (0.5%), with decreases in numbers of applicants who were placed in training (-539 or -3.9%), applicants with an alternative on the 30 of September who still wanted to be placed in training (-103 or -2.6%) and unplaced applicants from a forced migration background (-384 or -10.9%).<sup>94</sup>

An analysis carried out by the BIBB based on data from the BA/BIBB forced migration study 2018 focused on factors that lead to successful placement in training. Its results showed that contact with companies in particular (e.g. as part of introductory training or through internships or a trial period of work) were decisive in helping young people to succeed in transitioning into company-based vocational training.

<sup>90</sup> Since 2009 this figure has developed as follows: 2009: 18.3%; 2010: 17.3%; 2011: 15.9%; 2012: 16.1%; 2013: 17.0%; 2014: 17.5%; 2015: 17.1%; 2016: 17.1%; 2017: 17.2%; 2018: 16.6%.

<sup>91</sup> Information on the unemployment rates of applicants whose whereabouts is unknown is derived from the labour market statistics on the reference date for applicant statistics (see BA statistics, vocational training places and training applicants, September 2017).

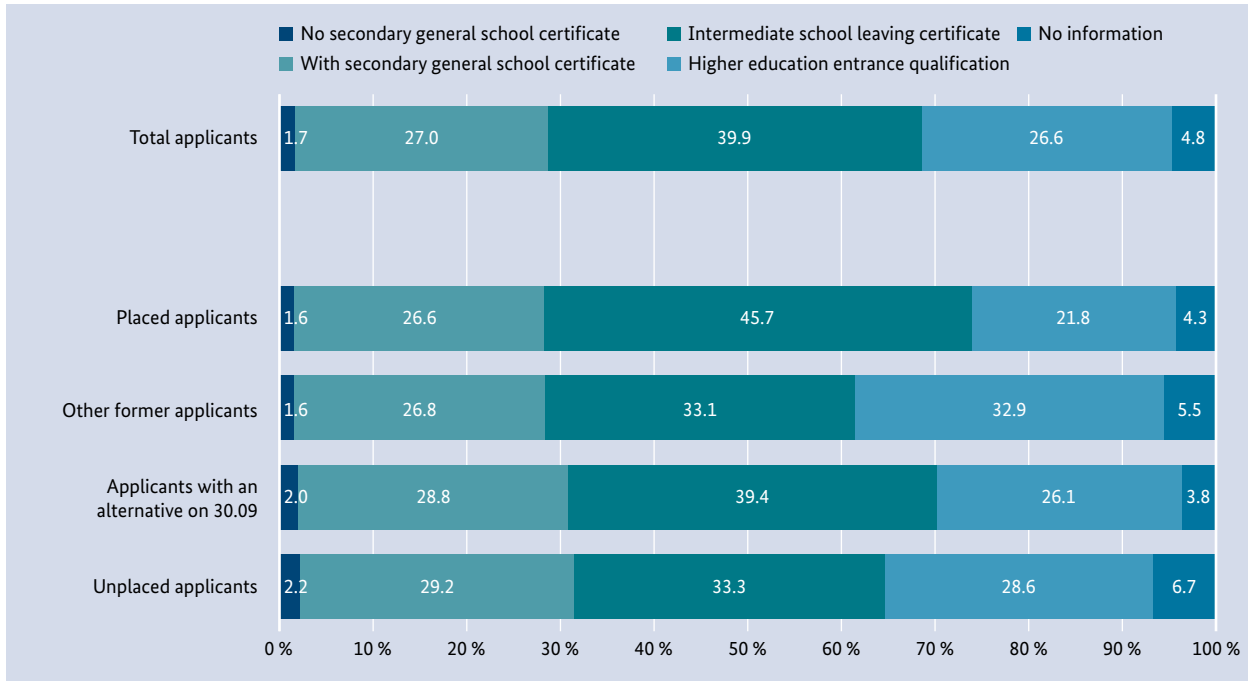
<sup>92</sup> See also the Data Report accompanying the 2019 Report on Vocational Education and Training, Chapter A 8.1.2.

<sup>93</sup> People from a forced migration background are defined as third-country nationals living in Germany who have a residency permit, a residency permit for a refugee, or leave to remain. The BA statistics also record foreigners by nationality. Here, too, only those who have been assessed as mature enough to start training are defined as having applicant status.

<sup>94</sup> For detailed information on the integration of refugees into training and work see the Data Report accompanying the 2020 Report on Vocational Education and Training, Chapter A 12.2.



**Chart 17: Schooling background of applicants registered with employment agencies and jobcentres in 2019**



Sources: BA statistics, BIBB calculations

Refugees also profit from individual support from mentors and sponsors. Having a school leaving qualification that was either gained or recognised in Germany also had a positive effect on refugees’ opportunities for placement in training.<sup>95</sup>

**2.4.3 Subsequent placement**

The placement activities of employment offices and jobcentres do not end on the 30 of September, but continue in a “fifth quarter” (in a so-called “subsequent placement” phase).<sup>96</sup> Subsequent placement is designed for people who want to begin training between the 1 of October and 31 of December in the current ongoing training year. This means that not only previously unsuccessful training applicants but also young people who were not formerly registered as applicants with employment offices and job centres are interested in seeking subsequent placement.

For January 2020, the Federal Employment Agency (BA) statistics recorded 66,794 vocational training places that should have been filled in 2019 (2019: 71,544). This figure is made up of the 53,137 unfilled vocational training places registered on the reference date of the 30 of September<sup>97</sup> plus another 13,657 training places that were registered with employment consultancy and placement services only later.<sup>98</sup> 64,620 (96.7%) of these registered training places were training places in companies.

For these 66,794 training places there were 64,198 applicants for whom placement efforts continued until the end of 2019 (2019: 66,717). 40,347 (62.8%) of them were male and 23,850 (37.2%) were female. 47,985 were registered as applicants in the previous reporting year of 2018/2019. This means that more training places than applicants were registered in the “fifth quarter”, although there were also significant regional differences (Table 15).<sup>99</sup>

95 See also the Data Report accompanying the 2020 Report on Vocational Education and Training, Chapter A 8.1.

96 There are many reasons why applicants may want to be placed in training so late in the year, including a lack of success in finding a training place or the desire to change out of a training placement they have already begun.

97 See Chapter 2.4.1.

98 These may be training places that the trainee prematurely terminated during the trial period and were then to be filled again at short notice.

99 See also the Data Report accompanying the 2020 Report on Vocational Education and Training, Chapter A 1.1.

Subsequent placement resulted in 6,060 (9.4%) of the 64,198 applicants being placed in training. 27,100 applicants (42.2%) remained unplaced. Efforts to place them and the 19,469 (30.3%) applicants who already had an alternative in training continued. The other 11,569 (18.0%) applicants were elsewhere and had ended their search for training for a range of different reasons. The whereabouts of 6,851 people in this group was unknown.<sup>100</sup>

Taking just the two groups of applicants still looking for a training place on the reference date of the 30 of September (unplaced applicants and applicants with an alternative on the 30 of September) into account, the results are as follows:

Subsequent placement further reduced the number of unplaced applicants. At the start of the action, 24,411<sup>101</sup> applicants were unplaced (100%) but by January 2020 their number had fallen to just 14,109 (57.8%). 1,782 (7.3%) were placed in training, 2,582 (10.6%) were in an alternative but still wanted to be placed in training and 5,938 (24.3%) had an alternative or their whereabouts was unknown and had ended training placement efforts.

11,397 of the applicants with an alternative on the 30 of September who still wanted to be placed in training (100%), 724 (6.4%) received a training place. Training placement efforts had ended for 1,676 (14.7%) applicants with an alternative. 7,986 (70.1%) of those still looking for a training place remained in an alternative to training, while 1,011 (8.9%) were unplaced but still wanted to be placed in training.

Older applicants, those who had sought a training place in previous years and/or who had no school leaving qualification ran the greatest risk of remaining unplaced.<sup>102</sup>

It should be noted that placing trainees in training several weeks or months after the new training year has started is a major challenge. Companies offering training generally focus their efforts on the start of the training year, so subsequent placement usually offers only those training places that could not be filled over the course of the year or that have become vacant due to premature training contract termination.<sup>103</sup>

#### 2.4.4 Trainees' occupational aspirations

The great majority of applicants (83%) who found a training place in a company were training in the occupation, or one of the occupations, they wanted to train for. This finding was one outcome of a BIBB analysis based on data from the BA/BIBB 2018 survey of applicants.<sup>104</sup>

Men were more likely than women to state that the occupation they were training in was their "dream job" (86% to 79%). Previously unsuccessful training applicants were less often in training for the occupation they wanted to train for than people who had applied for training for the first time (75% to 85%). Applicants from a migrant background were also less likely to be training for the occupation they wanted to train for (76% to 85%). Young people with a higher education entrance qualification also reported being less often in training for the occupation they wanted to train for than applicants with a school leaving certificate after

100 Differentiating the results by gender, the figures developed as follows: 5.4% of men and 4.0% of women were placed in training. 11.5% of the men and 6.5% of the women were among the other former applicants. 19.1% of the men and 11.3% of the women were applicants with an alternative on the 30 of September who still wanted to be placed in training. 26.8% of the men and 15.4% of the women were unplaced.

101 Here it should be noted that only those applicants from the previous reporting year who still wanted to be placed in training after the 30 of September are counted here, so the figures diverge from those on unplaced applicants and applicants with an alternative on the 30 of September from the figures for the reference date of the 30 of September presented in **Chapter 2.4.1**. As the training year is almost over at this point, fewer people will be looking for a training place in the current year in the months from October to December. It can be assumed that most of these people will register again as applicants in the new reporting year.

102 See also Federal Employment Agency (Bundesagentur für Arbeit) statistics reports: Arbeitsmarkt kompakt – Bilanz der Nachvermittlung am Ausbildungsmarkt, Nürnberg, Januar 2020 (<https://statistik.arbeitsagentur.de/Statischer-Content/Arbeitsmarktberichte/Ausbildungsmarkt/generische-Publikationen/AM-kompakt-Bilanz-Nachvermittlung.pdf>).

103 For information on occupations with high rates of unfilled training places of all company-based training places see **Chapter 2.4.1**. For details on training contract terminations see **Chapter 2.4.7**.

104 The 2018 BA/BIBB survey of applicants surveyed 4,400 persons who were registered with the BA as looking for training in writing by post. All applicants who were in training as defined in the Vocational Training Act and Crafts Code (BBiG/HwO) when the survey was carried out were asked whether the occupation they were training in was their "dream job" or one of their "dream jobs". For background information on the BA/BIBB survey of applicants see also [bibb.de/de/85311.php](http://bibb.de/de/85311.php).



**Table 15: Registered training applicants who wanted to start training by the end of 2019**

Land	Registered vocational training places	of which:		Registered vocational training places per 100 registered applicants	Registered applicants per 100 registered vocational training places
		Registered as unfilled on 30.09.2019	Registered applicants		
Baden-Württemberg	9,925	8,661	4,126	240.5	41.6
Bavaria	17,852	15,562	5,862	304.5	32.8
Berlin	2,189	1,302	5,827	37.6	266.2
Brandenburg	2,087	1,789	2,324	89.8	111.4
Bremen	318	197	844	37.7	265.4
Hamburg	619	248	1,307	47.4	211.1
Hesse	3,511	2,613	5,842	60.1	166.4
Mecklenburg-Western Pomerania	1,913	1,600	963	198.7	50.3
Lower Saxony	3,734	2,402	6,347	58.8	170.0
North Rhine-Westphalia	13,310	10,104	19,729	67.5	148.2
Rhineland-Palatinate	3,074	2,428	3,287	93.5	106.9
Saarland	919	638	927	99.1	100.9
Saxony	2,119	1,725	1,725	122.8	81.4
Saxony-Anhalt	1,261	1,035	785	160.6	62.3
Schleswig-Holstein	2,404	1,754	3,581	67.1	149.0
Thuringia	1,534	1,065	591	259.6	38.5
<b>Western Länder</b>	<b>55,666</b>	<b>44,607</b>	<b>51,852</b>	<b>107.4</b>	<b>93.1</b>
<b>Eastern Länder</b>	<b>11,103</b>	<b>8,516</b>	<b>12,215</b>	<b>90.9</b>	<b>110.0</b>
<b>Germany</b>	<b>66,794</b>	<b>53,137</b>	<b>64,198</b>	<b>104.0</b>	<b>96.1</b>

Sources: BA statistics; BIBB calculations

year 10 did (79% to 83%). One possible reason for this is that applicants with a higher education entrance qualification are more often interested in occupations in which there is tougher competition for training places (e.g. media designer), occupations in which there are many more applicants than available training places.

A survey of people's satisfaction with their current career situations revealed marked differences between the attitudes of people who trained in the occupation they wanted to train for and those who could not train in the occupation they wanted to train for. People who had completed training in the occupation they wanted to train for were more than twice as likely to be very satisfied with their current career situation (77% to 32%).<sup>105</sup>

<sup>105</sup> See also Eberhard, Verena; Christ, Alexander (2019): Wer findet eine Ausbildung im Wunschberuf? Version 1.0. Bonn (www.bibb.de/vet-repository/000003).

## 2.4.5 Young people in part-time training

Since 2005, trainees have also been offered opportunities to train part-time. This enables young parents in particular to flexibly adapt training times to fit in with their lives. In 2018 55.5% of all young mothers (around 97,000) and 47.3% of all young fathers (around 20,000) aged between 16 and 24 had no vocational qualifications and were not attending school or in vocational training or tertiary studies. Compared with the previous year, this figure fell slightly for young mothers (2017: 56.0%), while it rose slightly for young fathers (2017: 45.3%).<sup>106</sup>

According to data derived from the vocational training statistics of the statistical offices of the Federal Government and Länder (vocational training statistics for the 31 of December) 2,289 new contracts for part-

<sup>106</sup> Source: StBA, special evaluation of the microcensus 2018 and 2017.

time vocational training were concluded in 2018, just 0.4% of all new training contracts in that training year (2017: 2,223 new contracts for part-time training, also 0.4%). As in earlier years, more female trainees were in training part-time (1.0%) than male trainees (0.1%).

Recent amendments to the Vocational Training Act (BBiG) and Crafts Code (HwO) have made the framework conditions of part-time vocational training far more flexible. Part-time training previously involved reduced weekly working hours without extending the overall duration of the training so this model was more frequently chosen by high achievers. In future, the overall duration of part-time training will be able to be extended in inverse proportion to the reduction in working hours. This will make the model available to people with learning impairments and to those who for other reasons have only a limited amount of time available for training.

#### 2.4.6 Integrating young people from migrant backgrounds into training

There is still a need for action to improve the training opportunities of young people from migrant backgrounds. Migrant background is not recorded as a characteristic in all employment and training statistics. Some statistics, for example, also record data on young foreign nationals.

According to estimates based on the microcensus<sup>107</sup> 25.5% of people living in Germany in 2018 came from a migrant background<sup>108</sup> so the proportion of people

107 Due to a change in survey methods, from 2017 results are based only on the population in private households (see also StBA 2019, Bevölkerung mit Migrationshintergrund – Ergebnisse des Mikrozensus 2018).

108 The Federal Statistical Office (Statistisches Bundesamt) defines migrant background for the purposes of the microcensus as follows: "A person has a migrant background when they or at least one parent do not have German citizenship at birth. This definition includes the following persons: 1. Immigrants and foreign nationals who were born in Germany, 2. Immigrants and foreign nationals born in Germany who have become naturalised citizens, 3. Ethnic German immigrants from Eastern Europe, 4. Persons who have gained German citizenship through adoption by a German parent, 5. Children with German citizenship born to parents in one of these four groups." (StBA 2019, Bevölkerung mit Migrationshintergrund – Ergebnisse des Mikrozensus 2018). The broader definition of migrant background, which has been recorded annually in the microcensus since the 2017 reporting year, is used in the following section. Results based on this definition were previously only available every four years (2005, 2009, 2013) so earlier Reports on Vocational Education and Training reported on results based on migrant background defined in the narrow sense. For more detailed information on the various definitions of terms and

from a migrant background grew compared with the previous year's figure by 0.7% (2017: 24.8%).<sup>109</sup> Among younger people aged between 15 to 19 the percentage of people from a migrant background was 33.7% (2017: 32.3%).

Around a third of people from a migrant background were born in Germany, the rest immigrated. About half of those from a migrant background had become German citizens while 12.1% of the German population are foreign nationals. The figure for the age group of 15- to under-20-year-olds was 10.9%.

Young foreign nationals left general schools without any school leaving qualifications twice as often as young Germans<sup>110</sup> and the school leaving qualifications of young foreign nationals are generally lower than those of young German nationals.<sup>111</sup>

According to data drawn from the vocational training statistics of the statistical offices of the Federal Government and Länder, the percentage of young foreign nationals starting training in 2018, at 38.7%, was well below the figure for young Germans (56.5%).<sup>112</sup> The rate of new entries into training among young foreign men was 46.2% (68.8% for young German men)

methodical innovations see StBA 2019, Bevölkerung mit Migrationshintergrund – Ergebnisse des Mikrozensus 2018 ([destatis.de/DE/Themen/Gesellschaft-Umwelt/Bevoelkerung/Migration-Integration/Publikationen/Downloads-Migration/migrationshintergrund-2010220187004.pdf](https://www.destatis.de/DE/Themen/Gesellschaft-Umwelt/Bevoelkerung/Migration-Integration/Publikationen/Downloads-Migration/migrationshintergrund-2010220187004.pdf)).

109 The microcensus sample is based on the number of people living in residential buildings in Germany so it only includes people living in them. It does not record people living in temporary accommodation that is not registered as residential, so the majority of recently arrived refugees are not yet taken into account.

110 2011: 11.8% to 5.0%; 2012: 11.4% to 4.9%; 2013: 10.9% to 4.6%; 2014: 11.9% to 4.9%; 2015: 11.8% to 5.0%; 2016: 14.2% to 4.9%; 2017: 18.1% to 5.2%; 2018: 18.2% to 5.4% (see also StBA, General schools, specialist series 11, series 1, school years 2011/2012–2018/2019).

111 2018: Secondary general school certificate: 31.1% foreign national vs. 14.9% German young people; General Certificate of Secondary Education: 34.7% foreign national vs. 42.8% German young people; higher education entrance qualification: 15.6% foreign national vs. 36.7% German young people (see also StBA 2019, General schools, specialist series 11, series 1, school year 2018/2019). In this context it must be noted that there is a connection between a student's school leaving qualification and their parents' socio-economic status.

112 Here the proportion of Germans and foreign nationals entering training is calculated separately for each population by means of the sum-quota process. To calculate it, subsets of people from each age cohort are calculated as a ratio of the population and added to produce the rate of people starting training. For more details see also the Data Report accompanying the Report on Vocational Education and Training 2019, Chapter A 5.8.

**Table 16: Rates of entries into training for young German and foreign women and men**

Year	New entries into training in %						
	Total	German			Foreign nationals		
		Total	Women	Men	Total	Women	Men
2011	58.0	60.3	49.6	70.5	35.4	31.8	38.8
2012	56.5	59.0	48.6	68.9	33.7	30.9	36.3
2013	54.3	56.9	46.8	66.5	31.7	28.1	35.1
2014	53.4	56.3	46.0	66.0	31.1	28.8	33.2
2015	52.4	56.7	46.1	66.8	26.0	26.2	25.8
2016	51.7	55.8	44.9	66.2	27.6	26.3	28.7
2017	52.9	55.7	43.6	67.1	34.2	26.9	39.3
2018	54.5	56.5	43.5	68.8	38.7	28.2	46.2

Sources: BIBB "Database of trainees" based on data from the vocational training statistics of the Federal Government and Länder statistical offices (survey on the 31 of December); BIBB calculations

while 28.2% of young foreign women started training in that year (young German women: 43.5%, see [Table 16](#)).

Compared with the previous year's figure, the proportion of young foreign nationals starting training again increased appreciably (+4.5%). After falling steadily from 2011 to 2015, their number rose slightly in 2016 (+1.6%) and substantially in 2017 (+6.6%).

In 2018, as in earlier years, the largest increase was recorded in numbers of young foreign men (+6.9%), indicating in particular the increasing placement of refugees in dual vocational training. Analyses of the nationalities of foreign national trainees have also shown that the rise in the number of foreign national trainees was especially steep among those who were nationals of those countries from which most asylum seekers come.<sup>113</sup> It should be noted, however, that the data from these vocational training statistics refer to the situation in 2018. The BA statistics did not record an increase in the number of registered applicants from a forced migration background

113 See also Kroll, Stephan; Uhly, Alexandra (2018): Ausländische Auszubildende in der dualen Berufsausbildung: Einmündung und Ausbildungs-erfolg. Eine Analyse der Berufsbildungsstatistik mit besonderer Betrachtung der Staatsangehörigkeiten der zugangs-stärksten Asylherkunftsländer ([www2.bibb.de/bibbtools/dokumente/pdf/dazubi\\_analyse\\_auslaendische-azubis\\_asylherkunftslaender\\_2008-2017.pdf](http://www2.bibb.de/bibbtools/dokumente/pdf/dazubi_analyse_auslaendische-azubis_asylherkunftslaender_2008-2017.pdf)), and Uhly, Alexandra (2019): Ausländische Auszubildende in der dualen Berufsausbildung – nach einzelnen Nationalitäten, Deutschland 2008 bis 2018. Ergebnisse auf Basis der Berufsbildungsstatistik (Datensystem Auszubildende [DAZUBI] Zusatztabellen) ([https://www2.bibb.de/bibbtools/dokumente/xls/dazubi\\_zusatztabellen\\_auslaendische-azubis\\_einzelne-nationalitaeten\\_2008-2018.xls](https://www2.bibb.de/bibbtools/dokumente/xls/dazubi_zusatztabellen_auslaendische-azubis_einzelne-nationalitaeten_2008-2018.xls)).

for 2019<sup>114</sup> and the number of applicants placed in training was also slightly lower than it was in the previous year.<sup>115</sup>

Again in 2018, data from the vocational training statistics showed that foreign nationals starting training were on average much older (22.2 years old) than Germans entering training (19.4 years old), which may be due to the longer and more difficult transitions that many young people from migrant backgrounds make into training.

For many years, empirical surveys on the transition from school into vocational training (e.g. BIBB transition studies and BA/BIBB surveys of applicants) have shown that young people from migrant backgrounds have worse prospects in training. The reason for this may be not only their often lower-level school leaving qualifications. Even if they have the same school leaving qualifications and taking many other contributing factors into account, young migrants still experience disadvantages in accessing vocational training. The results have also shown that there are major differences among young migrants depending on their country of origin. It is, for example, much harder for young people of Turkish or Arab origins to find a training place.<sup>116</sup>

114 See [Chapter 2.1.2](#).

115 See [Chapter 2.4.2](#).

116 See Beicht, Ursula (2017): Ausbildungschancen von Ausbildungstellenbewerbern und -bewerberinnen mit Migrationshintergrund. Aktuelle Situation 2016 und Entwicklung seit 2004 ([bibb.de/veroeffentlichungen/de/publication/show/8331](http://bibb.de/veroeffentlichungen/de/publication/show/8331)). On the results for 2018 see the Data Report accompanying the 2019 Report on Vocational Education and Training, Chapter A 8.1.

The longer ago that the migration of the family occurred, the prospects of young people from migrant backgrounds of being placed in training in a company are better. Young people from migrant backgrounds who are third-generation migrants<sup>117</sup> who leave a general school after year 9 or 10 and look for vocational training right away have just as much success in finding a training place as young people who are not from a migrant background. Young people from migrant backgrounds are, however, more rarely interested in starting vocational training as soon as they leave school. This is also true of third-generation migrants, if to a much lesser extent. These findings were the results of an analysis drawn up by the BIBB based on NEPS data.<sup>118</sup>

#### 2.4.7 Premature training contract termination

According to the vocational training statistics issued by the Federal Government and Länder statistics offices, 151,665 training contracts were terminated prematurely at the national level in 2018, so the contract termination rate was 26.5%.<sup>119</sup> The figure again rose slightly compared with the previous year (2017: 25.7%). This means

that the 2018 figure was again slightly above the usual fluctuation range that has prevailed since the early 1990s (20% to 25%).<sup>120</sup>

Analyses carried out by the BIBB have demonstrated a link between developments in the premature training contract termination rate and the training market situation. In years with a higher training market supply and demand ratio (ANR) the premature training contract termination rate tends to be closer to 25%, while in years with a less favourable ANR from the point of view of trainees, it is more likely to be around 20%. One reason for this may be that young people may be more inclined to terminate a training contract and change training when they have a larger number of training places available to choose from.<sup>121</sup>

According to the vocational training statistics, premature training contract termination rates varied in 2018 greatly in individual training occupations. In the 20 occupations with the highest and lowest premature training contract termination rates, termination rates ranged between 3.5% and 51.2%,<sup>122</sup> and there was little change in the figures compared with the previous year.

In 2018 the occupation of hairdresser had the highest premature training contract termination rate (51.2%). Premature training contract termination rates were also disproportionately high in hotel and hospitality industry occupations, including restaurant specialist (49.8%), cook (49.0%), professional caterer (47.6%) and hospitality services industry specialist (43.8%). The occupations of driver (48.3%), salesperson specialising in foodstuffs (48.0%), industrial cleaner (48.0%), scaffolder (46.7%), specialist in furniture, kitchen and removals services (45.9%), safety and security specialist (45.8%) and beautician (45.8%) also recorded training contract termination rates of over 45%.

117 "Third-generation migrants" are people who were born in Germany, whose parents were born in Germany and whose grandparents immigrated.

118 This data is based on a survey of 5,953 young people who in 2011 and 2012 left a standard school after year 9 or 10. See also Beicht, Ursula; Walden, Günter (2018): Übergang nicht studienberechtigter Schulabgänger/-innen mit Migrationshintergrund in vollqualifizierende Ausbildung. Analysen auf Basis des NEPS unter besonderer Berücksichtigung von Zuwanderungsgeneration und Schulabschlussniveau. BIBB Report 6/2018 ([bibb.de/veroeffentlichungen/de/publication/show/9391](http://bibb.de/veroeffentlichungen/de/publication/show/9391)).

119 The termination rate is the proportion of prematurely terminated contracts of all new training contracts. Since it cannot be known in the current reporting year how many trainees with newly concluded training contracts will prematurely terminate their contracts, a so-called "layer model" is used to calculate the training contract termination rate, approximately determining the training contract termination rate of the current group of trainees. With the conversion of the vocational education and training statistics provided by the statistical offices of the Federal Government and Länder to individual data collection (see also the 2010 Report on Vocational Education and Training, p. 31) the training contract termination rate can be more precisely calculated because the month and year of central training-relevant events are now also recorded. Contract terminations can also be differentiated by the year in which the contract began and expressed as a percentage of all newly concluded contracts with a similar start date (see [www2.bibb.de/bibbtools/dokumente/pdf/a21\\_dazubi\\_daten.pdf](http://www2.bibb.de/bibbtools/dokumente/pdf/a21_dazubi_daten.pdf)). Another new feature is that data sets can be compiled for each cohort, making it possible to analyse the course of training until the training contract ends. Based on these data sets for each cohort, the proportion of prematurely terminated contracts can be calculated ex post without the need to resort to the relatively complex "layer model" calculation formula. The results show that the BIBB's formula for calculating the premature contract termination rate based on the layer model provides a very good approximate figure.

120 In the 2016 reporting year, the premature contract termination rate was slightly above the usual fluctuation range for the first time since the early 1990s. The premature contract termination rate in 2016 rose in eastern and western Länder, in all groups of trainees differentiated in the vocational training statistics (women/men, Germans/foreign nationals, all school leaving qualifications), in all sectors and in a range of training occupations (see also the 2018 Data Report, Chapter A5.6).

121 See also the Data Report accompanying the 2014 Report on Vocational Education and Training, Chapter A 4.7.

122 These figures include state-certified occupations in the dual system in which at least 300 trainees started training contracts.

In 2018 the premature training contract termination rate was lowest in the occupation of specialist in media and information services (3.5%). The following occupations also recorded very low premature training contract termination rates of under 8%; clerk in public administration (5.5%), labour market services specialist (5.6%), notary assistant (6.8%), biological laboratory technician (6.9%), chemical technician (7.3%), social insurance clerk (7.3%), aircraft mechanic (7.5%) and electronics technician for automation technology (7.7%).

The lower a trainee's general school leaving certificate was, the more likely they were to prematurely terminate their training contract (no secondary general school certificate: 39.3%; secondary general school certificate holder: 39.2%; General Certificate of Secondary Education holder: 24.5%; higher education entrance qualification holder: 15.4%).

There are also differences in premature training contract termination rates between German and foreign national trainees. On average, 35.3% of the training contracts of foreign national trainees were terminated prematurely, while the premature training contract termination rate among German trainees was just 25.5%. Differences in premature training contract termination rates could also be partly explained by the different highest general school leaving qualifications achieved by each of the two groups.

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

In the dual system in general, the premature training termination rates of women (26.6%) and men (26.5%) were almost identical,<sup>123</sup> although there are marked differences in the figures differentiated by sector. Women's premature training termination rates were higher than the rates for men in training occupa-

tions in the Skilled Trades (women: 39.7%; men: 33.8%) and in Agriculture (women: 28.0%; men: 24.5%).

Women recorded lower premature training contract termination rates compared with men's in training occupations in the Public Service sector (women: 5.6%, men: 9.9%), in Housekeeping (women: 29.4%, men 31.8%) and in the Professional Services sector (women: 28.4%; men: 29.9%). Women's premature training contract termination rate is conspicuously higher in sectors with a lower proportion of female trainees, while men's premature training termination rate is higher in sectors in which the proportion of male trainees is comparatively low.<sup>124</sup>

Not every premature training contract termination is problematic but premature contract termination results in uncertainty and a loss of time, energy and other resources for both parties concerned (companies and young people). In the worst case, premature training contract terminations may lead young people and companies to stop participating in training entirely.

#### **Premature training contract termination: reasons and trajectories – analyses based on NEPS data**

The BIBB has investigated the reasons for premature training contract terminations and the whereabouts of young people who prematurely terminate their training contracts. Their analyses are based on data from cohort 4 of the NEPS.<sup>125</sup> In this cohort around 15,000 students in year 9 in all forms of general schools were surveyed in 2010 and they have been surveyed annually or every six months since. Survey data from ten "waves" of surveys is currently available. The last "wave" of surveys was carried out in the autumn and winter of 2016/2017. At that time the respondents had completed 13 years of regular schooling, so school leavers from all school forms were included in the analyses.

A total of 665 people surveyed up to and including the tenth "wave" of cohort 4 surveys stated that they had prematurely terminated their first round of dual training. 53% of them were male and 47% were female. 5% had no school leaving qualification when they began training, 43% had a secondary general school

<sup>123</sup> For more detailed analyses see the Data Report accompanying the 2020 Report on Vocational Education and Training, Chapter A 5.6.

<sup>124</sup> Percentages of female trainees of all trainees by sector in the 2018 reporting year: Skilled Trades 19.2%, Agriculture 22.7%, Public Sector 63.4%, Housekeeping 88.6%, Professional Services 92.0% (total trainees 36.1%). For more information see the Data Report accompanying the 2020 Report on Vocational Education and Training, Chapter A 5.2).

<sup>125</sup> doi:10.5157/NEPS:SC4:10.0.0.

certificate, 40% had a school leaving certificate after year 10 and 12% had a university entrance qualification. The percentages and figures provided below refer exclusively to this sample of 665 people who prematurely terminated their training contracts.

48% of respondents stated that they initiated the premature termination of training themselves, 29% stated that the training ended prematurely by mutual agreement, and the rest said that the company had ended the training early. Of those whose companies had terminated the training prematurely, just 8% stated that the reason for the termination was the closing of the company.

Trainees whose training was not ended due to termination by the company were asked about their reasons for terminating their training. The reason most frequently given, by 60% of respondents, was that the occupation did not fit in with their ideas of work or was not the occupation they wanted to train for. Half of the respondents gave conflicts as the reason for termination. 39% said that they were taught too little of the training content and almost a quarter gave financial reasons for terminating training, i.e. dissatisfaction with their current pay or the pay they expected to earn after training. One in five said that they were planning to start in a new training place and 18% gave personal reasons (such as health). Just one in seven said that the training had been too difficult, with young men tending to report this reason more often than young women. Male respondents were also more likely to give financial reasons for terminating their training contracts.

There were also major differences in the reasons for training contract termination given by trainees with different school leaving qualifications. Almost three-quarters of respondents with a university entrance qualification gave the training occupation itself as the reason for ending their training, while two-thirds of respondents with a school leaving certificate after year 10 gave that reason and 54% of respondents with a secondary general school certificate did so. Respondents with a secondary general school certificate were twice as likely to state that technical and specialist difficulties were the reason for their training contract termination as were those with a university entrance qualification. Conflict and personal reasons were the reasons most often given by trainees with a secondary

general school certificate. Trainees with a school leaving certificate after year 10 specified financial reasons as the grounds for terminating their training contracts much more often than did those from the two other groups.

People who described their training occupation as the occupation they wanted to train in at the outset of training were less likely to subsequently state that they had ended the training prematurely because the occupation did not meet their expectations. Among those who started dual training again, far more trainees described the occupation they were training for in their second round of training as the occupation they wanted to train in and there was more growth in this figure in the group who had ended their first training because of the occupation.

Statements on trainees' satisfaction with their training at its outset could be made for about half the respondents in the sample. They rated their satisfaction with both places of learning on average between 7 and 8 on a scale of 0 to 10. More than three-quarters of respondents rated it in the upper half of the answer scale, so they were more satisfied than dissatisfied. Those who had started training again were on average comparatively more satisfied. The correlation between trainees' satisfaction and the extent to which the current training occupation was the one they wanted to train in was stronger among those training in a company than it was for trainees at part-time vocational schools.

One major advantage of NEPS is that it enables education and training trajectories to be traced. This is not possible based on data from the vocational training statistics, so NEPS analyses are an important complement to the data provided by official statistics.

According to analyses carried out by the BIBB, half of the respondents began dual training again after terminating an earlier training contract. For one in ten of these trainees this was in a non-company form of training. Around a third of those who began dual training again started training again within four months. For about a quarter of them, a year or more passed before they again started dual training. One in every four or five trainees chose the same occupation or a very similar occupation to the one they had previously trained in. This was more often the case for young women than it was for young male trainees.

Another 14% started another form of training or education after prematurely ending training, such as training in a full-time vocational school or tertiary studies, although only a minority chose the latter, partly also because it requires a higher education entrance qualification. Of those respondents with a university entrance qualification who started another fully qualifying form of training after prematurely terminating their first training, almost half started again in dual training, around a third of them in training in the form of tertiary studies.

After prematurely terminating their first dual training, around 64% of respondents began another form of fully qualifying training, with around one in five managing a seamless transition in terms of time into their next round of training.

#### 2.4.8 Success in vocational training examinations

Analyses carried out by the BIBB based on data from the vocational training statistics provided by the statistical offices of the Federal Government and Länder for 2018 recorded 387,408 men and women who passed their final training examinations, completing their vocational training by gaining a formal vocational qualification. As in the previous year, the success rate for all final training examinations held (exam participation rate) was 90.3%.

If the reference value used in this analysis is not the 429,039 final training examinations held (401,844 first-time examinations, 27,195 repeat examinations), but the 418,119 people who sat final examinations,<sup>126</sup> the success rate was even higher, at 92.7% (2017: 92.8%).

92.0% of participants succeeded in gaining a formal vocational qualification at their first attempt. Among those who had not passed the exam in the past and repeated the exam for the first time in 2018, the success rate was 67.4%. The success rate for people repeating the exam for the second time in 2018 was 52.3%.

30,711 of participants did not pass the exam in 2018. The vast majority had not yet taken advantage of the final attempt to pass the exam.

People who do not pass the exam after the second repeat attempt cannot sit the exam again. In 2018 2,085 people definitively failed the exam for the last time.

The exam success rate was similar for men (92.0% of participants) and for women (93.7% of participants), although men tended to be successful only after sitting the exam again more often than women.

## 2.5 The transition into employment

### 2.5.1 Companies' employment of their trainees

Statements on the transfer of trainees who have successfully completed training into employment can be made based on IAB Establishment Panel data. The transfer rate into employment records the number of qualified trainees who were subsequently employed by the company they trained in. In 2018 the transfer rate into employment was 71%, lower than it was in the previous year (2017: 74%), but the figure has been high since 2000. The larger the company, the more likely it is to subsequently employ its trainees (1 to 9 employees: 57%; 10 to 49 employees: 65%; 50 to 499 employees: 74%; 500 and more employees: 84%). Over the longer term there has been a substantial increase in rates of the transfer of trainees into employment in companies in all size categories.<sup>127</sup> In companies with at least ten employees 74% of successful trainees were subsequently employed by their company after training. It should be noted that information on trainees employed by a company other than the company they trained in and on those who started tertiary studies or other vocational qualifications is not recorded here.

<sup>126</sup> The number of people sitting exams is a person-related parameter, in contrast to the number of exams sat, which is a case-related parameter. Every person who sat an exam during the reporting year is counted just once, regardless of how many exams they sat, so the number of people sitting exams is usually smaller than the number of exams sat in a calendar year. For more information on the various figures and findings on examination success rates see also the Data Report accompanying the 2020 Report on Vocational Education and Training, Chapter A 5.7.

<sup>127</sup> See also [http://doku.iab.de/arbeitsmarktdaten/Ausbildungsbeteiligung\\_2006-2017.pdf](http://doku.iab.de/arbeitsmarktdaten/Ausbildungsbeteiligung_2006-2017.pdf).

## 2.5.2 Young adults with no vocational qualifications

In 2018<sup>128</sup> according to data obtained from the micro-census 14.4% (or 2.12 million) young people aged between 20 and 34 in Germany had no vocational qualifications,<sup>129</sup> so they lacked the prerequisites for long-term qualified participation in working life.<sup>130</sup> This has substantial negative consequences for those affected and for society as a whole. People without vocational qualifications have a higher risk of unemployment, especially long-term unemployment, and earn on average substantially less than employees who have vocational qualifications. In view of ongoing demographic developments, the labour market needs all young people to be gainfully employed as skilled workers.

Compared with the previous year, the proportion of unskilled workers aged between 20 and 34 rose slightly.<sup>131</sup> The absolute number of young adults in this age group without vocational qualifications was stable (see [Table 17](#)).<sup>132</sup>

Differentiating the figures by age group, the percentage of unskilled workers among younger adults aged

between 20 and 24, at 13.9%, was lower than the figure for those aged between 25 and 34 (14.6%). This is because younger people are more often in training. Compared with the previous year's figures, the percentage of unskilled workers among 20- to 24-year-olds (+0.4%) rose more steeply than the figure for 25- to 34-year-olds (+0.1%).

The percentage of unskilled workers among young women aged between 20 and 34 was 13.5%, lower than the figure for young men of the same age (15.3%).

The percentage of unskilled workers varies greatly depending on a young person's school leaving certificate. People without a school leaving qualification are at a particular risk of not gaining any vocational qualifications. In 2018 the percentage of unskilled 20- to 34-year-old workers in this group was 70.3%. The higher the level of a young person's school leaving certificate is, the less likely they are to become an unskilled worker (holders of a secondary general school certificate: 33.0%; General Certificate of Secondary Education: 10.9%; higher education entrance qualification: 5.6%).

People from a migrant background disproportionately often do not have vocational qualifications. According to BIBB calculations based on microcensus data, the percentage of unskilled workers among 20- to 34-year-old migrants who themselves migrated was 32.9% in 2018. The figure was particularly high among people who had migrated from Turkey (52.0%). The percentage of unskilled workers among people from a migrant background who were born and grew up in Germany was also 16.4% (while for Germans not from a migrant background it was 8.3%).<sup>133</sup>

Statements on people who have no vocational qualifications can be made based on data drawn from the NEPS.<sup>134</sup> Analyses carried out by the BIBB have shown

128 A change in the microcensus survey method has meant that from 2017 results can only be provided based on the population in private households. Changes to the survey have resulted in certain features such as qualification level only being surveyed from the population in private households and no longer also among people in shared accommodation, as was previously the case. The results from the previous years have therefore been adjusted and differ from the results in earlier Reports on Vocational Education and Training. Calculations carried out by the BIBB have found, however, that the differences can be regarded as slight. (For more information see the Data Report accompanying the 2019 Report on Vocational Education and Training, Chapter A 11.3.)

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

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

131 The rate rose by just 0.2%. Since the 95% confidence interval for the proportion of unskilled 20- to 34-year-olds was around  $\pm 0.2$ , estimates carried out by the BIBB found that the rise was not statistically significant (see the Data Report accompanying the 2020 Report on Vocational Education and Training, Chapter A 11.1.).

132 There was a (statistically insignificant) rise in the number of unskilled workers aged between 20 and 34, even though the absolute number of young adults without vocational qualifications remained the same because the percentage basis (population in private households aged between 20 and 34) was lower than it was in the previous year (2017: 14.9 million; 2018: 14.7 million).

133 See also the Data Report accompanying the 2020 Report on Vocational Education and Training, Chapter A 11.3.

134 The NEPS accompanied 14,000 people in the 1944 to 1986 birth cohorts on their education and training, work and life paths. The fourth "wave" of surveys, which was carried out from the autumn of 2011 to the spring of 2012, surveyed 3,172 people aged between 25 and 35, of whom 369 (11.6%) were in the group of those who did not (yet) have a vocational qualification and at the time were also not in fully qualifying school-based, vocational or academic education or in training. Another 136 people were still in training at the time of the survey, so the comparison group is made up of the remaining 2,667 people who already had formal vocational qualifications at the time of the survey.



**Table 17: Young adults with no vocational qualifications, 2014 to 2018**

Year	20- to 24-year-olds		25- to 34-year-olds		20- to 34-year-olds		20- to 29-year-olds	
	Unskilled (in %)	Absolute figure (in millions)	Unskilled (in %)	Absolute figure (in millions)	Unskilled (in %)	Absolute figure (in millions)	Unskilled (in %)	Absolute figure (in millions)
2014	11.9	0.53	13.6	1.35	13.0	1.88	12.5	1.18
2015	12.1	0.52	13.6	1.38	13.2	1.90	12.6	1.19
2016	13.3	0.58	14.3	1.50	14.0	2.08	13.6	1.32
2017	13.5	0.59	14.5	1.53	14.2	2.12	13.9	1.35
2018	13.9	0.61	14.6	1.51	14.4	2.12	14.0	1.33

The figures are based on the population in private households and data from the 2011 census.

Sources: Research data from the government statistical offices and the 2014 to 2018 microcensuses, BIBB calculations

that people with no vocational qualifications do regard advanced and further training as worthwhile. Despite the expected positive effect, however, the percentage of those planning to gain a (further) qualification was lower among people without vocational qualifications than it was among people with vocational qualifications. The reasons most often given for this were that costs were too high and a lack of knowledge of the courses on offer, even though only half of those without vocational qualifications regarded their prospects of success as good.<sup>135</sup>

A draft law to promote continuing vocational training in response to structural economic change and further develop training assistance (Arbeit-von-morgen-Gesetz) will make it easier for people to gain qualifications that can help them manage the effects of structural economic change and will support employees and companies in facing the challenges posed by the transition to a low-emissions digital economy. Another focus of this law is vocational training. It will give people without vocational qualifications a legal entitlement to funding for continuing vocational training that results in a qualification and will improve the regulations governing the funding and support provided for training by further developing Assisted Training and consolidating it with support for apprentices during training. Opportunities for obtaining funding for vocational training in a company through a further developed Assisted Training programme will also be opened up to cross-border workers who complete vocational training in Germany and travel cost subsidies will be offered to trainees undergoing introductory training.

<sup>135</sup> For more information see the Data Report accompanying the 2018 Report on Vocational Education and Training, Chapter A 11.4.

## 2.6 Upgrading skills and qualifications through vocational training

Like academic education, vocational training offers attractive promotion and careers advancement prospects and paves the way for people to attain high-level skilled and managerial positions and entrepreneurial autonomy.

According to data provided by the Institute for Employment Research (IAB), graduates and holders of vocational qualifications are far more rarely unemployed than people with no vocational qualifications. In 2018 17.4% of people without vocational qualifications were unemployed nationally (2017: 17.9%) while the unemployment rate among people with an academic education was 2.0% (2017: 2.3%). The employment situation for people with vocational qualifications improved further in 2018,<sup>136</sup> with their unemployment rate falling to 3.4% (2017: 3.9%).<sup>137</sup>

A separate review of unemployment rates among people with further training qualifications has not been possible since 2006, so the IAB records additional qualification-specific unemployment rates for this

<sup>136</sup> Among these the IAB includes vocational training in companies and vocational colleges and continuing education and training at trade and technical schools, specialist technical colleges and Meister schools (not including colleges of public administration).

<sup>137</sup> See also [doku.iab.de/arbeitsmarktdaten/qualo\\_2019.pdf](https://doku.iab.de/arbeitsmarktdaten/qualo_2019.pdf).

group.<sup>138</sup> The results show that the unemployment rate for people who have completed secondary vocational education or a Meister or technician's training has been at a very low level and falling for years (2016: 1.6%; 2017: 1.5%; 2018: 1.2%). The unemployment rate for this group is even lower than it is for university graduates (2016: 2.4%; 2017: 2.1%; 2018: 2.1%).<sup>139</sup> In reviewing unemployment rates, it should be noted that these are average figures that do not reflect some significant differences between occupations and among groups of people in the same occupations. This is true of both academic education and vocational training and of any direct comparisons between the two.

Based on data from the 2018 BIBB/BAuA survey of workers, the BIBB evaluated indicators of professional success for people with various qualification levels.<sup>140</sup> While the results on income indicate that higher qualification levels correspond with higher incomes, the survey results on other indicators show a more differentiated picture. Holders of further training qualifications,

for example, more often have direct responsibility for other staff than workers with an academic degree and also frequently occupy positions involving high levels of responsibility. The majority of workers with a further training qualification regard their careers so far as representing professional progress.

The vocational training statistics of the Federal Government and Länder statistical offices record annual data on participation in further training examinations under the Vocational Training Act (BBiG) and Crafts Code (HwO) and data on the examination success rate. In 2018, 91,038 participants succeeding in passing a further training examination (60,477 men and 30,561 women). The number of exams that participants passed (94,212) fell compared with the previous year (-3,174 exams or -3.4%). The success rate in further training examinations was 83.6% in 2018 (2017: 83.9%)<sup>141</sup> and was slightly higher for men (84.4%) than it was for women (82.0%). Since 2012 the number of people participating in further training examinations has declined.<sup>142</sup>

138 As an alternative to the BA statistics on the unemployed, these calculations were based on microcensus data on the jobless. The jobless are not directly comparable with the unemployed due to the disparate differentiation but they are defined by the same criteria: unemployed, available on the labour market and looking for work. See also [doku.iab.de/kurzber/2015/kb1115.pdf](https://doku.iab.de/kurzber/2015/kb1115.pdf).

139 For information on qualification-specific unemployment rates for the group of 18- to 34-year-olds see the Data Report accompanying the 2020 Report on Vocational Education and Training, Chapter A 10.1.3.

140 For more details on the results see the 2019 Data Report, Chapter A 10.3.1.

141 For details on examination success rates after training see [Chapter 2.4.8](#).

142 2012: 118,497; 2013: 115,872; 2014: 115,182; 2015: 115,830; 2016: 113,916; 2017: 112,239; 2018: 108,924; see also the Data Report accompanying the 2020 Report on Vocational Education and Training, Chapter B 4.4.

### 3 Overview of Federal Government training and labour market policy activities and programmes<sup>143</sup>

#### Alliance for Initial and Continuing Training 2019–2022

##### Key data

Period: 2019–2022

Internet: aus-und-weiterbildungsallianz.de

##### Goal of the measure

Enabling as many people as possible to gain a vocational qualification.

##### Current implementation

On the 26 of August 2019 a new Alliance for Initial and Continuing Training agreement was signed. The partners are currently implementing the new Alliance.

#### ASCOT+ Förderprogramm zur Digitalen Kompetenzmessung in der beruflichen Bildung

##### Key data

Period: 2019–2022

Funding volume: 7.2 million euros

Internet: ascot-vet.net

##### Goal of the measure

Improving learning and teaching processes in vocational training, objective performance evaluation and further developing skills-oriented examinations.

##### Current implementation

A first meeting of six joint projects was held in the autumn of 2019. It was followed by the presentation of a transfer concept in May 2020.

#### Assisted Training (S. 130 of the German Social Code – SGB III)

##### Key data

Actual expenditure: 59.84 million euros in 2019  
(SGB III and SGB II)

Internet: arbeitsagentur.de

##### Goal of the measure

Supporting young people who need extra support and the companies training them before and during vocational training.

##### Current implementation

In 2019 around 8,000 young people (2,000 women and 6,000 men) began a measure.<sup>144</sup>

<sup>143</sup> These activities are the responsibility of the relevant Federal Government departments and are financed entirely by them in the long term as part of current budgetary and financial planning (including that for positions/planned positions), taking budgetary and fiscal policy guidelines into consideration.

<sup>144</sup> Due to the three-month waiting period for funding statistics from the BA, figures on funding for BA measures in this report cover the period from December 2018 to November 2019.

**Starting training while receiving unemployment benefits (Arbeitslosengeld II – SGB II)****Key data**

Standard support instrument  
Internet: [bmas.de](http://bmas.de)

**Goal of the measure**

Beneficiaries who fulfil the other prerequisites can receive supplementary unemployment benefits under the German Social Code (SGB II) during company-based training, non-company training or school-based training.

**Federal Government and Länder “Advancement through education: open universities” (“Aufstieg durch Bildung: offene Hochschulen”) competition****Key data**

Period: 2011–2020  
Funding volume: 250 million Euros  
Internet: [wettbewerb-offene-hochschulen-bmbf.de](http://wettbewerb-offene-hochschulen-bmbf.de)

**Goal of the measure**

Developing and trialling further education and training courses in universities for specific target groups of employees.

**Current implementation**

By 2019 the funded universities had incorporated 359 of the education and training courses developed into their standard operations and further developed and trialled consultancy structures and internal access and accreditation processes and put them into practice.

**Upgrading Training Assistance Act (AFBG)****Key data**

Period: since 1996  
Budget allocation: around 267 million euros in 2019  
(78 % from the Federal Government and 22 % from the Länder)

**Goal of the measure**

To establish and expand participation in higher vocational qualification and strengthen the motivation of young skilled staff in Germany to undergo training.

**Current implementation**

In 2018, 167,094 people received funding through the AFBG to help them take part in upgrading training in the vocational training system.

**The Upgrading Scholarship (Aufstiegsstipendium)****Key data**

Period: since 2008  
Funding volume: 28 million euros 2019  
Internet: [aufstiegsstipendium.de](http://aufstiegsstipendium.de)

**Goal of the measure**

Reinforcing the equivalence of vocational and academic education and training and increasing opportunities for transfer within the education and training system.

**Current implementation**

Scholarships are awarded to 1,000 recipients every year. Around 12,000 scholarships have been awarded since the programme started.

### Support during training (Ausbildungsbegleitende Hilfen – S. 75 SGB III)

#### Key data

Actual expenditure: 105.62 million euros in 2019  
(SGB III and SGB II)

Internet: [arbeitsagentur.de](https://arbeitsagentur.de)

#### Goal of the measure

Helping trainees to start and complete vocational training by providing special and remedial classes and social and educational mentoring to enable trainees to overcome language and education deficits.

#### Current implementation

In 2019, 38,000 young people (10,000 women and 28,000 men) were provided with funding and support during vocational training or introductory training. Around 83% of participants (82.5% of women and 82.8% of men) were in employment subject to social security contributions six months after completing the measure (integration rate).<sup>145</sup>

### The care and nursing training campaign (Ausbildungsoffensive Pflege)

#### Key data

Period: 2019–2023

Funding volume: 16 million euros

Internet: [pflegeausbildung.net](https://pflegeausbildung.net)

#### Goal of the measure

Introducing new forms of care and nursing training to begin in 2020 under the law to reform the care and nursing occupations (Pflegeberufegesetz), supporting trainees and further increasing trainee numbers.

#### Current implementation

The care and nursing training campaign (Ausbildungsoffensive Pflege) is an outcome of the concerted action care and nursing programme (Konzertierte Aktion Pflege/AG 1). Measures agreed on have been implemented, including an information campaign and the provision of various measures to support care and nursing training.

### The BA's training placement (S. 35 ff. of the German Social Code – SGB III)

#### Key data

Internet: [arbeitsagentur.de](https://arbeitsagentur.de)

#### Goal of the measure

Supporting both young people in their search for a training place and employers in successfully filling the training places they offer.

#### Current implementation

In the 2018/2019 reporting year around 572,000 vocational training places were registered with the BA. 199,000 female applicants and 313,000 male applicants were registered (total of 512,000 applicants).

### AusbildungWeltweit

#### Key data

Actual expenditure: 223.15 million euros 2019

Internet: [arbeitsagentur.de](https://arbeitsagentur.de)

#### Goal of the measure

Enabling disadvantaged young people (with disabilities) to complete training with a training and education provider with the goal of helping them to transition into training in a company.

#### Current implementation

In 2019, 13,000 young people (5,000 women and 8,000 men; 700 of them with disabilities) began non-company training. 61% of participants (57% of women and 63.2% of men) were in employment subject to social security contributions six months after completing the measure (integration rate).

<sup>145</sup> Covering the period from the time the trainee left the measure from June 2018 to May 2019; this also applies to all other BA measures.

**Basic vocational training allowance Berufsausbildungsbeihilfe – S. 56 SGB III)****Key data**

Actual expenditure: 272.82 million euros in 2019

Internet: [arbeitsagentur.de](http://arbeitsagentur.de)

**Goal of the measure**

Helping trainees undergoing vocational training or introductory training to overcome economic difficulties.

**Current implementation**

In 2019 an average of around 58,000 trainees received a basic training allowance during vocational training and around 19,000 trainees received it to support them through participation in a pre-vocational training measure.

**BA careers consultancy and orientation services (S. 29 ff. of the German Social Code – SGB III)****Key data**

Internet: [arbeitsagentur.de](http://arbeitsagentur.de)

**Goal of the measure**

Supporting people with careers orientation and through the process of choosing courses of studies and occupations throughout their entire working lives.

**Support for vocational German language tuition under S. 45a of the Residency Act (AufenthG)****Key data**

Funding volume: Actual expenditure 310 million euros in 2019

Internet: [bmas.de/berufssprachkurse](http://bmas.de/berufssprachkurse)

**Goal of the measure**

Teaching of vocational German language skills up to level C 1 of the CEFR.

**Current implementation**

In 2019 over 180,000 people took part in the more than 10,000 vocational German language courses offered (figures as of April 2020).

**Vocational training for sustainable development (Berufsbildung für nachhaltige Entwicklung befördern – BBNE)****Key data**

Period: 2015–2022

Funding volume: 14.42 million euros Federal funding and 20.65 million euros ESF funding

Internet: [esf.de/bbne](http://esf.de/bbne)

**Goal of the measure**

Raising young people's awareness of sustainable practices in their daily work through non-company careers orientation.

**Current implementation**

By 2019 funding had been provided for 14 projects and more than 40 work camp concepts and over 50 training modules were developed and provided.

**BBNE in the BNE global action programme****Key data**

Period: 2015–2021

Funding volume: around 12 million euros

Internet: [bbne.de](http://bbne.de)

**Goal of the measure**

Developing sustainability skills among trainees and training personnel and dissemination of findings on establishing sustainable company-based places of learning.

**Current implementation**

Model trials of sustainable skills for commercial occupations and the establishing of sustainable company-based places of learning were successfully completed in 2019. The results and outcomes can be viewed free of charge at [bbne.de](http://bbne.de). Model trials of sustainable skills in the food industry will continue until 2021.

Flanking projects also address SMEs at the managerial level.

**BBNE in transfer for training personnel in accordance with the National Skills Strategy and the Climate Action Programme 2030****Key data**

Period: 2020–2022

Funding volume: around 2.4 million euros

Internet: [bbne.de](http://bbne.de)

**Goal of the measure**

Enabling the transfer of key sustainability skills in advanced vocational training for training personnel.

**Current implementation**

A call for proposals was published on 1 of April 2020.

Projects for transfer were selected in the autumn of 2020.

**Vocational training without borders (Berufsbildung ohne Grenzen – BoG)****Key data**

Period: 01.01.2020–31.12.2023 (new guidelines)

Funding volume (from 2020): 3.5 million euros p.a.

Internet: [berufsbildung-ohne-grenzen.de](http://berufsbildung-ohne-grenzen.de)

**Goal of the measure**

Funding for mobility consultants who plan and organise internships abroad for trainees, young skilled workers

and people working in the vocational education and training field.

**Current implementation**

35 mobility consultants from Chambers of Trade and Industry and a central coordination office are currently being funded.

**Career start mentoring under S. 49 of the German Social Code (SGB III)****Key data**

Actual expenditure: 185.73 million euros 2019

Internet: [arbeitsagentur.de](http://arbeitsagentur.de)

**Goal of the measure**

Supporting students at general schools who need extra support in managing the transition from school into vocational training.

**Current implementation**

In the 2014/2015 to 2018/2019 school years around 130,000 young people from 3,000 schools participated. In 2019 10,000 young people (4,000 women and 6,000 men) began a career start mentoring measure. 37% of participants (30.2% of women and 42.5% of men) were in employment subject to social insurance contributions six months after completing the measure (integration rate).

**Careers orientation measures (S. 48 of the German Social Code – SGB III)****Key data**

Actual expenditure: 59.34 million euros 2019

Internet: [arbeitsagentur.de](http://arbeitsagentur.de)

**Goal of the measure**

Provision of comprehensive careers orientation and support in preparing to choose an occupation for students at general schools.

**Careers orientation for refugees (BOF)****Key data**

Period: since 2016

Funding volume: 20 mill. Euro p. a.

Internet: [berufsorientierung-für-flüchtlinge.de](http://berufsorientierung-für-flüchtlinge.de)

**Goal of the measure**

Sustainable integration of people from a migrant background who are no longer of school age into vocational training.

**Current implementation**

Since 2016 more than 3,400 immigrants requiring extra support due to the circumstances resulting from their migration have taken part in BOF courses. Around half of those who successfully completed a BOF course were successfully placed in training or introductory training.

**Vocational Orientation Programme (BOP)****Key data**

Period: Started in 2008, unlimited

Funding volume: around 77 million euros p. a.

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

**Goal of the measure**

Strengthening the skills of school students to help them choose an occupation.

**Current implementation**

Since 2008, 653 million Euros has been provided for BOP Vocational Orientation Programme activities, including analyses of potential and workshop days, for 1.7 million young people (as of March 2020). In 2019 the new focus of careers orientation at grammar schools (Gymnasien) was introduced.



### Recognition of foreign vocational qualifications

#### Key data

Internet: [anerkennung-in-deutschland.de](http://anerkennung-in-deutschland.de)

#### Goal of the measure

Ensuring transparency in the recognition of the vocational qualifications of skilled workers from outside Germany.

#### Current implementation

The official statistics recorded 140,700 applications for the recognition of foreign vocational qualifications in occupations regulated under Federal law alone by 2018. 82,600 of the applications resulted in full recognition of the qualification.

### Pre-vocational education and training measures (S. 51 of the German Social Code – SGB III)

#### Key data

Actual expenditure: 200.44 million euros in 2019  
Internet: [arbeitsagentur.de](http://arbeitsagentur.de)

#### Goal of the measure

Supporting young people who need extra support to prepare them for vocational training or for the acquisition of a secondary general school leaving certificate.

#### Current implementation

In 2019, 57,000 young people (21,000 women and 36,000 men) took part in a pre-vocational education and training measure.

52 % of participants (50.2 % of women and 52.9 % of men) were in employment subject to social insurance contributions six months after completing the measure (integration rate).

### The continuing education bonus (Bildungsprämie)

#### Key data

Period: 2008–2022  
Funding volume: 112 million euros

#### Goal of the measure

Increasing the participation in continuing training of workers on low incomes and the self-employed.

#### Current implementation

360,000 continuing education bonus vouchers have been issued since 2008, 75 % of them to women and 25 % to men.

### The BMBF continuing training and careers counselling phone service

#### Key data

Period: since 2015  
Funding volume: 500,000 euros p. a.  
Internet: [der-weiterbildungsratgeber.de](http://der-weiterbildungsratgeber.de)

#### Goal of the measure

Providing counselling on issues involving individual further vocational training and qualifications to people interested in continuing training.

#### Current implementation

In 2019 around 1,200 people monthly benefited from counselling.

In May 2018 the counselling phone service was supplemented by the addition of a website.

**Boys' Day****Key data**

Period: since 2011  
 Funding volume: 600,000 Euros 2019  
 Internet: boys-day.de

**Goal of the measure**

Attracting boys and young men into training or studies in fields such as healthcare, care and nursing, social services and early childhood and general education.

**Current implementation**

Since the programme started in 2011 almost 290,000 boys have taken part in more than 52,000 activities.

**The BQ website – information on the recognition of foreign qualifications****Key data**

Period: April 2019–March 2022  
 Funding volume: 3.1 million euros  
 Internet: bq-portal.de

**Current implementation**

- 3,726 occupational profiles from 93 countries
- 92 country profiles
- 1,523 evaluation processes (1,175 formal processes and 348 individual evaluation processes)

**Goal of the measure**

Improving the process of recognising foreign vocational qualifications.

**Deutsch-Israelisches Programm zur Zusammenarbeit in der Berufsbildung (Israel Programme)****Key data**

Period: since 1969  
 Funding volume: around 0.5 million euros p.a.  
 Internet: na-bibb.de/ueber-uns/deutsch-israelisches-programm/

**Current implementation**

In 2019 the 50th anniversary of the Israel Programme was celebrated. Exchanges among experts and trainees, seminars and cooperative projects in the areas of science and practical applications are among the activities that regularly take place.

**Goal of the measure**

Joint development of new approaches to further developing vocational training in the two countries and a continuing dialogue on technical aspects.

**Digital media in vocational training****Key data**

Period: 2012–2019  
 Funding volume: 152 million euros  
 Internet: qualifizierungdigital.de

**Current implementation**

In 2019 funding and support was provided for more than 70 collaborative projects and over 300 individual projects. In 2020 another six collaborative projects with 26 partners from the field of healthcare will be added.

**Goal of the measure**

Improving and disseminating the use of digital media in initial and continuing vocational training.

### Digital media in vocational training: transfer workshop “roadshow”

#### Key data

Period: since 2016  
Funding volume: 1.5 million euros  
Internet: [qualifizierungdigital.de](http://qualifizierungdigital.de)

#### Goal of the measure

Presentation of the ideas and developments from the programme to enable training staff to trial them in workshops.

#### Current implementation

More than 1,100 training personnel attended the 22 events held nationally. Up to eight annual events are planned for 2020 to 2022.

### Do it Yourself (DIY) climate protection: your mobility project

#### Key data

Period: October 2017–July 2020  
Funding volume: 905,000 Euros  
Internet: [klimaschutz.de/projekte/diy-dein-mobilit%C3%A4tsprojekt](http://klimaschutz.de/projekte/diy-dein-mobilit%C3%A4tsprojekt)

#### Goal of the measure

Reducing trainees’ use of cars in their commutes.

#### Current implementation

55 activities, 25 courses/workshops and two “mobility congresses” are among the activities that have been held to date.

### Introductory training (S. 54a of the German Social Code – SGB III)

#### Key data

Actual expenditure: 39.46 million euros  
(SGB III and SGB II) 2019  
Internet: [arbeitsagentur.de](http://arbeitsagentur.de)

#### Goal of the measure

Supporting young people whose prospects of being placed in training, giving them an opportunity to

acquire vocational skills and giving companies offering training a chance to get to know the young people.

#### Current implementation

In 2019 around 17,000 young people (5,000 women and 12,000 men) began introductory training.

### EURES

#### Key data

Internet: [arbeitsagentur.de](http://arbeitsagentur.de)

#### Goal of the measure

Supporting labour market mobility among employees in EU countries and in Switzerland, Iceland, Liechtenstein and Norway by providing specific information and consultancy and placement services. Companies are also

provided with support to fill the training places they offer. The scheme is especially designed for employers and cross-border workers in European border regions.

#### Current implementation

In 2019 the national EURES network in Germany reached around 88,000 employees and 17,000 employers.

### Euroguidance

#### Key data

Internet: [arbeitsagentur.de](https://arbeitsagentur.de)

#### Goal of the measure

Promoting mobility within Europe for young people and adults to enable lifelong learning.

#### Current implementation

In 2018, 24 careers counsellors from agencies and ZAV participated in the Academia Programme.

### Europass

#### Key data

Period: 2018–2020

Funding volume: 205,000 Euros in 2020

Internet: [europass-info.de](https://europass-info.de)

#### Goal of the measure

Easily understandable Europe-wide documentation of all skills and qualifications gained internationally and throughout Europe.

#### Current implementation

Since 2005, 500,000 Europass CVs and more than 270,000 “Europass Mobility” documents have been issued in Germany.

### The Skilled Immigration Act (Fachkräfteeinwanderungsgesetz)

#### Key data

Internet: [make-it-in-germany.com](https://make-it-in-germany.com)

#### Goal of the measure

Clear and transparent regulations governing the residency and immigration of skilled workers from third countries to Germany.

#### Current implementation

The Skilled Immigration Act came into force on the 1 of March 2020.

### Skilled worker monitoring (Fachkräftemonitoring)

#### Goal of the measure

Development of an evidence basis for policy discussions on issues involving the supply of and demand for skilled workers over the next ten to 20 years to forecast developments in this area.

#### Current implementation

Key findings from the skilled worker monitoring prognosis are now available (increasingly simultaneous decline in jobs and shortage of skilled staff). The results of the regional prognosis were scheduled for publication in the first quarter of 2020.

### Fachkräfteoffensive Erzieherinnen und Erzieher: Nachwuchs gewinnen, Profis binden

#### Key data

Period: 2019–2022  
 Funding volume: 160 million euros  
 Internet: [fachkraefteoffensive.fruehe-chancen.de](http://fachkraefteoffensive.fruehe-chancen.de)

#### Goal of the measure

At the beginning of the 2019/2020 training year all of the 2,500 paid places in this training programme, which includes practical experience, were filled.

#### Current implementation

Increasing the attractiveness of the occupation of kindergarten teacher and providing impetus for recruiting and retaining staff in kindergartens across Germany.

### The Federal Government's Skilled Labour Strategy (Fachkräftestrategie)

#### Key data

Internet: [bmas.bund.de](http://bmas.bund.de)

#### Goal of the measure

Increasing the qualifications of people in Germany (1st pillar) and the recruiting of skilled workers from European Union member states (2nd pillar) and from third countries (3rd pillar) for the German labour market.

#### Current implementation

The Federal Government's Skilled Labour Strategy was developed jointly with the Social Partners and Länder and adopted by the Federal Cabinet in December 2018. It is designed to be an ongoing process.

### Securing a skilled base, continuing vocational education and training and promoting equality (Fachkräfte sichern: weiter bilden und Gleichstellung fördern – Social Partner Directive)

#### Key data

Period: 2015–2022  
 Funding volume: 160 million euros, of which  
     10 million euros Federal funding  
     and 86.5 million euros ESF funding  
 Internet: [initiative-fachkraefte-sichern.de](http://initiative-fachkraefte-sichern.de)

#### Goal of the measure

Supporting the Social Partners in efforts to improve rates of participation in further training and equality of opportunity in companies.

#### Current implementation

118 projects were receiving funding at the end of 2018 and as of December 2018 around 16,600 employees in 1,846 companies (1,300 of them SMEs) had been reached.

### Research into internationalising vocational training (IBBF)

#### Key data

Period: 2018–2023  
 Funding volume: 5.5 million euros  
 Internet: [berufsbildung-international.de/de/foerderung-bekanntmachungen-und-ausschreibungen-bmbf-bekanntmachung-forschung.html](http://berufsbildung-international.de/de/foerderung-bekanntmachungen-und-ausschreibungen-bmbf-bekanntmachung-forschung.html)

#### Goal of the measure

Strengthening vocational training research and international cooperation in vocational training in institutions.

#### Current implementation

By the end of 2019 funding had been provided for 12 projects in eight countries for research into current vocational training cooperation issues.

**Promoting continuing vocational training (FbW) – the continuing vocational training budget****Key data**

Internet: [hallo-qualifizierung.de](http://hallo-qualifizierung.de)

Expenditure 2019<sup>146</sup>: SGB III 1,482.34 million euros  
SGB II 565.54 million euros

The following funding was also provided for the continuing training of people with disabilities

Expenditure: SGB III 43.41 million euros  
SGB II 15.15 million euros

**Goal of the measure**

Financial support for the unemployed and employees to enable them to undergo continuing vocational training.

**Current implementation**

In 2019 around 331,000 people (143,000 women and 188,000 men) were provided with funding for continuing vocational training, and 75,000 qualification-oriented measures were held. Wage subsidies for further vocational training were also paid for around 27,000 employees.

**Funding to improve vocational training at agriculture colleges in Ukraine (FABU)****Key data**

Period: 15.08.2017–31.07.2021

Funding volume: 3.6 million euros

Internet: [bmel-kooperationsprogramm.de/projekte/ukraine/foerderung-der-berufs-ausbildung-an-landwirtschaftlichen-colleges-in-der-ukraine/](http://bmel-kooperationsprogramm.de/projekte/ukraine/foerderung-der-berufs-ausbildung-an-landwirtschaftlichen-colleges-in-der-ukraine/)

**Goal of the measure**

Promoting modern, practice-based and labour-market-oriented training in the agriculture sector in Ukraine.

**Current implementation**

Training conditions have been improved, curricula revised and tested at pilot colleges, and seminars, fact-finding missions and internships in companies in Germany have been held.

**Funding of the development and trialling of a Masters study programme in the field of management and teaching for international vocational training personnel (MasterVET)****Key data**

Period: 2019–2024

Funding volume: 2 million euros planned

Internet: [berufsbildung-international.de/de/Neue-BMBF-Forderrichtlinie-zur-Forderung-eines-Master-Studienganges-Management-Teaching-1813.html](http://berufsbildung-international.de/de/Neue-BMBF-Forderrichtlinie-zur-Forderung-eines-Master-Studienganges-Management-Teaching-1813.html)

**Goal of the measure**

Development of an English-language Masters programme for vocational training personnel and/or future skilled and managerial staff in the field of education and training management.

**Current implementation**

Funding is planned to start in 2020.

<sup>146</sup> This expenditure on individual measures under the German Social Code (SGB II) is spending by 302 joint institutions. It does not include spending figures from the 104 authorised local authority agencies (zugelassene kommunale Träger – zKT) and these are not available to the BA.

### Funding to promote the professional mobility of young people with an interest in training and employing young skilled workers from Europe (MobiPro-EU)

#### Key data

Period: 2013–2020

Internet: [thejobofmylife.de](http://thejobofmylife.de)

#### Goal of the measure

Helping to reduce high rates of youth unemployment within the EU and securing a supply of skilled workers in Germany.

#### Current implementation

To date around 3,000 participants have succeeded in completing their vocational training.

The findings and outcomes gained through MobiPro-EU have been established and made transferrable and available for use on a large scale in a practice handbook. The handbook is available at [arbeitsagentur.de/vor-ort/zav/content/1533719619116](http://arbeitsagentur.de/vor-ort/zav/content/1533719619116).

### Funding and support for young people who are hard to reach (S. 16h of the German Social Code – SGB II)

#### Goal of the measure

Provision of low-entry level, psychosocial and outreach counselling and support services for young people aged between 15 and 25 who are not or no longer reached by the standard welfare benefits system.

#### Current implementation

According to BA statistics around 6,000 young people took part in a measure provided under S.16h of the German Social Code (SGB II) in 2019.

### Funding for implementing projects involving business and Social Partner organisations in international vocational education and training cooperation (WiSoVET)

#### Key data

Period: 2019–2024

Funding volume: 6 million euros planned

Internet: [berufsbildung-international.de/de/Forderung-der-Wirtschafts-und-Sozialpartner-Implementierungsprojekte-im-Rahmen-der-1814.html](http://berufsbildung-international.de/de/Forderung-der-Wirtschafts-und-Sozialpartner-Implementierungsprojekte-im-Rahmen-der-1814.html)

#### Goal of the measure

Involving Chambers and employee representative organisations in international vocational training cooperation.

#### Current implementation

Initial starting points for more inclusion of business and Social Partner organisations have been developed for vocational training cooperation projects for four countries.

### Funding for residential homes for young people (S. 80a and 80b of the German Social Code – SGB III)

#### Key data

Actual expenditure: 5.04 million euros in 2019

Internet: [arbeitsagentur.de](http://arbeitsagentur.de)

#### Goal of the measure

Funding the repair and modernisation and in some cases complete reconstruction of residential homes for young people.

#### Current implementation

In 2019 six applications for funding for residential homes for young people with a subsidy were lodged. Since 2012 the BA has received 69 applications for funding and ten applications have been processed conclusively. Comprehensive and detailed consultancy and interaction with everyone involved are fundamental to this very complex process.

**Funding and support for young people with disabilities (SGB III and SGB IX)****Key data**

Internet: [arbeitsagentur.de](https://arbeitsagentur.de)

**Goal of the measure**

Funding the participation of young people with disabilities in general and reha-specific aspects of working life, especially in pre-vocational measures and initial vocational training.

**Funding for measures to support adaptation to climate change****Key data**

Period: since 2011

Funding volume: 9 million euros p.a., of which a third for training modules

Internet: [bmu.de/DL1530](https://bmu.de/DL1530)

**Goal of the measure**

Development of training modules to help people adapt to climate change, including for initial and continuing vocational education and training.

**Current implementation**

In 2019 funding was provided for 47 individual training projects.

**Final grades in further training qualifications****Key data**

Period: 2018–December 2019

**Goal of the measure**

Recording of a final grade on the certificates issued to trainees completing standard national further training qualifications.

**Current implementation**

Since the end of 2019 the certificates issued to trainees completing further training qualifications have recorded a final grade. 83 further training regulations have been adapted accordingly.

**Legislation to strengthen continuing vocational training and insurance coverage in the employment insurance system (AWStG)****Key data**

Internet: [arbeitsagentur.de/karriere-und-weiterbildung](https://arbeitsagentur.de/karriere-und-weiterbildung)

**Goal of the measure**

Improving access to further training offering a qualification for older employees, the long-term unemployed and people with low-level qualifications.

**Current implementation**

In 2019 funding was provided for 7,000 people to start a measure to equip them with basic skills.

**Girls' Day****Key data**

Period: since 2001

Funding volume: 600,000 euros in 2019

Internet: [girls-day.de](https://girls-day.de)

**Goal of the measure**

Attracting girls and young women into training or studies in field such as IT, science, the skilled trades and technology.

**Current implementation**

Around 2 million girls have taken part in more than 150,000 activities since the programme started.



### GOVET – Federal Government central office for international vocational training cooperation in the BIBB

#### Key data

Period: since 2013  
Funding volume: around 1 million euros p. a.  
Internet: govnet.international

#### Goal of the measure

Disseminating information on the German vocational training system and supporting the government's work in the area of international vocational education and training cooperation.

#### Current implementation

In 2019 GOVET responded to more than 600 enquiries on German vocational training and vocational training cooperation and provided information to over 60 international delegations interested in vocational education and training.

### iMOVE – Training made in Germany

#### Key data

Period: since 2001  
Funding volume: around 0.6 million euros p. a.  
Internet: imove-germany.de

#### Goal of the measure

Supporting German education and training providers to access international markets.

#### Current implementation

In 2019 iMOVE published market studies on India and Russia and hosted a first German-African education and training forum.

### The “You + your training = practically unbeatable!” information campaign (IKBB)

#### Key data

Period: since 2016  
Funding volume: around 6 million euros p. a.  
Internet: praktisch-unschlagbar.de

#### Goal of the measure

Inspiring young people to participate in vocational training and highlighting the attractive career and promotion prospects it offers.

#### Current implementation

In 2019 young people were provided with vocational training consultancy at training trade fairs and in schools.

### Education Chains Initiative (“Abschluss und Anschluss – Bildungsketten bis zum Ausbildungsabschluss”)

#### Key data

Period: 2010–2020, extension until 2026 in preparation  
Funding volume: 20 million euros p. a.  
Internet: bildungsketten.de

#### Goal of the measure

Supporting young people in managing the smoothest-possible transition from school into training and work.

#### Current implementation

Since 2014 the Federal and Länder governments and the BA have concluded specific agreements with 13 Länder to integrate successful funding and support instruments to form a holistic and consistent funding and support system.

The Education Chains Initiative is scheduled for extension until 2026. Discussions on new agreements have been initiated with all 16 Länder.

### The “Klischeefrei” Initiative for Career and Study Choices free from Gender Stereotypes

#### Key data

Period: since December 2016

Internet: klischee-frei.de

#### Goal of the measure

To network and inform everyone involved in careers orientation processes to enable young people to choose

a career or course of studies based on their individual strengths and interests.

#### Current implementation

More than 230 partner organisations have joined the initiative and are supporting it, including Federal ministries, the Länder and Social Partners.

### Skilled workers for the region – innovation office

#### Key data

Period: since 2011 and up to 31.12.2020

#### Goal of the measure

Supporting regional networks by providing a wide range of practical expertise on professional networking

and national networking around the topic of securing a supply of skilled workers.

#### Current implementation

Around 400 regional networks working to secure a supply of skilled workers are currently listed with the “Innovation office”.

### The InnoVET “Shaping the future – innovation for excellent vocational education and training” (“Zukunft gestalten – Innovationen für eine exzellente berufliche Bildung”) national innovation competition

#### Key data

Period: 2019–2024

Funding volume: at least 82 million euros

#### Goal of the measure

Increasing the attractiveness, quality and equivalence of vocational training.

#### Current implementation

30 projects were selected and funded for the concept phase and funding applications for the trial and implementation phase have now been submitted. The trial and implementation phase is scheduled to start on the 1 of August 2020.

### Integration through qualification (Integration durch Qualifizierung – IQ)

#### Key data

Period: 2014–2022

Funding volume: 262.5 million euros total expenditure for 2019–2022

Internet: netzwerk-iq.de

#### Goal of the measure

Sustainable vocational integration of people from a migrant background.

#### Current implementation

In 2019 funding was provided for 72 consultancy offices across Germany, for more than 100 mobile counselling units and for 170 qualification projects for migrants seeking to have their foreign qualifications recognised. By the 31 of December 2019, around 439,000 counselling contacts on the recognition of foreign professional qualifications or on the topic of qualification had taken place in the consultancy offices.

### The Federal Integration Directive

#### Key data

Period: 2015–2021

Funding volume: 324.7 million euros, of which  
114.7 million euros Federal funding  
and 177.5 million euros ESF funding

Internet: [integrationsrichtlinie.de](https://integrationsrichtlinie.de)

#### Goal of the measure

Incremental and sustainable integration of people with particular difficulties in accessing employment and training, especially young adults aged between 18 and 35 in three priority areas for action – “Integration through exchange” (“Integration durch Austausch” [IdA]) which offers transnational mobility measures, “Integration instead of exclusion” (“Integration statt Ausgrenzung” [IsA]) and “Integration of asylum seekers and refugees” into work or training (“Integration von Asylbewerberinnen, Asylbewerbern und Flüchtlingen” [IvAF]).

#### Current implementation

Since the programme began the following goals have been achieved in the three priority areas for action:

**IdA:** recorded around 3,100 participants by March 2020, 72% of them aged under 27; 2,900 participants were sent to another European country on an exchange trip; labour market integration rate, around 55% and the programme also hosted around 470 young people from other European countries

**IsA:** around 14,000 participants recorded by December 2019, 70% of them aged under 27; integration rate 40%

**IvAF:** around 57,000 asylum applicants and refugees with second-order access to the labour market were offered integration services by the end of March 2020

### Internationalising vocational training (IBB)

#### Key data

Period: 2017–2022

Funding volume: around 28 million euros

Internet: [berufsbildung-international.de/de/foerderung-bekanntmachungen-und-ausschreibungen-bmbf-bekanntmachung.html](https://berufsbildung-international.de/de/foerderung-bekanntmachungen-und-ausschreibungen-bmbf-bekanntmachung.html)

#### Goal of the measure

Demand-oriented development of initial and further training services for international markets and in bilateral vocational education and training cooperation.

#### Current implementation

By the end of 2019 funding and support had been provided for 64 projects in 18 Länder.

### Investing in building, equipping and modernising inter-company training centres (ÜBS) and in their further development as competence centres

#### Key data

Period: unlimited; began in the 1960s/70s

Funding volume: 71 million euros annually from the Federal Government plus co-financing from the Länder and ÜBS centres involved

Internet: [bmbf.de/uebs](https://bmbf.de/uebs); [bafa.de/uebs](https://bafa.de/uebs)

#### Goal of the measure

Supporting ÜBS through the process of adapting to dynamic education and training policy, social and technical change.

#### Current implementation

In 2019 support was provided for 150 projects to further strengthen the national ÜBS network and modernise centres to meet current demands.

### **INVITE – innovation competition for digital platforms in continuing vocational training (Innovationswettbewerb Digitale Plattform Berufliche Weiterbildung)**

#### **Key data**

Period: 2020–2023

Funding volume: 35 million euros

Internet: [bmbf.de/de/innovationswettbewerb-invite-11103.html](https://bmbf.de/de/innovationswettbewerb-invite-11103.html)

#### **Goal of the measure**

Improving transparency in continuing training and making tailor-made and individual learning pathways and content possible.

#### **Current implementation**

The funding regulation was published in April 2020 and the competition process will be concluded by early 2021, so that the funding of successful projects can be started in the first half of 2021.

### **JOBSTARTER plus – training for the future**

#### **Key data**

Period: 2014–2022

Funding volume: 109 million euros, of which 48 million euros of Federal funding and 61 million euros of ESF funding

Internet: [jobstarter.de](https://jobstarter.de)

#### **Goal of the measure**

Supporting SMEs and the smallest companies in providing vocational training, focusing on digitalising vocational training, recruiting qualified trainees and raising awareness of vocational training among self-employed workers from a migrant background (KAUSA).

#### **Current implementation**

190 projects working to meet the goals listed were funded with a financing volume of around 19.6 million Euros in 2019.

Building on the outcomes gained in the first projects, the “Digitalisation” funding priority has been expanded and funding has been allocated for 26 new projects in this area from the end of 2019/early 2020.

20 regional KAUSA service centres have been provided with follow-up financing until 2021/2022.

### **Youth migration services (Jugendmigrationsdienste – JMD)**

#### **Key data**

Period: ongoing

Funding volume: 52.9 million euros in 2019

Internet: [jugendmigrationsdienste.de](https://jugendmigrationsdienste.de)

#### **Goal of the measure**

Providing counselling and individual mentoring for young people from migrant backgrounds, focusing on helping them manage the transition from school into work.

#### **Current implementation**

In 2018 over 123,000 young migrants were provided with counselling and support by the more than 470 youth migration services.

### JUGEND STÄRKEN: 1000 Chancen

#### Key data

Period: 2018–2019  
 Funding volume: 175,000 euros p. a.  
 Internet: 1000-chancen.de

#### Goal of the measure

Supporting young entrepreneurs to motivate young people who are having problems managing the transition from school into work.

#### Current implementation

In 2018 and 2019, 5,018 young people got to know young entrepreneurs and their companies personally, and profited from the knowledge and insights they offered.

### JUGEND STÄRKEN im Quartier

#### Key data

Period: 2015–2022  
 Funding volume: 8 million euros Federal funding,  
 182 million euros ESF funding  
 Internet: jugend-staerken-im-quartier.de

#### Goal of the measure

Supporting local authorities through the process of offering services for young people who need special support to help them manage the transition from school into work (S. 13 SGB VIII, youth social work).

#### Current implementation

By the end of 2019 around 70,000 young people had been reached.

### Cooperative models for ensuring sustainable integration into the training and labour market

#### Key data

Internet: arbeitsagentur.de

#### Goal of the measure

Combining various language tuition and labour market policy measures, especially for people from a migrant or forced migration background.

#### Current implementation

The cooperative models were designed to be orientation aids in the BA's consultancy work.

### LehrRes – building networks and supporting training providers in the conservation and efficient use of resources

#### Key data

Period: 01.06.2019–31.12.2022  
 Funding volume: 255,000 euros  
 Internet: bilress.de/lehress-66.html

#### Goal of the measure

Introducing topic of the conservation and efficient use of resources into teaching in vocational schools.

#### Current implementation

As well as developing materials for use in teaching, one-day workshops for teachers were held.

### Measures to support employee representatives to take part in examination boards and vocational training committees under Sections 39, 56 and 77 of the Vocational Training Act (BBiG) and Sections 33, 42c and 43 of the Crafts Code (HwO)

#### Key data

Period: 01.01.2018–31.12.2020

Funding volume: around 1.2 million euros

#### Goal of the measure

Recruiting and supporting employee representatives to take part in examination boards and vocational training committees.

#### Current implementation

Since 2018, funding has provided for three projects.

In 2019 they carried out public relations campaigns, strengthened panels of consultants and networks and trialled innovative interface solutions for appointing employee representatives to take part in examination boards and vocational training committees.

### Qualification measures for employee representatives participating in examination boards and vocational training committees under Sections 39, 56 and 77 of the Vocational Training Act (BBiG) and Sections 33, 42c and 43 of the Crafts Code (HwO)

#### Key data

Period: 01.01.2019–31.12.2019

Funding volume: around 720,000 euros

#### Goal of the measure

Providing training for employee representatives to enable them to take part in examination boards and vocational training committees.

#### Current implementation

Six projects were funded in 2019, 125 qualification measures were held nationwide and around 2,600 employee representatives qualified to take part in examination boards and vocational training committees.

### Migration counselling for adult migrants (MBE)

#### Key data

Period: since 2005

Funding volume: 70.9 million euros in 2020

Internet: [bmi.bund.de/DE/themen/heimat-integration/integration/migrationsberatung/migrationsberatung-node.html](https://bmi.bund.de/DE/themen/heimat-integration/integration/migrationsberatung/migrationsberatung-node.html)

#### Goal of the measure

Providing counselling, individual mentoring and support for adult migrants aged 27 and upwards to help them to find work and/or training.

#### Current implementation

In 2018, 1,321 counselling offices nationwide registered 305,097 cases and provided 593,011 people with counselling in these areas.

### Modernising training and further training occupations

#### Key data

Ongoing

#### Goal of the measure

Continuous adaptation of training and further training occupations to meet the dynamically changing demands of the world of work.

#### Current implementation

In 2019 four training and 12 further training occupations were modernised. By the end of the year, 43 training occupations and five further training occupations were also undergoing modernisation.

### The national literacy and basic education decade

#### Key data

Period: 2016–2026  
 Funding volume: around 180 million euros  
 Internet: [alphadekade.de](http://alphadekade.de)

#### Goal of the measure

Reducing functional illiteracy and raising education levels among adults in Germany.

#### Current implementation

Funding has been provided for 13 transfer projects since 2015. Since 2018, a new funding priority has secured financing for 20 projects to provide practically oriented literacy and basic education for adults.

### National Skills Strategy

#### Key data

Period: 2019–2021  
 Internet: [bmas.bund.de](http://bmas.bund.de)  
[bmbf.bund.de](http://bmbf.bund.de)

#### Goal of the measure

Sustainable support and promotion of employability in a rapidly changing world of work, strengthening the basic supply of skilled workers and facilitating careers advancement for broad sectors of the population.

#### Current implementation

The National Skills Strategy was presented in the summer of 2019. National Skills Strategy partners are currently implementing their commitments for achieving the ten National Skills Strategy goals. Their implementation report is scheduled for publication in the summer of 2021.

### “A green world of work” (Netzwerk Grüne Arbeitswelt)

#### Key data

Period: 01.10.2017–30.09.2020  
 Funding volume: 1 million euros  
 Internet: [klima-schutz.de/projekte/netzwerk-grüne-arbeitswelt](http://klima-schutz.de/projekte/netzwerk-grüne-arbeitswelt)

#### Goal of the measure

Establishing the issue of sustainable development in careers orientation.

#### Current implementation

In 2019 further teaching and seminar materials were published.

### Supporting SMEs to fill training places (Passgenaue Besetzung)

#### Key data

Period: 2015–2020  
 Funding volume: around 3.5 million euros plus ESF funds  
 Internet: [bmwi.de/passgenaue-besetzung](http://bmwi.de/passgenaue-besetzung)

(not including refugees).

#### Current implementation

In 2019 around 7,200 SMEs and more than 30,000 young people were provided with consultancy services as part of “Passgenaue Besetzung” and 4,371 dual training places and 470 introductory training places were filled.

#### Goal of the measure

Supporting SMEs through the process of filling the training places they offer with suitable young people

**Pro Tandem****Key data**

Period: since 1980  
 Funding volume: around 2 million euros p.a.  
 Internet: [pro.tandem.org](http://pro.tandem.org)

**Goal of the measure**

Supporting German-French vocational training exchanges for young people and young adults.

**Current implementation**

In 2019, 94 group exchanges between Germany and France were held with over 2,500 participants. Since it was founded, the programme has reached more than 100,000 participants.

**Qualifizierungsinitiative Digitaler Wandel Q 4.0****Key data**

Period: 01.10.2019–31.12.2022  
 Funding volume: around 30 million euros  
 Internet: [bmbf.de/de/qualifizierungsinitiative-digitaler-wandel---q-4-0-10065.html](http://bmbf.de/de/qualifizierungsinitiative-digitaler-wandel---q-4-0-10065.html)

**Goal of the measure**

Developing and trialling innovative continuing training formats for vocational training personnel in the context of the digital transformation of work.

**Current implementation**

The initiative is now in the establishment phase. In 2019 the qualification needs of vocational training personnel were identified, networks and coordination offices established and qualification measures developed.

**Quereinstieg – Männer und Frauen in Kitas  
Kindergarten staff training programme****Key data**

Period: 2015–2020  
 Funding volume: 15.2 million euros ESF funding  
 Internet: [chance-quereinstieg.de](http://chance-quereinstieg.de)

**Goal of the measure**

Implementing paid training in kindergartens that is appropriate to adults and accompanies training for

people wanting to change their careers by training to become a state-certified early childhood educator.

**Current implementation**

679 career changers are participating in 12 projects and 330 of them have gained a qualification as a state-certified early childhood educator.

**rückenwind – Für die Beschäftigten in der Sozialwirtschaft****Key data**

Period: 2015–2022  
 Funding volume: 89 million euros, of which  
                           8 million euros Federal funding and  
                           46.5 million euros ESF funding  
 Internet: [bagfw-esf.de](http://bagfw-esf.de)

**Goal of the measure**

Funding, supporting and maintaining the employability of employees working in the social economy.

**Current implementation**

At the end of 2018, 87 projects were being funded and employees in 727 companies (484 of them in SMEs) had been reached.



### Stark für Ausbildung

#### Key data

Period: 2016–2019 (previous project 2011–2014)  
Internet: stark-fuer-ausbildung.de

#### Goal of the measure

Raising the awareness of education and training staff of issues in working with young people with

low achievement levels, young people from a forced migration background and those who have dropped out from tertiary studies.

#### Current implementation

Concluded.

### Special funding programme to support investment in digitalising inter-company training centres and modernising their training courses

#### Key data

Period: 2016–2023  
Funding volume: 30 million euros p. a.  
Internet: bmbf.de/übs

#### Goal of the measure

Accelerating the digitalisation process by providing upgrading training for inter-company training centre employees.

#### Current implementation

In 2019 funding and support was provided for 71 projects. Since 2016, more than 39,000 digital objects have been provided for over 200 inter-company training centres and eight pilot projects for modernising training courses have been carried out. In June 2019 the special funding programme was extended until 2023 and expanded with new funding options.

### Social skills in dual training, especially in the integration of refugees

#### Key data

Period: 2017–2020  
Funding volume: around 20 million euros  
Internet: bmwi.de/Redaktion/DE/Dossier/ausbildung-und-beruf.html

#### Goal of the measure

Providing further training to enhance the social and intercultural skills of trainees and education and training personnel.

#### Current implementation

46 model projects and collaborative project have developed innovative learning concepts. In 2020 the new learning media were presented in one-day roadshows in three regions across Germany.

### SYSLOG+: bringing climate protection into the training logistics and freight-forwarding specialists

#### Key data

Period: 2017–2020  
Funding volume: 855,000 euro  
Internet: klima-schutz.de/projekte/syslog-entwicklung-und-bewertung-komplexer-umweltschonender-transportketten

#### Goal of the measure

Integration of aspects of climate protection in training in the logistics and freight forwarding industry.

#### Current implementation

By the end of 2019, 18 concrete transport chains had been built in a virtual logistics laboratory.

### Developing employable skills modules (Teilqualifikationen (TQ) entwickeln)

#### Key data

Period: 2017–2022

#### Goal of the measure

Enabling trainees to gain full vocational training in clearly structured steps.

#### Current implementation

In this reporting year work continued on the process of certifying the skills modules, and new training modules were developed in cooperation with business and industry education and training organisations.

### Transfer initiative local authority education and training management

#### Key data

Period: since 2014

Funding volume: up to 11 million euros p.a.

Internet: [transferinitiative.de](http://transferinitiative.de)

#### Goal of the measure

Establishing comprehensive databased local authority education and training management.

#### Current implementation

Work is continuing to establish comprehensive databased local authority education and training management in more than 200 districts and towns.

### Inter-company training centres in the Skilled Trades (Überbetriebliche Lehrlingsunterweisung – ÜLU)

#### Key data

Period: until December 2020

Funding volume: around 51 million euros in 2019

Internet: [bmwi.de/Redaktion/DE/Textsammlungen/Mittelstand/handwerk.html](http://bmwi.de/Redaktion/DE/Textsammlungen/Mittelstand/handwerk.html)

#### Goal of the measure

Increasing the willingness of skilled trades companies to provide training and ensuring consistently high quality in training in the skilled trades.

#### Current implementation

In 2019 funding and support was provided for around 50,500 training courses with more than 438,000 participants.

### ValiKom-Transfer: establishing competence centres to carry out validation processes for dual training occupations

#### Key data

Period: November 2018–October 2021

Total funding volume: around 10 million euros

Internet: [validierungsverfahren.de](http://validierungsverfahren.de)

#### Goal of the measure

Evaluating and certifying the vocational skills of people without formal vocational qualifications.

#### Current implementation

By the end of 2019, 271 validation processes had been carried out.

### The initiative to prevent training dropouts (Verhinderung von Ausbildungsabbrüchen – VerA)

#### Key data

Period: since 2008  
 Funding volume: 3.8 million euros p.a.  
 Internet: vera.ses-bonn.de

#### Goal of the measure

Mentoring of trainees who need special support by volunteer senior experts.

#### Current implementation

Since 2008 volunteer senior experts have provided more than 15,000 trainees across Germany with additional support and mentoring.

### Continuing training grants (Weiterbildungsstipendium)

#### Key data

Period: since 1991  
 Funding volume: 28.1 million euros in 2019  
 Internet: weiterbildungsstipendium.de

#### Goal of the measure

Reinforcing the equivalence of vocational and academic education and training and increasing opportunities for transfer in the education and training system.

#### Current implementation

Every year grants are awarded to around 6,000 new recipients. More than 145,000 continuing training grants have been awarded since the programme started.

### Welcome mentors (Willkommenslotsen)

#### Key data

Period: 2016–2023  
 Funding volume: around 7 million euros in 2019  
 Internet: bmwi.de/willkommenslotsen

#### Goal of the measure

Supporting companies through the process of integrating refugees into training and work.

#### Current implementation

In 2019 Welcome mentors provided around 6,300 companies and 7,400 refugees with individual counselling. The Welcome mentors succeeded in placing 2,260 refugees in training, 648 in introductory training and 763 in employment.

### The “Zukunftsstarter” initiative – initial vocational training for young adults without vocational qualifications

#### Key data

Internet: arbeitsagentur.de

#### Goal of the measure

Recruiting young adults without vocational qualifications into initial or continuing training resulting in a qualification.

#### Current implementation

In 2019, 40,000 people (14,000 women and 24,000 men) started training or funded continuing training as a result of the initiative.

### Vocational training in international relations and development cooperation

Through its international development cooperation commitments in the area of vocational training, the Federal Government is working to ensure equal access to training for all, and for inclusive, high-quality and labour market-oriented vocational training. Vocational training is a central focus of German development policy. German development cooperation promotes the employment opportunities of people in the workforce of today and of the future and supports sustainable economic growth, social development and the creation of good future prospects for all people.

In 2018 Germany paid out 331.5 million euros in bilateral ODA for the provision and promotion of vocational training. Germany is by far the world's most important donor in the funding and supporting of vocational education training, and is making a vital contribution to implementing Agenda 2030 for sustainable development. In 2019 the Federal Ministry for Economic Cooperation and Development (Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung – BMZ) again substantially increased the amount it allocates to fund vocational training compared with the previous year to around 358 million euros.

German development cooperation is centred on supporting practically oriented vocational training with a business and industry focus in the countries participating in cooperative ventures in this area. Working with a diverse range of instruments, it makes use of the expertise of an array of business and industry organisations and companies and supports greater mobilisation of local, German and international economic investment in vocational training in partner countries. The “Training and Employment” special initiative<sup>147</sup> aims to create 100,000 good jobs and 30,000 training places and improve working conditions, especially in African partner countries that are working to reform training and employment. In 2019 it supported German, European and African companies and investors in implementing the commitments they have undertaken in Ethiopia, Ivory Coast, Ghana, Morocco, Rwanda, Senegal and Tunisia.

<sup>147</sup> [bmz.de/de/themen/sonderinitiative\\_ausbildung\\_beschaeftigung/index.jsp](http://bmz.de/de/themen/sonderinitiative_ausbildung_beschaeftigung/index.jsp).

The Federal Government is also funding and supporting local chambers of trades and industry, associations and vocational training organisations by working through 33 vocational training partnerships with German business and industry groups (BBP)<sup>148</sup>, 30 partners in chambers of trades and industry and associations<sup>149</sup> and through cooperative ventures with skilled trades organisations in programmes such as the 110 “develoPPP.de” vocational-training-related measures and through cooperative development policy networks in Germany and abroad (EZ-Scouts<sup>150</sup>, ExperTS<sup>151</sup>, cooperation offices of the Global Business Network) to introduce practically oriented elements into vocational training.

Bilateral and regional development cooperation projects support the development and expansion of practice-based and labour-market-oriented training market structures in almost all partner countries. The key regional focuses are Africa and the MENA Region. In 2019 the Federal Government supported partner countries in creating sustainable employment in sectors such as agriculture, healthcare, the skilled trades and services industries, allocating over 221 million euros to fund and support vocational training in Africa. Through the 63 projects in its “Combat the causes of flight – reintegrate refugees” (“Fluchtursachen bekämpfen, Flüchtlinge (re-) integrieren”)<sup>152</sup> special initiative, the Federal Government is supporting refugees and vulnerable persons in the communities hosting them by providing vocational training and qualification measures. Since 2014 the Federal Government has invested around 442 million euros in work to improve the quality of training in vocational training institutions and companies providing training in the Middle East.

The Federal Government also supports the work of civil society to fund and support vocational training institutions and improve employment opportunities for young people, women and rural populations. In 2019 a total of 56 million euros was provided to support

<sup>148</sup> [bmz.de/de/themen/privatwirtschaft/kammern\\_verbaende/berufsbildungspartnerschaften/index.html](http://bmz.de/de/themen/privatwirtschaft/kammern_verbaende/berufsbildungspartnerschaften/index.html).

<sup>149</sup> [bmz.de/de/themen/privatwirtschaft/kammern\\_verbaende/kammer\\_und\\_verbandspartnerschaften/index.html](http://bmz.de/de/themen/privatwirtschaft/kammern_verbaende/kammer_und_verbandspartnerschaften/index.html).

<sup>150</sup> [bmz.de/de/themen/privatwirtschaft/kammern\\_verbaende/ez\\_scout\\_programm/index.html](http://bmz.de/de/themen/privatwirtschaft/kammern_verbaende/ez_scout_programm/index.html).

<sup>151</sup> [bmz.de/de/themen/privatwirtschaft/kammern\\_verbaende/experts/index.html](http://bmz.de/de/themen/privatwirtschaft/kammern_verbaende/experts/index.html).

<sup>152</sup> [bmz.de/webapps/flucht/index.html#/de](http://bmz.de/webapps/flucht/index.html#/de).

125 projects provided by private agencies and a total of 7.25 million euros for 22 projects run by central church agencies.

In 2019 implementation of work to achieve the goal agreed on in 2015 during Germany's G7 Presidency as part of the G7 "Economic Empowerment of Women" initiative, namely of offering a third more women and girls in developing countries opportunities to gain vocational qualifications by 2030, was continued. According to the first progress report, which was issued in 2019, German development cooperation qualified almost 863,000 women and girls in vocational training measures in 2018. With initiatives such as #eSkills4Girls<sup>153</sup> and the multi-actor EQUALS (Global Partnership for Gender Equality in the Digital Age)<sup>154</sup> partnership, the Federal Government is promoting the provision of digital education and training for women and girls.

German development cooperation, in the form of vocational training and qualification measures, are helping to improve people's prospects in life and their access to labour markets, and supporting efforts to integrate people undergoing forced migration and those living in host communities. The Federal Govern-

ment's "Combat the causes of flight – reintegrate refugees" ("Fluchtursachen bekämpfen, Flüchtlinge (re-) integrieren")<sup>155</sup> special initiative consists of 63 projects that support refugees and other vulnerable persons in the communities hosting them by providing vocational training and qualifications. From 2014 to 2019 the projects provided more than 330,000 people undergoing forced migration with vocational training and qualifications, around 83,000 of them through the "Employment campaign – Middle East" ("Beschäftigungsoffensive Nahost"), which was implemented in the area of Syria.

The Federal Government also works through international committees and multilateral development cooperation organisations such as UNESCO-UNEVOC, the UNESCO Inter-Agency Group on Technical and Vocational Education and Training, regional development banks and the Dual vocational education and training donor committee (DC dVET) to promote and support better vocational training in less developed and newly industrializing countries. In 2019 Germany made a major contribution to the drafting of the "G7 Commitment Charter on Technical and Vocational Education and Training (TVET) cooperation with developing countries" ("TVET Charter")<sup>156</sup>.

153 [bmz.de/de/service/sonderseiten/ikt/ziele\\_digitalisierung\\_03\\_eskills4girls/index.html](https://www.bmz.de/de/service/sonderseiten/ikt/ziele_digitalisierung_03_eskills4girls/index.html).

154 [equals.org/](https://www.equals.org/).

155 [bmz.de/webapps/flucht/#/de](https://www.bmz.de/webapps/flucht/#/de).

156 [www.mofa.go.jp/mofaj/files/000496214.pdf](https://www.mofa.go.jp/mofaj/files/000496214.pdf).

# Opinion of the Board of the BIBB on the draft Report on Vocational Education and Training 2020

The BIBB Board thanks the Federal Ministries involved and the BIBB for creating this 2020 Report on Vocational Education and Training. Employer and employee representatives and the Länder evaluate the Report on Vocational Education and Training in very different ways. Controversies and conflicts of interest persist, but in this exceptional situation of crisis caused by the global pandemic, these cannot be a priority. What is more important than reviewing and evaluating the 2019 training year is to now work to soften the blow of the economic and social consequences of the coronavirus crisis and facilitate a return to stable conditions. Only this will help as many young people as possible who are already in training or looking for a new training place to succeed in gaining a vocational qualification despite the pandemic. It is vocational qualifications that enable young people to make a good entry into working life and that also secure a fundamental supply of qualified skilled workers for companies.

In this time of crisis there is a need for swift action. The following questions must be quickly resolved:

- How can companies with liquidity problems be helped?
- What will happen to trainees when the company they are training with closes down or goes bankrupt?
- How can final examinations be held or organised?
- How can excellent training in companies be ensured, even in companies that are furloughing their workers for a long time?

- How can a steep drop in the number of newly concluded training contracts in the coming training year be avoided?
- Are enough services available to ensure that young people who need extra support can also complete training?
- How can we ensure that trainees have a chance of being employed by the company they trained with or by another company after they complete training?

Shared answers to these questions must be worked on collaboratively and found expeditiously.

Vocational training in Germany is not a purely state-run system. It is based on good cooperation between all the organisations involved in the economy, including companies, unions and the Federal and Länder governments.

In coming weeks various actors involved in vocational education and training will work on these issues in close cooperation and propose what may even seem to be unconventional measures.

Our goal is to work together to stop the impact of the coronavirus crisis from spreading to the training market and to alleviate its potential consequences.



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