The coronavirus pandemic had a profound impact on our social, political and economic life in 2020. Distance learning, postponed examinations, and cancelled internships and careers fairs were just some of the challenges faced by young people and companies.

The coronavirus pandemic also had a marked effect on the training market in 2020. The number of newly concluded training contracts fell to below 500,000 for the first time since 1992. This report shows that the supply of training places by companies and the demand for training by young people fell almost in parallel. This led to a contraction of the training market, which poses major challenges for companies in particular as vocational education and training continues to be the factor that secures their supply of young skilled workers.

This is unacceptable. We are proud of our training system, which is admired by countries around the world. “Made in Germany” is a globally recognised hallmark of excellence that safeguards our prosperity. We want to keep it this way. The Federal Government is therefore making every effort to avoid a long-term dent in our dual training system. The Federal Government’s “Ausbildungsplätze sichern” programme currently ensures that young people can begin, continue and successfully complete training even in these times marked by the pandemic. With this programme, we primarily support small and medium-sized companies, which provide a large part of vocational training in Germany.

We think it is important to ensure the effective matching of companies and young people looking for a training place also during this pandemic. We are therefore strengthening careers orientation and supporting companies in filling training vacancies by making increasing use of digital formats.

The report shows that the developments in the training market are not only a result of the pandemic. In fact, the impact of the COVID-19 crisis is further reinforced by effects of demographic change and shifts within the training system. For example, young people tend to spend more time in the school system to acquire higher school leaving qualifications or they decide to enter school-based vocational training – another field with a high demand for skilled professionals. The pandemic has shone a spotlight on the importance of healthcare, education and social services occupations, which often require school-based vocational training.

The coronavirus pandemic has emphasised the importance of innovative ideas and technological progress. We must now seize this momentum and make vocational education and training fit for the key issues of the future, including digitalisation and sustainability. We launched the Digital Education Initiative and the INVITE innovation competition to continue on this path.

2020 did not only see the spread of the Covid-19 pandemic. It was also the year of Germany’s Presidency of the EU Council. With the signing of the Osnabrück Declaration, we took a major step towards strengthening upskill training in particular – to ensure future-proof and innovative vocational education and training at both the national and European level.

Finally, we would like to encourage young people to take up vocational training and companies to remain committed to vocational training in the future. Vocational education and training offers excellent prospects for both groups. This is why it is so important to sustain vocational training also in difficult times – so that companies can recruit skilled professionals to make a fresh start after the crisis.

The Federal Ministry of Education and Research
Table of contents

The most important facts in brief

1 The training market in 2020 and its challenges

2 The training market situation in 2020

2.1 The applicant situation

2.1.1 Developments in school leaver numbers and trends in numbers until 2030

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

2.1.3 Developments in the transition system and the transition into training

2.2 Training places offered

2.2.1 Training places offered under the Vocational Training Act and Crafts Code (BBiG/HwO)

2.2.2 Companies’ participation in training

2.2.3 Training and work-study programmes

2.3 New training contracts and the training report in 2020

2.3.1 Integrated Reporting on Training

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

2.3.3 Training for occupations outside the dual system: new entries into training in healthcare occupations

2.3.4 Training for occupations outside the dual system: new entries into training in social services professions

2.3.5 Training for occupations outside the dual system: training in public sector occupations

2.3.6 The prognosis of supply and demand trends in the training market in 2021

2.4 Developments after the start of training

2.4.1 Unplaced applicants and unfilled training places

2.4.2 The whereabouts of applicants registered with employment offices and jobcentres

2.4.3 Subsequent placement

2.4.4 Young people in part-time training

2.4.5 Integrating young people from migrant backgrounds into training

2.4.6 Premature training contract termination

2.4.7 Success in vocational training examinations
2.5 The transition into employment
2.5.1 Companies’ employment of their trainees
2.5.2 Young adults with no vocational qualifications

2.6 Upgrading skills and qualifications through vocational training

3 Overview of Federal Government labour market policy activities and programmes

Opinion of the Board of the BIBB on the draft Report on Vocational Education and Training 2021

Opinion of the group of employer representatives
Opinion of the group of employee representatives
Opinion of the group of Länder representatives
List of Tables
List of Charts
Abbreviations used
Index
Imprint
The most important facts in brief

**Fewer people starting vocational training**

In 2020, the number of people starting vocational training fell substantially by 40,700 or 5.6%. Within this sector there was, however, a rise in the number of those starting school-based training for healthcare, education and social services occupations. In contrast, the number of people starting dual training declined. The “transition system” and “tertiary studies” sectors also reported falling numbers in 2020, while the “acquisition of a higher education entrance qualification” sector recorded growth in the number of people starting training.

**Substantial falls in the number of newly concluded training contracts as defined in the Vocational Training Act (Berufsbildungsgesetz) and Crafts Code (Handwerksordnung)**

In 2020, the number of newly concluded training contracts declined by 11.0% to 467,500, with falls in almost all sectors. The trade and industry and housekeeping sectors were significantly affected. Only the agriculture sector recorded a slight rise in numbers of new training contracts.

**Significant contraction of the training market**

The number of training places offered fell by 8.8% to 527,400 compared with the previous year’s figure. Demand for training also declined in 2020. Demand according to the traditional definition fell by 9.6% to 496,800. When applicants with an alternative are included in the figures, demand according to the expanded definition fell by 8.9% to 545,700. With these almost parallel falls in supply and demand, long-term trends are combining with the effects of the coronavirus pandemic to impact the training market.

**Challenges in the matching of supply and demand**

At the end of September 2020, there were 59,900 unfilled training places (+12.8%) and 29,300 unplaced applicants (+19.7%) so the number of unfilled training places of all the places companies offered and the number of applicants looking for a training place increased compared with the previous year. As in previous years, the figures varied in different regions and occupations.

**Fall in numbers of micro enterprises offering training**

In the 2019 reporting year, the number of companies offering training fell slightly (~1,500 or ~0.4%). The fall in the number of companies providing training was recorded only among micro enterprises offering training (~4,800 or ~2.5%), which correlates with the difficulties that micro enterprises have in filling training places.
1 The training market in 2020 and its challenges

Since the spring of 2020, the coronavirus pandemic has posed major challenges for politics, the economy and society. The vocational training system has proven to be quite resilient, although the pandemic has had a marked effect on the 2020 training market.

The number of newly concluded training contracts fell to below 500,000 for the first time since 1992. At the same time, there was an almost parallel fall in the number of registered applicants and training places registered in the dual training system. This contraction of the training market has two aspects: even during the pandemic, in 2020, young people had good prospects of gaining a training place in the dual system, although there were still more unfilled training places than unplaced applicants. The extent of the issues again varied in different regions and industries. Given the urgent need for a supply of young skilled workers, the training market contraction will involve major challenges for companies, especially when the economy begins to grow again. Training, even during the pandemic, is an indispensable basis for growth after the pandemic.

The training market contraction is not only a result of the coronavirus pandemic. A shift towards full-time school-based vocational training, demographic change, economic uncertainty and structural changes are all playing a major role in this trend. The 2008/2009 financial crisis showed that trends in the area of vocational training are closely linked with economic developments. At that time, the number of people interested in training and the number of training places fell steeply, and they have never returned to the level they were at before the financial crisis.

To stabilise the training market during the pandemic, the top priority must be to stabilise economic developments, thereby directly strengthening vocational training. Complementing these activities, companies providing training have to be given targeted support to enable them to maintain or even increase the number of training places they offer during the coronavirus pandemic. The paramount tasks are still to heighten the attractiveness of vocational training, maintain young people’s interest in training and increase companies’ participation in training in the medium term. The Federal Government’s support for digital infrastructure in vocational schools is helping them to achieve these goals.

A more comprehensive picture of the coronavirus pandemic’s effect on the vocational training system will only be available in 2021. Some important figures, such as the rate of company participation in training and the number of terminated training contracts, are only published a year after the data on the training market balance, so they reflect developments in the year before the pandemic.

To provide readers with a quick overview of which data refers to the 2020 reporting year, a graphic indicator has been integrated into Chapter 1 of this Report on Vocational Education and Training at the relevant text passages. As in last year’s Report, the Federal Government’s main vocational training measures are briefly described in “Boxes” in Chapter 1.

Chapter 3 provides an overview of the Federal Government’s vocational training policy activities in table form. There are of course many other activities of the Länder and other partners that are not described in Chapter 3.

The Federal Government’s “Ausbildungsplätze sichern” programme

In response to the coronavirus pandemic and to implement the economic stimulus package of the 3rd of June 2020, 500 million euros was made available through the Federal Government’s “Ausbildungsplätze sichern” programme for 2021 to support companies particularly affected by the pandemic to maintain or increase the number of training places they offer young people and to continue vocational training measures that they had begun. The programme includes training and employment subsidies, subsidies for paying both trainees and trainers so as to prevent short-time work, a special lockdown-II subsidy for micro enterprises (1st funding regulation), and funding for order development and collaborative training and for courses to prepare trainees for examinations (2nd funding regulation). The cabinet decision of the 17th of March 2021 expanded the programme’s scope and extended it into the 2021/2022 training year.
Continuing training during short-time work (Beschäftigungssicherungsgesetz)

Periods of work stoppage can now be more easily used for continuing vocational training, as the reimbursement of half of the social insurance contributions is no longer contingent on the qualification measure taking up at least 50% of the period of the work stoppage. Half of the social insurance contributions for authorised continuing training measures begun during short-time work can be reimbursed if trainees undergo the measure for more than 120 hours and it is provided by an authorised provider or is upskill training as defined in the Upskill Training Assistance Act (Aufstiegsfortbildungsförderungsgesetz). Employers can receive a one-off reimbursement for the course costs of continuing vocational training measures that is commensurate with the size of the company.

I. The training market situation in 2020

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.

The following description of trends in training and qualification activities in 2020 is based on an estimate made by the Federal Institute for Vocational Training (BIBB) on the basis of data from the 2020 iABE interim report.¹

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), school-based vocational training and training for the middle grade of the German civil service. The number of new entries in this sector in 2020 was 684,300 (47.6% of them women),² a reduction of 5.6% compared with the previous year. The number of new entries into training in the dual system fell particularly steeply (~44,400 or ~9.2%). In 2020, this figure was 439,300 (36.8% of them women). Numbers of new entries into school-based vocational training for healthcare, education and social services occupations grew by 2.7% to 193,500 (76.1% of them women).

The transition sector includes training courses that prepare young people for participation in vocational training. These include courses providing specific vocational qualifications and training courses for young people returning to study to gain a general lower secondary education qualification or a higher-level school leaving certificate, as well as obligatory traineeships before the start of vocational training. In 2020, there were 234,400 new entries into the transition sector (37.8% of them women), 15,500 young people fewer than in the year before (~6.2%).

The “acquisition of a higher education entrance qualification” sector covers 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. This sector was the only one that recorded growth, with the number of new entries rising in 2020 by 6,700 (+1.4%) to 488,800, with 53.4% of them women.

The fourth sector records the number of first-year students starting studies at higher education institutions. After recording regular growth until 2017, this figure also fell in 2020 to 493,000 (52.5% of them women), which was a decrease of 3.9% com-

¹ The data of the iABE interim report of the 16 March 2021 is not entirely reliable this year. On the one hand, some large Länder (Baden-Württemberg, Lower Saxony, Schleswig-Holstein) reported last year’s data in part, which does not portray current developments. On the other hand, the healthcare, education and social services account is underreported because no data was recorded on trainees in the new Care and Nursing Specialist training course at healthcare system schools in some Länder (North Rhine-Westphalia, Lower Saxony and Saxony-Anhalt) due to the introduction of new care and nursing training statistics in the 2020 reporting year. Apart from the “tertiary studies” sector (for which complete and current data is available) the data used here for 2020 is based on an estimate made by the BIBB. Here key data on the “vocational training”, “transition system” and “acquisition of a higher education entrance qualification” sectors was calculated on the basis of the available Länder data. Data was not differentiated by gender and nationality. Here the previous year’s data was used. The estimated data as presented is rounded to the nearest hundred. More detailed information on the estimate can be found at bmbb.de/iABE.

² The BIBB estimates for 2020 do not include benchmark figures on gender, so iABE data from 2019 is resorted to below.

³ The figures in Chapter 1 have been rounded to the nearest hundred. Absolute figures can be found in Chapter 2.
pared with the previous year. Differentiating the figures for German and international first-year students, the number of German first-year students rose slightly (+1.5 % or +5,800), while there was a substantial decline in numbers of international first-year students (–20.6 % or –26,000). It can be assumed that fewer non-nationals who have acquired university entrance qualifications outside Germany started studies in Germany in 2020 due to the pandemic.

Considering the overall picture, demographic change continues to shape the training market situation. A review of numbers of school leavers, who make up the basic constituency for training, distributed across the four training sectors makes the effects of demographic change especially clear. The number of school leavers in 2019 fell by 92,800 to 800,800 (48.8 % of them women) compared with the figure of ten years before.

This development has been accompanied by a shift towards higher-level school leaving qualifications, which is an additional challenge for dual training as defined in the Vocational Training Act (BBiG) and Crafts Code (HwO). The proportion of young people with a low-level school leaving qualification declined from 21.5 % in 2009 to 16.5 % in 2019, while the proportion of young people with a school leaving qualification after year ten (2009: 40.5 %; 2019: 42.2 %) or a higher education entrance qualification rose over the same period (2009: 31.5 %; 2019: 34.7 %).

It can be assumed that the fall in the number of new entries into dual training is partly due to young people taking up other kinds of training due to the pandemic. Over the same period, the number of young people starting training in healthcare, education and social services occupations and in the “acquisition of a higher education entrance qualification” sector grew.
The NWS has for the first time established a long-term exchange process covering all sectors and involving all social partners in the area of advanced training policy. Over the past year and a half, impetus has been provided in various exchange formats for intensified cooperation among the different actors, the further development of an advanced training system and the strengthening of a culture of advanced training in Germany. The NWS is making an important contribution to enabling Germany to take advantage of opportunities for transformation in the next decade while at the same time providing protections during the process of change. An interim report on the strategy was published in June 2021.

Youth vocational agencies (Jugendberufsagenturen)

To better reach young people making the transition from school into work, jobcentres, employment offices and youth welfare offices work closely together to support young people in various legally defined client groups in cooperative ventures called “youth vocational agencies” (Jugendberufsagentur). The agencies work to enable young people to better understand the diverse opportunities that the world of work offers, to provide instruments promoting training in a more targeted manner and to secure support within a framework of occupational and social participation. To support this national exchange, the Federal Ministry of Labour and Social Affairs set up a Jugendberufsagentur service office at the BIBB in November 2019.

II. Parallel falls in the supply of and demand for dual training

The training market contracted significantly in the 2020 reporting year, with significant falls recorded in dual training as defined in the Vocational Training Act (BBiG) and Crafts Code (HwO) compared with the previous year’s figures. There were almost parallel falls in both the supply of training places and in young people's demand for training, so the market situation remained nominally unchanged from that of the preceding year.

Long-term trends are combining with the effects of the pandemic to cause this contraction, which centres around demographic change (fewer young people are leaving general schools; in 2009, there were 893,600 school leavers and in 2019, there were just 800,800). The main focus must therefore be on strengthening vocational training and securing a supply of young skilled workers for the coming economic upturn.

The supply of training places, which is comprised of newly concluded training contracts and unfilled training places, declined in 2020 compared with the previous year. The number of training places offered nationally fell by 50,700 (–8.8 %) to 527,400. 51,300 fewer training places were offered in companies, with the number of training places falling to 512,500 (–9.1 %).

A decline in the number of unfilled training places was recorded for the first time in 2019, but the figure in the 2020 reporting year represented a new record high since 1994. According to data provided by the Federal Employment Agency (Bundesagentur für Arbeit – BA) at the end of the 2020 training year, 59,900 training places were unfilled (2019: 53,100), an increase of 6,800 (+12.8 %).

Demand for training, which is calculated based on numbers of newly concluded training contracts and of unplaced applicants, also decreased compared with the preceding year. In the 2020 reporting year 496,800 people were looking for a training place, a fall of 52,700 (–9.6 %).
On the 30th of September, 29,300 applicants were unplaced, an increase of 19.7% compared with the year before. In the group of unplaced applicants, this figure increased across all age groups and types of school leaving certificates. According to calculations made by the BA, because of the coronavirus pandemic, around 6,000 applicants more remained unplaced and 8,000 more training places unfilled than would usually be the case.

The number of young people from a forced migration background interested in a training place also fell further during the past year. In 2020, 33,200 applicants from a forced migration background were registered with the BA as looking for training (–4,900 or –12.9%). 10,400 of them were placed in training (31.3%).

Taken together, these figures yield a supply and demand ratio (ANR) of 106.2 (previous year: 105.2). This means that for every 100 people interested in a training place there were 106.2 training places.

Demand according to the expanded definition, which includes those still looking for a training place but who also had an alternative such as continuing with school, tertiary studies or a pre-vocational training measure, also declined. Expanded demand fell below 600,000 for the first time in 2019, while in 2020 only 545,700 people were recorded, so expanded demand was at 8.9%, below the previous year’s figure. The number of applicants with an alternative was little changed (2019: 49,200; 2020: 48,900). Expanded ANR was at 96.6, the same figure as in the previous year.

According to the BIBB survey carried out on the 30 of September 2020, the number of newly concluded training contracts decreased by 57,600 to 467,500 or 11.0%.

Numbers decreased in almost all sectors. Trade and industry (–13.9%) and housekeeping (–10.4%) were substantially affected. Only in the agriculture sector did the number of newly concluded training contracts increase slightly (+0.9%).

The fall in the number of newly concluded training contracts was recorded entirely in training contracts in companies. This figure fell over the reporting period by 58,100 (–11.4%) to 452,600 (510,700 in the previous year). The number of extra-company training contracts rose slightly by 500 (+3.6%) to 14,900 (14,400 in the year before).

In the 2020 reporting year, the number of women concluding training contracts in the dual system was again lower than it was the year before. The proportion of women concluding new concluding training contracts was 36.4% in 2020 (2019: 36.6%).

InnoVET
The “InnoVET” innovation competition was launched to develop, trial and implement new kinds of initial and advanced training concepts to make the vocational training system more attractive and qualitatively better. It focuses on the overall structures of dual training and higher vocational training. The range of ideas for new training concepts developed in the joint projects extends from Industry 4.0 and electromobility to smart home systems and new microtechnologies.

“Die Duale – Berufsbildung mit System” information campaign
To increase the enthusiasm of both young people and dual vocational training advocates for training, a wide-ranging information campaign, “Die Duale”, was launched in August 2020. The campaign highlights the wide range of career prospects that dual vocational training offers and provides information on the improvements resulting from amendments to the Vocational Training Act (BBiG), while also raising the profile of dual vocational training’s attractiveness in the wider public.
III. Training in 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 proportion of trainees in this type of training choose healthcare, education and social services occupations. This kind of training is regulated in the provision 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 technical schools.

Training in this area has expanded substantially in recent years, in a clear contrast with the situation in other school-based training occupations. The number of people starting training in healthcare, education and social services occupations rose between 2005 and 2020 by 35.6%, reflecting wider social developments. 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 under three, which was introduced in 2013.

In view of the continuing high level of need for skilled staff in the area of day care for children, there has been a significant expansion of capacity for providing training places for early childhood education occupations in recent years. Demand for out-of-school social workers and educators will also continue to be high in coming years so that a supply of day care for children that will meet current needs can be established, good quality care ensured and the planned legal right to all-day care for primary school children implemented.

According to an estimate made by the BIBB based on data from the iABE Interim Report, the number of new entries into training for a healthcare, education or social services occupation was 193,500 in 2020 (76.1% of them women). This represents a rise of 5,200 or 2.7% over the previous year’s figure.

In the healthcare sector, which includes public healthcare and nursing, general care and nursing, and geriatric care and nursing, there were around 99,000 trainees in their first year of training in the 2019/2020 school year (73.2% of them women), an increase of 8.8% or around 8,000 trainees.

The early childhood education training sector, which includes the occupations of kindergarten teacher, children’s nurse and social assistant, recorded 67,000 new trainees in 2019/2020 (78.8% of them women), an increase of 2,700 (+4.3%) compared with the previous year.

In contrast to the situation in other industries, the coronavirus pandemic has not negatively affected the employment situation in the area of children’s day care. Pre-existing staff shortages in many places have intensified because personnel now face additional tasks, for example in the area of hygiene, and staff who belong to risk groups cannot be deployed in group work. Early childhood education occupations have been regarded as occupations facing shortages since October 2020.4

---

The start of new forms of care and nursing training and the care and nursing training campaign

The care and nursing law (Pflegeberufegesetz) passed on the 17th of July 2017 (BGBl. I 2017, p. 2581) put care and nursing training on a new and modern footing from the 1st of January 2020. 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, paediatric nursing, and geriatric care and nursing are another option for gaining qualifications in these areas. The “Ausbildungs-offensive Pflege” (care and nursing training campaign 2019–2023) is supporting the successful introduction of the new forms of care and nursing training.

The Federal and Länder governments and industry associations have made many specific contributions and developed various measures to attract more people into care and nursing careers and further strengthen training in this field.

New training occupations: Anaesthetic Technician and Surgical Technician

The law on the occupations of Anaesthetic Technician and Surgical Technician passed on the 14th of December 2019 (BGBl. I 2019, p. 2768) and training and examination regulations for the occupations of Anaesthetic Technician and Surgical Technician of the 4th of November 2020 (BGBl. I 2020, p. 2295) have created consistent national regulations for these two training occupations for the first time. The goal is to establish modern, patient-oriented, high quality training for the occupations of Anaesthetic Technician and Surgical Technician. Training under the new regulations will start on the 1st of January 2022.

Fachkräfteoffensive Erzieherinnen und Erzieher

Since 2019, the Federal Government’s “Fachkräfte-offensive Erzieherinnen und Erzieher: Nachwuchs gewinnen, Profis binden” programme has been supporting child care facility operators in the recruiting of qualified early childhood educators and retention of experienced skilled staff. This federal programme provides funding for 2,500 paid, practice-based training places for kindergarten teachers, professional guidance for trainees and better professional and financial prospects through an upskill training assistance bonus.

IV. Slight increase in the training contract termination rate

There was a slight increase in the training contract termination rate over the previous year’s figure in 2019 with 26.9% of training contracts terminated prematurely (2018: 26.5%).

In interpreting this figure, it should be noted that the training contract termination rate is published a year after the training market balance, so the data records developments in the training contract termination rate for 2019.

Surveys carried out by the BIBB have shown that the rate of contract terminations traditionally increases when the market situation is very good for trainees (i.e. higher ANR). Companies are continuing to face not only the challenge of finding suitable trainees in the market, but in the event of a premature training contract termination, they then have to look for an appropriate person to replace the departing trainee during the coronavirus pandemic.

It must be emphasised that the premature termination of a training contract does not necessarily involve a definitive end to vocational training in the dual system for a trainee. Training contract termination is often followed by a change of training company or of occupation.

---

The personal characteristics of trainees seem to play a decisive role in the course of their education and training after premature training contract termination. An empirical analysis of longitudinal data from the National Education Panel Study (NEPS) has shown that around 41% of those surveyed started in a new training place in the dual system, while 7% began school-based training or tertiary studies after terminating a training contract. However, around 39% of those surveyed did end their school-based and vocational qualification phase after terminating their training contract.6

Careers orientation measures

Choosing a suitable occupation is a far-reaching decision for 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 strong focus on providing careers counselling at grammar schools and the targeted addressing of refugees. Since 2008, more than 1.7 million school students have participated in careers orientation programmes. 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 careers guidance it offers, the BA supports people in need of vocational advice and orientation, even after they have started work. In 2020, the BA expanded the range of careers guidance it offers at vocational schools with the goal of mentoring trainees throughout their vocational training, thereby stabilising training relationships.

The initiative to prevent training dropouts (VerA)

Since 2008 the “VerA” initiative has been supporting young people who are confronted with problems during training and who are considering prematurely ending their training. Young people can request support from experienced senior experts, retired skilled staff and management personnel who are specifically prepared for their role.

V. Challenges in matching supply and demand

Matching the supply of training places that companies offer with young people’s demand for training remains a central area for action in the training market in 2020. The matching of supply and demand varies significantly in different regions, industries and occupations.

As in earlier years, the extent to which supply and demand does not match was a significant issue in some regions in north-eastern Germany and the Ruhr area. Southern Bavaria and Baden-Württemberg and the Münster and Emsland regions were less affected by this issue.

Recent studies have shown that the mobility behaviour of people interested in training can improve the filling of training places and increase the matching of supply and demand7 but people are often not willing to be mobile. Around 60% of young people aged between 15 and 24 surveyed said that they wanted to stay in their region.8 Young people more willing to be mobile are usually more interested in training in occupations that are already in higher demand.9

As in previous years, there were considerable variations in supply and demand in different occupations. There were more places offered than demand for places in catering, cleaning and food industry occupations.


A recent analysis carried out by the BIBB came to the conclusion that given an unchanging supply of training places offered, vocational training supply and demand can be better matched only by increasing the occupational flexibility both of people interested in training and of companies.\(^\text{10}\)

As well as the low social standing of an occupation from the point of view of young people, training and working conditions and occupational development opportunities can dissuade them from training. Efforts must be made to specifically strengthen the social prestige of occupations that have problems in filling their training places and to make the training offered attractive.\(^\text{11}\)

### Support for SMES (Passgenaue Besetzung)

The “Passgenaue Besetzung” programme (period: 2015 to 2023) works to counteract supply-demand matching problems in the training market. The programme provides funding for consultants from the Chambers of Skilled Trades (HWK) German Chambers of Industry and Commerce (IHK), Chambers of the Liberal Professions and other business and industry organisations. The consultants support small and medium-sized enterprises (SMEs) through the process of filling their training places with suitable young people. The consultants offer assistance through all stages of the process, ranging from an analysis of the need for training in the company through to selection interviews and recruitment tests.

### The “Klischeefrei” Initiative

This initiative, which was launched in 2016, works to enable young people to find a career that fits in with their individual strengths and interests, regardless of gender stereotypes. By networking and qualifying everyone involved in careers orientation and those in institutions working in this area, it aims to break down gender cliches that can impact young people’s choice of a career or study course.

### VI. Companies’ participation in training

After falling in earlier years, the number of companies providing training has stabilised since 2015.\(^\text{12}\)

According to analyses carried out by the BIBB based on BA employment statistics data, 425,800 companies participated in the vocational training of young people and young adults in the 2019 reporting year. This represents a slight decline of 1,500 (–0.4%) compared with the previous year. As in the previous year, the fall in the number of companies providing training was recorded entirely among micro enterprises, those with up to ten employees. Micro enterprises often limit their participation in training because of the difficulties they have in recruiting applicants.

---

\(^{10}\) See Oeynhausen, Stephanie; Milde, Bettina; Ulrich, Joachim Gerd; Flemming, Simone; Granath; Ralf-Olaf (2020): Die Entwicklung des Ausbildungsmarktes im Jahr 2020 (Version: 15 December 2020).


\(^{12}\) Companies providing training are defined here as those employing at least one trainee. Companies that offered training places but could not recruit any trainees are not counted as companies providing training.
In the BIBB Qualification Panel’s survey of companies (2019 wave of the survey) every second micro enterprise, but only one in three large companies (with 200 employees or more), reported problems in filling training places as the reason for their reduced participation in training. Micro enterprises usually offer just a few training places (one or two on average), so their recruiting problems often result in these companies involuntarily no longer actively participating in training.

The decline in micro enterprises providing training poses two central challenges. On the one hand, the falling number of micro enterprises providing training could reduce the chances for young people with lower-level school leaving qualifications of finding a training place. The skilled trades sector, which is structured around micro and small enterprises, is one of the most important training sectors for young people with a secondary general school certificate.

On the other hand, the declining participation of micro enterprises in training exacerbates the shortage of skilled workers in those companies, increasing the problems of matching the supply of training places with demand for training as a result.

Initial results on the recruiting behaviour of companies providing training and their subsequent employment of their trainees in 2020 are now available. Just a few adjustments due to the pandemic have been identified. A recent BIBB survey carried out between April and September 2020 surveyed over 1,300 companies providing training in the skilled trades, trade and industry, public sector and hospitality sectors on the effects of the coronavirus pandemic on their participation in training. Despite cyclical economic uncertainties, especially in the hospitality industry, the data reinforces dual training’s high value to companies. 81% of companies reported that they wanted to maintain their recruiting of trainees at the same level. The percentage of companies that subsequently employ their trainees changed only slightly. Just 16% of companies stated that they might not be able to employ their trainees after their training was completed as planned. The hospitality industry experienced the greatest uncertainties. It should be noted here that the survey was carried out before the second wave of restrictions imposed to combat the coronavirus began, so at a time in which the cyclical economic uncertainties were not yet clearly apparent.

Through the “JOBSTARTER plus” training market structure programme, the Federal Government funds and supports national projects to develop practice-based training models and cooperative regional measures. The programme flexibly and actively responds to current training market developments and trials innovative approaches to solving problems through a range of variable funding priorities. Its regional and industry-specific support services aim to encourage micro and small enterprises (MSEs) to participate in training. In 2019, the programme’s funding and support activities for SMEs and MSEs 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 potential advantages of increased use of digital technologies in SMEs.

---

13 See Eckelt, Marcus; Mohr, Sabine; Gerhards, Christian; Burkhard, Claudia Bonn (2020): Rückgang der betrieblichen Ausbildungs- beteiligung: Gründe und Unterstützungsmaßnahmen mit Fokus auf Kleinbetrieben.


VII. In focus: Selected results of the BA/BIBB survey of applicants on career choices and the search for a training place

To gain the most current findings on the situation of training place applicants making the transition into training during the coronavirus pandemic, an additional survey of applicants was carried out jointly by the BIBB and BA in the autumn of 2020. The survey focused on the pandemic’s effects on applicants’ career choices and their searches for training places.16

Initial interim analyses of the data show that even during the pandemic, more than half of those surveyed (57.0%) had not changed their career plans, with just a fifth of training place applicants (21.1%) stating that they had changed their career plans because of the pandemic. Questions on the nature of changes to career plans and the reasons for them could not be conclusively answered.

The majority of people who were not in training when the survey was carried out reported an unchanged interest in training in the dual system (53.1%). 18.0% of them in fact reported an increased interest in training in a company. Only a minority of the applicants surveyed (13.0%) reported less interest in training.

The initial results of the BA/BIBB survey of applicants indicate, however, that the coronavirus pandemic has had an impact on the subjective feelings of insecurity of applicants in their search for a training place. Around half (46.0%) reported concerns that they would not find a suitable training place because of the pandemic. Complementing these findings, a current survey carried out by the Institute for Employment Research (IAB) showed that even holders of an Abitur certificate were more worried about their future careers.17 In the spring of 2020, the percentage of those surveyed who were worried about their future careers was 25.0%. By the autumn of 2020, when the survey was carried out, this figure had risen to 41.0%. Concerns about their future careers had increased disproportionately among Abitur certificate holders from non-academic families and among those from a migrant background.

The restrictions imposed on (personal) vocational orientation guidance services and cancelled internships and job interviews during the coronavirus pandemic may have played a role here.

A more comprehensive analysis of the pandemic’s effects on the integration of training place applicants (e.g. applicants from a migrant background and previously unsuccessful training applicants) can be expected during 2021.18

VIII. Adults with no vocational qualifications

The number of young people aged between 20 and 34 with no vocational qualifications has risen continuously since 2014 (2014: 1.88 million; 2019: 2.16 million). In 2019, 14.7% of 20- to 34-year-olds had no vocational qualifications. The growth in this figure since 2014 is due mainly to the recent influx of refugees. While the figure for German citizens not from a migrant background was 8.5% in 2019, the figure for migrants with a direct experience of migration was 33.3%. In 2019, 16.4% of people from a migrant background who were born and raised in Germany had no vocational qualifications. Research carried out by the IAB and the Expert Council of German Foundations on Integration and Migration (Sachverständigenrat für Integration und Migration) has demonstrated a link between the rise in the number of people without formal qualifications and immigration in recent years.18

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 vocational 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

16 The BA/BIBB survey of applicants was a written representative survey of people registered with both employment offices and jobcentres as applicants for a vocational training place. The survey was carried out at the behest of the BMBF, and 40,000 people were written to. By the end of January, 7,100 applicants had participated in the study. The evaluation of the data refers to 6,900 persons. See also the Data Report accompanying the 2021 Report on Vocational Education and Training, Chapter A 8.1.


vocational qualifications are. They are also at greater risk of unemployment.19

People with vocational qualifications gained outside Germany face similar challenges.

**Funding for continuing vocational training**

In 2020, a law to promote continuing vocational training in response to structural change and to further develop support for training (the “Future of Work Act”, “Arbeit-von-morgen-Gesetz”), which establishes a legal right to funding and support for continuing vocational training resulting in a qualification under the German Social Code (SGB II and III) for people with low-level qualifications, was introduced. For the Federal Government, the law fulfills an important evaluation assignment mandated in its Skills Strategy (NWS) and sends an important signal of its efforts to improve workers’ employability and secure a supply of skilled workers.

The “Future of Work Act” (“Arbeit-von-morgen-Gesetz”) has improved funding for training, and Assisted Training has also been further developed, consolidated with support for apprentices during training, and anchored in law as a permanent support instrument.

**Taking opportunities! ETAPP and BIBBTQ**

By implementing employable skills modules (TQ), the Federal Government is supporting a plan to enable trainees to gain full vocational training in clearly structured steps that build on trainees’ skills and abilities. TQ modules, which are based on dual training occupations, are an opportunity to gain recognised vocational qualifications for the target group of young people aged under 25, without challenging the fundamental vocational training policy preference for dual vocational training. The projects focus on developing consistent structural standards and improving the provision of data on TQ. With a view to developing forms of further education and training for adults, interfaces to other forms of training for adults who do not have vocational qualifications and professional qualifications recognition instruments are also being investigated.

**ValiKom-Transfer**

The “Establishing competence centres to carry out validation processes for dual training occupations” (“Aufbau von Kompetenzzentren zur Durchführung von Validierungsverfahren für duale Berufe” – ValiKom-Transfer) measure was initiated to trial standardised processes for identifying, testing, evaluating and certifying vocational skills for people without formal vocational qualifications and for qualified people who want to change careers, expand this process to cover selected occupations in ValiKom, and transfer the resulting findings and outcomes to a wider public.

**Recognising foreign vocational qualifications**

People with vocational qualifications gained outside Germany can face challenges in verifying their qualifications. Proven instruments for recognising foreign vocational qualifications can pave the way for holders of these qualifications into the labour market. These are supported by the Federal Ministry of Labour and Social Affairs’ “Integration through Qualification” (“Integration durch Qualifizierung”) programme with funding from the European Social Fund (ESF). The programme provides consultation on recognition and qualification and qualification measures to compensate for differences with the German reference occupation.

**IX. Upgrading skills and qualifications through vocational training**

The amendment to the Vocational Training Act (BBiG) on the 1st of January 2020 has strengthened vocational training for upskilling in a targeted manner. Vocational training offers a diverse range of attractive career opportunities equivalent to those offered by academic education.

According to the vocational training statistics of the Federal Government and Länder statistical offices, 90,300 participants successfully passed a further training examination under the provisions of the Vocational Training Act (BBiG) or Crafts Code (HwO) (33.4% of them women) in 2019. This figure fell slightly by 0.8% compared with the previous year’s figure.

---

19 See Bildung in Deutschland 2020, Chapter I 1.
The 2018 BIBB/BAuA survey of workers showed that vocational upskill training has positive effects on the careers of skilled staff and management personnel and improves the financial situation of employees.\(^{20}\)

A (still unpublished) analysis of NEPS data provides further findings on the effects of upskill training on “soft” indicators such as the structuring of professional activities and on the impact of work on employees’ health and stress levels.\(^{21}\) Employees who have undergone upskill training stated more frequently that they were entrusted with a diverse range of tasks and were able to carry them out autonomously. They also reported more frequent social interactions with other people in their daily work. In terms of a work-related impact on employees’ health and stress levels, it was found that people with upskill training worked less often at night and were less likely to do shift work, although they were more often impacted by time pressures, such as overtime.

---

**INVITE**

The “INVITE” innovation competition is embedded in the NWS and in the Federal Ministry of Education and Research’s (BMBF) High-Tech Strategy. The competition was launched to develop innovative solutions to enable all people to use AI technologies to find the right continuing training through relevant platforms. Funding and support are provided for projects to network existing continuing training platforms, to improve the quality of continuing training platforms, and develop AI-assisted continuing training measures.

---

**Continuing training grants (Weiterbildungsstipendium)**

Continuing training grants are offered to young skilled staff aged under 25 who have completed vocational training with particular success. They receive funding enabling them to participate in technical and interdisciplinary continuing training measures, courses to prepare them for upskill training examinations, or courses of study designed for people in work. Continuing training grants support talented employees starting out on their careers in upgrading their vocational qualifications and discovering new career opportunities, including self-employment.

---

**The Osnabrück Declaration**

During Germany’s presidency of the EU Council, the “Osnabrück Declaration”\(^{22}\) was agreed on jointly on the 30th of November 2020 by EU member states, the European Economic Area, EU accession candidate countries, the European Commission and European Social Partners. It will strengthen Europe’s “tripartite” vocational training policy (Copenhagen Process). With the Council Recommendation\(^{23}\) on vocational training, it will implement concrete activities in four thematic areas until 2025 (vocational training’s contribution to resilience, sustainability, a new culture of continuing education and training, and the European Education Area), making vocational training fit for digital and ecological change. One particular focus will be on upgrading skills training. Together with the European Commission Skills Agenda, the Council Recommendation and the “Osnabrück Declaration” will frame Europe’s vocational training agenda for the coming years.

---


\(^{22}\) Osnabrück Declaration on vocational education and training as an enabler of recovery and just transitions to digital and green economies (bmbf.de).

\(^{23}\) See the Council Recommendation of 24 November 2020 on vocational education and training for sustainable competitiveness, social fairness and resilience (2020/C 417/01), eur-lex.europa.eu/legal-content/DE/TXT/PDF/?uri=CELEX:32020H1202(01)&from=DE.
2 The training market situation in 2020

Special chapter: The training market during the coronavirus pandemic

The coronavirus pandemic largely determined social and economic life in Germany in 2020, and its consequences were also felt in the training market. Many economic sectors and companies that provide training were and are impacted by business constraints and closures, disrupted supply chains and significant declines in revenue due to the coronavirus crisis. Other economic sectors have experienced more demand than ever. It is not only companies that have been affected. Vocational schools and intercompany training centres had to close temporarily and convert their courses into digital programmes. This was also the case in the area of continuing training.

A look back at the 2019/2020 training year

In 2020, the training market faced substantial losses. In the dual vocational training sector as defined in the Vocational Training Act and Crafts Code (BBiG/ Hw0), the number of training places offered fell by 50,700 (–8.8 %) to 527,400. Demand for training also declined (demand: –52,700 or –9.6 % to 496,800; expanded demand: –53,000 or –8.9 % to 545,700). The number of newly concluded training contracts fell compared with the previous year by 57,600 (–11.0 %) to 467,500 (see Chapters 2.1.2, 2.2.1, 2.3.2).

The fall in the number of newly concluded training contracts was thus higher than it was during the global financial crisis in 2008 and 2009 (–52,000 or –8.4 %). At that time however, the number of unfilled training places and of young people unsuccessfully looking for a training place also fell, while this figure increased in 2020, increasing supply–demand matching problems in the training place market (see Chapter 2.4.1). This is also due to the fact that many careers orientation measures and activities to improve the matching of supply and demand could either not be carried out in 2020 or could take place only to a limited extent.

Apart from agriculture, all sectors recorded falls in numbers of newly concluded training contracts (see Chapter 2.3.2). As expected, training contract numbers fell especially in occupations that were particularly impacted by measures to curb the pandemic. In the hotel and hospitality services industry, the number of new training contracts concluded in occupations typically trained for in this area (hospitality services industry specialist, professional caterer, hotel business specialist, hotel clerk, cook and restaurant specialist) fell by 24.7 %. The tourism and events industries were also relatively heavily impacted. The occupation of tourism agent recorded the steepest relative fall in the number of training contracts, with a minus of 58.8 %. The number of newly concluded training contracts in occupations in the events industry (event technology specialist and event manager) declined by 36.7 %. The steepest falls in absolute numbers of trainees were registered in occupations in which many new training contracts are usually concluded (office manager: −3,800; industrial clerk: −2,700; motor vehicle mechatronics technician: −2,700; and retail salesperson: −2,600).

Analyses carried out by the BIBB for 2020 have identified just 20 occupations that did not experience negative growth in training contract numbers. The strongest (relative) rise in training contracts was recorded in the occupations of cycle mechatronics technician (+12.6 %), carpenter (+10.0 %) and safety and security specialist (+8.1 %). The occupations of horse stable manager (+5.8 %), forest manager (+5.1 %) and gardener (+4.8 %), three occupations in the agriculture sector, all recorded growth in numbers of newly concluded training contracts.

It must be noted that falls in numbers of newly concluded contracts in the training market in 2020 were not exclusively due to the current crisis. Even before the pandemic, falls in the number of new training contracts were expected due to declining
numbers of school leavers. The BIBB prognosis for 2020, which was published in the 2020 Report on Vocational Education and Training, forecast a fall in demand for training places of 13,900 young people, a fall in the number of training places offered of 9,300 places, and a fall in the number of newly concluded training contracts of 10,100.²⁵

Initial estimates of the 2020 training place market’s development during the coronavirus crisis forecast a substantial decline in numbers of training places offered and of new training contracts.²⁶ A comparison of the expected and actual developments offers indicators of the extent to which the pandemic may have influenced the training market. This is, however, a very rough estimate of the “coronavirus effect”. A comparison shows, though, that the COVID-19 pandemic and measures taken to contain it resulted in a loss of 41,500 training places offered on the supply side, 39,200 fewer people seeking training places on the demand side, and 47,400 fewer newly concluded training contracts.

With an increasing relaxation of measures to prevent coronavirus infections in the summer of 2020, the training place market also recovered somewhat (see Chapters 2.1.2, 2.2.1). Hopes that a delayed placement of young people and filling of training places could be compensated for by subsequent placement efforts in the “fifth quarter”, were however only partly realised (see Chapter 2.4.3). This was linked with the renewed introduction of tougher measures to combat the pandemic during the second lockdown.

When this 2021 Report on Vocational Education and Training was published, no information was yet available from the official statistics on how the pandemic affected the premature termination of training contracts (see Chapter 2.4.6) and examination success (see Chapter 2.4.7). The 2022 Report on Vocational Education and Training will deal with this central issue once data from the vocational training statistics collected by the statistical offices of the Federal Government and the Länder for 2020 becomes available. This Report on Vocational Education and Training can also only provide information on companies’ participation in training for 2019 (for details on rates of company participation in training see Chapter 2.2.2).

Current surveys on the effects of the coronavirus pandemic on initial and continuing training

To improve the quality of research into the effects of the coronavirus pandemic, a number of surveys were carried out in 2020,²⁷ a selection of which are described below. Here the focus is on surveys whose findings are usually otherwise included in reporting on vocational education and training. It should be noted that these surveys were mainly carried out before November 2020 and the second lockdown, so its effects are not included.

Companies’ engagement in training

The closure of companies, short-time work and working from home all make the supervision of trainees and training within companies during the COVID-19 pandemic more difficult. There is also a risk that uncertain business prospects will induce companies to reduce the number of training places they offer, to stop training altogether or to employ fewer of their trainees after training.

As various surveys of companies have shown, the crisis has had a definite effect on training in companies. The negative effects on existing training courses, however, have so far been less severe than was expected at the outset of the crisis.

²⁵ It should be noted that only the point estimate is provided here. For confidence intervals, see the 2020 Report on Vocational Education and Training, Chapter 2.3.5, and for more details also the Data Report accompanying the 2020 Report on Vocational Education and Training, Chapter A 2.


²⁷ Since the pandemic began, the Association of German Chambers of Industry and Commerce (Deutscher Industrie- und Handelskammertag) and German Confederation of Skilled Crafts (Zentralverband des Deutschen Handwerks) have carried out surveys at brief intervals to gain a current overview of the way it is affecting companies. The results are regularly published on the websites dihk.de/de/ aktuelles-und-presse/umfragen-und-zahlen and zdh.de/ fachbereiche/wirtschaft-energie-umwelt/konjunktur-umfragen/ sonderumfragen/zdh-umfragen-zu-den-auswirkungen-von-corona/.
A BIBB survey of training managers in 18 selected occupations from 1,300 companies in the spring/summer of 2020 illustrates the ways in which companies faced this exceptional situation. Trainees largely continued to train in the companies, which developed hygiene concepts and observed compliance with social distancing and hygiene regulations as far as possible. Companies did make use of work from home to continue training, although less often (20% of companies surveyed). Trainees could at least learn theoretical topics, including areas involving exam preparation, at home. Decisions for or against work from home during training followed the company’s general strategy. If work from home was mandated for their whole workforce, more companies also resorted to work from home during training.28 Companies in the public sector and trade and industry sectors in particular also used work from home for their trainees. As expected, the proportion of skilled trade and hospitality companies that said that operational tasks could be performed at home was very low.29

In response to the coronavirus pandemic, the IAB also carried out a survey of the data, the “Companies in the COVID-19 crisis” study. For this study, more than 1,500 companies were regularly surveyed on their situation in the coronavirus crisis and their ways of dealing with it. Training was a focus of the third wave of the survey in September 2020.30 At around the same time, the BIBB carried out a survey using the Reference Company System (RBS).31

In the context of the effects of the pandemic on ongoing training, more than half of companies reported in both surveys that examinations had to be postponed. More than a third of companies stated that training content could not be taught as usual. In both surveys, companies also reported that trainers were unable to work due to childcare, quarantine and other related issues (IAB study: 10%, BIBB-RBS: 14%).

Half of the RBS companies did, however, state that they had been able to continue to deploy their trainees without change. These included companies that did and did not experience economic losses and those whose business activities were and were not restricted by the pandemic. Smaller companies in particular reported fewer changes to training as a result of the pandemic.

Companies rarely revised their plans to fill training places in 2020/2021. Just 2% of companies in the IAB survey stated that they had terminated training contracts that were concluded before the crisis. Once companies had decided on a training applicant, they usually went on to train them. One in five companies did, however, state that they had given up on their original plans for training places that were not filled when the crisis began.

According to the IAB's findings on the period in which the survey was carried out (September 2020), the crisis had little influence on the percentage of companies that went on to employ their trainees after training. 7% of the companies surveyed by the IAB whose trainees had completed training in that year reported that they had taken on fewer trainees than originally planned.

This general overview should not, however, belie the fact that in some sectors of the economy, such as the hospitality, tourism and events industries (see above), the COVID-19 crisis has made training particularly difficult.

---

28 On occupations and activities that can continue on a work from home basis, see Mergener, Alexandra (2020): Berufliche Zugänge zu Homeoffice. In: Kölner Zeitschrift für Soziologie und Sozialpsychologie, 2020, pp. 511–534.
Companies’ need for support
The coronavirus pandemic has also changed companies’ need for support, as a survey of 800 companies (mainly SMEs), which was carried out as part of the BMBF-funded “JOBSTARTER plus” programme from May to July 2020, has shown. The survey found that companies wanted more tips on applying for financial assistance (30% of those surveyed) and more information on using digital tools in training (19%), as well as help in recruiting trainees (33%) and with the marketing of training (14%).

Career choices and integration into training – the findings of the BA/BIBB survey of applicants
The BIBB and BA carried out a special edition of the BA/BIBB 2020 survey of applicants between November 2020 and January 2021, and it provides the latest findings on the situation of training place applicants making the transition into training in these times of the coronavirus pandemic. As well as the usual questions, the special survey asked about the extent to which the coronavirus pandemic influenced applicants’ career choices and search for a training place. 46% of the applicants surveyed said that they were worried that they would not find a suitable training place because of the coronavirus crisis. 31% of applicants agreed “mainly” or “completely” with this statement and another 15% agreed “somewhat”. 12% of those surveyed agreed “mainly” or “completely” with the statement “I have changed my career plans due to the coronavirus pandemic”, while another 10% agreed “somewhat”. These were the findings from a preliminary evaluation of the survey carried out by the BIBB for the Report on Vocational Education and Training and the Data Report accompanying the Report on Vocational Education and Training.

Trainee satisfaction – the results/findings of a survey carried out by the IHK Lower Saxony
In November 2020, the IHK in Lower Saxony surveyed 2,600 trainees in Lower Saxony in their second year of training on their perceptions of training during the coronavirus crisis. While the trainees felt well looked after by the companies they were training in, they rated part-time vocational schools as good, but not as good, in the area of communication and digitalisation. There were also deficits in trainees’ technological equipment and in the management of relationships with trainees. While almost every trainee (97%) had a smartphone, one in five had no laptop or computer of their own. Another 20% did not have adequate Internet data volume. 31% of trainees were worried that they would not be able to complete their training as planned due to the coronavirus pandemic. Just on half said that their assessment of their future prospects had not changed. Trainees in the hotel and catering industries were especially concerned about their training, with just on half of trainees surveyed (47%) fearing that they would not be able to complete their training as planned. Trainees in services sectors and in the banking and insurance industries (37% respectively) were, however, also concerned. Trainees in the real sector also had problems with part-time training. 35% of trainees in the sector were worried that they would not be able to complete their training as planned.

Applicants who were not placed in training resulting in a full qualification largely maintained their interest in undergoing dual vocational training. 53% of those surveyed said that their interest in dual vocational training had not changed due to the coronavirus pandemic. 13% reported that their interest had declined and 18% that their interest had grown.

The percentage of applicants who were placed in training was somewhat lower than it was in the BA/BIBB survey of applicants in 2018, with

32 See jobstarter.de/de/veraendert-die-corona-pandemie-die-berufsausbildung-ergebnisse-der-jobstarter-umfrage.html.
33 The BA/BIBB survey of applicants is a written postal representative survey of people who were registered with employment offices and jobcentres jointly as applicants for training places. The survey was commissioned by the BMBF. 40,000 people were written to. By the end of January, 7,100 applicants had participated in the study. The analyses of the results pertain to 6,900 persons. See also the Data Report accompanying the Report on Vocational Education and Training 2021, Chapter A 8.1.
estate, wholesale and IT sectors felt more secure in their training during the coronavirus pandemic, with just one in five fearing that they would not be able to complete their training as planned.\textsuperscript{34}

**The effects of the coronavirus pandemic on the training of medical assistants**

As part of the “Vocational Learning” topic cluster, one current BIBB research project is investigating the social and emotional skills of medical assistant trainees. Medical assistants are directly impacted by the pandemic and its effects, which pose specific challenges for trainees in this occupation. The BIBB surveyed 1,300 medical assistant trainees on the effects of the pandemic on their training from September to November 2020. The survey found that increased demands in the area of communication, a lack of time for learning and practising, the necessary protective measures and a greater workload were all perceived as especially onerous. Those surveyed also feared that they might miss out on important training content and that this would not be adequately compensated for by the digital alternatives on offer, especially in the light of the teaching time lost at part-time vocational schools. It must be noted that the study does not represent all trainees in this occupation, but the findings give a rough outline of their overall mood and the general situation.\textsuperscript{35}

**Continuing training**

The coronavirus pandemic has had wide-ranging effects on the continuing training sector. Events requiring the participants’ presence could not be held or held only with a reduced number of participants. Continuing training providers therefore assessed their economic situation as much worse than it was in the previous year, as shown by the initial results of the 2020 wbmonitor\textsuperscript{36} survey, which was carried out by the BIBB and the German Institute for Adult Education (Deutsches Institut für Erwachsenenbildung – DIE).

42% of continuing training providers surveyed in the summer of 2020 reported a negative economic situation, three times as many as in the year before (12%). The number of providers who assessed their position as positive more than halved (2019: 62%; 2020: 29%). Different types of continuing training providers reported different experiences. Private and commercial providers and adult education centres were most severely affected by the coronavirus pandemic, while trade and technical schools, which are mainly state-run entities, and companies’ training units recorded slighter economic losses.

In this context, many providers took advantage of the state aid offered. By the summer of 2020, a third of the providers surveyed were receiving compensation for short-time work, and 21% were receiving the immediate coronavirus assistance grants offered by the Federal Government and Länder for micro enterprises and solo freelancers. One in ten organisations received a subsidy under the provisions of the Social Services Provider Action Act (Sozialdienstleister-Einsatzgesetz) or availed themselves of tax-based support (e.g. deferred tax payments). At the time that the data was collected, only 5% of providers had resorted to compulsory redundancies.\textsuperscript{37}

The BIBB and DIE survey showed that in the first lockdown four in ten ongoing continuing training programmes (41%) could be continued by moving to a virtual space or because they were already offered in an online format. Even before the pandemic, continuing training providers regarded digital skills as relevant in their selection of training personnel,\textsuperscript{38} and the importance of these skills has greatly increased due to the pandemic. Further qualifying training personnel in the area of digital skills is therefore an important task. One challenge will be providing access and appropriate measures for different target groups. For older people

\begin{itemize}
\item \textsuperscript{34} See press release of the IHK Lower Saxony of 30 November 2020 (ihk-n.de/presse/azubis-trotz-corona-mit-ausbildung-zufrieden-496638).
\item \textsuperscript{35} See Schnitzler, Annalisa; Tschope, Tanja; Volvakov, Irina; Raaecke, Julia; Peters, Markus; Dietrich, Mirco; Konheiser, Sebastian; Schneider, Kerstin (2021): Auswirkungen der Corona-Pandemie auf die Ausbildung von Medizinischen Fachangestellten: Ergebnisse einer Auszubildendenumfrage. Version 1.0. Bonn (lit.bibb.de/vufind/Record/DS-185635).
\item \textsuperscript{36} wbmonitor is a cooperative project of the BIBB and DIE that provides transparency on issues involving the continuing training landscape and provider structures through an annual survey of general and vocational continuing training providers and reveals current changes. 1,933 continuing training providers participated in the survey carried out in the summer of 2020. Current evaluations of the survey are based on preliminary data.
\item \textsuperscript{38} See Christ, Johannes; Koscheck, Stefan; Martin, Andreas; Ohly, Hana; Widany, Sarah (2020): Digitalisierung – Ergebnisse der wbmonitor Umfrage 2019. Bonn (lit.bibb.de/vufind/Record/DS-185236).
\end{itemize}
and those with lower-level qualifications in particular, the digitalisation of services increases the risk of intensifying existing inequalities in their access to continuing training.

**Prognoses on future trends**

**The prognosis for supply and demand trends in the training market in 2021**

How the training market develops depends on a wide range of factors (including economic and wider social developments and demographic change, as well as social and structural effects, such as growing or declining interest in dual vocational training or people’s increasing tendency to start tertiary studies).

Based on the results of PROSIMA, the econometric prognosis and simulation model that the BIBB uses to forecast the training market situation, there may be a slight increase in the number of training places offered and demand for training places in 2021 due to an expected improvement in the economic situation and an increase in the number of school leavers leaving general schools compared with the previous year.

For 2021, PROSIMA forecasts a slight rise in the number of training places offered from 527,400 (actual figure in 2020) to 532,100 training places (point estimate for 2021). The confidence interval of the estimate, with a 5% probability of error, ranges between 518,700 and 545,500. This means that a further fall in the number of training places offered is also possible. The number of unfilled training places will be slightly above the previous year’s figure.

On the demand side, PROSIMA forecasts a slight increase in demand according to the traditional definition (point estimate: 509,600; actual figure for 2020: 496,800) and in demand according to the expanded definition (point estimate: 553,700; actual figure for 2020: 545,700). The increase in demand was forecast to be greater than the increase in supply, so the supply and demand ratio was forecast to deteriorate somewhat to the detriment of young people looking for training places.

The model forecast 471,900 new training contracts (point estimate), predicting that the number of newly concluded training contracts would grow slightly in 2021 over the previous year (actual figure for 2020: 467,500). The confidence interval of the estimate does, however, predict 456,300 fewer newly concluded training contracts.

Overall estimates for 2021 involve uncertainties that exceed the limits of the econometrically determined confidence intervals. PROSIMA makes its forecasts on the basis of past empirical values, and there has never been a situation comparable with that of the current COVID-19 crisis. Developments will be influenced by the rate of infections and measures to contain them. These uncertainties will especially be reflected in supply–demand matching problems.

An IAB study published in February 2021 found that one in ten companies authorised to provide training planned to limit the training places they offered in the 2021/2022 training year or to dispense with training entirely. The same was true of a quarter of companies that were severely affected by the pandemic.

---

39 The 2021 annual economic report expects an increase in price-adjusted gross domestic product of 3.0% for 2021. See also bmwi.de/Redaktion/DE/Publikationen/Wirtschaft/jahreswirtschafts-bericht-2021.html.

40 More details on the forecast development of the 2021 training market and a look back at the prognoses for 2020 can be found in Chapter A 2 of the Data Report accompanying the 2021 Report on Vocational Education and Training. As well as the scenario reported on here, the chapter presents another scenario that assumes more interest in training, so it forecasts a more favourable development of the training market.

41 Point estimate: 60,200; lower limit of the confidence interval: 48,400; upper limit of the confidence interval: 72,000. By way of comparison, the actual figure in 2020 was 59,900.

42 The confidence interval for demand according to the traditional definition was between 493,800 and 525,400 and for demand according to the expanded definition between 537,900 and 569,500.

43 Lower limit of the confidence interval: 456,300; upper limit of the confidence interval: 487,500.
93% of companies surveyed gave uncertain business prospects due to the COVID-19 pandemic as the reason for their (partial) withdrawal from training, while 71% of companies specified financial reasons. Among the other issues, companies mentioned were a lack of space and personnel (34%), current challenges in recruiting trainees (33%) and difficulties in finding enough suitable applicants (31%).

It should be noted that the IAB survey reflects the situation in December 2020 (with another lockdown). Depending on how the crisis develops, companies may again adjust their training plans and offer either more or fewer training places than they indicated when the survey was carried out.

The number of newly concluded training contracts in 2021 will depend on the extent to which as much potential as possible on both the supply and demand sides can be recruited for dual vocational training. The matching of supply and demand will remain crucially important.

**Developments in the training market until 2040**

According to the findings of the sixth wave of projections of qualification and vocational activities carried out by the BIBB and Institute for Employment Research (IAB) in cooperation with the Institute for Economic Structures Research (Gesellschaft für Wirtschaftliche Strukturforschung – GWS), the effects of the coronavirus pandemic will set Germany’s economic performance back by about three years. Despite the current increase in unemployment rates, they will decline in the long term. One reason for this is that the “baby boomer” generation is now retiring from working life. A rising number of older people will ensure that the need for skilled staff in the healthcare and social services sectors will continue to grow. By 2040, there will be around seven million people working in this sector, so it will have the most employees and will experience a shortage of skilled workers.

In contrast, increases in productivity will reduce the number of people employed in manufacturing by around 1.6 million to 6.1 million. Although this sector is shrinking, there will still be shortages of skilled workers in this sector because demographic change will result in a disproportionate fall in the number of people in work, and the demands of occupations in this sector will change. It will still be hard for companies to find qualified staff in mechatronics and automation technology, energy technologies, and plumbing and HVAC technologies. The continuing progress of digitalisation will make it harder for companies to recruit experts and specialists in computer science and information and communications technology occupations.

A scenario of a post-coronavirus world published by the IAB, BIBB and GWS in March 2021 depicts the extent to which changes in behaviour resulting from the COVID-19 pandemic could affect the future development of the economy and labour market in the medium to long term. At the industry level, it will be the retail sector (not including the motor vehicle trade), temporary employment agencies and the hospitality industry that will need fewer workers than forecast in the QuBe-Basis projection. The public administration, defence, social insurance and information technology and services sectors and manufacturers of data processing equipment and electronic and optical goods will all need more skilled workers.

Germany’s future as a place where business can thrive depends heavily on the extent to which it can succeed in securing a basic supply of skilled workers to meet its future needs. Even in these times impacted by the coronavirus pandemic, initial and continuing

---

44 See IAB press information of 22 February (iab.de/de/informationsservice/presse/presseinformationen/ausbildungsberechtigtebetriebe.aspx).

45 See Maier, Tobias; Zika, Gerd; Kalinowski, Michael; Steeg, Stefanie; Mönning, Anke; Wolter, Marc Ingo; Hummel, Markus; Schneemann, Christian (2020): COVID-19-Krise: Die Arbeit geht weiter, der Wohlstand macht Pause. Ergebnisse der sechsten Welle der BIBB-IAB-Qualifikations- und Berufsjahre bis zum Jahr 2040. BIBB Report 4/2020 (bibb.de/veroeffentlichungen/de/publication/show/16757). For region-specific model calculations see Hummel, Markus; Bernardt, Florian; Kalinowski, Michael; Maier, Tobias; Mönning, Anke; Schneemann, Christian; Steeg, Stefanie; Wolter, Marc Ingo; Zika, Gerd (2021): Qualifikations- und Berufsjahre bis 2040 nach Bundesländern. Demografie und Strukturwandel prägen weiterhin die regionale Entwicklung der Arbeitsmärkte. IAB-Kurzbericht, 1/2021 (doku.iab.de/kurzber/2021/kb2021-02.pdf).

46 See Wolter, Marc Ingo; Mönning, Anke; Maier, Tobias; Schneemann, Christian; Steeg, Stefanie; Weber, Enzo; Zika, Gerd (2021): Langfristige Folgen der COVID-19-Pandemie für Wirtschaft, Branchen und Berufe (doku.iab.de/forschungsbericht/2021/fb0221.pdf).
education and training must be sustained as far as possible. The partners in the Alliance for Initial and Continuing Training therefore agreed on additional measures in 2020 und 2021 that will ameliorate the impact of the coronavirus crisis.47

2.1 The applicant situation

2.1.1 Developments in school leaver numbers and trends in numbers until 2030

Demographic change has resulted in considerable decreases in the number of school leavers leaving general schools in recent years. In 2019, around 92,800 fewer young people left general schools than did so ten years before (2009: 893,600; 2019: 800,800).


At the same time, a trend towards higher school leaving qualifications has become apparent. The percentage of those leaving school after gaining a secondary general school certificate fell from 21.5 % in 2009 to 16.5 % in 2019. Growth was recorded in numbers of those leaving school after gaining an intermediate school leaving certificate (2009: 40.4 %; 2019: 42.2 %) and those leaving with a higher education entrance qualification (2009: 31.5 %; 2019: 34.7 %). This trend becomes more evident when 2000 is included in the comparison (2000: secondary general school certificate: 25.1 %, intermediate school leaving certificate: 39.9 %, higher education entrance qualification: 25.7 %).

A recent prognosis made by the BIBB for the Report on Vocational Education and Training based on a forecast of school student and graduate numbers made by the Conference of Ministers of Education and Cultural Affairs49 found that school leaver numbers will fluctuate in coming years. In 2021, the figure will be higher than in 2020. It will fall to its lowest point in 2026 (738,200) before growing again to 826,100 by 2030. The number of school leavers will then be slightly higher than in 2019 (800,800) but still well below school leaver numbers of earlier years (see Chart 1).

This prognosis shows that securing a supply of skilled staff in future will remain a challenge.

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

In the 2019/2020 reporting year, 472,981 applicants across Germany used the services of employment agencies and jobcentres in their search for a training place, 38,818 (–7.6 %) fewer than in the year before.

The number of male registered applicants fell by 22,353 (–7.1 %) to 290,691, and the number of registered female applicants by 16,470 (–8.3 %) to 182,722, so in 2020 far more men than women were registered as applicants.

The decline in numbers of applicants is not only due to the coronavirus pandemic and resulting restrictions.

47 See Chapter 1 and aus-und-weiterbildungsallianz.de.
50 Where not provided here, data segregated by gender in this and other charts and tables is available in the Data Report accompanying the Report on Vocational Education and Training and KMK publications.
In the previous years too, numbers of registered applicants decreased, and this fall continued from October 2019 to March 2020. Declining school leaver numbers is one explanation for this fall that has been postulated by the BA. A good training market situation may also mean that young people looking for training can in many regions find a training place without support from training placement agencies. The Internet is also playing a growing role in applicants’ independent searches for training places.

Since the April 2020 reporting month, restrictions imposed due to the coronavirus pandemic have meant that far fewer new applicants registered than would otherwise have been the case. By September 2020, the BA estimates that this will have produced (a “coronavirus effect” of) around 9,000 fewer applicants. The comparatively steep decline in numbers of applicants with a higher education entrance qualification is striking. It is linked to the fall in numbers of school leavers with general higher education entrance qualifications in 2020, with a partial return to a nine-year Abitur also playing a decisive role. The number of applicants who were recently enrolled at a higher education institution (potential university dropouts) also fell markedly. This trend will be further explored in the figures from March to September 2020 with the generally expected figure. The difference between the actual figures and generally expected figures is referred to as the “coronavirus effect”. For simplicity’s sake, the relative variation from the previous year is taken as the generally expected figure.

Table 1 shows registered applicants categorised by gender, age, nationality, school leaving qualification and the type of school they attended and a comparison with the previous year’s figures. More detailed information (including time series) on the whereabouts of applicants registered with the BA can be found in Chapter 2.4.2.
Table 1: Applicants registered for dual vocational training

<table>
<thead>
<tr>
<th></th>
<th>2019</th>
<th>2020</th>
<th>Changes from 2019</th>
<th>Percentage of all registered applicants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>absolute</td>
<td>absolute</td>
<td>in %</td>
<td>2019</td>
</tr>
<tr>
<td><strong>Total applicants</strong></td>
<td>511,799</td>
<td>472,981</td>
<td>-38,818</td>
<td>-7.6</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>313,044</td>
<td>290,691</td>
<td>-22,353</td>
<td>-7.1</td>
</tr>
<tr>
<td>Women</td>
<td>198,742</td>
<td>182,272</td>
<td>-16,470</td>
<td>-8.3</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 20 years old</td>
<td>329,943</td>
<td>302,402</td>
<td>-27,541</td>
<td>-8.3</td>
</tr>
<tr>
<td>20 to under 25 years old</td>
<td>144,247</td>
<td>135,325</td>
<td>-8,922</td>
<td>-6.2</td>
</tr>
<tr>
<td>25 years old and older</td>
<td>37,599</td>
<td>35,252</td>
<td>-2,347</td>
<td>-6.2</td>
</tr>
<tr>
<td><strong>Nationality</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>420,841</td>
<td>390,205</td>
<td>-30,636</td>
<td>-7.3</td>
</tr>
<tr>
<td>Not German</td>
<td>89,744</td>
<td>81,458</td>
<td>-8,286</td>
<td>-9.2</td>
</tr>
<tr>
<td>Of whom from a forced migration background</td>
<td>38,113</td>
<td>33,184</td>
<td>-4,929</td>
<td>-12.9</td>
</tr>
<tr>
<td><strong>School leaving qualification</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No secondary general school certificates</td>
<td>8,532</td>
<td>7,589</td>
<td>-943</td>
<td>-11.1</td>
</tr>
<tr>
<td>With secondary general school certificate</td>
<td>138,234</td>
<td>127,445</td>
<td>-10,789</td>
<td>-7.8</td>
</tr>
<tr>
<td>Intermediate school leaving certificate</td>
<td>204,089</td>
<td>191,656</td>
<td>-12,433</td>
<td>-6.1</td>
</tr>
<tr>
<td>Entrance qualification for studies</td>
<td>67,962</td>
<td>61,674</td>
<td>-6,288</td>
<td>-9.3</td>
</tr>
<tr>
<td>General higher education entrance qualifications</td>
<td>68,256</td>
<td>59,405</td>
<td>-8,851</td>
<td>-13.0</td>
</tr>
<tr>
<td>No information available</td>
<td>24,726</td>
<td>25,212</td>
<td>486</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>School attended</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General school</td>
<td>240,612</td>
<td>224,671</td>
<td>-15,941</td>
<td>-6.6</td>
</tr>
<tr>
<td>Vocational school</td>
<td>199,285</td>
<td>189,749</td>
<td>-9,536</td>
<td>-4.8</td>
</tr>
<tr>
<td>Higher education institutions and academies</td>
<td>27,918</td>
<td>23,739</td>
<td>-4,179</td>
<td>-15.0</td>
</tr>
<tr>
<td>Other form of school</td>
<td>36,842</td>
<td>28,316</td>
<td>-8,526</td>
<td>-23.1</td>
</tr>
<tr>
<td>No information available</td>
<td>7,142</td>
<td>6,506</td>
<td>-636</td>
<td>-8.9</td>
</tr>
</tbody>
</table>

Source: BA statistics; BIBB calculations

observed for signs of a possible “coronavirus effect” impacting the attractiveness of dual vocational training for this target group.

Companies and young people looking for training places are free to choose whether or not to use the services provided by employment offices. Analyses carried out by the BIBB have found that around a third of those interested in training who are registered with employment services institutions\(^3\) are registered as applicants (2019: 65.0%; 2020: 65.3%).

Under the provisions of S. 86 Para. 2 of the Vocational Training Act (BBiG), demand for training is calculated based on the number of newly concluded training contracts (“realised demand”) and the number of people registered in the BA statistics as still looking for a training place.

\(^{53}\) See Chapter 2.3.2.
Demand as traditionally defined was 496,834 in 2020, a fall of 52,729 (−9.6%) compared with the year before.

The traditional definition of demand does not, however, accurately represent the number of young people seeking training. The Report on Vocational Education and Training and National Education Report\(^{54}\) therefore makes use of an expanded definition of demand, which, as well as newly concluded training contracts (2020: 467,485) and unplaced applicants (2020: 29,349), includes applicants with an alternative on the 30\(^{\text{th}}\) of September who still wanted to be placed in training (2020: 48,888). Demand according to the expanded definition fell below 600,000 for the first time in 2019 to 598,759. A further fall to 545,722 was recorded in 2020 (−53,037 or −8.9\%).

In 2017 and 2018, demand for dual vocational training places rose temporarily. This was due to the fact that more applicants from a forced migration background were coming into the training place market, which compensated for declining demand due to demographic change. The number of refugees among applicants registered with employment offices and jobcentres did not rise again in 2019 (2018: 38,299; 2019: 38,113). In 2020, it fell by 4,929 (−12.9\%) to 33,184. Most refugees are men (25,026 or 75.4\%), with just 24.6\% women. The number of female refugees seeking training rose compared with the previous year (2019: 20.1\%).

In view of the need to secure a basic supply of qualified skilled workers for the future, this decline in demand represents a significant challenge.

**Previously unsuccessful training applicants**

Of the 472,981 applicants registered nationally in 2020, 183,898 had applied for a training place in at least one of the past five reporting years, 2,922 (−1.6\%) fewer than in 2019. Table 2 shows developments in numbers of applicants from earlier reporting years across Germany and in the eastern and western Länder.

Relative to all registered applicants, the proportion of applicants from earlier reporting years has grown in recent years at the national level (2019: 36.5\%; 2020: 38.9\%), equally in both the western Länder (2019: 36.4\%; 2020: 38.8\%) and eastern Länder (2019: 37.0\%; 2020: 39.2\%).\(^55\) This must be seen in the context of the steep fall in numbers of new applicants.

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 an employment office or jobcentre in 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 over the whole 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 previously unsuccessful training applicants when they state that they have applied for a training place in the past, regardless of whether they were registered with an employment office or jobcentre as a training place applicant at that time.

Using data from BA/BIBB surveys of applicants carried out from 2006 to 2016, the BIBB assessed the training opportunities of unplaced applicants from earlier years, comparing figures over that period. It found that of all registered applicants the proportion of previously unsuccessful applicants declined steeply between 2006 and 2016 (2006: 40\%; 2016: 27\%), and in 2018 this figure fell further (2018: 25\%).\(^56\) Initial analyses of the BA/BIBB survey of applicants in 2020 identified a figure of 26\% for unplaced applicants from previous years in 2020, so the proportion of these applicants was slightly above the 2018 figure but still below the figures for unplaced applicants from the previous years of 2006 to 2016.


\(^{55}\) For more information on the proportion of applicants from previous years over a longer period, see the 2020 Report on Vocational Education and Training.

\(^{56}\) For more details, see 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.
### Table 2: Applicants from earlier reporting years

<table>
<thead>
<tr>
<th>National</th>
<th>Total</th>
<th>Applicants in the past 5 reporting years</th>
<th>Applicants 1 or 2 years before the reporting year</th>
<th>Of whom were applicants 1 year before the reporting year</th>
<th>Or were applicants in the past 5 years before the reporting year compared with the previous year</th>
<th>1 year before the reporting year</th>
<th>2 years before the reporting year</th>
<th>absolute</th>
<th>relative</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>550,910</td>
<td>185,485</td>
<td>171,186</td>
<td>148,745</td>
<td>22,441</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>547,728</td>
<td>185,150</td>
<td>170,862</td>
<td>147,907</td>
<td>22,955</td>
<td>–335</td>
<td>–0.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>547,824</td>
<td>183,727</td>
<td>169,875</td>
<td>147,664</td>
<td>22,211</td>
<td>–1,423</td>
<td>–0.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>535,623</td>
<td>189,234</td>
<td>174,972</td>
<td>148,041</td>
<td>26,931</td>
<td>5,507</td>
<td>3.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>511,799</td>
<td>186,820</td>
<td>170,074</td>
<td>143,424</td>
<td>26,650</td>
<td>–2,414</td>
<td>–1.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2020</td>
<td>472,981</td>
<td>183,898</td>
<td>162,807</td>
<td>135,817</td>
<td>26,990</td>
<td>–2,922</td>
<td>–1.6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Western Länder</th>
<th>Total</th>
<th>Applicants in the past 5 reporting years</th>
<th>Applicants 1 or 2 years before the reporting year</th>
<th>Of whom were applicants 1 year before the reporting year</th>
<th>Or were applicants in the past 5 years before the reporting year compared with the previous year</th>
<th>1 year before the reporting year</th>
<th>2 years before the reporting year</th>
<th>absolute</th>
<th>relative</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>458,118</td>
<td>155,066</td>
<td>144,124</td>
<td>125,603</td>
<td>18,521</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>454,688</td>
<td>154,607</td>
<td>143,509</td>
<td>124,497</td>
<td>19,012</td>
<td>–459</td>
<td>–0.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>457,722</td>
<td>154,109</td>
<td>143,143</td>
<td>124,642</td>
<td>18,501</td>
<td>–498</td>
<td>–0.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>445,201</td>
<td>158,095</td>
<td>146,832</td>
<td>124,549</td>
<td>22,283</td>
<td>3,986</td>
<td>2.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>425,089</td>
<td>154,856</td>
<td>141,505</td>
<td>119,229</td>
<td>22,276</td>
<td>–1,239</td>
<td>–2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2020</td>
<td>392,382</td>
<td>152,368</td>
<td>135,052</td>
<td>112,455</td>
<td>22,597</td>
<td>–2,488</td>
<td>–1.6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eastern Länder</th>
<th>Total</th>
<th>Applicants in the past 5 reporting years</th>
<th>Applicants 1 or 2 years before the reporting year</th>
<th>Of whom were applicants 1 year before the reporting year</th>
<th>Or were applicants in the past 5 years before the reporting year compared with the previous year</th>
<th>1 year before the reporting year</th>
<th>2 years before the reporting year</th>
<th>absolute</th>
<th>relative</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>89,540</td>
<td>30,103</td>
<td>26,749</td>
<td>22,839</td>
<td>3,910</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>90,552</td>
<td>30,401</td>
<td>27,213</td>
<td>23,275</td>
<td>3,938</td>
<td>298</td>
<td>1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>89,730</td>
<td>29,513</td>
<td>26,637</td>
<td>22,929</td>
<td>3,708</td>
<td>–888</td>
<td>–2.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>90,144</td>
<td>31,071</td>
<td>28,079</td>
<td>23,417</td>
<td>4,642</td>
<td>1,558</td>
<td>5.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>86,224</td>
<td>31,899</td>
<td>28,514</td>
<td>24,146</td>
<td>4,368</td>
<td>828</td>
<td>2.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2020</td>
<td>80,068</td>
<td>31,396</td>
<td>27,627</td>
<td>23,242</td>
<td>4,385</td>
<td>–503</td>
<td>–1.6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sources: Federal Employment Agency (BA) statistics, special evaluation made in preparation for the Report on Vocational Education and Training

Findings from BA/BIBB surveys of applicants have shown that previously unsuccessful training applicants form a very heterogeneous group with partly good but partly also very bad prospects of being placed in training. The longer ago the applicant left school, the lower their 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.

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

Not all school leavers succeed in managing the transition into training straight after leaving a general school. As well as enabling young people to achieve the maturity they need for training and occupying them during periods of unemployment, 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 following description of developments in numbers of new entries into the transition system in 2020 is based on an estimate made by the BIBB using data from the iABE Interim Report 2020.57

According to this estimate (see Chapter 2.3.1), the number of new entries into the transition system in 2020, at 234,000, was lower than it was in the previous year (~15,500 or ~6.2%; see Table 3).58 In the context of the coronavirus pandemic, this seems surprising at first sight, given the steep decline in the number of placements in dual training compared with the previous year (~9.2%). At second glance, however, it is clear that young people were more frequently placed in training in which they can gain a general school leaving certificate. The number of new entries into the transition system in training courses at full-time vocational schools that conclude with a general lower secondary school certificate (account II 01) rose by 1,100 or 5.8%. The “acquisition of a higher education entrance qualification” sector recorded a slight rise of 1.4%. The coronavirus pandemic meant that some transition system measures could not be held or were restricted, so it is likely that fewer young people could be placed in the transition system.59 At the same time, the unemployment rate among very young people (aged between 15 and 25) rose over the reporting period (from 4.4% in 2019 to 5.5% in 2020).60

The trajectory of developments in the transition system since 2005 (see Chapter 2.3.1) initially shows a continuous decline in the number of placements into training in this sector between 2005 and 2014. In 2015 and 2016, the number of new entries into the transition system rose again significantly. This rise was mainly due to the growing number of refugees who were being placed in German language learning programmes in the transition system.61 Since 2016, the number of young people placed in the transition system has again fallen continuously (~68,900 or ~22.7%) due to the ongoing decline in the number of refugees arriving in Germany and increasing placement of young refugees in training.62

New entries into the transition system by selected characteristics

The Integrated Reporting on Training (iABE) data for 201959 shows that the number of foreign nationals entering the transition system was far lower than it was in 2016 (~31,754 or ~28.8%). There was a particularly sharp drop in numbers of foreign nationals starting a pre-vocational training year (“Berufsvorbereitungs-Jahr – BVJ”) (~32,906 or ~45.4%). In earlier years, many young refugees started a pre-vocational training year.63

In 2019, the proportion of foreign nationals in the transition system was 31.4%, which is lower than it was in the year before (2018: 33.3%). More young male foreign nationals were in a transition system measure, 32.8%, than young foreign national women (29.1%).

In the context of the fall in numbers of new entries into the transition system, it should be noted that the iABE does not include the many new measures established in response to the recent influx of migrants and refugees. The 900 (2019: 3,000) young people who began BA measures such as “KompAS” or “Perspektive für Flüchtlinge” in 2020 are not recorded in the iABE data, which indicates a significant reduction in their

57 The data from the iABE Interim Report of 16 March 2021 for this year is only partly reliable. On the one hand, some large Länder (Baden-Württemberg, Lower Saxony and Schleswig-Holstein) reported only last year’s data, which does not reflect current developments. On the other hand, the healthcare, education and social services account is underrepresented because no data was recorded on trainees in the new Care and Nursing Specialist training course at healthcare system schools in some Länder (North Rhine-Westphalia, Lower Saxony and Saxony-Anhalt) due to the introduction of new care and nursing training statistics in the 2020 reporting year. Apart from the “tertiary studies” sector (for which complete and current data is available), the data provided here for 2020 is based on estimates made by the BIBB. It calculated key data on the “vocational training”, “transition system” and “acquisition of a higher education entrance qualification” sectors on the basis of available Länder data. Estimates were not carried out for the attributes of gender and nationality. Here the previous data is used. Estimates in the data are rounded to the nearest hundred. For more information on estimates, please see bibb.de/iABE.

58 Due to revisions in the data, there may be divergences from earlier data.


60 See also Federal Employment Agency (BA) statistics (2021): Arbeitslose nach Rechtskreisen (annual figures).

61 See also the StBA press release of 10 March 2017 (destatis.de/DE/PresseService/Presse/Pressemitteilungen/2017/03/PD17_087_212.html).

62 For more details, see Chapter 2.4.5 and the Data Report accompanying the 2021 Report on Vocational Education and Training, Chapter A 5.8 and A 12.

63 A BIBB article reports on data of 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).
Table 3: Developments in numbers of new entries into the transition system (estimated figures for 202057)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>417,649</td>
<td>316,494</td>
<td>252,670</td>
<td>266,194</td>
<td>302,881</td>
<td>283,138</td>
<td>263,934</td>
<td>249,537</td>
<td>234,000</td>
</tr>
</tbody>
</table>

**Sector: Integration into training (transition system)**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>68,095</td>
<td>54,180</td>
<td>45,069</td>
<td>22,552</td>
<td>25,919</td>
<td>20,108</td>
<td>20,143</td>
<td>19,563</td>
<td>20,700</td>
</tr>
</tbody>
</table>

Schools (fulfilling school attendance obligations and gaining lower secondary general qualifications)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>58,706</td>
<td>47,479</td>
<td>35,581</td>
<td>47,355</td>
<td>47,017</td>
<td>47,889</td>
<td>47,586</td>
<td>47,610</td>
<td>47,800</td>
</tr>
</tbody>
</table>

Training courses at full-time vocational schools that offer basic vocational training that can be accredited

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>58,432</td>
<td>40,661</td>
<td>45,202</td>
<td>72,450</td>
<td>108,494</td>
<td>94,123</td>
<td>80,856</td>
<td>75,798</td>
<td>70,200</td>
</tr>
</tbody>
</table>

Pre-vocational year (full-time/school-based)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>27,035</td>
<td>19,186</td>
<td>14,393</td>
<td>17,370</td>
<td>13,781</td>
<td>12,800</td>
<td>12,446</td>
<td>12,147</td>
<td>8,800</td>
</tr>
</tbody>
</table>

Training courses at vocational schools for students with no training contract who are employed or unemployed

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13,477</td>
<td>6,808</td>
<td>2,324</td>
<td>400</td>
<td>280</td>
<td>312</td>
<td>473</td>
<td>510</td>
<td>333</td>
</tr>
</tbody>
</table>

Training courses at vocational schools for students with no training contract who are studying for a general lower secondary school leaving qualification

|------|------|------|------|------|------|------|------|------|

Obligatory internship before educational practitioner training at a vocational school

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>91,811</td>
<td>69,933</td>
<td>46,149</td>
<td>44,760</td>
<td>44,019</td>
<td>41,564</td>
<td>39,621</td>
<td>36,449</td>
<td>34,970</td>
</tr>
</tbody>
</table>

Federal Employment Agency (BA) pre-vocational

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>18,881</td>
<td>18,983</td>
<td>10,213</td>
<td>9,839</td>
<td>12,168</td>
<td>13,146</td>
<td>10,928</td>
<td>8,734</td>
<td>7,037</td>
</tr>
</tbody>
</table>

Note: In reporting on BA measures (funding statistics), the iABE reports on people in these measures at the end of the year. As the training year begins in September and efforts to place unplaced training place applicants in an alternative continue until December, the reference date for BA measures is the end of the year.

* The estimates (see footnote 57) mean that the key data on the 2020 reporting year published here diverges from the data published in the 2020 iABE Interim Report.

Sources: StBA, iABE 2019 (data as at 21 of February 2021), Interim Report of the iABE 2020 (data as at 16 of March 2021) and supplementary estimates made by the BIBB
numbers compared with the previous year. However, it must be taken into account that here too, due to the coronavirus pandemic, the programmes were able to be held only in part or not at all. Compared with 2017, the number of people placed in these programmes has fallen substantially (–94.0%). Some young refugees were also in various Länder or local government programmes that are not recorded by the iABE.

Fewer young women (37.6%) than young men began a transition system measure in 2019. The percentage of women in mandatory practical placements preceding early childhood education training at vocational colleges (82.9%) was disproportionately high. The basic vocational training year recorded the highest percentage of young male trainees (76.1%), followed by BA introductory training measures (72.9%).

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 relatively low-level or no school leaving qualifications. According to the Integrated Reporting on Training (iABE) data for 2019, young people with a secondary general school certificate made up the majority in the transition system, at 43.2%. 29.9% had no secondary general school certificate, while 19.2% had an intermediate school leaving certificate or equivalent school leaving qualification. At 1.7%, the percentage of young people with a higher education entrance qualification in the transition system was very low (see Chart 2).

Young people with a higher education entrance qualification were represented at above-average levels in introductory training (10.1%). Young people without a secondary general school certificate were especially often in pre-vocational training years, including one-year careers entry classes (66.7%) and in training courses at vocational schools for young students both in and out of work without a training contract (33.0%).

2.2 Training places offered

2.2.1 Training places offered under the Vocational Training Act and Crafts Code (BBiG/HwO)

In the 2019/2020 reporting year, employment offices and jobcentres recorded 530,265 vocational training places, 514,571 of them in companies. Table 4 shows that the number of vocational training places registered with employment offices and jobcentres fell steeply in 2020.

A fall in numbers of registered training places compared with the previous year was observed at the beginning of the current year. The BA ascribes this to both the weaker economy and the fact that companies registered fewer vocational training places because they have not been able to fill their training places with young people who they regard as suitable in recent years.

In the months of April and May in particular, the lockdown due to the coronavirus pandemic resulted in a fall in the number of registered training places. Once the restrictions were relaxed, more training places were registered, and from June the numbers began making up ground. For September 2020, the BA has forecast a “coronavirus effect” of around 10,000 fewer vocational training places registered due to the pandemic.

---

64 See also the Data Report accompanying the 2021 Report on Vocational Education and Training, Chapter A 12.2.
65 Data on Federal Employment Agency (BA) measures for refugees (annual average population) first became available in the 2017 reporting year.
66 Differentiated data on schooling background is not yet available for 2020.
67 The percentage of young people, mainly foreign nationals, for whom no information on schooling background was available is strikingly high. No information on schooling background was available for around 13% of young foreign nationals in the transition system (figure for young Germans: 3.1%). This figure has increased drastically since 2014. This data may be regarded as a statistical indication that most of these young people are refugees.
As part of the expansion and improvement of the BA's training place statistics, since 2018 the statistics have also recorded the various school leaving certificates that companies expect from their training applicants. For around half of the registered training places in 2020, applicants had to have a secondary general school certificate (260,378 training places or 49.1%), while for 182,598 training places (34.4%) at least an intermediate school leaving certificate was required. An entrance qualification for studies at a university of applied sciences was the minimum requirement for applicants for 38,335 (7.2%) registered training places, while a general higher education entrance qualification was the prerequisite for 5,755 (1.1%) training places. Employers stated that for 908 (0.2%) of registered training places they would not require applicants to have a secondary general school certificate, and "Not relevant" or "Not specified" was the response from employers offering 42,273 (8.0%) of the training places registered.

Sources: StBA, IABE 2019 (data as at the 21 of February 2021)
THE TRAINING MARKET SITUATION IN 2020

2.2.2 Companies’ participation in training

In the 2019 reporting year, 425,781 companies provided vocational training for adolescents and young adults. The number of companies providing training fell by 1,506 (–0.4 %) compared with the previous year, while the total number of companies grew by 5,530 (+0.3 %) to 2,171,434, and the proportion of companies providing training was 19.6 % (2018: 19.7 %), as analyses carried out by the BIBB based on data from BA employment statistics found. As in earlier years, the rates of company participation in training varied significantly depending on their size. In the 2019 reporting year again, the fall in the number of companies providing training was recorded entirely among micro enterprises (1 to 9 employees).

Under the provisions of S. 86 of the Vocational Training Act (BBiG), the total number of training places in the training market is calculated based on the number of newly concluded training contracts (i.e. filled training places) recorded in the BIBB survey carried out on the 30th of September (2020: 467,485) and training places registered with the BA as unfilled (2020: 59,948).

527,433 training places were registered nationally in 2020, so this figure fell compared with the previous year by 50,742 (–8.8 %). More details on the development of the number of training places offered are provided in Chapter 2.3.2 in connection with the findings of the BIBB survey of newly concluded training contracts on the 30th of September.

In the context of registered vocational training places, it should be noted that as with registered applicants, companies and young people are free to choose whether they want to make use of the services offered by employment offices and jobcentres.

In contrast to the situation concerning many other figures, current data on companies’ participation in training is available only for 2019. The findings for 2020 will be reported on in the 2022 Report on Vocational Education and Training.

The 2010 to 2014 time series can be found in the 2020 Report on Vocational Education and Training. Source: Federal Employment Agency (BA) statistics

Table 4: Registered vocational training places

<table>
<thead>
<tr>
<th>Year</th>
<th>National</th>
<th>Western Länder</th>
<th>Eastern Länder</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>total of which in a company</td>
<td>total of which in a company</td>
<td>total of which in a company</td>
</tr>
<tr>
<td>2009</td>
<td>483,798</td>
<td>426,384</td>
<td>387,817</td>
</tr>
<tr>
<td>2015</td>
<td>545,909</td>
<td>523,216</td>
<td>457,781</td>
</tr>
<tr>
<td>2016</td>
<td>546,093</td>
<td>526,611</td>
<td>456,461</td>
</tr>
<tr>
<td>2017</td>
<td>544,907</td>
<td>527,470</td>
<td>456,533</td>
</tr>
<tr>
<td>2018</td>
<td>565,342</td>
<td>546,576</td>
<td>474,519</td>
</tr>
<tr>
<td>2019</td>
<td>571,982</td>
<td>556,041</td>
<td>480,734</td>
</tr>
<tr>
<td>2020</td>
<td>530,265</td>
<td>514,571</td>
<td>445,953</td>
</tr>
</tbody>
</table>

Changes from 2019 to 2020

<table>
<thead>
<tr>
<th></th>
<th>absolute</th>
<th>Western Länder</th>
<th>Eastern Länder</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>in %</td>
<td></td>
<td></td>
</tr>
<tr>
<td>absolute</td>
<td>–41,717</td>
<td>–41,470</td>
<td>–34,940</td>
</tr>
<tr>
<td>in %</td>
<td>–7.3</td>
<td>–7.5</td>
<td>–7.6</td>
</tr>
</tbody>
</table>

Source: Federal Employment Agency (BA) statistics
In 2019, company participation in the provision of training again showed disparate developments in western and eastern Länder. In the western Länder, the number of companies providing training declined slightly (2018: 365,774; 2019: 363,914). The total number of companies was slightly higher than in the previous year (2018: 1,729,882; 2019: 1,735,805). The proportion of companies providing training was 21.0% (2018: 21.1%).

Table 5 shows a time series of the trends in company numbers, in the number of companies providing training and in the percentage of companies providing training.

In 2019, company participation in the provision of training again showed disparate developments in western and eastern Länder. In the western Länder, the number of companies providing training declined slightly (2018: 365,774; 2019: 363,914). The total number of companies was slightly higher than in the previous year (2018: 1,729,882; 2019: 1,735,805). The proportion of companies providing training was 21.0% (2018: 21.1%).
The percentage of companies providing training was 14.2% (2018: 14.1%) and is therefore still far below the figure for the western Länder.

Changes in the percentage of companies providing training by industry sector were heterogeneous between 2018 and 2019. The percentage of companies providing training by industry sector rose again in the medical services and public administration sectors, while the chemistry, pharmaceuticals, hotel and accommodation, and catering sectors experienced a negative trend.\textsuperscript{71}

It must be noted that not every company is able and authorised to provide training. According to data obtained from the IAB Establishment Panel, more than half of companies (54%) were able and authorised to provide training in 2019 (52% of them alone and 3% in collaboration).\textsuperscript{74} The percentage of companies authorised to provide training increased with company size. While fewer than half of micro enterprises with less than ten employees were authorised to provide training (45%, 43% alone and 3% in collaboration), almost all large companies with more than 500 employees were authorised to provide training. Taking only companies with at least ten employees into account, it can be stated that in 2019, 73% of these micro enterprises were able and authorised to provide training, either alone or in collaboration.\textsuperscript{75}

If just companies authorised to provide training are taken into consideration, the percentage of companies actively involved in training is much higher. Integrated Reporting on Training (IAB) data shows that 56% of companies able and authorised to provide training did so in 2019 (2018: 53%). Companies with more employees have higher rates of participation in training. In 2019, 41% of micro enterprises that are able and authorised to provide training did so (2018: 38%), while the figure for large companies with at least 500 employees was 96%, the same as it was in the year before.

Not all companies that provide training do so continuously, and this is particularly true of micro enterprises. Fluctuations in the need for skilled staff may be one reason why not all companies offer training every year. Given the ongoing decline in numbers of micro enterprises offering training and the specific 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.

\subsection*{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 is distributed across 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, providing 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. Practice-integrated work-study programmes for continuing vocational training are also now on offer.

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. In recent years the range of work-study programmes on offer has grown substantially. In 2011, 879 (initial training) work-study programmes were offered at German higher education institutions, while in 2019 the figure was 1,662, according to analyses carried out by the BIBB based on the AusbildungPlus database.\textsuperscript{76}

\textsuperscript{71} Detailed analyses on the development of the percentage of companies providing training and participation in training can be found in the Data Report accompanying the 2021 Report on Vocational Education and Training, Chapter A 7.1.

\textsuperscript{74} The attribute “authorised to provide training” is recorded here based on companies’ own statements.


\textsuperscript{76} The BIBB AusbildungPlus (bibb.de/ausbildungplus) website provides information on work-study programmes, notes on practical issues and information on additional initial vocational training qualifications. Users can search the national database for work-study programmes by subject area, region, type of higher education institution and other criteria. They can also search for additional initial vocational training...
An IAB study on practice-integrated dual studies found that they make it easier for graduates to start careers after completing their studies. The probability that work-study programme graduates will be employed in the first years after graduation is 4% higher than for university graduates, although the 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 universities of applied sciences (Fachhochschule), so somewhat less than university graduates.\(^{77}\)

Amendments to the Vocational Training Act (BBiG) have established the prerequisites for major improvements to the data on training-integrated work-study programmes. The Act now stipulates that from the 2021 reporting year, the vocational training statistics of the Federal Government and Länder statistical offices will record details on whether the trainee underwent vocational training as part of training-integrated work-study programme for every training contract.

The BMBF has commissioned the CHE Centre for Higher Education and f-bbb vocational training research institute to jointly carry out the “Duales Studium: Umsetzungsmodelle und Entwicklungsbedarfe” study. The study, to be carried out from October 2020 to April 2022, will deliver an up-to-date, comprehensive assessment of work-study programmes in Germany. It will provide an overview of the specific Länder implementation models for work-study programme models, analyse the prerequisites for success and factors influencing the successful establishment and implementation of work-study programmes, and identify potential needs for development, taking both supply and demand into account. Data is being collected from participating institutions of higher education, vocational training academies, students in work-study programmes, companies, associations and social partners.\(^{78}\)

The study is being carried out in the context of a resolution of the German Bundestag of October 2019 requesting the Federal Government to initiate a scientific study of a possible need for further regulation, in view of the development of work-study programmes in Germany to date. The BIBB Board, working in close cooperation with the KMK, will table joint recommendations on appropriate framework conditions for work-study programmes based on the study’s findings.

2.3 New training contracts and the training report in 2020

2.3.1 Integrated Reporting on Training

Data supplied by Integrated Reporting on Training provides a current overview of education and training activities in Germany involving young people who have completed stage one secondary education. It is a reporting system that consolidates or “integrates” various official statistics to provide a complete picture of initial and continuing education and training activities. As well as data on dual vocational training as defined in the Vocational Training Act and Crafts Code (BBiG/HwO),\(^{79}\) it includes data on new entries into other forms of training outside the scope of the Vocational Training Act and Crafts Code (BBiG/HwO) that result in full qualifications, such as school-based vocational training for healthcare, education and social services occupations and other school-based vocational training.\(^{40}\) Integrated Reporting on Training also includes data on the transition system, on training and education measures that enable

\(^{77}\) The IAB study can be found online at doku.iab.de/kurzber/2019/kb2519.pdf.

\(^{78}\) See che.de/projekt/duales-studium/.

\(^{79}\) The data used in iABE on dual vocational training under the Vocational Training Act and Crafts Code (BBiG/HwO) is drawn from the vocational schools statistics and not from the BIBB survey on 30 September or the vocational training statistics for 31 December. Discrepancies with other presentations in the Report on Vocational Education and Training such as those in Chapter 2.3.1 are due to the different statistics and surveys used (for more details, see the Data Report accompanying the 2021 Report on Vocational Education and Training, Chapter A 4.1).

\(^{80}\) 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).
participants to gain a higher education entrance qualification, and on tertiary studies.

Integrated Reporting on Training classifies training courses into training sectors and “accounts”, based on their main goals. At the top level are four sectors: vocational training, integration into training (transition system), acquisition of a higher education entrance qualification and tertiary studies.

In the coronavirus crisis year of 2020, the question of which education and training paths young people would pursue was of great interest. iABE data cannot be used to establish a causal relationship with the pandemic but it does provide information on realised demand for training places over time, so it can reveal developments and shifts in vocational training activities.

The following depiction of current developments in initial and continuing vocational training activities in 2020 is based on figures from an estimate made by the BIBB, in turn based on data from the iABE Interim Report 2020. The data for 2019 provided here was obtained from the “Integrated Reporting on Training 2019” report, in which official data (not estimated) is published.

The BIBB estimate of iABE key data for 2020
Even in the crisis year of 2020, the vocational training sector, comprising 684,300 people and 36.0% of all new trainees, was again the biggest vocational training sector. Of the 684,300 new entrants into the vocational training sector, 439,300, or just on two thirds, started dual vocational training as defined in the Vocational Training Act and Crafts Code (BBiG/HwO). 193,500 young people began school-based vocational training in healthcare, education and social services occupations and another 51,500 started a school-based form of vocational training. 12.3% of all trainees, or 234,000 young people, began a transition system measure. The percentages of young people who began education and training to gain a university entrance qualification (25.7%) and of those who began tertiary studies (25.9%) were about the same.

Table 6 and Chart 3 provide information on developments in education and training sectors and in selected education and training “accounts”.

In 2020, around 69,700 (~3.5%) fewer young people were placed in training than in the year before. This fall is due to declining numbers of school leavers (~4.2%), among other factors. Here it must be noted that a return to nine years of grammar schooling (Gymnasium) in Lower Saxony in the reporting year meant that there were fewer holders of the Abitur certificate leaving school there. It should also be taken into account that the unemployment rate for young people aged between 15 and 24 rose slightly (from 4.4% in 2019 to 5.5% in 2020).

The number of young people in the vocational training sector fell by 40,700 (~5.6%). While the number of new entrants into dual vocational training as defined in the Vocational Training Act and Crafts Code (BBiG/HwO) fell by 44,400 (~9.2%), the number of trainees starting training in healthcare, education and social services occupations rose over the same period by around 5,200 (+2.7%). The decline in the number of new entries into dual vocational training can probably be partly explained by the “coronavirus
Chart 3: Developments in education and training sectors/accounts (estimated figures for 2020)\textsuperscript{41}

Sources: StBA, iABE 2019 (data as at 21 of February 2021), iABE Interim Report 2020 (data as at 16 of March 2021) and BIBB estimates supplementing iABE
THE TRAINING MARKET SITUATION IN 2020

effect”. Fewer training places were offered, so young people may be moving into other forms of education and training. Over the same period, for example, the number of new entrants into the acquisition of a higher education entrance qualification sector rose (+1.4 %). As noted above, healthcare, education and social services occupations recorded a rise in the number of new trainees and the number of German first-year students at institutions of higher education also rose (+1.5 %).

As in recent years (since 2016), the number of new entrants into the transition system sector again fell. Compared with the previous year, the number of those placed in training in this sector fell by 15,500 (–6.2 %). The demographic decline in this group was relatively small, so it would seem at first glance implausible that a fall in numbers of new entrants in the transition system would correlate with a fall in numbers of new entrants into dual vocational training. There are, however, indications that more young people remained in the school system. It may also be that because transition system programmes could not be held or were limited due to the pandemic, fewer young people could be placed in the transition system.87

The acquisition of a higher education entrance qualification sector was the only sector to record growth, with 6,700 new entrants (+1.4 %). This growth could be explained by the fact that due to the coronavirus situation, fewer young people are starting training and instead are pursuing more general education.

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 54,800 (–7.4 %). In this sector the number of new entries into dual vocational training as defined in the Vocational Training Act and Crafts Code (BBiG/HwO) fell steeply compared with the 2005 figure (–78,000 or –15.1 %). Numbers of new entrants into training in healthcare, education and social services occupations decreased markedly compared with the 2005 figure (–50,800 or –35.6 %). This development must be seen in the context of demographic change and a growing need for skilled staff in the healthcare and early childhood education sectors. The number of new entries into other forms of school-based vocational training fell sharply compared with 2005 (–27,600 or –34.9 %).

The acquisition of a higher education entrance qualification sector recorded an increase of 34,400 (+7.6 %) compared with the 2005 figure. Over the same period, the number of new entries into the tertiary studies sector rose considerably (+126,800 or +34.6 %). These outcomes reflect the general trend towards higher school leaving qualifications and young people’s increasing tendency to pursue tertiary studies.

New entries into iABE sectors, differentiated by selected attributes

Earlier Reports on Vocational Education and Training have at this point presented developments in the sectors for men and women separately.88 As the BIBB estimates for 2020 do not include any benchmark figures differentiated by gender, iABE data for 2019 is resorted to below.

The gender balance in the vocational training sector was relatively even in 201989 (47.6 % women). A closer examination of the sector reveals, however, that the percentage of women in dual vocational training as defined in the Vocational Training Act and Crafts


88 See the Report on Vocational Education and Training 2020, Chapter 2.3.
### Table 6: Developments in numbers of new entries into iABE sectors and accounts (estimated data for 2020*)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational training in the dual system under BBiG/HwO</td>
<td>517,342</td>
<td>512,518</td>
<td>509,900</td>
<td>481,136</td>
<td>479,545</td>
<td>481,423</td>
<td>486,428</td>
<td>492,669</td>
<td>483,714</td>
<td>489,300</td>
<td>-44,400</td>
<td>-9.2%</td>
<td>-78,000</td>
<td>-15.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School-based vocational in healthcare, education and social services occupations</td>
<td>142,710</td>
<td>153,840</td>
<td>159,850</td>
<td>166,407</td>
<td>176,632</td>
<td>175,011</td>
<td>178,983</td>
<td>183,707</td>
<td>191,500</td>
<td>5,200</td>
<td>2.7%</td>
<td>50,800</td>
<td>35.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other school-based vocational training</td>
<td>79,116</td>
<td>62,126</td>
<td>59,827</td>
<td>52,972</td>
<td>51,544</td>
<td>51,751</td>
<td>50,974</td>
<td>52,244</td>
<td>52,973</td>
<td>51,500</td>
<td>-1,500</td>
<td>-2.7%</td>
<td>-27,600</td>
<td>-34.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Of which vocational training in the public sector (training for the middle grade of the civil service)</td>
<td>5,953</td>
<td>6,442</td>
<td>7,314</td>
<td>9,347</td>
<td>10,050</td>
<td>11,244</td>
<td>12,388</td>
<td>15,404</td>
<td>16,772</td>
<td>-</td>
<td>-</td>
<td>10,819</td>
<td>181.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sector: Transition system</td>
<td>417,649</td>
<td>344,515</td>
<td>316,494</td>
<td>252,670</td>
<td>302,881</td>
<td>283,138</td>
<td>263,934</td>
<td>248,537</td>
<td>234,000</td>
<td>-15,500</td>
<td>-6.2%</td>
<td>-183,600</td>
<td>-44.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sector: Acquisition of a higher education entrance qualification</td>
<td>454,423</td>
<td>526,684</td>
<td>554,704</td>
<td>520,294</td>
<td>519,446</td>
<td>511,783</td>
<td>468,028</td>
<td>490,320</td>
<td>482,154</td>
<td>488,800</td>
<td>6,700</td>
<td>1.4%</td>
<td>34,400</td>
<td>7.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sector: Tertiary studies</td>
<td>366,242</td>
<td>428,000</td>
<td>447,890</td>
<td>508,135</td>
<td>509,821</td>
<td>512,646</td>
<td>516,036</td>
<td>513,082</td>
<td>516,207</td>
<td>513,082</td>
<td>-20,075</td>
<td>-3.9%</td>
<td>126,765</td>
<td>34.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training measures (total)</td>
<td>1,977,482</td>
<td>2,027,683</td>
<td>2,048,665</td>
<td>1,981,615</td>
<td>1,993,880</td>
<td>2,037,116</td>
<td>1,979,615</td>
<td>1,994,337</td>
<td>1,969,827</td>
<td>1,900,207</td>
<td>-20,075</td>
<td>-3.9%</td>
<td>77,300</td>
<td>-3.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 Including comparable forms of vocational training (§ 3 Para. 2 No. 3 of the Vocational Training Act – BBiG).
2 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).
3 Figures for the sectors and accounts are rounded up, so the total of sectors for the 2020 reporting year is not identical with the figure shown for total training measures.
4 The estimates (see footnote 83) mean that the key data published for the 2020 reporting year diverges from published in the 2020 iABE Interim Report.

Sources: StBA, iABE 2019 (data as at the 21 of February 2021), iABE Interim Report 2020 (data as at the 16 of March 2021) and estimates made by the BIBB to complement iABE.
The training situation in 2020

Code (BBiG/HwO) was well below average (36.8%), while this figure was well above average in school-based training for healthcare, education and social services occupations (76.1%). There were more young women in the acquisition of a higher education entrance qualification (53.4%) and tertiary studies sectors (52.5%, this data for 202083), while men made up the majority in the transition system sector (37.8% women).

The different sectors and accounts recorded varying proportions of new trainees who were not German nationals. In 2019, the transition system sector had the highest proportion of new trainees who were not German nationals, at 31.4%. This figure was far lower in the vocational training (12.9%) and acquisition of a higher education entrance qualification sectors (6.5%). The proportion of non-German nationals in dual vocational training as defined in the Vocational Training Act and Crafts Code (BBiG/HwO) (12.6%) was lower than it was in school-based training in healthcare, education and social services occupations (14.7%).89

The tertiary studies sector recorded 20.2% of new non-German national trainees (data for 202083). There were major differences in the educational backgrounds of young people starting training in 2019,91 especially among those entering the vocational training sector. Young people do not have to have a formal school leaving qualification to start dual

---

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

<table>
<thead>
<tr>
<th>New entrants</th>
<th>2019 (and for 2020 for the &quot;Tertiary Studies&quot; sector)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>absolute</td>
</tr>
<tr>
<td>Total new trainees</td>
<td>1,969,827</td>
</tr>
<tr>
<td>Vocational training</td>
<td>725,055</td>
</tr>
<tr>
<td>Dual vocational training under the BBiG/HwO</td>
<td>483,714</td>
</tr>
<tr>
<td>School-based vocational training in healthcare, education and social services</td>
<td>188,370</td>
</tr>
<tr>
<td>Other forms of school-based vocational training (incl. training for the civil service)</td>
<td>52,973</td>
</tr>
<tr>
<td>Transition system</td>
<td>249,537</td>
</tr>
<tr>
<td>Acquisition of a higher education entrance</td>
<td>482,154</td>
</tr>
<tr>
<td>Tertiary studies (2019)</td>
<td>513,082</td>
</tr>
<tr>
<td>Tertiary studies (2020)1</td>
<td>493,007</td>
</tr>
</tbody>
</table>

1 iABE Interim Report preliminary data (see also footnote 83). Differentiated data on trainees’ schooling backgrounds is not available for 2020.
2 Including the school-based part of a qualification to enter studies at a university of applied sciences (Fachhochschulreife).
Sources: StBA, IABE 2019 (data as at the 21 of February 2021), IABE Interim Report 2020 (data as at the 16 of March 2021)

---

89 The comparatively low percentage of foreign nationals in other forms of school-based vocational training (9.9%) is due to the consolidation of this figure with that of trainees in training for the civil service, which is open only to German citizens.
90 The proportion of foreign nationals fell significantly compared with the previous year’s figure (2019: 24.5%). It must be taken into account that foreign national first-year students in 2019 included 88% of foreign national students who gained their higher education entrance qualification outside Germany. No data on foreign national students who gained a higher education entrance qualification outside Germany is available for 2020.
91 Differentiated data on trainees’ schooling background is not available for 2020.
vocational training, but other forms of school-based vocational training have different prerequisites. The percentages of new entrants into dual vocational training who did not have a secondary general school certificate (4.2%) and of those with a secondary general school certificate (23.2%) were 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”, 84.0% had an intermediate school leaving certificate, while just 8.0% began training with a secondary general school certificate. 26.2% of new entrants into school-based vocational training in healthcare, education and social services occupations had a (subject-restricted) higher education entrance qualification.

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

Following the overview of vocational training activities and developments in Integrated Reporting on Training, the next section will focus on dual vocational training as defined in the Vocational Training Act and Crafts Code (BBiG/HwO). This account of the overall training balance is based on findings from the BIBB survey of newly concluded training contracts on the 30th of September and BA training market statistics. Both of these sources deliver essential information on the training market and are used in the balancing of supply and demand (S. 86 of the Vocational Training Act – BBiG).

2.3.2.1 Newly concluded training contracts in 2020

In 2020, the number of newly concluded training contracts fell steeply. The BIBB survey of the relevant authorities found that 467,485 new training contracts were concluded nationally from the 1st of October 2019 to the 30th of September 2020, 57,553 fewer contracts than in the year before (–11.0%).

The number of company-based training contracts fell by 58,076 (–11.4%) to 452,595, while the number of new non-company training contracts rose by 523 (+3.6%) to 14,890.

Developments in numbers of newly concluded training contracts and other central 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. As described in Chapters 2.1.2 and 2.2.1, both supply and demand declined steeply in 2020.

In 2020, ANR was 106.2, so it increased slightly from 2019 (105.2), while expanded ANR remained at the previous year’s level (2019: 96.6; 2020: 96.6). The figure for expanded ANR based on company-based training places was somewhat lower (2019: 94.2; 2020: 93.9).

Chart 4 shows information on the development of ANR nationally from 2009 to 2020.

In the western Länder, ANR was 106.4 (2019: 105.7), expanded ANR 96.6 (2019: 96.7) and expanded ANR based on company-based training places was 94.3 (2019: 94.7). In 2020, ANR in the eastern Länder was 104.9 (2019: 102.5). Expanded ANR (2019: 95.9; 2020: 97.2) and expanded ANR based on company-based training places (2019: 90.9; 2020: 91.9) rose slightly in the eastern Länder.

As well as differences between the eastern and western Länder, there were major regional differences in ANR. ANR figures in the Länder ranged from 89.9 (Berlin) through to 117.2 (Bavaria); Bavaria had the highest expanded ANR figure, at 110.4. Thuringia (107.8), Mecklenburg-Western Pomerania (106.1) and Saxony-Anhalt (101.5) all reported figures over 100.

92 For details on the schooling background of new entrants into transition system sectors and accounts, see Chapter 2.1.3.

93 See also Chapter 2.3.2.2.

94 Demand based on the expanded definition is calculated on the basis of the number of newly concluded training contracts recorded in the BIBB survey on 30 September plus the number of applicants registered with the BA and of applications who had an alternative on 30 September but still wanted to be placed in training.

95 Readers are referred to Chapter 2.2.1 of the 2019 Report on Vocational Education and Training for details on a longer period series from 1992.
Table 8: Newly concluded training contracts, supply and demand

<table>
<thead>
<tr>
<th>Year</th>
<th>New training contracts</th>
<th>Unfilled training places</th>
<th>Unplaced applicants</th>
<th>Supply</th>
<th>Demand</th>
<th>Supply and demand ratio</th>
<th>Trend compared with the previous year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Contracts Supply Demand absolute in % absolute in % absolute in % absolute in %</td>
</tr>
<tr>
<td>2009</td>
<td>564,307</td>
<td>17,766</td>
<td>15,510</td>
<td>582,073</td>
<td>579,817</td>
<td>100,4</td>
<td>-4,347 -0.8 -2,215 -0.4 -7,824 -1.3</td>
</tr>
<tr>
<td>2010</td>
<td>559,960</td>
<td>19,898</td>
<td>12,033</td>
<td>579,858</td>
<td>571,993</td>
<td>103,2</td>
<td>-18,122 -3.2 -14,534 -2.4 -13,815 -2.4</td>
</tr>
<tr>
<td>2011</td>
<td>569,380</td>
<td>30,487</td>
<td>11,366</td>
<td>599,867</td>
<td>580,746</td>
<td>102,5</td>
<td>-21,716 -3.9 -21,071 -3.6 -16,302 -2.9</td>
</tr>
<tr>
<td>2012</td>
<td>551,258</td>
<td>34,075</td>
<td>15,673</td>
<td>585,333</td>
<td>566,931</td>
<td>102,4</td>
<td>-6,341 -1.2 -2,612 -0.5 -6,496 -1.2</td>
</tr>
<tr>
<td>2013</td>
<td>529,542</td>
<td>34,720</td>
<td>21,087</td>
<td>564,262</td>
<td>550,629</td>
<td>102,5</td>
<td>-21,071 -3.6 -20,484 -3.4 -19,815 -3.4</td>
</tr>
<tr>
<td>2014</td>
<td>523,201</td>
<td>38,449</td>
<td>20,932</td>
<td>561,650</td>
<td>544,133</td>
<td>103,2</td>
<td>-6,341 -1.2 -2,612 -0.5 -6,496 -1.2</td>
</tr>
<tr>
<td>2015</td>
<td>522,161</td>
<td>41,678</td>
<td>20,782</td>
<td>563,839</td>
<td>542,943</td>
<td>103,8</td>
<td>-1,040 -0.2 2,189 0.4 -1,190 -0.2</td>
</tr>
<tr>
<td>2016</td>
<td>520,272</td>
<td>43,561</td>
<td>20,550</td>
<td>563,833</td>
<td>540,822</td>
<td>104,3</td>
<td>-1,889 -0.4 -6 0.0 -2,121 -0.4</td>
</tr>
<tr>
<td>2017</td>
<td>523,290</td>
<td>48,984</td>
<td>23,712</td>
<td>572,274</td>
<td>547,002</td>
<td>104,6</td>
<td>3,018 0.6 8,441 1.5 6,180 1.1</td>
</tr>
<tr>
<td>2018</td>
<td>531,413</td>
<td>57,656</td>
<td>24,540</td>
<td>589,069</td>
<td>555,953</td>
<td>106,0</td>
<td>8,123 1.6 16,795 2.9 8,951 1.6</td>
</tr>
<tr>
<td>2019</td>
<td>525,038</td>
<td>53,137</td>
<td>24,525</td>
<td>578,175</td>
<td>549,563</td>
<td>105,2</td>
<td>-6,375 -1.2 -10,894 -1.8 -6,390 -1.1</td>
</tr>
</tbody>
</table>

Discrepancies in the totals shown for “Western Länder” and “Eastern Länder” compared with national figures may be due to data that cannot be classified.


Due to corrections, data may diverge from earlier presentations of the figures for 2019.

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

[85x799]T
[90x799]HE
[102x799]TRAINING
[142x799]MARK ET
[220x799]SI
[176x799]TU
[228x799]AT
[40x698]43
[85x698]Table 8: Newly concluded training contracts, supply and demand

<table>
<thead>
<tr>
<th>Year</th>
<th>Western Länder</th>
<th>Eastern Länder</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>465,309</td>
<td>98,998</td>
</tr>
<tr>
<td>2010</td>
<td>468,297</td>
<td>91,663</td>
</tr>
<tr>
<td>2011</td>
<td>484,885</td>
<td>84,495</td>
</tr>
<tr>
<td>2012</td>
<td>472,354</td>
<td>78,904</td>
</tr>
<tr>
<td>2013</td>
<td>455,298</td>
<td>74,244</td>
</tr>
<tr>
<td>2014</td>
<td>448,908</td>
<td>74,293</td>
</tr>
<tr>
<td>2015</td>
<td>446,026</td>
<td>74,135</td>
</tr>
<tr>
<td>2016</td>
<td>446,284</td>
<td>73,988</td>
</tr>
<tr>
<td>2017</td>
<td>447,664</td>
<td>74,626</td>
</tr>
<tr>
<td>2018</td>
<td>445,448</td>
<td>75,965</td>
</tr>
<tr>
<td>2019</td>
<td>449,977</td>
<td>75,061</td>
</tr>
<tr>
<td>2020</td>
<td>398,770</td>
<td>68,715</td>
</tr>
</tbody>
</table>

Discrepancies in the totals shown for "Western Länder" and "Eastern Länder" compared with national figures may be due to data that cannot be classified.


Due to corrections, data may diverge from earlier presentations of the figures for 2019.

Sources: BIBB, survey on the 30 of September; BA statistics, special evaluation made in preparation for the Report on Vocational Education and Training (retroactive adjustment of the period series)
Berlin (84.4) and Bremen (89.3) recorded the lowest figures.  

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. The figure is calculated by correlating the number of newly concluded training contracts on the 30th of September (2020: 467,485) with the number of all young people registered with institutions as interested in training (2020: 724,310). The number of those whose whereabouts remains unknown may include applicants who have actually started training. Other applicants may have applied for a training place even though they already had a training place (see Chapter 2.4.2).

The national EQI figure was 64.5, so it was less favourable than the previous year’s figure (2019: 66.7). The lower 2020 figure signals that due to the COVID-19 pandemic and resulting crisis, more young people interested in training probably did not succeed in finding a training place or resorted to alternatives such as returning to school or starting tertiary studies than was the case in the year before.

Chart 5 shows the development of EQI across Germany and in the western and eastern Länder.

EQI also varied considerably in the different Länder. Bavaria (73.6), Thuringia (71.8), Hamburg (70.9) and Saxony-Anhalt (70.1) recorded exceptionally high figures, above 70%, while EQI was fairly low (under 60%) in Berlin (50.1) and Brandenburg (58.1).
The training market situation in 2020

2.3.2.2 Newly concluded training contracts according to structural characteristics

Developments in training sectors

In the trade and industry sector, which is by far the biggest sector, with 56.1% (2019: 58.0%) of all newly concluded training contracts, 262,207 contracts were concluded nationally in 2020, 42,385 (–13.9%) fewer than in the year before.

The skilled trades sector was again the second-largest sector in 2020, with 28.3% (2019: 27.2%) of all newly concluded training contracts. 132,196 new training contracts were registered in this sector, 10,697 (–7.5%) fewer than in 2019.

The professional services sector recorded a fall of 3,961 (–8.4%) new training contracts to 43,139. The proportion of newly concluded training contracts in the Professional Services sector nationally was 9.2% (2019: 9.0%).

In 2020, the number of new training contracts concluded in the public service sector fell slightly to 14,646 new contracts, 441 (–2.9%) fewer than were concluded in 2019.

The agriculture sector was the only one to record a slight increase in the number of newly concluded training contracts of 13,489 (+121 or +0.9%).

In the housekeeping sector the number of newly concluded training contracts fell by 198 (–10.4%) to 1,701. The shipping sector recorded 107 new training contracts, 10 fewer (–8.5%) than in the preceding year.

Table 9 shows the number of newly concluded training contracts by sector and Länder for 2020 and developments in the numbers compared with the previous year.
### Table 9: Newly concluded training contracts in 2020 by Länder and sector

<table>
<thead>
<tr>
<th>Länder</th>
<th>Total</th>
<th>Trade and Industry</th>
<th>Skilled Trades</th>
<th>Professional Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Change from 2019</td>
<td>Number</td>
<td>Change from 2019</td>
</tr>
<tr>
<td></td>
<td>absolute</td>
<td>%</td>
<td>absolute</td>
<td>%</td>
</tr>
<tr>
<td>Berlin</td>
<td>13,715</td>
<td>–2,266</td>
<td>–14.2</td>
<td>7,506</td>
</tr>
<tr>
<td>Brandenburg</td>
<td>9,904</td>
<td>–629</td>
<td>–6.0</td>
<td>5,488</td>
</tr>
<tr>
<td>Hamburg</td>
<td>11,660</td>
<td>–1,820</td>
<td>–13.5</td>
<td>7,638</td>
</tr>
<tr>
<td>Hessen</td>
<td>33,284</td>
<td>–5,051</td>
<td>–13.2</td>
<td>19,234</td>
</tr>
<tr>
<td>Mecklenburg-Western Pomerania</td>
<td>7,555</td>
<td>–460</td>
<td>–5.7</td>
<td>4,168</td>
</tr>
<tr>
<td>Saarland</td>
<td>6,009</td>
<td>–990</td>
<td>–14.1</td>
<td>3,417</td>
</tr>
<tr>
<td>Saxony</td>
<td>18,249</td>
<td>–1,270</td>
<td>–6.5</td>
<td>10,662</td>
</tr>
<tr>
<td>Schleswig-Holstein</td>
<td>18,427</td>
<td>–1,624</td>
<td>–8.1</td>
<td>9,154</td>
</tr>
<tr>
<td>Thuringia</td>
<td>9,520</td>
<td>–943</td>
<td>–9.0</td>
<td>5,513</td>
</tr>
</tbody>
</table>

Source: BIBB, survey on the 30 of September 2020
## Newly concluded training contracts

<table>
<thead>
<tr>
<th>Region</th>
<th>Number</th>
<th>Change from 2019</th>
<th>Number</th>
<th>Change from 2019</th>
<th>Number</th>
<th>Change from 2019</th>
<th>Number</th>
<th>Change from 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>absolute %</td>
<td></td>
<td>absolute %</td>
<td></td>
<td>absolute %</td>
<td></td>
<td>absolute %</td>
<td></td>
</tr>
<tr>
<td>Baden-Württemberg</td>
<td>2,079</td>
<td>-13 -0.6</td>
<td>1,510</td>
<td>29 2.0</td>
<td>305</td>
<td>-1 -0.3</td>
<td>0</td>
<td>0 0.0</td>
</tr>
<tr>
<td>Bavaria</td>
<td>1,987</td>
<td>-109 -5.2</td>
<td>2,178</td>
<td>126 6.1</td>
<td>206</td>
<td>-40 -16.3</td>
<td>0</td>
<td>0 0.0</td>
</tr>
<tr>
<td>Berlin</td>
<td>764</td>
<td>-159 -17.2</td>
<td>237</td>
<td>-6 -2.5</td>
<td>25</td>
<td>-9 -26.5</td>
<td>0</td>
<td>0 0.0</td>
</tr>
<tr>
<td>Brandenburg</td>
<td>506</td>
<td>-10 -1.9</td>
<td>468</td>
<td>-27 -5.5</td>
<td>51</td>
<td>-4 -7.3</td>
<td>0</td>
<td>0 0.0</td>
</tr>
<tr>
<td>Bremen</td>
<td>204</td>
<td>-8 -3.8</td>
<td>73</td>
<td>25 52.1</td>
<td>32</td>
<td>-17 -34.7</td>
<td>7</td>
<td>2 40.0</td>
</tr>
<tr>
<td>Hamburg</td>
<td>150</td>
<td>-13 -8.0</td>
<td>179</td>
<td>22 14.0</td>
<td>21</td>
<td>-3 -12.5</td>
<td>48</td>
<td>6 14.3</td>
</tr>
<tr>
<td>Hessen</td>
<td>1,144</td>
<td>-13 -1.1</td>
<td>741</td>
<td>5 0.7</td>
<td>12</td>
<td>5 71.4</td>
<td>0</td>
<td>0 0.0</td>
</tr>
<tr>
<td>Mecklenburg-Western Pomerania</td>
<td>358</td>
<td>44 14.0</td>
<td>468</td>
<td>29 6.6</td>
<td>46</td>
<td>-9 -16.4</td>
<td>6</td>
<td>-3 -33.3</td>
</tr>
<tr>
<td>Lower Saxony</td>
<td>1,545</td>
<td>-118 -7.1</td>
<td>2,039</td>
<td>-63 -3.0</td>
<td>268</td>
<td>11 4.3</td>
<td>34</td>
<td>-12 -26.1</td>
</tr>
<tr>
<td>North Rhine-Westphalia</td>
<td>3,102</td>
<td>-2 -0.1</td>
<td>2,369</td>
<td>-156 -6.2</td>
<td>310</td>
<td>-106 -25.5</td>
<td>0</td>
<td>0 0.0</td>
</tr>
<tr>
<td>Rhineland-Palatinate</td>
<td>714</td>
<td>24 3.5</td>
<td>700</td>
<td>88 14.4</td>
<td>126</td>
<td>-7 -5.3</td>
<td>0</td>
<td>0 0.0</td>
</tr>
<tr>
<td>Saarland</td>
<td>346</td>
<td>9 6.6</td>
<td>140</td>
<td>6 4.5</td>
<td>32</td>
<td>-18 -36.0</td>
<td>0</td>
<td>0 0.0</td>
</tr>
<tr>
<td>Saxony</td>
<td>634</td>
<td>-72 -10.2</td>
<td>734</td>
<td>-22 -2.9</td>
<td>92</td>
<td>1 1.1</td>
<td>0</td>
<td>0 0.0</td>
</tr>
<tr>
<td>Sachsen-Anhalt</td>
<td>446</td>
<td>48 12.1</td>
<td>431</td>
<td>18 4.4</td>
<td>81</td>
<td>11 15.7</td>
<td>0</td>
<td>0 0.0</td>
</tr>
<tr>
<td>Schleswig-Holstein</td>
<td>545</td>
<td>-27 -4.7</td>
<td>787</td>
<td>0 0.0</td>
<td>0</td>
<td>0 .</td>
<td>12</td>
<td>-3 -20.0</td>
</tr>
<tr>
<td>Thuringia</td>
<td>322</td>
<td>-22 -6.4</td>
<td>435</td>
<td>47 12.1</td>
<td>94</td>
<td>-12 -11.3</td>
<td>0</td>
<td>0 0.0</td>
</tr>
<tr>
<td>Western Länder</td>
<td>11,616</td>
<td>-270 -2.3</td>
<td>10,716</td>
<td>82 0.8</td>
<td>1,312</td>
<td>-176 -11.8</td>
<td>101</td>
<td>-7 -6.5</td>
</tr>
<tr>
<td>Eastern Länder</td>
<td>3,030</td>
<td>-171 -5.3</td>
<td>2,773</td>
<td>39 1.4</td>
<td>389</td>
<td>-22 -5.4</td>
<td>6</td>
<td>-3 -33.3</td>
</tr>
<tr>
<td>National</td>
<td>14,646</td>
<td>-441 -2.9</td>
<td>13,489</td>
<td>121 0.9</td>
<td>1,701</td>
<td>-198 -10.4</td>
<td>107</td>
<td>-10 -8.5</td>
</tr>
</tbody>
</table>
Readers are referred to the special chapter on “The training market during the coronavirus pandemic” for an account of developments in selected occupations.

Contracts for training in and outside companies
Of the 467,485 new training contracts concluded nationally, 452,595 were for training in companies (96.8 %) and 14,890 were for non-company training places (3.2 %).\(^9\) Compared with the previous year’s figure, the number of new training contracts concluded in companies fell in 2020 by 58,076 (–11.4 %), while the number of contracts for training outside companies grew by 523 (+3.6 %). After a continuous improvement in the relative number of training places in and outside companies in favour of company-based training since 2009, the proportion of company-based training contracts relative to all contracts was lower in 2020 than it was in the year before (see Table 10).

The percentage of non-company training places is still higher in the eastern Länder than it is in the western Länder.

Earlier Reports on Vocational Education and Training have pointed out that the higher percentage of non-company training places in the eastern Länder does not mean that the training market situation is still less favourable in the western Länder than it is in the eastern Länder, as analyses of the training market balance have shown.\(^10\) Instead, it is the result of a different way of dealing with unsuccessful training applicants. While qualifying course modules in the transition system are provided for young people in the western Länder who have not been able to find a training place, in the eastern Länder, partly in response to a 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 a related fall in demand for training places, the number of non-company vocational training places has been deliberately reduced in recent years. In 2009, the eastern Länder still recorded percentages of non-company training places in the double-figure range (with the highest figure in 2009 being 25.4 % in Brandenburg), but in 2019, the figures ranged between 4.6 % (Berlin) and 6.6 % (Saxony-Anhalt and Saxony). In 2020, the figures ranged from 5.5 % (Mecklenburg-Western Pomerania) up to 6.9 % (Saxony), as Table 11 shows.

\(^{9}\) It is the financing form and not the place of learning that is definitive for this classification, so “non-company training places” are those that are mainly publicly financed.

\(^{10}\) See Chapter 2.3.2.1.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Newly concluded training contracts</th>
<th>National</th>
<th>Western Länder</th>
<th>Eastern Länder</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>absolute</td>
<td>relative</td>
<td>absolute</td>
</tr>
<tr>
<td>2009</td>
<td>Total</td>
<td>564,307</td>
<td>100.0 %</td>
<td>465,309</td>
</tr>
<tr>
<td></td>
<td>Company-based</td>
<td>518,506</td>
<td>91.9 %</td>
<td>442,419</td>
</tr>
<tr>
<td></td>
<td>Non-company</td>
<td>45,801</td>
<td>8.1 %</td>
<td>22,870</td>
</tr>
<tr>
<td></td>
<td></td>
<td>98,998</td>
<td>100.0 %</td>
<td>76,067</td>
</tr>
</tbody>
</table>

...  

| 2018 | Total                             | 531,413  | 100.0 %        | 455,448       | 100.0 %        |
|      | Company-based                     | 516,529  | 97.2 %         | 444,951       | 97.7 %         |
|      | Non-company                       | 14,884   | 2.8 %          | 10,497        | 2.3 %          |
|      |                                   | 75,965   | 100.0 %        | 71,578        | 94.2 %         |

| 2019 | Total                             | 525,038  | 100.0 %        | 449,977       | 100.0 %        |
|      | Company-based                     | 510,671  | 97.3 %         | 439,941       | 97.8 %         |
|      | Non-company                       | 14,367   | 2.7 %          | 10,036        | 2.2 %          |
|      |                                   | 70,730   | 100.0 %        | 4,331         | 5.8 %          |

| 2020 | Total                             | 467,485  | 100.0 %        | 398,770       | 100.0 %        |
|      | Company-based                     | 452,595  | 96.8 %         | 388,240       | 97.4 %         |
|      | Non-company                       | 14,890   | 3.2 %          | 10,530        | 2.6 %          |
|      |                                   | 68,715   | 100.0 %        | 4,360         | 6.3 %          |

Information for the years 2010 to 2017 can be found in the 2019 and 2020 Reports on Vocational Education and Training. Due to corrections, data may diverge from earlier presentations.

Source: BIBB, survey on the 30 of September.
## Table 11: Newly concluded training contracts by financing form and Länder (Part 1)

<table>
<thead>
<tr>
<th>Land</th>
<th>Year</th>
<th>Total</th>
<th>Of which</th>
<th>Company-based</th>
<th>Non-company</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Number</td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>Baden-Württemberg</td>
<td>2009</td>
<td>74,810</td>
<td>72,156</td>
<td>96.5</td>
<td>2,654</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>75,312</td>
<td>74,048</td>
<td>98.3</td>
<td>1,264</td>
</tr>
<tr>
<td></td>
<td>2019</td>
<td>74,079</td>
<td>72,668</td>
<td>98.1</td>
<td>1,411</td>
</tr>
<tr>
<td></td>
<td>2020</td>
<td>66,478</td>
<td>65,031</td>
<td>97.8</td>
<td>1,447</td>
</tr>
<tr>
<td>Bavaria</td>
<td>2009</td>
<td>93,564</td>
<td>90,097</td>
<td>96.3</td>
<td>3,467</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>95,433</td>
<td>93,981</td>
<td>98.5</td>
<td>1,452</td>
</tr>
<tr>
<td></td>
<td>2019</td>
<td>92,707</td>
<td>91,423</td>
<td>98.6</td>
<td>1,284</td>
</tr>
<tr>
<td></td>
<td>2020</td>
<td>83,752</td>
<td>82,285</td>
<td>98.2</td>
<td>1,467</td>
</tr>
<tr>
<td>Berlin</td>
<td>2009</td>
<td>19,485</td>
<td>15,425</td>
<td>79.2</td>
<td>4,060</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>16,354</td>
<td>15,643</td>
<td>95.7</td>
<td>711</td>
</tr>
<tr>
<td></td>
<td>2019</td>
<td>15,981</td>
<td>15,253</td>
<td>95.4</td>
<td>728</td>
</tr>
<tr>
<td></td>
<td>2020</td>
<td>13,715</td>
<td>12,832</td>
<td>93.6</td>
<td>883</td>
</tr>
<tr>
<td>Brandenburg</td>
<td>2009</td>
<td>15,065</td>
<td>11,233</td>
<td>74.6</td>
<td>3,812</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>10,704</td>
<td>10,067</td>
<td>94.0</td>
<td>637</td>
</tr>
<tr>
<td></td>
<td>2019</td>
<td>10,533</td>
<td>9,979</td>
<td>94.7</td>
<td>554</td>
</tr>
<tr>
<td></td>
<td>2020</td>
<td>9,904</td>
<td>9,339</td>
<td>94.3</td>
<td>565</td>
</tr>
<tr>
<td>Bremen</td>
<td>2009</td>
<td>6,133</td>
<td>5,667</td>
<td>92.4</td>
<td>466</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>5,860</td>
<td>5,472</td>
<td>93.4</td>
<td>388</td>
</tr>
<tr>
<td></td>
<td>2019</td>
<td>5,777</td>
<td>5,489</td>
<td>95.0</td>
<td>288</td>
</tr>
<tr>
<td></td>
<td>2020</td>
<td>5,178</td>
<td>4,788</td>
<td>92.5</td>
<td>390</td>
</tr>
<tr>
<td>Hamburg</td>
<td>2009</td>
<td>13,496</td>
<td>12,760</td>
<td>94.5</td>
<td>736</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>13,390</td>
<td>12,942</td>
<td>96.7</td>
<td>448</td>
</tr>
<tr>
<td></td>
<td>2019</td>
<td>13,480</td>
<td>13,046</td>
<td>96.8</td>
<td>434</td>
</tr>
<tr>
<td></td>
<td>2020</td>
<td>11,660</td>
<td>11,220</td>
<td>96.2</td>
<td>440</td>
</tr>
<tr>
<td>Hessen</td>
<td>2009</td>
<td>39,453</td>
<td>36,183</td>
<td>91.7</td>
<td>3,270</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>38,227</td>
<td>36,814</td>
<td>96.3</td>
<td>1,413</td>
</tr>
<tr>
<td></td>
<td>2019</td>
<td>38,335</td>
<td>37,029</td>
<td>96.6</td>
<td>1,306</td>
</tr>
<tr>
<td></td>
<td>2020</td>
<td>33,284</td>
<td>31,942</td>
<td>96.0</td>
<td>1,342</td>
</tr>
<tr>
<td>Mecklenburg-Western Pomerania</td>
<td>2009</td>
<td>11,825</td>
<td>8,918</td>
<td>75.4</td>
<td>2,907</td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>8,132</td>
<td>7,619</td>
<td>93.7</td>
<td>513</td>
</tr>
<tr>
<td></td>
<td>2019</td>
<td>8,015</td>
<td>7,594</td>
<td>94.7</td>
<td>421</td>
</tr>
<tr>
<td></td>
<td>2020</td>
<td>7,555</td>
<td>7,136</td>
<td>94.5</td>
<td>419</td>
</tr>
</tbody>
</table>
Table 11: Newly concluded training contracts by financing form and Länder (Part 2)

<table>
<thead>
<tr>
<th>Land</th>
<th>Year</th>
<th>Total</th>
<th>Of which</th>
<th>Number</th>
<th>Percentage</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td>Company-based</td>
<td></td>
<td></td>
<td>Non-company</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Number</td>
<td></td>
<td>Percentage</td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower Saxony</td>
<td>2009</td>
<td>57,395</td>
<td>55,085</td>
<td>96.0</td>
<td></td>
<td>2,310</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>55,640</td>
<td>54,075</td>
<td>97.2</td>
<td></td>
<td>1,565</td>
<td>2.8</td>
</tr>
<tr>
<td></td>
<td>2019</td>
<td>54,192</td>
<td>53,010</td>
<td>97.8</td>
<td></td>
<td>1,182</td>
<td>2.2</td>
</tr>
<tr>
<td></td>
<td>2020</td>
<td>46,787</td>
<td>45,571</td>
<td>97.4</td>
<td></td>
<td>1,216</td>
<td>2.6</td>
</tr>
<tr>
<td>North Rhine-Westphalia</td>
<td>2009</td>
<td>121,504</td>
<td>114,587</td>
<td>94.3</td>
<td></td>
<td>6,917</td>
<td>5.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>118,281</td>
<td>115,915</td>
<td>98.0</td>
<td></td>
<td>2,366</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>2019</td>
<td>118,561</td>
<td>115,876</td>
<td>97.7</td>
<td></td>
<td>2,685</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>2020</td>
<td>103,510</td>
<td>100,716</td>
<td>97.3</td>
<td></td>
<td>2,794</td>
<td>2.7</td>
</tr>
<tr>
<td>Rhineland-Palatinate</td>
<td>2009</td>
<td>28,851</td>
<td>27,348</td>
<td>94.8</td>
<td></td>
<td>1,503</td>
<td>5.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>26,226</td>
<td>25,448</td>
<td>97.0</td>
<td></td>
<td>778</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>2019</td>
<td>25,796</td>
<td>25,129</td>
<td>97.4</td>
<td></td>
<td>667</td>
<td>2.6</td>
</tr>
<tr>
<td></td>
<td>2020</td>
<td>23,685</td>
<td>22,940</td>
<td>96.9</td>
<td></td>
<td>745</td>
<td>3.1</td>
</tr>
<tr>
<td>Saarland</td>
<td>2009</td>
<td>8,789</td>
<td>8,180</td>
<td>93.1</td>
<td></td>
<td>609</td>
<td>6.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>6,843</td>
<td>6,535</td>
<td>95</td>
<td></td>
<td>308</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>2019</td>
<td>6,999</td>
<td>6,702</td>
<td>95.8</td>
<td></td>
<td>297</td>
<td>4.2</td>
</tr>
<tr>
<td></td>
<td>2020</td>
<td>6,009</td>
<td>5,727</td>
<td>95.3</td>
<td></td>
<td>282</td>
<td>4.7</td>
</tr>
<tr>
<td>Saxony</td>
<td>2009</td>
<td>23,816</td>
<td>21,855</td>
<td>75.0</td>
<td></td>
<td>5,961</td>
<td>25.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>19,701</td>
<td>18,524</td>
<td>94.0</td>
<td></td>
<td>1,177</td>
<td>6.0</td>
</tr>
<tr>
<td></td>
<td>2019</td>
<td>19,519</td>
<td>18,235</td>
<td>93.4</td>
<td></td>
<td>1,284</td>
<td>6.6</td>
</tr>
<tr>
<td></td>
<td>2020</td>
<td>18,249</td>
<td>16,998</td>
<td>93.1</td>
<td></td>
<td>1,251</td>
<td>6.9</td>
</tr>
<tr>
<td>Saxony-Anhalt</td>
<td>2009</td>
<td>14,937</td>
<td>11,399</td>
<td>76.3</td>
<td></td>
<td>3,538</td>
<td>23.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>10,590</td>
<td>9,913</td>
<td>93.6</td>
<td></td>
<td>677</td>
<td>6.4</td>
</tr>
<tr>
<td></td>
<td>2019</td>
<td>10,550</td>
<td>9,850</td>
<td>93.4</td>
<td></td>
<td>700</td>
<td>6.6</td>
</tr>
<tr>
<td></td>
<td>2020</td>
<td>9,772</td>
<td>9,162</td>
<td>93.8</td>
<td></td>
<td>610</td>
<td>6.2</td>
</tr>
<tr>
<td>Schleswig-Holstein</td>
<td>2009</td>
<td>21,314</td>
<td>20,376</td>
<td>95.6</td>
<td></td>
<td>938</td>
<td>4.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>20,236</td>
<td>19,721</td>
<td>97.5</td>
<td></td>
<td>515</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>2019</td>
<td>20,051</td>
<td>19,569</td>
<td>97.6</td>
<td></td>
<td>482</td>
<td>2.4</td>
</tr>
<tr>
<td></td>
<td>2020</td>
<td>18,427</td>
<td>18,020</td>
<td>97.8</td>
<td></td>
<td>407</td>
<td>2.2</td>
</tr>
<tr>
<td>Thuringia</td>
<td>2009</td>
<td>13,870</td>
<td>11,237</td>
<td>81.0</td>
<td></td>
<td>2,633</td>
<td>19.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2018</td>
<td>10,484</td>
<td>9,812</td>
<td>93.6</td>
<td></td>
<td>672</td>
<td>6.4</td>
</tr>
<tr>
<td></td>
<td>2019</td>
<td>10,463</td>
<td>9,819</td>
<td>93.8</td>
<td></td>
<td>644</td>
<td>6.2</td>
</tr>
<tr>
<td></td>
<td>2020</td>
<td>9,520</td>
<td>8,888</td>
<td>93.4</td>
<td></td>
<td>632</td>
<td>6.6</td>
</tr>
</tbody>
</table>

Information for 2010 to 2017 can be found in the 2018 Report on Vocational Education and Training. Due to corrections, data may diverge from earlier presentations.

Source: BIBB, survey on the 30 of September
The trend in the number of company-based training places

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

Of the 527,433 vocational training places offered at the national level in 2020, 512,543 were offered in companies. Compared with the previous year, the number of company-based vocational training places fell by 51,265 (−9.1 %), with falls in almost all sectors. Only the agriculture sector recorded a slight plus.

Table 12 shows the trend in numbers of company-based training places by sector. It should be noted that only those unfulfilled vocational training places that were registered with the BA are taken into account here.

101 See also Chapter 2.4.1.
As in earlier years, the number of training contracts concluded with women fell again (–22,167 or –11.5% to 170,229). In 2020, however, the number of new training contracts concluded with men also declined by 35,422 (–10.6%) to 297,208.

Earlier Reports on Vocational Education and Training have described the continuing decline in numbers of new training contracts concluded with women (see Chart 8),102 One possible cause is declining demand from women for dual vocational training. Women are, for example, far more frequently in

Gender-specific differentiation

Of the 467,485 new training contracts concluded in 2020, 170,229 were concluded with young women and 297,208 were concluded with young men, so the proportion of young women starting training was 36.4% (2019: 36.6%).

Among the seven training sectors, the professional services sector had the highest relative proportion of contracts concluded with women, at 91.6%, followed by the housekeeping (87.0%) and public service (62.7%) sectors. 34.9% of the new contracts in the trade and industry sector were concluded with women. The proportion of women starting training in agriculture (25.4%), the skilled trades (19.0%) and shipping (8.4%) was fairly low.

Women are not just under-represented in dual vocational training; they are also concentrated in fewer training occupations. In 2020, 73.5% of all the young women starting training did so in just 25 occupations, while 62.2% of all men started training in one of the 25 occupations most frequently chosen by young men.

Chart 6 and Chart 7 show information on the 25 occupations most often chosen by young women and those most often chosen by young men.

Data Source: BIBB, survey on the 30 of September 2020

---

102 See the 2019 Report on Vocational Education and Training, Chapter 2.2.2.4 and the 2020 Report on Vocational Education and Training, Chapter 2.3.1.2.
THE TRAINING MARKET SITUATION IN 2020

Chart 7: The 25 occupations as defined in the Vocational Training Act and Crafts Code (BBiG and HwO) most frequently chosen by young men in 2020

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motor vehicle mechatronics technician</td>
<td>19,170</td>
</tr>
<tr>
<td>Information technology specialist</td>
<td>13,836</td>
</tr>
<tr>
<td>Electronics technician</td>
<td>13,698</td>
</tr>
<tr>
<td>Plant mechanic for sanitary, heating and air-conditioning systems</td>
<td>13,118</td>
</tr>
<tr>
<td>Retail sales assistant</td>
<td>10,878</td>
</tr>
<tr>
<td>Industrial mechanic</td>
<td>10,525</td>
</tr>
<tr>
<td>Warehouse logistics operator</td>
<td>10,079</td>
</tr>
<tr>
<td>Mechatronics fitter</td>
<td>7,879</td>
</tr>
<tr>
<td>Wholesale and foreign trade clerk</td>
<td>7,157</td>
</tr>
<tr>
<td>Joiner</td>
<td>6,713</td>
</tr>
<tr>
<td>Office manager</td>
<td>6,549</td>
</tr>
<tr>
<td>Industrial clerk</td>
<td>6,161</td>
</tr>
<tr>
<td>Electronics technician for industrial engineering</td>
<td>6,039</td>
</tr>
<tr>
<td>Painter and varnisher</td>
<td>5,393</td>
</tr>
<tr>
<td>Cook</td>
<td>5,039</td>
</tr>
<tr>
<td>Inventory clerk</td>
<td>4,834</td>
</tr>
<tr>
<td>Metal worker</td>
<td>4,426</td>
</tr>
<tr>
<td>Gardener</td>
<td>4,374</td>
</tr>
<tr>
<td>Carpenter</td>
<td>4,204</td>
</tr>
<tr>
<td>Bank clerk</td>
<td>4,099</td>
</tr>
<tr>
<td>Milling machine operator</td>
<td>4,091</td>
</tr>
<tr>
<td>Bricklayer</td>
<td>3,625</td>
</tr>
<tr>
<td>Roofer</td>
<td>3,490</td>
</tr>
<tr>
<td>Machine and plant operator</td>
<td>3,269</td>
</tr>
</tbody>
</table>

Source: BIBB, survey on the 30 of September 2020

School-based vocational training, especially in training for healthcare, education and social services occupations. More recently they have also tended to start tertiary studies more often.103

The fact that both genders registered such steep falls in numbers of newly concluded training contracts (and in numbers of registered applicants for dual vocational training) in 2020 is largely due to the coronavirus pandemic. The Federal Government will continue to monitor developments in this area.

Occupations requiring two years of training

In 2020, 40,159 new training contracts were concluded nationally in occupations requiring two years of standard training104, 4,163 (−9.4%) fewer than in 2019 (see Chart 9). The percentage of training places in occupations requiring two years of training relative to the total volume of training places also fell slightly (2019: 8.4%; 2020: 8.6%).105

In the western Länder, 32,425 new contracts were concluded in occupations requiring two years of training, a fall of 3,534 (−9.8%). In the eastern Länder, the number of new contracts concluded in occupations requiring two years of training fell by 629 (−7.5%) to 7,734.

103 See Chapter 2.3.1.

104 Examples of occupations requiring two years of training include retail sales assistant, hospitality 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.

105 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%. 
In 2020, the proportion of new training contracts concluded in occupations requiring two years of training was again higher in the eastern Länder, at 11.3%, than it was in the western Länder, at 8.1%. The fact that comparatively more new contracts were concluded in occupations requiring two years of training in the eastern Länder than in the western Länder is a result of the higher proportion of non-company training places offered in the eastern Länder. Non-company training is often provided for occupations requiring two years of training. In 2020, 12.6% of new training contracts concluded in the eastern Länder for occupations requiring two years of training were for mainly publicly financed (“non-company”) forms of training. This figure has fallen steadily in recent years, although in 2020 it rose slightly in the western Länder compared with the previous year for the first time.

The occupations requiring two years of training that recorded the steepest relative falls in numbers of newly concluded training contracts in 2020 were those of hospitality services industry specialist (−535 or −24.0% to 1,695) and machine and plant operator (−1,071 or −23.7% to 3,446), with the latter recording the sharpest drop in absolute numbers of new trainees. The occupation of civil engineering worker experienced a slight fall in new trainee numbers (−8 or −0.4% to 1,945) and the occupation of construction finishing worker (+10 or +1.6% to 638) recorded a slight rise in numbers of new training contracts. Of those occupations requiring two years of training, the numbers for the one with the largest volume of training contracts, that of retail sales assistant, fell by 751 (−3.4%) to 21,460.

### 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. 42p) stipulate that they should train in recognised training occupations, taking the particular needs of people with disabilities into account. The laws specify that people with disabilities should be provided with training in

---


companies or with training in which companies are as closely involved as possible, so companies need to provide accessible forms of training that give trainees skills that they can take with them into other areas. People with disabilities can and should conclude contracts for training in recognised training occupations. The relevant statistics (BIBB survey on the 30th of September and vocational training statistics of the Federal Government and Länder statistics offices on the 31st of December) do not record personal characteristics such as a disability, so no data is available on this.108

For people whose type and degree of disability makes training in a recognised training occupation impossible, the relevant authorities (under S. 66 of the Vocational Training Act (BBiG) or S. 42r 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 recognised training occupations, so-called “specialist training”. In 2020, 7,234 (2019: 7,669) new training contracts were concluded nationally on the basis of S. 66 of the BBiG or S. 42r of the HwO.

2.3.2.3 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 on the basis of data from the BIBB survey of newly concluded training contracts on the 30th of September because the survey does not record schooling background. The vocational training
In 2019, the majority of trainees with newly concluded training contracts (40.7 %) had an intermediate school leaving certificate (women: 40.8 %; men: 40.7 %). 24.3 % had a secondary general school certificate (women: 19.4 %; men: 27.2 %). Just 3.5 % of trainees with new training contracts did not have a secondary general school certificate (women: 2.6 %; men: 4.0 %). 29.3 % of new trainees had a higher education entrance qualification (women: 35.5 %; men: 25.8 %).

An observation of developments in these figures over time reveals a distinct trend towards trainees beginning dual vocational training with higher-level general school leaving qualifications (see Chart 10). Compared with the 2009 figure (20.0 %), the proportion of new trainees with a higher education entrance qualification grew substantially (2019: 29.3 %), while the share of trainees with a new training contract and a secondary general school certificate fell markedly (2009: 32.5 %; 2019: 24.3 %). The percentage of new trainees with an intermediate school leaving certificate was slightly lower than the 2009 figure but there were far fewer shifts (2009: 42.2 %; 2019: 40.7 %). The figure for trainees with newly concluded training contracts and no secondary general school certificate has fluctuated marginally 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 were again widely disparate.\footnote{109}{The proportions of general school leaving qualifications shown differ from those in earlier Reports on Vocational Education and Training due to a changed calculation method. From the 2019 reporting year, the school leaving qualification category of “School leaving qualification gained outside Germany that cannot be classified” is included in the percentages (including retroactively). For more information on the changed calculation method, see Kroll (2020) at: biBB.de/dokumente/xls/zaubi_zusatztabellen_berechnung-schulabschlussanteile.xlsx and the 2021 Data Report, Chapter A 5.5.}

In the \textbf{trade and industry} sector, young people with an intermediate school leaving certificate were the largest group among trainees with new training contracts in 2019 (40.2 %), followed by young people with a higher education entrance qualification (35.2 %) and those with a secondary general school certificate (19.5 %). 3.1 % had no secondary general school certificate.

40.3 % of new trainees in the \textbf{skilled trades} sector had an intermediate school leaving certificate, 37.6 % had a secondary general school certificate, and 14.9 % had a higher education entrance qualification. 4.6 % had no secondary general school certificate.

In the \textbf{professional services} sector, the majority of new trainees had an intermediate school leaving certificate (47.7 %), 28.8 % had a higher education entrance qualification, 19.7 % had a secondary general school certificate, and 1.3 % had left school without a secondary general school certificate.

More than half of new trainees in the \textbf{public service} sector had a higher education entrance qualification (55.4 %), 40.2 % had an intermediate school leaving certificate, 4.0 % a secondary general school certificate and 0.2 % had no secondary general school certificate.

In \textbf{agriculture}, new trainees with an intermediate school leaving certificate made up the largest group (37.6 %); 29.8 % had a secondary general school certificate, and 24.4 % a higher education entrance qualification. A comparatively large number of young people without a secondary general school certificate (7.3 %) also concluded new training contracts in this sector.

The \textbf{housekeeping} sector recorded the highest proportion of young people with a secondary general school certificate (53.6 %) among new trainees. The number of new trainees with no secondary general school certificate was much higher in this sector than it was in other sectors (29.2 %). 12.7 % of new trainees had an intermediate school leaving certificate, and 2.0 % had a higher education entrance qualification.

\footnote{109}{The proportions of general school leaving qualifications shown differ from those in earlier Reports on Vocational Education and Training due to a changed calculation method. From the 2019 reporting year, the school leaving qualification category of “School leaving qualification gained outside Germany that cannot be classified” is included in the percentages (including retroactively). For more information on the changed calculation method, see Kroll (2020) at: biBB.de/dokumente/xls/zaubi_zusatztabellen_berechnung-schulabschlussanteile.xlsx and the 2021 Data Report, Chapter A 5.5.}
\footnote{110}{No trainees have been recorded in the vocational training statistics for the shipping sector since 2008, so no figures on them are available.}
\footnote{111}{For absolute figures, see the Data Report accompanying the 2021 Report on Vocational Education and Training, Chapter A 5.5.1.}
Compared with the 2009 figures, the proportion of young people with a secondary general school certificate fell in almost all sectors,\textsuperscript{112} while the percentage of those with a higher education entrance qualification grew. This development must 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\textsuperscript{113}.

\textbf{2.3.3 Training for occupations outside the dual system: new entries into training in healthcare occupations}

Training in the healthcare occupations, including geriatric care, is provided at healthcare vocational training schools, which provide the necessary theoretical and practical tuition, and, due to the various structures that make up Germany’s federal education and training system, also at vocational schools and trade and technical schools. In the 2019/2020 school year, 98,952 students started training in healthcare occupations (8.8 % more than in the year before). 26.1 % of the new students were male, a figure that remained virtually unchanged compared with that of the previous year (2018/2019 school year: 25.9 %).

In the 2019/2020 school year, the number of students in their first year of training grew substantially in

---

\textsuperscript{112} The professional services and housekeeping sectors, in which the proportion of young people with a secondary general school certificate rose slightly, are the exceptions here (professional services in 2009 15.6 % compared with 19.7 % in 2019, housekeeping in 2009 50.4 % compared with 53.6 % in 2019).

\textsuperscript{113} Such as the consolidation of secondary general school and intermediate school forms.
almost all healthcare occupations (see Table 13). The largest rise in numbers of trainees in their first year of training compared with the year before was recorded among those training to be podiatrists (+30.4%). The proportion of male students training to be podiatrists fell slightly compared with the previous year’s figure, from 13.0% to 12.3%. The occupation with the second-highest growth in new trainee numbers was that of speech therapist (+25.8%), where the proportion of male students remained unchanged at 6.9% compared with the previous year’s figure. Numbers of students training to be occupational therapists (+16.5%), midwives and obstetric nurses (+13%), medical-technical assistants for functional diagnostics (+12.5%) and physiotherapists (+12.3%) increased by over 10% compared with the preceding year’s figures.

The number of trainees in the largest group training for healthcare occupations, those training in geriatric care and in general care and nursing, rose by 9.9% for geriatric care and by 6.7% for general care and nursing. 27.8% of trainees in their first year of training in geriatric care were male, so this figure rose slightly compared with the previous year (2018/2019: 26.7%). The proportion of male trainees in general care and nursing also grew slightly over the previous year’s figure from 21.7% to 22.2%.

In the 2019/2020 school year (moving annual total from August 2019 to July 2020), around 8,200 people started funded retraining in geriatric care (in the previous year there were 7,000 new entries into training in this field). 3,700 of the 8,200 of the funded retraining measures (44%) over this period were shortened forms of training (less than three years), so the proportion of shortened retraining measures increased by just over 1% over the preceding year’s figure.

The total number of students in their first year of training to be geriatric nursing assistants, general nursing assistants, and nursing and care assistants, for which training is regulated by Länder regulations, grew by 7.7% compared with the previous year. Compared with the previous year’s figures, the proportion of male students fell slightly from 30.2% to 29.2%.

The occupational categories of medical-technical radiology assistant (+9.2%), assistant dietician (+6.6%), pharmaceutical-technical assistant (+6.2%), in public health nursing (+5.4%) and emergency paramedic (+5.2%) all recorded changes of less than 10% in numbers of students in their first year of training.

The numbers of students in their first year of training to become massage and medical hydrotherapists and orthoptists were largely unchanged (+0.5%). Only the occupation of medical-technical laboratory assistant recorded fewer trainees in their first year of training (−5.6%).

Another possible path into individual healthcare occupations is through model study courses, which are now offered in the fields of physiotherapy, ergo-therapy, speech therapy and in training courses provided under the law on emergency paramedics (Notfallsanitätergesetz). With the new law on care and nursing (Pflegeberufegesetz) having come into force in early 2020, regular courses of study in the care and nursing professions have also been made available. Midwives and obstetric nurses will be trained in work-study programmes in future.

### 2.3.4 Training for occupations outside the dual system: new entries into training in social services professions

Most social services professionals enter early childhood education, education and curative education therapy occupations after completing training at trade and technical schools that are regulated in Länder regulations or after training at specialist social services education and social systems colleges. State-certified kindergarten teacher and curative education therapist qualifications correspond with bachelor-level academic education (DQR 6). They usually build on training in the areas of childcare, social assistance, and social and educational assistance and are provided at full-time vocational schools. The programmes result in a state-recognised qualification at the DQR-4 level and are regulated under the legislation of the various Länder.

The number of training places for people training to be state-certified kindergarten teachers have almost doubled in recent years. Paid practice-integrated training models are becoming increasingly important in recruiting more young people into this occupational field. In view of the current and forecast need for
Table 13: Students in their first year of training in healthcare occupations

<table>
<thead>
<tr>
<th>Training occupations</th>
<th>Total number of trainees in their first year of training</th>
<th>Changes in 2019/2020 compared with the previous year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2018/2019</td>
<td>Male</td>
</tr>
<tr>
<td>Geriatric nurse</td>
<td>24,849</td>
<td>6,627</td>
</tr>
<tr>
<td>Nursing and care assistance occupations (Medical orderly and registered general nursing assistant; geriatric nursing assistant)</td>
<td>14,865</td>
<td>4,482</td>
</tr>
<tr>
<td>Dietician</td>
<td>501</td>
<td>66</td>
</tr>
<tr>
<td>Occupational therapist</td>
<td>3,537</td>
<td>450</td>
</tr>
<tr>
<td>Registered general nurse</td>
<td>24,108</td>
<td>5,238</td>
</tr>
<tr>
<td>Public health nurse</td>
<td>2,922</td>
<td>162</td>
</tr>
<tr>
<td>Midwife/obstetric nurse</td>
<td>1,065</td>
<td>0</td>
</tr>
<tr>
<td>Speech therapist</td>
<td>1,173</td>
<td>81</td>
</tr>
<tr>
<td>Massage and medical hydrotherapists</td>
<td>630</td>
<td>318</td>
</tr>
<tr>
<td>Medical-technical functional diagnostics assistant</td>
<td>144</td>
<td>39</td>
</tr>
<tr>
<td>Medical-technical laboratory assistant</td>
<td>1,383</td>
<td>276</td>
</tr>
<tr>
<td>Medical-technical radiology assistant</td>
<td>1,104</td>
<td>351</td>
</tr>
<tr>
<td>Emergency paramedic</td>
<td>2,634</td>
<td>1,665</td>
</tr>
<tr>
<td>Orthopist</td>
<td>42</td>
<td>9</td>
</tr>
<tr>
<td>Pharmaceutical-technical assistant</td>
<td>3,705</td>
<td>585</td>
</tr>
<tr>
<td>Physiotherapist</td>
<td>7,836</td>
<td>3,132</td>
</tr>
<tr>
<td>Pediatrist</td>
<td>486</td>
<td>63</td>
</tr>
<tr>
<td>Total</td>
<td>90,984</td>
<td>23,544</td>
</tr>
</tbody>
</table>


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

As well as the training at trade and technical schools and full-time vocational schools mentioned above, tertiary studies in areas such as education, early childhood education, social work and curative education therapy can also pave the way for careers in the area of early childhood education.

Table 14 shows new entrants into training in this area in the 2019/2020 school year. The number of new trainees in the areas of social and educational and curative education therapy occupations grew again compared with the previous year.

In the 2019/2020 school year, training to become a kindergarten teacher was again the training path most frequently chosen by people entering healthcare, social services and education occupations, with qualified staff in childcare facilities and for the expansion of all-day childcare, the Conference of Ministers of Education and Cultural Affairs (KMK) approved an overall concept to further develop the training and qualification of early childhood social and educational specialists on the 18th of June 2020. It aims to increase the attractiveness of training in this area, to utilise people's unused potential for training, and to ensure quality development and quality assurance in early childhood education. The introduction of practice integrated training as a standard form of training at social services education colleges has created a basis for providing paid training. All the Länder now provide paid, practice-integrated training that is subject to social insurance contributions for people wishing to become state-certified kindergarten teachers.
In the 2020 Report on Vocational Education and Training, the data for the 2018/2019 training year, was mistakenly swapped with data for the 2017/2018 training year so the 2020 Report on Vocational Education and Training reported that trainee numbers had fallen in almost all occupations (with the exception of early childhood education occupations). In fact, the converse was true.

Table 14 shows corrected figures for the 2018/2019 training year. Not including “Youth and children’s home childcare worker”.

In a few cases, “social assistant” also includes training facilities in residential homes for young people.

This is a collective category for early childhood education occupations that cannot be classified in the other categories.

Not including “curative education therapy and special needs education occupations – (highly) complex specialist activities/ technical activities” (2018) and “curative education therapist – rehab”.

### Table 14: Students in their first year of training in selected social services and education occupations

<table>
<thead>
<tr>
<th>Training occupations</th>
<th>Trainees in their first year of training in education and social services occupations</th>
<th>Changes in 2019/2020 compared with the previous year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2018/2019</td>
<td>2019/2020</td>
</tr>
<tr>
<td>Kindergarten teacher</td>
<td>13,282</td>
<td>34,956</td>
</tr>
<tr>
<td>Social and educational assistant/children’s nurse</td>
<td>13,032</td>
<td>13,497</td>
</tr>
<tr>
<td>Social assistant</td>
<td>17,988</td>
<td>18,582</td>
</tr>
<tr>
<td>Other childcare and early childhood education occupations</td>
<td>6,633</td>
<td>6,126</td>
</tr>
<tr>
<td>Curative education therapy assistant</td>
<td>1,164</td>
<td>1,254</td>
</tr>
<tr>
<td>Curative education therapist</td>
<td>5,421</td>
<td>6,471</td>
</tr>
<tr>
<td>Special needs teacher</td>
<td>774</td>
<td>951</td>
</tr>
<tr>
<td>Total</td>
<td>78,294</td>
<td>81,837</td>
</tr>
</tbody>
</table>

Source: StBA: Specialist series 11, series 2, table 2.9, 2018/2019 and 2019/2020 school years

34,956 people starting training in one of these areas. The need for qualified skilled staff in early childhood education will continue to grow in coming years.

The number of new entries into training in social services occupations rose by +4.5 % compared with the previous year. The figure was lower for male trainees (+3.1 %) than it was for female trainees (+4.9 %). The highest percentage of male trainees, 32.3 %, were training to become curative education therapy assistants (see Chart 11).

#### 2.3.5 Training for occupations outside the dual system: training in public sector occupations

The German Federal Statistical Office collects data on public sector personnel annually on the reference date of the 30th 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 occupations. The Federal Statistical Office’s public sector personnel statistics therefore also cover the professions of civil servant in the second, practical phase of teacher training, trainee official and trainee civil servant for personnel management.

34,956 people starting training in one of these areas. The need for qualified skilled staff in early childhood education will continue to grow in coming years.

The number of new entries into training in social services occupations rose by +4.5 % compared with the previous year. The figure was lower for male trainees (+3.1 %) than it was for female trainees (+4.9 %). The highest percentage of male trainees, 32.3 %, were training to become curative education therapy assistants (see Chart 11).

According to the personnel statistics collected on the reference date of the 30th of June 2019, around 250,700 people were training in the public sector (2018: 235,300). 136,100 (2018: 128,400) were training in a civil service profession, while 24,000 (2018: 24,000) were training as part of tertiary studies or after completing tertiary studies without being in the civil service (e.g. junior lawyers). 90,500 (2018: 82,900) trainees were registered in the other public sector occupations.

114 In the 2020 Report on Vocational Education and Training, the data for the 2018/2019 training year, was mistakenly swapped with data for the 2017/2018 training year so the 2020 Report on Vocational Education and Training reported that trainee numbers had fallen in almost all occupations (with the exception of early childhood education occupations). In fact, the converse was true. Table 14 shows corrected figures for the 2018/2019 training year.

115 Not including “Youth and children’s home childcare worker”.

116 In a few cases, “social assistant” also includes training facilities in residential homes for young people.

117 This is a collective category for early childhood education occupations that cannot be classified in the other categories.

118 Not including “curative education therapy and special needs education occupations – (highly) complex specialist activities/ technical activities” (2018) and “curative education therapist – rehab”.

119 Federal government, Länder, local authorities, local authority associations, social insurance organisations, the Federal Employment Agency (BA) and legally independent institutions with public law status.
training occupations, mainly in training as defined in the Vocational Training Act and Crafts Code (BBiG or HwO) or in training for healthcare occupations and as kindergarten teachers.\textsuperscript{120}

The majority of trainees in the public sector were female, 64.0\% (2018: 63.7\%), and this figure has increased by 3.2\% since 2007.

### 2.3.6 The prognosis of supply and demand trends in the training market in 2021

In this Report on Vocational Education and Training, the findings of PROSIMA, the econometric prognosis and simulation model that the BIBB uses to forecast the training market situation, are described in the special chapter on “The training market during the coronavirus pandemic”. Readers are referred to this chapter.

\textsuperscript{120} See also the Data Report accompanying the 2019 and 2020 Reports on Vocational Education and Training (Chapter A 6.2).

### 2.4 Developments after the start of training

#### 2.4.1 Unplaced applicants and unfilled training places

For years the training market situation has been characterised by two apparently contradictory developments. On the one hand, the difficulties that companies have in filling the training places they offer are growing. 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.\textsuperscript{121}

\textsuperscript{121} For a look back at developments in the 2010s, see also the Data Report accompanying the 2020 Report on Vocational Education and Training, A 1.1.1.
This trend continued in 2020. The restrictions imposed on public life due to the coronavirus pandemic have adversely affected the training market balance. According to the BA statistics for the reference date of the 30th of September 2020, of the 530,265 vocational training places registered nationally over the 2019/2020 training year, 59,948 were not filled, 6,811 (+12.8%) more than in the previous year. Compared with the 2009 figure (17,766), the number of unfilled vocational training places more than tripled (see Chart 12).

Surveys of companies also show that enterprises are still finding it hard to find trainees. The 2020 BIBB Establishment Panel found that 46% of the companies surveyed were partly or completely unable to fill the vocational training places they offered. The figure was only slightly below that of the previous year (2019: 48%), although fewer of the companies surveyed in fact offered training places (2019: 20%; 2020: 19%).

As in earlier years, micro enterprises had more difficulties in filling the training places they offered. The percentage of companies with unfilled vocational training places reduces in inverse proportion to their size in terms of employee numbers (small enterprises with up to 19 employees: 52%; 20–99 employees: 37%; 100–199 employees: 26%; large companies with 200 employees and more: 23%).

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

A recent study carried out by the BIBB and the Bertelsmann Foundation investigated the reasons for the decline in participation in training among micro enterprises. Companies were asked about the reasons for the reduction in their involvement in training and which Federal and Länder government support measures they had made use of. The survey showed that most companies wanted more measures to support them through the process of finding trainees and offering training, although they were often not aware of the measures already on offer.

84% of the companies that had made use of at least one such support measure were prepared to recommend the measures to others.

In 2020, there were 59,948 unfilled vocational training places registered with the BA and 29,349 unplaced applicants who were not in training or in an alternative. The number of unplaced applicants increased over the preceding year’s figure (+4,824 or +19.7%).

48,888 applicants had begun an alternative to training (e.g. a prevocational training measure, internship, introductory training, etc.), but were still looking for a training place and wanted to be placed in training by an employment office or jobcentre, around the same number as in the year before (–308 or –0.6%).

On the reference date of the 30th of September 2020, 78,237 applicants across Germany still wanted to be placed in training, 4,516 (+6.1%) more than in 2019.

Matching supply and demand in the training market

The proportion of registered unfilled, training places relative to all training places that companies offered and proportion of applicants still looking for a training place as a share of overall demand are important variables in evaluating the extent to which 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 hard for young people to find training places, while companies can usually fill the training places they offer. Here supply problems predominate. There are, however, other

---

123 The study was based on the findings of a representative special survey of more than 4,000 companies that was carried out in 2019 as part of the BIBB Establishment Panel on qualification and competence development. See Eckelt, Marcus; Mohr, Sabine; Gerhards, Christian; Burkard, Claudia (2020): Rückgang der betrieblichen Ausbildungsbeiteligung: Gründe und Unterstützungsmaßnahmen mit Fokus auf Kleinbetriebe. Bonn (lit.bibb.de/vufind/Record/DS-185170).

124 For data over a longer period, see Chapter 2.4.1.
regions and occupations that have a relatively large number of unfilled vocational training places where young people usually succeed in finding training places. In these cases, companies’ problems in filling training places are the main challenge. Supply problems and problems filling training places can also occur simultaneously when the expectations of companies and young people differ or these expectations do not correspond with actual circumstances for example (in terms of the occupations or regions that are on offer or in demand, or other characteristics, such as when young people prefer to train in large companies but training places are offered in small companies).

According to data from the BIBB survey on newly concluded training contracts on the 30th of September and the BA training market statistics, the proportion of unfilled training places relative to all training places offered, after falling in 2019, rose again in 2020 (2017: 8.8 %; 2018: 10.0 %; 2019: 9.4 %; 2020: 11.7 %).

Here, by definition, only those unfilled training places registered with the BA are included in the figures, so the figures are lower than they are in the surveys of companies. According to data derived from the 2019 IAB Establishment Panel, 26 % of training places offered remained unfilled. The number of applicants still looking for a training place, after falling in earlier years, also grew again in 2020 (2017: 13.3 %; 2018: 12.9 %; 2019: 12.3 %; 2020: 14.3 %).

The matching of the training places that companies offered with young people’s demand for training was not as successful as it had been in earlier years. There is still a need for action in this area, with points of reference being training policy activities, on the one hand for companies (e.g. effectively supporting companies in the filling of their training places), and on the other hand for young people, with the goal of successfully placing them in training. Many such support measures have been developed and implemented in recent years but most do require the physical presence of participants, so they could not be

---

Chart 13: Regional training market disparities

<table>
<thead>
<tr>
<th>Supply problems</th>
<th>Problems filling places</th>
<th>Combined occurrence of supply problems and problems filling training places</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion of unmet demand for training places of total demand</td>
<td>Proportion of unfilled training places of the total number of places offered by companies</td>
<td>Product of the proportion of unmet demand and unfilled training places</td>
</tr>
</tbody>
</table>

Map presentation: © GeoBasis-DE/BKG <2017> (Data modified); Visualisation of Employment Agency districts: BIBB, AB 1.1.; data: BIBB, survey on the 30 of September, Federal Employment Agency (BA) statistics
held as planned due to restrictions imposed to combat the coronavirus pandemic. Developing and trialling new digital formats remains an essential task for actors in this area.

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

**Regional differences**

Chart 13 shows the partly substantial regional disparities and the trend in these disparities since 2018.

The greater difficulties in matching supply and demand in 2020, are reflected in the number of regions affected. In 2020 the number of unfilled training places relative to all training places offered by companies was above the 2019 figure in 111 of the 154 Employment Agency districts (72.1 %). At the regional level too, the trend in the area of supply problems was less favourable. 136 of the 154 Employment Agency districts (88.3 %) recorded higher figures than in the year before. Matching problems increased in 127 of the 154 Employment Agency districts (82.5 %).

**Disparities in occupations**

Findings from the BIBB survey on the 30th of September and BA training market statistics make it possible to identify occupations in which the proportion of unfilled company-based training places relative to all training places offered by companies is particularly high (see Chart 14). At the same time, occupations in which the converse is true can be identified. Chart 15 shows occupations with high proportions of unsuccessful training place applicants. As in earlier years, it is mainly the same occupations that have particularly high numbers of unfilled training places and unsuccessful training place applicants.

It should be noted that the relative figures shown in Chart 14 and Chart 15 are based on different absolute numbers of unfilled training places and applicants looking for training places. 171 (29.1 %) of the 587 training places that companies offered for trainee scaffolders remained unfilled, while 1,040 (47.0 %) of the 2,214 training places that companies offered for trainee butchers were unfilled. In the occupation of salesperson specialising in foodstuffs, 4,077 (46.6 %) of the 8,753 training places offered by companies could not be filled, so that occupation had the second-highest number of unfilled training places nationally in 2020.

The occupation of retail salesperson registered the largest number of unfilled training places, at 4,869 (19.7 % of the 24,724 training places offered by companies), although in this occupation a relatively large number of applicants, 4,689, were still looking for training places (18.8 % of the demand of 24,877), so supply and demand was not matched in this occupation and it was affected simultaneously by supply problems as well as problems filling training places. Only the occupations of retail sales assistant (5,566 or 20.6 % of the demand of 27,026) and office manager (5,729 or 19.9 % of the demand of 28,777) recorded higher absolute numbers of applicants still looking for training places.

Among the occupations listed in Chart 15, that of specialist in media and information services had the lowest absolute number of applicants still looking for training places, at 189 (25.7 % of the demand of 734). The occupation of inventory clerk recorded a much higher absolute number, with 1,744 applicants still looking for training places (24.7 % of the demand of 7,068).

**Unfilled training places and applicants’ schooling background**

A secondary general school certificate was the minimum school leaving qualification required of applicants for 59,948 of the unfilled vocational training places registered, so for well over half (36,223 or 60.4 %). An entrance qualification for studies at a university of applied sciences (Fachhochschule) or Abitur was required of applicants for 3,508 of the remaining unfilled training places (5.9 %).
Most (29,700 or 38.0%) of the applicants still looking for a training place on the reference date of the 30th of September had an intermediate school leaving certificate, and another 20,335 (26.0%) had a higher education entrance qualification. Only 22,727 (29.0%) of applicants still looking for a training place had a secondary general school certificate as their highest school leaving qualification.

Applicants’ schooling backgrounds evidently greatly exceed companies’ minimum expectations of their trainees’ educational qualifications. Companies doubtless do not have any reservations about training applicants with higher school leaving qualifications but applicants with higher school leaving qualifications will probably also have higher expectations of the occupations and companies they train in.

Research carried out by the BIBB into young people’s career choices has shown that for most of them, doing interesting work is an important factor in choosing a career. Yet for most young people there is also more at stake. They know that their occupation will determine their potential earnings, career prospects and social status later in life, so the images of specific occupations and their related social status are central issues for young people making career choices. Stereotypical notions of gender roles also still play a role in their decisions.126

The BIBB has also found that it is important for young people not to seem “uneducated” by working in a specific occupation. This attitude adversely affects occupations in which large numbers of young people with secondary general school certificates work. In 2020, the proportion of unfilled training

---

The training market situation in 2020

Places was higher in occupations in which more young people with secondary general school certificates work. This is due to much lower demand for training in these occupations (see Chart 16). 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 113 applicants. In occupations with 60% and more of young people with secondary general school certificates, there were just 90 training place applicants on average. Occupations and companies affected by problems in filling their training places must become more attractive to applicants with higher school leaving qualifications.

To attract more potential applicants and retain the trainees they have, companies are trying to increase the attractiveness of the training places they offer. Research carried out by the IAB has found that high rates of employment of former trainees and good pay for trainees will expand the pool of suitable applicants and consequently reduce companies’ problems in filling the training places they offer.127

In addition to these factors, which are oriented towards long-term career prospects in the company, many companies now offer their trainees various extra benefits as well as training pay. A recent analysis carried out by the IAB found that these can include pension contribution subsidies, allowances to support mobility, and bonuses and incentive payments. Data from the 2019 IAB Establishment Panel shows that 63% of companies providing training make use of these kinds of instruments. Rates of provision of these extra benefits increase with company size. Around nine out of ten large companies that provide training offer at least one extra benefit, while the figure for micro enterprises offering training was just five out of

---

Companies that have problems filling their training places and companies affected by high rates of premature training contract termination offer extra benefits more often than companies that do not have such difficulties. This indicates that these companies are actively attempting to work against an impending shortage of skilled workers.\(^{128}\)

As described in Chapter 2.4.1, at the end of the vocational guidance year, as well as the 29,349 unplaced applicants, the Federal Employment Agency (BA) records another 48,888 young people for whom placement efforts are continuing (“applicants with an alternative on the 30th of September”). These young people had begun an alternative to training in 2019/2020, but were still looking for a training place and wanted to be placed in training by an employment office or jobcentre.

---

The number of applicants with an alternative on the 30\textsuperscript{th} of September who still wanted to be placed in training declined substantially between 2009 and 2019 (see Chart 16), but this trend did not continue in 2020. Compared with the previous year, this figure changed only marginally (–308 or –0.6\%).

The proportion of applicants with an alternative on the 30\textsuperscript{th} of September who still wanted to be placed in training relative to all registered applicants has also fallen continuously since 2009,\textsuperscript{129} but in 2020 it rose slightly over the preceding year’s figure (2019: 9.6\%; 2020: 10.3\%).

As noted in earlier Reports on Vocational Education and Training, 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 people looking for training. Yet not every applicant who still wants to be placed in training is without a form of fully qualifying training. Of the 48,888 applicants with an alternative, 7,005 continued with training they had already begun (1,613 unfunded and 5,392 with funding) and another 1,301 training place applicants were studying.\textsuperscript{130}

There was a substantial fall of 216,156 in the number of applicants placed in dual vocational training. The figure was 33,815 or 13.5\% lower than it was in the previous year (2019: 249,971). At 45\%, the percentage of applicants placed in training relative to all registered applicants was lower than in the previous year (2019: 48.8\%). According to the BA, this is the lowest figure since the global financial crisis in 2009.\textsuperscript{131}

Chart 17 offers a differentiated overview of the whereabouts of applicants registered with the BA.

The 78,237 applicants still looking for a training place on the 30\textsuperscript{th} of September 2020 (29,349 unplaced applicants and 48,888 applicants with an alternative on the 30\textsuperscript{th} of September) were by no means only young people with low-level school leaving qualifications. As Chart 18 shows, 27.9\% of the unplaced applicants and 24.9\% of the applicants with an alternative on the 30\textsuperscript{th} of September who still wanted to be placed in training had a higher education entrance qualification. This may be due to the fairly narrow focus of young people with a higher education entrance qualification on just a few occupations and tougher competition in those occupations as a result.

**People whose whereabouts are unknown**
The number of applicants recorded in the BA statistics who were no longer seeking active help in their search for training, for whom no placement efforts were ongoing and about whose whereabouts no information was available (“other former applicants whose whereabouts were unknown”, see Chart 17) was again comparatively high at 84,359. These young people are at risk of dropping 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. There were 2,025 (–2.3\%) fewer young people in this position than in the previous year, but as a proportion of all registered applicants, this figure had grown to 17.8\% (2019: 16.9\%).\textsuperscript{132} Since the 2016 reporting year, the BA statistics have included information on the employment status of applicants whose whereabouts are unknown.\textsuperscript{133} 24,847 of the applicants for whom no further training placement efforts were ongoing and whose whereabouts were unknown were registered as unemployed on the 30\textsuperscript{th} of September 2020, many more than in the year before (2019: 20,138).


\textsuperscript{130} The fact that they had applied for training elsewhere shows that the young person was dissatisfied with their situation at some point during the year and may still be (so are at risk of dropping out), so it is entirely justifiable to include these young people in the figures.


\textsuperscript{132} Since the 2016 reporting year, the BA statistics have included information on the employment status of applicants whose whereabouts are unknown.

\textsuperscript{133} Information on unemployment rates among applicants whose whereabouts are unknown is obtained from the labour market statistics on the reference date for applicant statistics (see also Federal Employment Agency (BA) Statistics, vocational training places and applicants, September 2017).
Chart 17: Whereabouts of applications registered with employment offices and jobcentres on the 30 of September

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Placed applicants (applicants who were placed in training)</td>
<td>260,183</td>
<td>267,664</td>
<td>264,447</td>
<td>265,320</td>
<td>261,359</td>
<td>249,971</td>
<td>216,156</td>
</tr>
<tr>
<td>Of which unfunded</td>
<td>219,919</td>
<td>241,771</td>
<td>240,837</td>
<td>244,374</td>
<td>240,241</td>
<td>229,640</td>
<td>196,577</td>
</tr>
<tr>
<td>Of which funded</td>
<td>40,264</td>
<td>25,893</td>
<td>23,610</td>
<td>20,946</td>
<td>21,118</td>
<td>20,331</td>
<td>19,579</td>
</tr>
<tr>
<td>Other former applicants whose whereabouts was known</td>
<td>111,253</td>
<td>108,190</td>
<td>109,276</td>
<td>107,976</td>
<td>106,709</td>
<td>101,723</td>
<td>94,229</td>
</tr>
<tr>
<td>Other former applicants whose whereabouts is unknown of whom:</td>
<td>102,800</td>
<td>94,019</td>
<td>93,402</td>
<td>94,307</td>
<td>88,936</td>
<td>86,384</td>
<td>84,359</td>
</tr>
<tr>
<td>Registered as unemployed on 30 September</td>
<td>22,594</td>
<td>20,591</td>
<td>20,138</td>
<td>24,847</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applicants with an alternative on 30 September</td>
<td>73,130</td>
<td>60,255</td>
<td>60,053</td>
<td>56,509</td>
<td>54,079</td>
<td>49,196</td>
<td>48,888</td>
</tr>
<tr>
<td>School</td>
<td>18,609</td>
<td>20,359</td>
<td>19,923</td>
<td>20,000</td>
<td>18,965</td>
<td>17,993</td>
<td>18,124</td>
</tr>
<tr>
<td>Tertiary studies</td>
<td>590</td>
<td>1,587</td>
<td>1,614</td>
<td>1,594</td>
<td>1,367</td>
<td>1,218</td>
<td>1,301</td>
</tr>
<tr>
<td>Internship</td>
<td>6,546</td>
<td>3,339</td>
<td>3,010</td>
<td>2,457</td>
<td>2,096</td>
<td>1,793</td>
<td>1,530</td>
</tr>
<tr>
<td>Ongoing vocational training</td>
<td>8,231</td>
<td>7,829</td>
<td>7,838</td>
<td>6,673</td>
<td>7,061</td>
<td>6,705</td>
<td>7,005</td>
</tr>
<tr>
<td>Of which unfunded</td>
<td>1,350</td>
<td>1,105</td>
<td>1,149</td>
<td>1,340</td>
<td>1,421</td>
<td>1,349</td>
<td>1,613</td>
</tr>
<tr>
<td>Of which funded</td>
<td>6,881</td>
<td>6,724</td>
<td>6,689</td>
<td>5,333</td>
<td>5,640</td>
<td>5,316</td>
<td>5,392</td>
</tr>
<tr>
<td>Employment</td>
<td>8,038</td>
<td>10,626</td>
<td>11,025</td>
<td>11,518</td>
<td>11,521</td>
<td>10,567</td>
<td>10,132</td>
</tr>
<tr>
<td>Military/Civil service</td>
<td>1,198</td>
<td>201</td>
<td>178</td>
<td>166</td>
<td>113</td>
<td>87</td>
<td>91</td>
</tr>
<tr>
<td>National/Youth voluntary year</td>
<td>1,301</td>
<td>3,827</td>
<td>3,798</td>
<td>3,746</td>
<td>3,15</td>
<td>2,870</td>
<td>2,903</td>
</tr>
<tr>
<td>Pre-vocational training measure</td>
<td>20,272</td>
<td>9,667</td>
<td>9,785</td>
<td>8,018</td>
<td>7,516</td>
<td>6,259</td>
<td>6,312</td>
</tr>
<tr>
<td>Pre-vocational training measure – rehab</td>
<td>85</td>
<td>148</td>
<td>159</td>
<td>201</td>
<td>226</td>
<td>209</td>
<td>201</td>
</tr>
<tr>
<td>Introductory training</td>
<td>4,406</td>
<td>1,869</td>
<td>1,951</td>
<td>2,210</td>
<td>1,883</td>
<td>1,482</td>
<td>1,275</td>
</tr>
<tr>
<td>Other support</td>
<td>3,831</td>
<td>777</td>
<td>750</td>
<td>*</td>
<td>12</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Other support – rehab</td>
<td>23</td>
<td>26</td>
<td>22</td>
<td>*</td>
<td>4</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Unplaced applicants</td>
<td>15,510</td>
<td>20,782</td>
<td>20,550</td>
<td>23,712</td>
<td>24,540</td>
<td>24,525</td>
<td>29,349</td>
</tr>
<tr>
<td>Total applicants for vocational training places</td>
<td>562,876</td>
<td>550,910</td>
<td>547,728</td>
<td>547,824</td>
<td>535,623</td>
<td>511,799</td>
<td>472,981</td>
</tr>
</tbody>
</table>

* Numerical value smaller than 3 or corresponding value

Figures for 2010 to 2013 can be found in the 2019 Report on Vocational Education and Training

1) For the sake of clarity the alternatives of “other former applicants” for whom placement efforts have concluded are not listed here.

2) From the reference date in August 2019 the BA has retroactively replaced the earlier “Type of school” classification with the school type classification used by the KMK, so the previously reported categories of “Pre-vocational training year” and “Basic pre-vocational year” are no longer included separately but are included in the category “School”. The time series has been adjusted retroactively so there may be discrepancies with earlier presentations.

Applicants for vocational training places are persons registered with an employment office or jobcentre who sought training in a recognised training occupation and who have been assessed as able to undergo training (young people with the maturity required to undergo training).

Source: Federal Employment Agency (BA) statistics (special analyses made in preparation for the Report on Vocational Education and Training (retrospective adjustment of the time series to include “Training for holders of higher education entrance qualifications”)
The proportion of all 84,359 “other former applicants whose whereabouts were unknown”, at 29.5 %, was noticeably higher than the previous year’s figure (2019: 23.3 %).

The BA/BIBB surveys of applicants also provide information on people whose whereabouts are recorded as unknown in the BA statistics. 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 are known. The proportion of previously unsuccessful training applicants was also conspicuously high among people whose whereabouts were unknown, indicating that these young people are repeatedly not managing to successfully transition into training or to 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 2016.135

The number of registered applicants from a forced migration background fell by 4,929 (–12.9 %) to 33,184 compared with the previous year.136

10,355 of the 33,184 applicants from a forced migration background were placed in vocational training, so the percentage of these applicants who were placed in training was lower than in the year before (2019: 35.2 %; 2020: 31.2 %).

15,972 (48.1 %) people in this applicant group were “other former applicants”. 7,225 (21.8 %) of them were in an alternative and no longer required further

---

134 See the Data Report accompanying the 2021 Report on Vocational Education and Training, Chapter A 8.1.2.

135 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 foreign nationals by nationality. Here too, only those who have been assessed as mature enough to start training are defined as having applicant status.

Placement efforts continued for 6,857 (20.7%) applicants from a forced migration background, 3,685 (11.1%) who were in an alternative but still wanted to be placed in vocational training, and 3,172 (9.6%) unplaced applicants. The percentage of these applicants still looking for a training place at the end of the reporting year rose over the previous year’s figure from 18.4% to 20.7%. Findings from the BA/BIBB forced migration study 2018 showed that contact with companies in particular (e.g. as part of introductory training or internships or a trial period of work) is decisive in helping young people succeed in transitioning into company-based vocational training. Refugees also profit from individual support from mentors and sponsors and ESF-funded networks. It is likely that restrictions imposed to contain the coronavirus pandemic have negatively affected the integration of refugees in training. Many of the occupations that refugees most often choose to train in (e.g. hairdressing) were also especially impacted by the pandemic.

### 2.4.3 Subsequent placement

The placement activities of employment offices and jobcentres do not end on the 30th of September, but continue in a “fifth quarter” (the so-called “subsequent placement” phase). Subsequent placement is designed for people who want to start training between the 1st of October and 31st of December in the current 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 jobcentres can be interested in subsequent placement.

For the end of 2020, Federal Employment Agency (BA) statistics recorded 74,598 vocational training places that should have been filled in 2020, 7,804 (+11.7%) more than in the previous year. The figure is made up of the 59,948 unfilled vocational training places that were registered on the 30th of September, and another 14,650 training places that were registered with employment consultancy and placement services only later. 72,650 (97.4%) of these registered training places were training places in companies, and 12,000 of them were unfilled at the end of the “fifth quarter”, 16.1% of all registered training places for training commencing by the end of 2020 (previous year: 16.3%).

There were 74,598 training places to be filled and 76,560 applicants for whom placement efforts were continuing until the end of 2020, a rise of 12,362 (+19.3%) compared with the previous year. 48,280 of the applicants were male and 28,277 were female. 57,394 of the 76,560 registered applicants were applicants in the 2019/2020 reporting year. The BA ascribes the rise in the number of training places and number of applicants to the adverse effect of the coronavirus pandemic and the resulting slowing down of training place market balancing processes. At the end of the subsequent placement phase, it became evident that it would not be possible to catch up with the backlog. Additional restrictions introduced to combat the pandemic also played a role here.

137 For detailed information on the integration of refugees into training and work, see the Data Report accompanying the 2021 Report on Education and Training, Chapter A 12.2.
138 By providing comprehensive counselling for both refugees interested in training and employers, the IvAF (Integration of asylum seekers and refugees) networks, part of the Federal Government’s ESF Integration directive (period: 2015 until the end of 2021) (integrationsrichtlinie.de), is helping to sustainably integrate this group into training.
139 Gaining a school leaving qualification in Germany or having one recognised in Germany also has a positive effect on a young person’s prospects of being placed in training. See the Data Report accompanying the 2020 Report on Education and Training, Chapter A 8.1.
140 There are many reasons for this (such as a hitherto unsuccessful search for a training place or a wish to change out of training already begun).
131 For Chapter 2.4.1.
142 These may be training places that trainees have prematurely terminated during the trial period and that therefore need to be filled quickly.
In contrast to earlier years, fewer vocational training places than applicants were registered for the “fifth quarter”, with 97.4 training places for every 100 applicants (2020: 104.0 training places for every 100 applicants). The figures varied substantially in different regions (see Table 15).  

Subsequent placement efforts resulted in 7,054 (9.2%) of the 76,560 remaining applicants being placed in training. 32,557 (42.5%) remained unplaced, so placement efforts were continuing for them and for the 23,367 (30.5%) applicants with an alternative. The other 13,582 (17.7%) applicants were elsewhere and had ended their search for training for a range of different reasons. The whereabouts of 7,847 of them were unknown.  

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

Subsequent placement further reduced the number of unplaced applicants. At the start of subsequent placement, 29,272 applicants were unplaced (100%), so by January 2021 this figure decreased to 16,725 (57.1%). 2,261 (7.7%) were placed in training while 2,998 (10.2%) had an alternative but still wanted a training place. 7,288 (24.9%) had an alternative or their whereabouts were unknown and had ended training placement efforts.

Of the 13,605 applicants who had an alternative on the 30th of September but still wanted to be placed in training (100%), 852 (6.3%) were placed in training. Training placement efforts had ended for another 1,887 (13.9%) former applicants. 9,822 (72.2%) were in an alternative to training but still wanted a training place while 1,044 (7.7%) were unplaced and also still wanted to be placed in training.

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

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 those that have become vacant as a result of premature training contract termination.

### 2.4.4 Young people in part-time training

In 2005, the option of completing part-time dual vocational training was legally enshrined in the Vocational Training Act (BBiG). Part-time training enables young parents in particular to flexibly adapt training times to fit in with their lives. In 2019, 57.7% of all young mothers (around 98,000) and 42.2% of all young fathers (around 18,000) 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, the figure for young mothers rose marginally (2018: 55.5%), while the figure for young fathers fell (2018: 47.3%).

---

144 See the Data Report accompanying the Report on Education and Training, Chapter A 1.1

145 The figures differentiated by gender were as follows: 5.4% of men and 3.8% of women were placed in training. 11.3% of the men and 6.4% of the women were unplaced applicants from previous years and 19.5% of the men and 11.0% of the women had an alternative on 30 September but still wanted to be placed in training. 26.8% of the men and 15.7% of the women were unplaced. The figures were little changed compared with those in the previous year. See also the 2020 Report on Education and Training, Chapter 2.4.3.

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

147 See also the Data Report accompanying the Report on Education and Training, Chapter A 1.1

148 For details on occupations with high numbers of unplaced training places relative to all training places offered by companies, see Chapter 2.4.1. For more information on the termination of training contracts, see Chapter 2.4.6.

149 Sources: StBa, special analysis of the micro-census 2019 and 2018.
Table 15: Registered training places and applicants who wanted to start training by the end of 2020

<table>
<thead>
<tr>
<th>Land</th>
<th>Registered vocational training places</th>
<th>of which:</th>
<th>Registered applicants</th>
<th>Registered training places per 100 registered applicants</th>
<th>Registered applicants per 100 registered training places</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>were</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>registered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>on 30.09.2019 as unfilled</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baden-Württemberg</td>
<td>9,676</td>
<td>8,158</td>
<td>5,176</td>
<td>186.9</td>
<td>53.5</td>
</tr>
<tr>
<td>Bavaria</td>
<td>18,021</td>
<td>15,852</td>
<td>7,029</td>
<td>256.4</td>
<td>39.0</td>
</tr>
<tr>
<td>Berlin</td>
<td>2,694</td>
<td>1,626</td>
<td>6,329</td>
<td>42.6</td>
<td>234.9</td>
</tr>
<tr>
<td>Brandenburg</td>
<td>2,468</td>
<td>2,096</td>
<td>2,698</td>
<td>91.5</td>
<td>109.3</td>
</tr>
<tr>
<td>Bremen</td>
<td>562</td>
<td>338</td>
<td>1,319</td>
<td>42.6</td>
<td>234.7</td>
</tr>
<tr>
<td>Hamburg</td>
<td>1,089</td>
<td>716</td>
<td>2,183</td>
<td>49.9</td>
<td>200.5</td>
</tr>
<tr>
<td>Hessen</td>
<td>4,350</td>
<td>3,331</td>
<td>6,819</td>
<td>63.8</td>
<td>156.8</td>
</tr>
<tr>
<td>Mecklenburg-Western Pomerania</td>
<td>1,964</td>
<td>1,609</td>
<td>763</td>
<td>257.4</td>
<td>38.8</td>
</tr>
<tr>
<td>Lower Saxony</td>
<td>5,980</td>
<td>4,596</td>
<td>8,453</td>
<td>70.7</td>
<td>141.4</td>
</tr>
<tr>
<td>North Rhine-Westphalia</td>
<td>14,770</td>
<td>10,958</td>
<td>23,888</td>
<td>61.8</td>
<td>161.7</td>
</tr>
<tr>
<td>Rhineland-Palatinate</td>
<td>2,160</td>
<td>2,728</td>
<td>3,927</td>
<td>83.0</td>
<td>120.5</td>
</tr>
<tr>
<td>Saarland</td>
<td>686</td>
<td>513</td>
<td>845</td>
<td>81.2</td>
<td>123.2</td>
</tr>
<tr>
<td>Saxony</td>
<td>2,698</td>
<td>2,282</td>
<td>1,927</td>
<td>140.0</td>
<td>71.4</td>
</tr>
<tr>
<td>Saxony-Anhalt</td>
<td>1,664</td>
<td>1,361</td>
<td>934</td>
<td>178.2</td>
<td>56.1</td>
</tr>
<tr>
<td>Schleswig-Holstein</td>
<td>2,567</td>
<td>2,001</td>
<td>3,291</td>
<td>78.0</td>
<td>128.2</td>
</tr>
<tr>
<td>Thurinigia</td>
<td>2,127</td>
<td>1,771</td>
<td>711</td>
<td>299.2</td>
<td>33.4</td>
</tr>
<tr>
<td>Western Länder</td>
<td>60,961</td>
<td>49,191</td>
<td>62,930</td>
<td>96.9</td>
<td>101.2</td>
</tr>
<tr>
<td>Eastern Länder</td>
<td>13,615</td>
<td>10,745</td>
<td>13,362</td>
<td>101.9</td>
<td>98.1</td>
</tr>
<tr>
<td>Germany</td>
<td>74,598</td>
<td>59,948</td>
<td>76,560</td>
<td>97.4</td>
<td>102.6</td>
</tr>
</tbody>
</table>

Source: StBA: Specialist series 11, series 2, table 2.9, 2018/2019 and 2019/2020 school years

According to data from the vocational training statistics of the statistical offices of the Federal Government and Länder (vocational training statistics for the 31st of December), there were 2,283 new contracts for part-time training in 2019, 0.4% of all new training contracts in that training year (2018: 2,289 new contracts for part-time training, also 0.4%). As in previous years, more female trainees (1.1%) were training part-time than male trainees (0.1%). Recent amendments to the Vocational Training Act (BBiG) and Crafts Code (HwO) have made the framework conditions for 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 high achievers chose this model more often. 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 limited time available for training. A recent BIBB publication comprehensively examines the effects of recent amendments to the law from 2020, the structures and trends in part-time dual vocational training, and the trajectories of trainees in this form of training.150

---

2.4.5 Integrating young people from migrant backgrounds into training

Improving the training opportunities for young people from migrant backgrounds remains a central challenge. Not all employment and training statistics record migrant background as a characteristic, so some parts of the following section refer simply to young people who are not German nationals.

According to estimates based on the micro-census, a change in the micro-census survey method means that from 2017, the results on migration status can only be provided based on the population in private households (see StBA 2020, Bevölkerung mit Migrationshintergrund – Ergebnisse des Mikrozensus 2019).

The Federal Statistical Office (Statistisches Bundesamt) defines migrant background for the purposes of the micro-census as follows: “A person has a migrant background when they or at least one parent did not have German citizenship at birth. The 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 or through a German parent; 5. Children with German citizenship born to parents in one of these four groups” (StBA/SGA 2020, Bevölkerung mit Migrationshintergrund – Ergebnisse des Mikrozensus 2019). The broader definition of migrant background, which since the 2017 reporting year has been recorded annually in the micro-census, is used in the following section. Results based on this definition were previously available only every four years (2005, 2009, 2013) so earlier Reports on Vocational Education and Training reported on results based on migrant background only in the narrow sense. For more detailed information on the various definitions of terms and methodical updates, see StBA 2020, Bevölkerung mit Migrationshintergrund – Ergebnisse des Mikrozensus 2019 (destatis.de/DE/Themen/Statistik-Umwelt/Bevoelkerung/Migration-Integration/Publikationen/Downloads-Migration/migrationshintergrund-2010220197004.pdf).

Around a third of the people from a migrant background were born in Germany, the rest immigrated. More than half of people from a migrant background had become German citizens. 12.4% of the German population were foreign nationals, with the figure for 15- to under-20-year-olds at 10.6%.

The school leaving qualifications of young foreign nationals are generally lower than those of young German nationals, and young foreign nationals left general schools without any school leaving qualifications twice as often as young Germans.

According to data from the vocational training statistics of the statistical offices of the Federal Government and Länder, at 38.4%, the percentage of young foreign nationals starting training in 2019 was well under the figure of 56.3% for young Germans.

The rate of new entries into training among young foreign men was 45.1% (young German men: 69.3%), while 29.4% young foreign women started training in the same year (young German women: 42.7%, see Table 16).

Compared with the previous year, the percentage of young foreign nationals starting training fell slightly (~0.3%) after solid growth in this figure in earlier years (2017: +6.6%; 2018: +4.5%). The number of young men who were not German nationals starting training rose particularly steeply (2017: +10.6%; 2018: +6.9%). The rate at which young men who were not German nationals started training declined slightly compared with the preceding year’s figure (2019: –1.1%), but was still at a much higher level than it was at the outset of the large influx of migrants and refugees in 2015. The proportion of young women who were not German nationals going into training was somewhat higher in 2019 than in the preceding year (+1.2%) but this figure had generally grown moderately in previous years (2017: +0.6%; 2018: +1.3%).

---

153 The micro-census sample is based on the number of people living in residential buildings in Germany, so it does not record people living in temporary accommodation that is not registered as residential. This means that most recently arrived refugees are not currently taken into account.

154 2019: secondary general school certificate: 31.0% foreign nationals vs. 15.1% young Germans; intermediate school leaving qualification: 36.8% foreign nationals vs. 42.7% young Germans; higher education entrance qualification: 14.5% foreign nationals vs. 36.8% young Germans (see StBA 2019, general schools, specialist series 11, series 1, 2019/2020 school year). In this context it must be noted that there is a connection between a student’s school leaving qualification and the socio-economic status of their parents.

155 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%; 2019: 17.6% to 5.5% (see StBA, general schools, specialist series 11, series 1, 2011/2012–2019/2020 school years).

156 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 proportion of people starting training. For more details, see the Data Report accompanying the 2020 Report on Vocational Education and Training, Chapter A 5.8.
The rise in numbers of trainees entering training who are not German nationals, especially of men who are not German nationals, indicates that refugees are increasingly being placed in dual vocational training. Analyses of the nationalities of foreign national trainees have shown that growth in the number of foreign national trainees was especially steep among those who were nationals of countries from which most asylum seekers come.157

According to data from the vocational training statistics, in 2019 again the average age of young people starting training who were not German nationals (22.5) was much higher than the average age of young Germans starting training (19.6), which may be due to the longer and more difficult transitions into training that many young people who are not German nationals or are from a migrant background make, as the BIBB survey of applicants has indicated.

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.158

The longer ago that their family migrated, the better the prospects of young people from migrant backgrounds of being placed in training in a company are. Young third-generation migrants159 who leave a general school after year 9 or 10 and look for vocational training right away are just as successful

---


159 “Third-generation migrants” are people born in Germany whose parents were born in Germany and whose grandparents immigrated.
in finding training places as young people who are not from a migrant background are. 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 far lesser extent.¹⁶⁰

For many young people from migrant backgrounds, the language-related requirements of vocational training are a particular challenge. To improve these young people’s prospects of being placed in training through language tuition, vocational German language courses have been made available across Germany, most of them free of charge. People seeking training and trainees undergoing dual vocational training in a company can take part in vocational German language courses enabling them to gain B2 or C1-level German language certificates under the Common European Framework of Reference for Languages that will better prepare them for training and support them during training.

The Federal Office for Migration and Refugees (BAMF) is also trialling German language courses for trainees that are more closely oriented towards the demands and content of dual vocational training and the needs of companies providing training, with the goal of giving trainees from migrant backgrounds the best possible language support to enable them to successfully complete training.

### 2.4.6 Premature training contract termination

According to the vocational training statistics issued by the Federal Government and Länder statistics offices, 154,149 training contracts were terminated prematurely at the national level in 2019, so the premature contract termination rate in dual vocational training was 26.9%,¹⁶¹ somewhat higher than the previous year’s figure (2018: 26.5%). This means that in 2019, the premature training contract termination rate was again slightly above the usual fluctuation range that has prevailed since the early 1990s (20% to 25%).¹⁶² It should be noted that as the current vocational training statistics reporting year is 2019, no statements can be made on the effects of the coronavirus pandemic on the premature training contract termination rate at the time of the publication of this Report on Vocational Education and Training.

Analyses carried out by the BIBB have, however, demonstrated a clear connection 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 contract termination rate tends to be closer to 25%, and in years with a less favourable ANR from the point of view of trainees, it tends to be around 20%. One reason for this may be that young people may be more inclined to terminate a training contract and change their training when they have more training places available to choose from.¹⁶³

The vocational training statistics provide data on the extent of premature training contract terminations but they do not record the reasons for the termination

¹⁶⁰ See Beicht, Ursula; Walden, Günter (2018): Übergang nicht studienberechtigter Schulabgänger/Schulabgängerinnen mit Migrationshintergrund in vollqualifizierende Ausbildung. Analysen auf Basis des Nationalen Bildungspanels unter besonderer Berücksichtigung von Zuwanderungsgeneration und Schulabschlussniveau. BIBB Report 6/2018 (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 training 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 training contract termination rate based on the layer model provides a very good approximate figure. ¹⁶¹ In the 2016 reporting year, the contract termination rate was slightly above the usual fluctuation range for the first time since the early 1990s. The rise in the contract termination rate in 2016 was recorded in both the eastern and western Länder in all trainee groups differentiated in the vocational training statistics (women/men, German/foreign, all school leaving qualifications), in all sectors and in a range of training occupations (see the Data Report accompanying the 2018 Report on Vocational Education and Training, Chapter A 5.6). ¹⁶² See the Data Report accompanying the 2014 Report on Vocational Education and Training, Chapter A 4.7.
or the whereabouts of former trainees. However, various studies have surveyed trainees and the companies providing training on the causes of premature training contract terminations. Trainees gave reasons such as conflict with trainers and managers, a lack of quality in the training, unfavourable working conditions, personal and health reasons and being in the wrong occupation. Companies’ reasons were mainly the trainees’ inadequate performance, lack of motivation or integration into the company and wrong notions of the occupation. Training contracts can also be terminated early because a trainee changes occupations or moves from training outside a company to in a company or due to the insolvency and closure of the company, so they cannot all be equated with simple training termination.164

A BIBB analysis based on the National Education Panel Study (NEPS) can provide insight into people’s ongoing education and training after they have prematurely terminated their training.165 The NEPS makes it possible to track people’s education and training trajectories, which is not possible with vocational training statistics data. This makes analyses of NEPS data an important complement to data derived from the official statistics. According to analyses carried out by the BIBB, around 64% of those surveyed took up another form of fully qualifying training after prematurely ending training, and roughly one in five made a seamless transition into a new stage of training. Around half of those surveyed began dual vocational training again, and 14% began another form of training such as full-time vocational school or other school-based training or tertiary studies.166

The 2019 vocational training statistics clearly reveal the different premature training contract termination rates in the various training occupations. In the 20 occupations with the highest and lowest rates of premature training contract termination, the termination rate ranged between 4.0% and 52.1%.167 The figures changed little compared with the previous year’s.

In 2019, the occupation of scaffolder had the highest premature training contract termination rate (52.1%). Rates of premature training contract termination were also disproportionately high in occupations in the hotel and hospitality industry, such as restaurant specialist (47.2%), cook (46.5%), professional caterer (44.1%) and hospitality services specialist (41.8%). The occupations of hairdresser (50.7%), driver (49.9%), industrial cleaner (49.4%), building and object coatings specialist (47.8%), salesperson specialising in foodstuffs (45.5%) and specialist in furniture, kitchen and removals services (45.3%) also recorded fairly high rates of premature training contract termination of over 45%.

The lowest rates of premature training contract termination in 2019 were in the occupations of media and information services specialist and clerk in public administration (both 4.0%). The occupations of forest manager (7.7%), social insurance clerk (8.2%), chemical technician (8.3%) and aircraft mechanic (8.8%) also recorded very low rates of premature training contract termination under 9%.

The lower the trainee’s general school leaving qualification was, the more likely they were to terminate their training contract prematurely (no secondary general school certificate: 39.4%, with a secondary general school certificate: 38.9%, with an intermediate school leaving certificate: 25.3%, and with a higher education entrance qualification: 16.1%).

---

164 See the Data Report accompanying the 2020 Report on Vocational Education and Training, Chapter A 5.6. It should be noted that compared with the drop-out rate for students at institutions of higher education, which records the proportion of first-year students who never complete a course of studies, calculations made by the German Centre for Higher Education Research and Science Studies found that 27% of German students in bachelor courses graduated after completing their courses in 2018.

165 DOI:10.5157/NEPS:SC4:10.0.0.

166 A more detailed presentation of the findings of the BIBB’s analyses based on NEPS data can be found in the 2020 Report on Vocational Education and Training, Chapter 2.4.7, and in the Data Report accompanying the 2020 Report on Vocational Education and Training, Chapter A 8.3.

167 State-recognised occupations in the dual system in which at least 300 trainees began training contracts are included in the calculations.
German trainees and foreign national trainees also demonstrated different rates of premature training contract termination. On average, 35.3% of foreign national trainees' training contracts were terminated prematurely while the figure for German trainees was 25.8%. These differences in premature training contract termination rates could be partly explained by disparities in the highest general school leaving qualifications in each group.

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 training in occupations, companies or regions with higher termination rates. Conversely, premature training contract termination rates may be higher in some occupations because more young people who are more inclined to terminate their training contracts early are training in those occupations.

Across the dual training system, the premature training contract termination rates of women (26.7%) and men (27.1%) were almost identical, although there are some clear differences in the figures in the various occupational sectors. Women had a relatively high rate of premature training termination compared with men in training occupations in the skilled trades (women: 38.6%, men 34.4%) and agriculture sectors (women: 26.0%, men: 23.9%). Women were less likely to prematurely terminate their training contracts compared with men in the public sector (women: 5.2%, men: 8.4%), housekeeping (women: 26.1%, men 27.2%) and professional services (women: 29.9%, men 31.8%) sectors. It is clear that women's premature training contract termination rates are higher than the rates for men in those training occupations in which few female trainees train. Men's premature training contract termination rates were also higher in occupational sectors in which there were relatively few men training.

The proportion of prematurely terminated training contracts and training that the trainee never started is highest among micro enterprises and decreases in inverse proportion to company size, as an IAB analysis carried out based on data from the 2019 IAB Establishment Panel has shown.

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

### 2.4.7 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 show that 383,292 men and women passed their final training examinations in 2019, completing their training by gaining a formal vocational qualification. The success rate for all final training examinations held (exam participation rate) was 90.5% (2018: 90.3%).

If the reference value used in this analysis is not the 423,480 final training examinations held (396,213 first-time examinations, 27,267 repeat examinations), but that of the 413,052 people who sat final training examinations, the success rate is somewhat higher, at 92.8% (2018: 92.7%).

---

168 For more detailed analyses, see the Data Report accompanying the 2021 Report on Vocational Education and Training, Chapter A 5.6.
169 In the 2019 reporting year, the percentages of women relative to all trainees by sector were as follows: skilled trades 18.2%, agriculture 23.1%, the public sector 63.2%, housekeeping 86.6%, professional services 92.7% (total trainees 35.3%). For more details, see the Data Report accompanying the 2021 Report on Vocational Education and Training, Chapter A 5.2.
171 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 lower than the number of exams sat in a calendar year. For more information on the various figures and findings on examination success rates, see the Data Report accompanying the Report on Vocational Education and Training 2021, Chapter A 5.7.
92.2% of participants succeeded in gaining a formal vocational qualification on their first attempt. The success rate for those who had not passed the exam in the past and repeated the exam for the first time in 2019 was 68.1%, while for those repeating the exam for the second time the success rate was 53.7% in 2019.

In 2019, 29,760 participants did not pass their final training exam, although most of them had not yet taken advantage of the final attempt to pass the exam. People who do not pass the exam after their second repeat attempt cannot sit the exam again. In 2019, 1,926 people, 0.5% of all exam participants, failed their training examination for the last time.

The examination success rate for men (92.0% of participants) was slightly less than that for women (94.0% of participants), although men were more likely than women to succeed in passing the exam after sitting it again.

2.5 The transition into employment

2.5.1 Companies’ employment of their trainees

Statements on the transfer into employment of trainees who have successfully completed training can be made based on IAB Establishment Panel data. The rate of transfer into employment records the number of qualified trainees who were subsequently employed by the company they trained in. In 2019, the rate of transfer into employment was 77%, so it was higher than in the previous year (2018: 71%). The larger the company, the more likely it is to subsequently employ its trainees (1 to 9 employees: 65%; 10 to 49 employees: 73%; 50 to 499 employees: 78%; 500 employees and more: 88%). Over the longer term, there has been a considerable increase in the rates of transfer into employment of trainees in companies in all size categories.172 In companies with at least ten employees, 80% of those who successfully completed training were subsequently employed by the company they trained in. It should be noted that information on trainees employed by a company other than the one they trained in and on those who started tertiary studies or other forms of vocational qualifications is not recorded here.

2.5.2 Young adults with no vocational qualifications

In 2019,173 according to data obtained from the micro-census, 14.7% (or 2.16 million) young people aged between 20 and 34 in Germany had no vocational qualifications,174 so they lacked the prerequisites for qualified participation in working life in the long term.175 This has considerable negative consequences for the young people 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 far less than employees who have vocational qualifications. If it is to effectively respond to demographic change, the labour market will need all young people to be gainfully employed as skilled workers.

Compared with the previous year’s figure, the proportion of unskilled workers aged between 20 and 34 rose by 0.3 percent (2018: 14.4%).176 The absolute number of young adults with no vocational qualifications in this age group was also higher (see Table 17).

---

172 A change in the micro-census survey method has meant that from 2017, results can only be provided based on the population in private households. The results from previous years have therefore been adjusted and differ from those 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 details, see the 2019 Data Report, Chapter A 11.3).

174 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.

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

176 The 95% confidence interval of the proportion of unskilled workers among 20- to 34-year-olds was around ±0.15%, so according to calculations made by the BIBB the rise is statistically significant (see the 2021 Data Report, Chapter A 11.1).
Differentiating the figures by age group, the percentage of unskilled workers among younger adults aged between 20 and 24 was 13.8%, so it was lower than the figure for those in the 25- to 34-year-old age group (15.1%). This is because younger people are more often in training. While the proportion of unskilled workers among those aged between 20 and 24 fell slightly compared with the previous year (-0.1%), the percentage of unskilled workers aged between 25 and 34 grew (+0.5%).

13.8% of unskilled workers aged between 20 and 34 were young women, so this figure was well below the figure for young men in the same age group (15.5%).

Percentages of unskilled workers vary considerably depending on a young person's school leaving certificate. People without a school leaving qualification are at particular risk of not gaining any vocational qualifications. In 2019, 70.4% of unskilled 20- to 34-year-old workers were in this group. 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: 34.9%; of an intermediate school leaving certificate: 11.3%; and of a higher education entrance qualification: 5.7%).

People from a migrant background remain disproportionately often without vocational qualifications. In 2019, 33.3% of 20- to 34-year-old migrants who themselves migrated were unskilled workers without qualifications. The figure for people from a migrant background who were born and grew up in Germany was 16.4% (by comparison, it was just 8.5% for Germans not from a migrant background).  

Statements on people who have no vocational qualifications can be made based on NEPS data. Analyses carried out by the BIBB have shown that people with no vocational qualifications do regard advanced and further training as worthwhile. Despite the expected positive effect, however, the proportion of those planning to gain a (further) qualification was lower among people with no vocational qualifications than it was among those with vocational qualifications. The reasons most often given for this were that costs were too high and a lack of awareness of the measures on offer, even though only half of those without vocational qualifications regarded their prospects of success as good.

A law to promote continuing vocational training in response to structural economic change and to 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 meeting the challenges posed by the transition to a low-emission, digital economy. Vocational training is one focus of this law. It will give people without vocational qualifications a legal entitlement to funding for continuing vocational training, including those whose vocational qualifications gained outside Germany cannot (yet) formally be equated with a German vocational qualification under the Professional Qualifications Assessment Act (Berufsqualifikationsfeststellungsgesetz BQFG) and relevant Länder laws and regulations in this area or cannot be equated at all. As part of the ongoing further development of funding and assistance for training, the new Act has anchored Assisted Training as a permanent support and funding instrument and will develop it further. To eliminate parallel structures, support for apprentices during training will be consolidated with Assisted Training, and Assisted Training funding and support has also been opened up to young cross-border workers living near the German border who complete vocational training in Germany.

---

177 See the 2021 Data Report, Chapter A 11.3.

178 The NEPS accompanied 14,000 people in the 1944 to 1986 birth cohorts on their education, training, work and life paths. The fourth wave of the 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 that time were also not in fully qualifying, school-based, vocational training or academic education. Another 136 people were still in training when the survey was carried out, so the comparison group is made up of the remaining 2,667 people who already had formal vocational qualifications when the survey was carried out.

179 For more details, 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 2019, 17.0% of people with no vocational qualifications were unemployed nationally (2018: 17.4%), while the unemployment rate among those with an academic education was 2.0% (2018: 2.0%). The unemployment rate of people who hold vocational qualifications was 3.3% (2018: 3.4%).

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 group. The results show that the unemployment rate for people who have completed secondary vocational education or Meister or technician’s training has been at a very low level and falling for years (2017: 1.5%; 2018: 1.2%; 2019: 1.2%). For this group, the unemployment rate is even lower than it is for university graduates (2017: 2.1%; 2018: 2.1%; 2019: 2.0%).

In reviewing these 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.

Analyses carried out by the BIBB have also shown that training to upgrade vocational skills is well worthwhile. The 2018 BIBB/BAuA survey of employees found that employees with higher vocational skills levels were more often in managerial careers than employees who had not undergone training to upgrade their skills (65% vs. 38%). They were more often in a supervisory role than those who had trained in the company and not undergone further training to upgrade their skills (45% to 23%), and with an average gross monthly income of 3,900 euros, they earn on average around 900 euros more. Asked about the benefits of their training (subjective evaluation), around half of the employees surveyed who had

<table>
<thead>
<tr>
<th>Year</th>
<th>20- to 24-year-olds</th>
<th>20- to 29-year-olds</th>
<th>25- to 34-year-olds</th>
<th>20- to 34-year-olds</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unskilled (in %)</td>
<td>absolute (in millions)</td>
<td>Unskilled (in %)</td>
<td>absolute (in millions)</td>
</tr>
<tr>
<td>2015</td>
<td>12.1</td>
<td>0.52</td>
<td>12.6</td>
<td>1.19</td>
</tr>
<tr>
<td>2016</td>
<td>13.3</td>
<td>0.58</td>
<td>13.6</td>
<td>1.32</td>
</tr>
<tr>
<td>2017</td>
<td>13.5</td>
<td>0.59</td>
<td>13.9</td>
<td>1.35</td>
</tr>
<tr>
<td>2018</td>
<td>13.9</td>
<td>0.61</td>
<td>14.0</td>
<td>1.33</td>
</tr>
<tr>
<td>2019</td>
<td>13.8</td>
<td>0.61</td>
<td>14.4</td>
<td>1.34</td>
</tr>
</tbody>
</table>

The figures are based on the population in private households and data from the 2011 census. Sources: Research data from the government statistical offices, micro-census 2015 to 2019, BIBB calculations.

180 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 public administration colleges).


182 As an alternative to the BA statistics on the unemployed, these calculations are based on micro-census data on the jobless. The jobless are not directly comparable with the unemployed due to differences in delineation, but they are defined by the same criteria: availability on the labour market and looking for work. See doku.iab.de/kurzber/2015/kb1115.pdf.

183 For more information on qualification-specific unemployment rates particularly for the group of 18- to 34-year-old see the Data Report accompanying the 2019 Report on Vocational Education and Training, Chapter A 10.1.3.

184 A managerial career is defined as one involving responsibility for projects and budgets.
undergone training to upgrade their skills said that in terms of securing them a higher income and a more responsible position, it had been at least useful or very useful. Asked about their overall assessment of this claim (“all in all”), two out of three of those surveyed agreed that this was the case.185

A BIBB analysis based on data from the NEPS confirms the differences between employees who have undergone further training to upgrade their skills and those who have not in terms of their professional positions, incomes and working conditions. It found that employees with higher vocational qualifications were more often entrusted with a diverse range of tasks that they could perform largely autonomously. Their professional activities more often demanded frequent interactions with other people, and they were less likely to work shifts and/or nights than people who had not done training to upgrade their skills. Conversely, those who had completed Meister training said more often that they were under pressure to perform and work within deadlines, doubtless due to the large number of self-employed professionals in this group. They were also more likely to work under time pressures such as overtime (employees who had completed technical training were also affected by this issue) than people who had not completed further training to gain higher vocational qualifications.186

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) or Crafts Code (HwO) as well as data on the examination success rate. In 2019, 90,276 participants succeeded in passing a further training examination (60,120 men and 30,156 women), so the number of exams that participants passed fell slightly compared with the previous year (91,038) (–762 examinations or –0.8%). In 2019, the success rate in further training examinations was therefore 82.9% (2018: 83.6%).187 The rate for men (83.7%) was somewhat higher than it was for women (81.4%). The number of people participating in further training examinations has declined since 2012.188

The proportion of people in the population who have completed further training to upgrade their skills has also stagnated in recent years, as a recent analysis carried out by the BIBB based on data from the micro-census has found. Since 2005, the proportion of the population holding higher vocational qualifications (and comparable qualifications) has fluctuated marginally between 7 and 9%. In contrast, the proportion of the population with a university degree increased from 12% to 18% in 2018.

More details on these and other analyses can be found in the Data Report accompanying the 2021 Report on Vocational Education and Training, which includes a feature chapter focusing on higher vocational qualifications.189

**Continuing vocational training**

Continuing vocational training is key in securing and sustaining employees’ employability in a fast-changing world of work. It ensures both a fundamental supply of skilled workers and Germany’s competitiveness and ability to innovate, which are essential in making it a country in which business can thrive. Even more so than it is today, the society of the future will be a knowledge society, relying on education and training and lifelong learning. The working population will need to continuously adapt to changing demands by means of continuing vocational training.

273,000 people (116,000 women and 157,000 men) began a continuing vocational training measure funded by the BA under the provisions of the German Social Code (SGB III and II) in 2020, 18% fewer than in 2019. Of the continuing vocational training measures begun in 2020, 63,000 resulted in vocational qualifications on completion. In 2020, wage payment subsidies were paid to employers to fund continuing training for 24,000 employees, 8% fewer than in the previous year. Despite the fall in the number of people starting continuing vocational training measures in 2020,
Wage payment subsidies were paid for 28,300 people in this form of training in December 2020, which was 21% above the figure for the year before due to the much higher number of people starting continuing training in vocational qualification measures that extend over several years in 2019. Funding and support for continuing education, which has been boosted by the Skills Development Opportunities Act (Qualifizierungschancengesetz) and the qualification campaign linked with it, gained momentum in 2019. The strengthening of continuing vocational training is already demonstrating initial success in improving employees’ skills levels. External factors due to the COVID-19 pandemic meant that these developments could not be continued to the same extent in 2020.

In 2018, the rate of participation in continuing vocational training rose from 43% to 48%. Compared with the 2016 figure, the rate rose from 38% (2016) to 43% (2018). The rate of participation in individual continuing vocational training was somewhat higher in 2018 (2016: 6%; 2018: 7%). 47% of those participating in continuing vocational training were men and 37% were women. Women had a somewhat higher rate of participation in individual continuing vocational training (7%) than men (6%). These are the findings of analyses carried out by DIE based on data from the Adult Education Survey. They demonstrate the high value of continuing vocational training records how many employees profit from continuing vocational training measures provided by companies and the participation of employees in continuing vocational training. It has found that for many years, more than half of companies have been engaged in the continuing vocational training of their employees. A review of the figures over a longer period reveals a substantial increase in the rate of participation in continuing vocational training of companies. In 2001, only 36% of companies provided continuing vocational training, but in 2019, the rate of companies’ participation in continuing vocational training was 55% (2018: 54%). In 1999, there was no difference in companies’ rates of participation in continuing vocational training in eastern and western Länder.

Companies’ rates of participation in continuing vocational training increase with the size of the company. While 45% of micro enterprises with fewer than ten employees provided continuing vocational training in 2019, 99%, or almost all large companies with 500 employees and more, provided continuing training.

The rate of employee participation in continuing vocational training records how many employees profit from continuing vocational training measures provided in their companies. It reflects the proportion of employees who are provided with continuing training by their companies relative to all employees. According to the results of the IAB Establishment Panel, the rate of employee participation in continuing vocational training in 2019 was 34% (2018: also 34%). The rate of employee participation in continuing vocational training varied in different industries and sectors. Around half of those employed across Germany in the finance and insurance industry (57%), in the education and teaching professions (51%) and in healthcare and social services occupations (47%) took part in continuing vocational training measures. The agriculture and forestry (24%) and hospitality, catering and restaurant (16%) sectors recorded when it supports further and continuing training measures by at least partly releasing its employees from working for training purposes and/or paying the costs of training measures wholly or in part.


191 See the Data Report accompanying the 2020 Report on Vocational Education and Training, Chapter B 1.1.

192 For more details, see Chapter B “Further vocational training indicators” in the Data Report accompanying the 2021 Report on Vocational Education and Training.

193 The IAB Establishment Panel defines a company as providing training...
comparatively low rates of employee participation in continuing vocational training.

It should be noted that these findings depict the situation before the coronavirus pandemic. The number of companies offering continuing vocational training measures may well have fallen because of the more difficult economic situation that many companies found themselves in in 2020 and the obstacles involved in accessing training measures in that year. The special chapter on “The training market during the coronavirus pandemic” describes the difficulties experienced by continuing vocational training providers due to the pandemic and the ways in which they have dealt with its consequences.
3 Overview of Federal Government labour market policy activities and programmes

Alliance for Initial and Continuing Training

**Key data**
- Period: 2019–2022
- Internet: aus-und-weiterbildungsallianz.de

**The goal of the measure is** ...
... as a central political platform under the leadership of the Federal Ministry of Economic Affairs and Energy (BMWi), to strengthen the attractiveness, quality and performance of dual vocational training and successfully integrate young people into training. It will recruit more companies and young people to participate in dual training, bring them together and maintain their engagement in training.

**Current implementation**
On the 26th of May 2020, the Alliance issued a joint declaration ("Gemeinsam den aktuellen Herausforderungen durch die Corona-Krise auf dem Ausbildungsmarkt begegnen – gemeinsam den Ausbildungsmarkt stabilisieren") that forms the essential basis of the Federal Government’s “Ausbildungsplätze sichern” programme.

In response to developments in the training market due to the coronavirus pandemic, the Alliance united the forces of the Alliance partners in the form of a “Joint Action” on the 17th of March 2021. The resulting paper covers both existing and new instruments.

ASCOT+ Förderprogramm zur Digitalen Kompetenzmessung in der beruflichen Bildung

**Key data**
- Period: 2019–2022
- Funding volume: 7.2 million euros
- Internet: ascot-vet.net

**The goal of the measure is** ...
... to improve learning and teaching processes in vocational training, provide objective performance evaluation and further develop skills-oriented examinations.

**Current implementation**
The first meeting for six joint projects was held in the autumn of 2019. A transfer concept has been developed to support implementation of the projects.

---

196 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 positions/planned positions), taking budgetary and fiscal guidelines into consideration.
### Assisted Training

**Key data**
Enshrined in law since 2020 as a further developed, permanent support instrument that includes support for apprentices during training.
Actual expenditure: 51.76 billion euros in 2020 under the German Social Code (SGB III and SGB II)

**The goal of the measure is**...
... provision of continuous social and educational support individually adapted to young people's needs before and during their vocational training in companies, also engaging companies in the process.

**Current implementation**
A further developed statutory basis has been provided by the law to promote further vocational training in structural change and further develop support for training (“Arbeit-von-morgen-Gesetz”). The preliminary phase of the new Assisted Training programme started in the spring of 2021, and the support phase began in the summer of 2021.

---

### The Upskill Training Assistance Act (AFBG)

**Key data**
Period: since 1996
Budget allocation: around 537 million euros in 2021 (78% from the Federal Government and 22% from the Länder)

**The goal of the measure is**...
... to establish and expand participation in higher vocational qualification measures and strengthen the motivation of young skilled staff in Germany to undergo training.

**Current implementation**
In 2019, 167,040 people received funding through the AFBG to help them to participate in upskill training in the vocational training system.

---

### The Upskill Scholarship (Aufstiegsstipendium)

**Key data**
Period: since 2008
Funding volume: 29.3 million euros in 2020
Internet: aufstiegsstipendium.de

**The goal of the measure is**...
... to reinforce the equivalence of vocational and academic education and training and increase opportunities for transfer within the education and training system.

**Current implementation**
Every year, scholarships are awarded to 1,000 recipients. Around 12,000 scholarships have been awarded since the programme started.

---

197 Including spending on rehabilitation measures.
### Support during training (Ausbildungsbegleitende Hilfen S. 75 of the German Social Code – SGB III)

**Key data**
- Actual expenditure\(^{197}\): 107.38 million euros in 2020 under the German Social Code (SGB III and SGB II)
- Internet: arbeitsagentur.de

**The goal of the measure is**...
- to help trainees 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**
- A new law, the “Gesetz zur Förderung der beruflichen Weiterbildung im Strukturwandel und zur Weiterentwicklung der Ausbildungsförderung” (“Arbeit-vom-morgen-Gesetz”) has consolidated support during training with the benefits provided under Assisted Training. The programme is scheduled for implementation under the new statutory provisions from the summer of 2021.

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

**Key data**
- Period: 2018–2024
- Funding volume: 1.9 million euros until 2020
- Internet: pflegeausbildung.net

**The goal of the measure is**...
- to provide young people all over the world with the experience of learning as part of vocational training, thus meeting the needs of global enterprises for skilled staff by raising vocational skills levels internationally while increasing the attractiveness of vocational training.

**Current implementation**
- As part of “The care and nursing training campaign”, 111 measures were developed to recruit well-trained and engaged care and nursing specialists into occupations in this area and to support nursing training schools, hospitals providing training and care, and nursing facilities through the transition to the new forms of care and nursing training. An initial report on the implementation of the measures was published in November 2020. It can be found at pflegeausbildung.net/ausbildungsoffensive-und-kampagne/erster-bericht.html.

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

**Key data**
- Internet: arbeitsagentur.de

**The goal of the measure is**...
- to support young people in their search for a training place and also employers in successfully filling the training places they offer.

**Current implementation**
- In the 2019/2020 reporting year, 530,000 vocational training places were registered with the BA. 182,000 female training place applicants and 291,000 male applicants were registered (total number: 473,000).

### Ausbildung Weltweit

**Key data**
- Period: 2018–2024
- Funding volume: 1.9 million euros until 2020
- Internet: ausbildung-weltweit.de

**The goal of the measure is**...
- to provide young people all over the world with the experience of learning as part of vocational training, thus meeting the needs of global enterprises for skilled staff by raising vocational skills levels internationally while increasing the attractiveness of vocational training.

**Current implementation**
- Since 2018 1,200 people have been provided with funding enabling them to spend time training in more than 40 countries on all continents.
### Non-company vocational training (S. 76 of the German Social Code – SGB III)

**Key data**
- Actual expenditure\(^{19}\): 221.67 million euros 2020
- Internet: arbeitsagentur.de

**The goal of the measure is ...**
- ... to enable disadvantaged young people to complete a vocational training measure with a training provider with the goal of making it possible for them to transition into training in a company.

**Current implementation**
- In 2020, 12,000 young people (4,000 women and 8,000 men) began a non-company training measure.
- 58% of the participants (56.4% of the women and 59.6% of the men) were in employment subject to social security contributions six months after completing the measure (integration rate).

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

**Key data**
- Period: 2020–2022
- Funding volume: around 2.8 million euros
- Internet: bbne.de

**The goal of the measure is ...**
- ... to enable the transfer of key sustainability skills in advanced vocational training for training personnel.

**Current implementation**
- To ensure the transfer of continuing training concepts for training personnel that were developed and trialled as part of BBNE, funding was provided for model trials to establish and disseminate successful continuing training that would incorporate key sustainability skills for training personnel in companies. The seven model trials selected started in November 2020 (for a two-year period).

### BBNE in the BNE global action programme

**Key data**
- Period: 2015–2021
- Funding volume: around 9 million euros
- Internet: bmbf.de/bbne

**The goal of the measure is ...**
- ... to develop sustainability skills among trainees and training personnel and to disseminate findings on establishing sustainable company-based places of learning.

**Current implementation**
- After the successful completion of model trials of sustainable skills for commercial occupations and the establishment of sustainable company-based places of learning in 2019, six model trials on sustainable skills in the food industry are currently ongoing (until October 2021).
- Flanking projects also address management and company leadership in SMEs.

### Basic vocational training allowance Berufsausbildungsbeihilfe (S. 56 of the German Social Code – SGB III)

**Key data**
- Actual expenditure\(^{19}\): 291.2 million euros in 2020
- Internet: arbeitsagentur.de

**The goal of the measure is ...**
- ... to help trainees undergoing vocational training or introductory training to overcome economic difficulties.

**Current implementation**
- In 2020, an average of around 62,000 trainees received a basic training allowance during vocational training and around 18,000 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

The goal of the measure is …
… to support people in their career orientation and through the process of choosing courses of studies and occupations throughout their entire working lives.

Current implementation
Implementation of careers consultancy before work continued at general schools in 2020. It was introduced into vocational schools and part-time vocational schools, but had to be suspended for six months due to the pandemic.

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

Key data
Actual expenditure: 374.6 million euros in 2020
Internet: bmas.de/berufssprachkurse

The goal of the measure is …
… to teach vocational German language skills up to level C 1 of the CEFR.

Current implementation
After the number of people starting these measures grew continuously to 181,000 in 2019, a lower number of people started one of these language courses in 2020 due to the pandemic. However, more than 113,000 people were still able to start learning in one of the 7,500 virtual course models that were offered.

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

Key data
Period: 2015–2022
Funding volume: 14.42 million euros of Federal funding and 20.65 million euros of ESF funding
Internet: esf.de/bbne

The goal of the measure is …
… to raise young people’s awareness of sustainable practices in their daily work by providing 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 had been developed and provided.

Vocational training without borders (Berufsbildung ohne Grenzen – BoG)

Key data
Period: 2020–2023 (new guidelines)
Funding volume: 3.5 million euros until 2020, From 2021, 3 million euros annually
Internet: berufsbildung-ohne-grenzen.de

The goal of the measure is …
… to provide 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: 144.7 million euros in 2020
- Internet: arbeitsagentur.de

**Current implementation**
- From the 2014/2015 to the 2018/2019 school years, around 130,000 young people at 3,000 schools participated in the programme.
- In 2020, around 18,000 young people (7,400 women and 10,200 men) benefited from career start mentoring.
- Around 39% of participants (33.1% of women and 43.5% of men) were in employment subject to social security contributions six months after completing the measure (integration rate).

**The goal of the measure is …**
- ... to support students at general schools who need extra support in managing the transition from school into vocational training.

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

**Key data**
- Actual expenditure: 51.75 million euros in 2020
- Internet: arbeitsagentur.de

**Current implementation**
- These careers orientation measures are provided on an ongoing basis.

**The goal of the measure is …**
- ... to provide comprehensive careers orientation and support for students at general schools in preparing to choose occupations.

### Careers orientation for migrants and refugees (BOF)

**Key data**
- Period: since 2016
- Funding volume: 20 million euros annually
- Internet: berufliche-orientierung-fuer-zugewanderte.de

**Current implementation**
- Since 2016, 4,731 immigrants throughout Germany who require 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 have been successfully placed in training or in introductory training.

**The goal of the measure is …**
- ... the sustainable integration into vocational training of people from a migrant background who are no longer of school age.

### Vocational Orientation Programme (BOP)

**Key data**
- Period: Started in 2008, unlimited
- Funding volume: around 77 million euros annually
- Internet: berufsorientierungsprogramm.de

**Current implementation**
- Since 2008, 662 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 at November 2020). The programme is implemented in the context of the Educational Chains Initiative (see the section on the Educational Chains Initiative).

**The goal of the measure is …**
- ... to strengthen school students’ skills in choosing an occupation.
**Boys’Day**

**Key data**
- **Period:** since 2011
- **Funding volume:** 330,000 euros in 2020
- **Internet:** boys-day.de

**The goal of the measure is …**
- … to attract 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, just on 290,000 boys have taken part in more than 52,000 activities (as at 2019). It was not possible to hold Boys’Day in 2020 due to the pandemic, although some digital activities were still offered.

---

**Recognition of foreign vocational qualifications (BQFG)**

**Key data**
- **Internet:** anerkennung-in-deutschland.de

**The goal of the measure is …**
- … to ensure transparency in the recognition of the vocational qualifications of skilled workers from outside Germany.

**Current implementation**
- More than 350,000 applications for recognition of foreign vocational qualifications in occupations regulated by national and Länder laws and for Statements of Comparability for academic professions have been submitted since 2012. 175,000 of these applications were for the recognition of foreign vocational qualifications in occupations that are regulated by German national law, of which around 100,000 resulted in full recognition of the qualification. The number of applications for recognition of qualifications in occupations regulated by national law has increased annually in recent years (growing from around 15,500 in 2013 to 33,120 in 2019). Women submitted 58% of the applications lodged in 2019.

---

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

**Key data**
- **Actual expenditure**197: 193.53 million euros in 2020
- **Internet:** arbeitsagentur.de

**The goal of the measure is …**
- … to assist young people who need extra support in preparing for vocational training or for the acquisition of a secondary general school leaving certificate.

**Current implementation**
- 49,000 young people (18,000 women and 31,000 men) took part in a pre-vocational education and training measure in 2020. 51% of participants (49.4% of women and 51.9% of men) were in employment subject to social security contributions six months after completing the measure (integration rate).

---

**The continuing education bonus (Bildungsprämie)**

**Key data**
- **Period:** 2008–2022 ESF and German Federal Government programme
- **Funding volume:** 119 million euros (45 million euros budgeted for the 3rd phase of funding) for the issuing of the bonuses
- **Internet:** bildungspraemie.info

**The goal of the measure is …**
- … to increase the participation in continuing training of workers on low incomes and the self-employed.

**Current implementation**
- 385,000 continuing education bonus vouchers have been issued since 2008, 75% of them to women and 25% to men.
### The BQ website – information on the recognition of foreign vocational qualifications

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

**Current implementation**
The BQ website provides information on 97 occupational profiles, with more than 4,400 occupational profiles from 99 countries, and on 1,967 evaluation processes (1,557 formal processes and 410 individual evaluation processes).

**The goal of the measure is ...**
... to improve the process of recognising foreign vocational qualifications.

### The Federal Government programme “Ausbildungsplätze sichern”

**Key data**
- **Period:** since 2020
- **Funding volume:** 500 million euros in 2021
- **Internet:** bmbf.de/de/das-sollten-kmu-jetzt-wissen-11839.html, arbeitsagentur.de/unternehmen/finanziell/bundesprogramm-ausbildungsplaetze-sichern, kbs.de/DE/Bundesprogramm_Ausbildung/node.html

**Current implementation**
This Federal Government programme comprises two funding regulations that support companies with up to 499 employees that provide training and institutions that provide training in healthcare and social services occupations in maintaining the training measures they provide. This ensures that training measures can continue despite the economic difficulties that companies providing training have experienced due to the pandemic in the 2020/2021 and 2021/2022 training years. Following a cabinet resolution on the 17th of March 2021, seven measures have been implemented:

- Training bonuses to enable companies to maintain training levels
- Training bonus Plus to enable companies to increase the number of training places they offer
- Subsidies for training and trainee allowances to prevent trainees having to be put on short-time work
- A bonus to enable training measures to continue for trainees whose original training company has become insolvent or whose training contracts have been terminated or cancelled due to the pandemic
- A special Lockdown-II grant for micro enterprises providing training
- Funding for training on an individual contractual basis and for collaborative forms of training to enable the short-term continuation of training measures
- Funding for external examination preparation measures for trainees

**The goal of the measure is ...**
... to support companies that provide training that have been impacted by the coronavirus pandemic.

### Federal Government programme to establish continuing training alliances

**Key data**
- **Period:** Started in July 2020; first projects started in December 2020
- **Funding period:** up to 36 months
- **Funding volume per project:** up to 1 million euros

**The goal of the measure is ...**
... to establish regional coordination offices to build binding cooperative and networking structures among companies, education and training institutions, consultancy organisations and all other major actors in the continuing training landscape so as to increase rates of participation in continuing training, especially in SMEs.

**Current implementation**
By the third quarter of 2021, funding had been provided for 40 continuing training alliances across Germany.
### The Federal Government and Länder “Advancement through education: open universities” ("Aufstieg durch Bildung: offene Hochschulen") competition

<table>
<thead>
<tr>
<th>Key data</th>
<th>Current implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Period:</strong> 2011–2020</td>
<td>More than 370 continuing training measures with a range of different formats are provided at institutions of higher education to enable those in work to continue vocational training, regardless of whether or not they have an Abitur. At the end of 2020, 360 continuing training study programmes were in development or being trialled. Programmes also put the institutions’ consultancy structures and internal access and accreditation processes into practice.</td>
</tr>
<tr>
<td><strong>Funding volume:</strong> 250 million euros</td>
<td></td>
</tr>
<tr>
<td>Internet: wettbewerb-offene-hochschulen-bmbf.de</td>
<td></td>
</tr>
</tbody>
</table>

#### The goal of the measure is ...
... to develop and trial further education and training courses in universities for specific target groups of employees.

### German-Isreali Programme for Cooperation in Vocational Education and Training (Israel-Programm)

<table>
<thead>
<tr>
<th>Key data</th>
<th>Current implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Period:</strong> since 1969</td>
<td>Seminars and cooperative projects in the areas of science and practical applications are among the activities that regularly take place offering opportunities for exchange among experts and trainees.</td>
</tr>
<tr>
<td><strong>Funding volume:</strong> 0.5 million euros annually</td>
<td></td>
</tr>
<tr>
<td>Internet: govet.international/de</td>
<td></td>
</tr>
</tbody>
</table>

#### The goal of the measure is ...
... the joint development of new approaches to improving vocational training in the two countries and the exchange of expertise.

### Digital media in vocational training

<table>
<thead>
<tr>
<th>Key data</th>
<th>Current implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Period:</strong> 2012–2019</td>
<td>Funding and support was provided for more than 75 collaborative projects and over 320 individual projects in 2020 and for 52 collaborative projects and 129 individual projects in 2021.</td>
</tr>
<tr>
<td><strong>Funding volume:</strong> 152 million euros</td>
<td></td>
</tr>
<tr>
<td>Internet: qualifizierungdigital.de</td>
<td></td>
</tr>
</tbody>
</table>

#### The goal of the measure is ...
... to improve and disseminate the use of digital media in initial and continuing vocational training.

### Digital media in vocational training: transfer workshop “Road-show”

<table>
<thead>
<tr>
<th>Key data</th>
<th>Current implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Period:</strong> since 2016</td>
<td>To date, 22 events have been held for over 1,100 training personnel across Germany. The pandemic meant that none of the six events planned could be held live. Instead, 14 online events were held for around 500 participants.</td>
</tr>
<tr>
<td><strong>Funding volume:</strong> 1.5 million euros</td>
<td></td>
</tr>
<tr>
<td>Internet: qualifizierungdigital.de</td>
<td></td>
</tr>
</tbody>
</table>

#### The goal of the measure is ...
... to present ideas and developments from the programme and enable training staff to trial them in workshops. Due to the pandemic, the roadshow was held in an online format designed more to help participants find out about projects than to embark on individual trials.
## Do it Yourself (DIY) – Klimaschutz: Dein Mobilitätsprojekt

<table>
<thead>
<tr>
<th>Key data</th>
<th>The goal of the measure is ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period: October 2017–July 2020</td>
<td>... to reduce trainees’ use of cars in their commutes.</td>
</tr>
<tr>
<td>Funding volume: 905,000 euros</td>
<td></td>
</tr>
<tr>
<td>Internet: klimaschutz.de/projekte/do-it-yourself-diy-klimaschutz-dein-mobilit%C3%A4tsprojekt, diy.vcd.org</td>
<td></td>
</tr>
</tbody>
</table>

### Current implementation


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

<table>
<thead>
<tr>
<th>Key data</th>
<th>The goal of the measure is ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual expenditure: 26.72 million euros under the German Social Code (SGB III and SGB II) in 2020</td>
<td>... to support young people whose prospects of being placed in training are limited, giving them an opportunity to gain vocational skills, and giving companies that offer training a chance to get to know the young people.</td>
</tr>
<tr>
<td>Internet: arbeitsagentur.de</td>
<td></td>
</tr>
</tbody>
</table>

### Current implementation

In 2020, around 13,000 young people (4,000 women and 9,000 men) began introductory training.

## EURES

<table>
<thead>
<tr>
<th>Key data</th>
<th>The goal of the measure is ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet: arbeitsagentur.de</td>
<td>... to support 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.</td>
</tr>
</tbody>
</table>

### Current implementation

In 2020, Germany’s national EURES network reached around 89,000 employees and 13,000 employers.

## Euroguidance

<table>
<thead>
<tr>
<th>Key data</th>
<th>The goal of the measure is ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet: arbeitsagentur.de</td>
<td>... to promote mobility within Europe for young people and adults to enable lifelong learning.</td>
</tr>
</tbody>
</table>

### Current implementation

24 careers counsellors from agencies and ZAV participated in the Academia Programme in 2020.
### Europass

**Key data**
- Period: 2018–2020
- Funding volume: 205,000 euros in 2020
- Internet: europass-info.de

**The goal of the measure is ...**
- ... to provide 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.

### EuroSkills/WorldSkills: funding and support for participation in international vocational skills competitions

**Key data**
- Alternating annual funding

**The goal of the measure is ...**
- ... to promote and showcase excellence in vocational training.

**Current implementation**
- The BMBF funds and supports the selection and preparation of competitors and their participation in the EuroSkills and WorldSkills international vocational skills competitions, as well as funding participation in EuroSkills in Graz. The EuroSkills event in Graz was scheduled to take place in September 2020 but was postponed until 2021 due to the pandemic.

### The Skilled Immigration Act (Fachkräfteeinwanderungsgesetz)

**Key data**
- Internet: make-it-in-germany.com

**The goal of the measure is ...**
- ... to establish 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 1st of March 2020.

### Skilled worker monitoring (Fachkräftemonitoring)

**The goal of the measure is ...**
- ... to develop 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 current skilled worker monitoring prognosis are now available (simultaneous decline in job numbers and increase in shortages of skilled staff).
### Skilled Labour Initiative for ECEC Professionals: Attracting New Talents, Retaining Professionals (Fachkräfteoffensive Erzieherinnen und Erzieher: Nachwuchs gewinnen, Profis binden)

**Key data**
- **Period:** 2019–2022
- **Funding volume:** 160 million euros
- **Internet:** fachkraefteoffensive.fruehe-chancen.de

**The goal of the measure is ...**
- ... to increase the attractiveness of the occupation of kindergarten teacher and provide impetus for recruiting and retaining staff in kindergartens across Germany.

**Current implementation**
This Federal Government programme has been implemented in all Länder.

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

**Key data**
- **Internet:** bmas.bund.de

**The goal of the measure is ...**
- ... to increase the qualifications of people in Germany (1st pillar) and the recruitment 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 the 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 – the ESF Social Partner Directive)

**Key data**
- **Period:** 2015–2022
- **Funding volume:** 162 million euros, 8.4 million euros Federal Government funding and 88 million euros ESF funding
- **Internet:** initiative-fachkraefte-sichern.de

**The goal of the measure is ...**
- ... to support the social partners in their efforts to improve both rates of participation in further training and equality of opportunity in companies.

**Current implementation**
By the end of 2020, 172 projects were receiving funding. So far they have reached 31,500 employees in 3,575 companies (2,800 of them SMEs).

### Research into internationalising vocational training (IBBF)

**Key data**
- **Period:** 2018–2023
- **Funding volume:** 6 million euros
- **Internet:** berufsbildung-international.de

**The goal of the measure is ...**
- ... to strengthen vocational training research and international cooperation in vocational training in institutions both in Germany and with selected partner countries worldwide.

**Current implementation**
By the end of 2020, work had begun on 17 projects in ten countries involving research into current vocational training cooperation issues.
Funding of the development and trialling of a master’s programme in the field of management and teaching for international vocational training personnel (MasterVET)

**Key data**
Period: 2021–2025  
Funding volume: 1.5 million euros allocated  
Internet: berufsbildung-international.de

**The goal of the measure is ...**  
... to develop an English-language master’s programme for vocational training personnel and/or future skilled and managerial staff in the field of education and training management.

**Current implementation**
The start of funding is scheduled for April 2021.
**Funding for the development and implementation of international training clusters (ClusterVET)**

**Key data**
- Period: 2020–2024
- Funding volume: 2 million euros allocated
- Internet: berufsbildung-international.de

**The goal of the measure is ...**
... to develop and trial training clusters that will contribute to securing demand-oriented initial and continuing training of skilled workers from German companies (especially SMEs) working abroad.

**Current implementation**
By the summer of 2021, funding and support had been provided for ten projects in two countries.

---

**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: 3 million euros allocated
- Internet: berufsbildung-international.de

**The goal of the measure is ...**
... to involve Chambers and employee representative organisations in the BMBF’s international vocational training cooperation activities.

**Current implementation**
Concepts for greater inclusion of business and social partner organisations have been developed for vocational training cooperation projects for seven countries. Building on this work, five pilot projects had been launched by the end of 2020.

---

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

**Key data**
- Actual expenditure: 3.95 million euros in 2020
- Internet: arbeitsagentur.de

**The goal of the measure is ...**
... to fund 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 10 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

**The goal of the measure is ...**
... to fund the participation of young people with disabilities in both general and rehab-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 annually, 27% of which is for training modules
- Internet: bmu.de/DL1530

**The goal of the measure is ...**
- ... to develop training modules to help people adapt to climate change, including modules for initial and continuing vocational education and training measures.

**Current implementation**
- In 2020, funding was provided for 29 individual training projects.

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

**The goal of the measure is ...**
- ... to provide low-entry level, psychosocial and outreach counselling and support services for young people aged between 15 and 25 who are probably entitled to basic job-seeker benefits under the provisions of the German Social Code (SGB II) but are not or no longer reached by the standard welfare benefits system.

**Current implementation**
- According to the BA's statistics, around 7,000 participants started a measure under the provisions of S. 16h of the German Social Code (SGB II) in 2020. The IAB has published a report on their first positive findings on the measures at iab-forum.de/einbeziehung-schwer-zu-erreichender-junger-menschen-in-die-grundsicherung-eine-erfolsgeschichte.

### Final grades in further training qualifications

**Key data**
- 2018 to December 2019

**The goal of the measure is ...**
- ... to record a final grade on the certificates issued to trainees completing standard national further training qualifications.

**Current implementation**
- Since the end of 2019, all certificates issued to trainees completing further training qualifications have recorded a final grade. 83 further training regulations have been adapted accordingly.
### Act on the Promotion of Continuing Vocational Training in Structural Change and on the Further Development of Training Assistance (Gesetz zur Förderung der beruflichen Weiterbildung im Strukturwandel und zur Weiterentwicklung der Ausbildungsfoerderung – “Arbeit-von-morgen-Gesetz”)

**Key data**
- Continuing further development of the legislative framework of labour market policy instruments in the areas of funding and support for continuing training and for vocational training measures under the German Social Code (SGB III)
- Standard funding and support instrument from the 1st of July 2020
- Internet: bmas.de

**The goal of the measure is** ...
- ... to increase incentives for participation in continuing training for employees facing structural change (by means of expanding the funding and support framework) and for workers with low-level qualifications (by means of a legal entitlement to funding for continuing training measures that result in vocational qualifications and by making the continuing training bonus also available to participants who pass intermediate and final examinations): to further develop funding and support for training by making Assisted Training a permanent instrument and consolidating it with support for apprentices during training.

**Current implementation**
- The new law was announced on the 28th of May 2020.
- It came into force in phases, mainly by the 1st of January 2021.

### The Skills Development Opportunities Act (Gesetz zur Stärkung der Chancen für Qualifizierung und für mehr Schutz in der Arbeitslosenversicherung – Qualifizierungschancengesetz)

**Key data**
- Expanding and improving opportunities for receiving funding for continuing vocational training for people engaged in employment promotion measures (under the German Social Code – SGB III) and those receiving basic benefits for job seekers (under the German Social Code – SGB II)
- Internet: bmas.de

**The goal of the measure is** ...
- ... to improve the vocational qualifications of people with low-level qualifications and ensure a supply of skilled employees in occupations experiencing shortages of skilled workers.

**Current implementation**
- The Skills Development Opportunities Act (Qualifizierungschancengesetz) came into force on the 1st of January 2019.

### Act on Good Early Childhood Education and Care (Gute-KiTa-Gesetz)

**Key data**
- Period: 2019–2022
- Funding volume: 5.5 billion euros
- Internet: bmfsfj.de/gute-kita-gesetz

**The goal of the measure is** ...
- ... to further develop the quality of day care for children. Funding is provided for Länder measures to improve the overall vocational training and qualifications of skilled staff working in this area.

**Current implementation**
- All German Länder have signed agreements with the Federal Government to regulate implementation of the Gute-KiTa-Gesetz.
### Girls’ Day

**Key data**
- Period: since 2001
- Funding volume: 332,000 euros in 2020
- Internet: girls-day.de

**The goal of the measure is ...**
... to attract girls and young women into training or studies in fields such as IT, science, the skilled trades and technology.

**Current implementation**
- Around 2 million girls have participated in more than 150,000 activities since the programme started (as at 2019). Girls’ Day had to be cancelled due to the pandemic in 2020, apart from a few digital activities.

### GOVET – Federal Government central office for international vocational training cooperation in the BIBB

**Key data**
- Period: since 2013
- Funding volume: 1 million euros annually
- Internet: govet.international/de/

**The goal of the measure is ...**
... to disseminate information on the German vocational training system and support the government’s work in the area of international vocational education and training cooperation.

**Current implementation**
- In 2020, GOVET responded to more than 400 enquiries on German vocational training and vocational training cooperation from 88 countries. The office provides information on vocational training through new online formats and hosts a website in eight languages.

### iMOVE: Training – Made in Germany

**Key data**
- Period: since 2001
- Funding volume: 0.6 million euros annually
- Internet: imove-germany.de

**The goal of the measure is ...**
... to support German education and training providers to access international markets.

**Current implementation**
- In 2020, iMOVE published a market study on Saudi Arabia and held 15 information events and virtual delegation trips.
### Education Chains Initiative (Initiative Abschluss und Anschluss – Bildungsketten bis zum Ausbildungsabschluss)

**Key data**
- Period: 2010–2026
- Funding volume: 20 million euros annually
- Internet: bildungsketten.de

**The goal of the measure is …**
... to support young people in managing the smoothest possible transition from school into training and work, also by recruiting more young people and self-employed workers from migrant backgrounds into vocational training (KAUSA).

**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. In 2019, discussions on new agreements were initiated with all 16 Länder to extend the Education Chains Initiative until 2026. Initial agreements on Phase II of the Initiative have now been signed and more agreements will follow. A number of KAUSA transfer projects will be funded from 2021 to enable a transfer of concepts and instruments that have been successful in increasing the participation of people from migrant backgrounds in vocational training across different regions and in various target groups.

### The “Klischeefrei” Initiative for Career and Study Choices free from Gender Stereotypes

**Key data**
- Period: since December 2016
- Internet: klischee-frei.de

**The goal of the measure is …**
... to inform, network and qualify everyone involved in careers orientation processes so as to enable young people to choose a career or course of studies that is based on their individual strengths and interests and is free of gender stereotypes.

**Current implementation**
More than 330 partner organisations, including Federal ministries, the Länder, social partners, education institutions and companies, have joined the Initiative and are supporting it.

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

**Key data**
- Period: since 2015
- Funding volume: 500,000 euros annually
- Internet: der-weiterbildungsratgeber.de

**The goal of the measure is …**
... to support people to actively and autonomously determine their educational and occupational careers. The counselling phone service is a barrier-free, independent service that is offered free of charge for everyone interested in education and training and those looking for advice on all issues around individual vocational education and training and qualification.

**Current implementation**
In 2020, around 1,200 people monthly benefited from individual counselling tailored to their specific education and training needs. The counselling phone service can be complemented by co-browsing as needed. The accompanying website also enables users to inform themselves and carry out research independently.
**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

**The goal of the measure is …**
... the 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 31st 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

**The goal of the measure is ...**
- ... the incremental and sustainable integration of people with particular difficulties in employment and training, especially young adults aged between 18 and 35. There are 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” ("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 3,750 participants by March 2021, 73% of them aged under 27. By December 2020, 3,082 participants had been sent to another European country on an exchange trip. Labour market integration rate of around 55%. The programme also hosted around 570 young people from other European countries.
  - **IsA:** around 14,678 participants recorded by December 2020, 66% of them aged under 27; integration rate 52%
  - **IvAF:** around 66,800 asylum applicants and refugees with second-order access to the labour market were offered integration services by the end of March 2021; integration rate: 30%

## Internationalising vocational training (IBB)

**Key data**
- Period: 2017–2022
- Funding volume: 6 million euros annually
- Internet: berufsbildung-international.de

**The goal of the measure is ...**
- ... to provide demand-oriented development of initial and further training services for international markets and contribute to the reform of vocational training in partner countries in which the BMBF is engaged in vocational education and training cooperative projects.

**Current implementation**
- By the end of 2020, funding and support had been provided for 66 projects in 20 countries.

## The “You + your training = Practically unbeatable!” information campaign (IKBB)

**Key data**
- Period: since 2016
- Funding volume: around 6 million euros annually
- Internet: praktisch-unschlagbar.de

**The goal of the measure is ...**
- ... to inspire young people to participate in vocational training and highlight the attractive career and promotion prospects it offers.

**Current implementation**
- In 2020, due to the coronavirus pandemic, young people were offered vocational training consultancy in the form of virtual tours of digital vocational trade fairs.
The “Die Duale – Berufsbildung mit System” information campaign

**Key data**
- Period: since 2020
- Funding volume: 3 million euros annually
- Internet: die-duale.de

**The goal of the measure is …**
... to inform young people and those advising them about the diverse range of opportunities that dual vocational training offers.

**Current implementation**
Activities in 2020 focused on communicating new features resulting from amendments to the Vocational Training Act (BBiG) in videos. These are complemented by testimonial portraits illustrating the individual career paths made possible by dual vocational education and training.

---

Investing in building, equipping and modernising inter-company training centres (ÜBS) and their further development into competence centres

**Key data**
- Period: unlimited; began in the 1960/1970s
- Funding volume: 71 million euros annually from the Federal Government plus co-financing from the Länder and ÜBS centres involved
- Internet: bmbf.de/ubs, bafa.de/uebs

**The goal of the measure is …**
... to support ÜBS through the process of adapting to dynamic education and training policy and social and technical change.

**Current implementation**
In 2020, funding and support was provided for 225 projects (37 of them working in the area of digitalisation) to further strengthen the national ÜBS network and modernise centres to meet current demands.

---

INVITE innovation competition for digital platforms in continuing vocational training (Digitale Plattform Berufliche Weiterbildung)

**Key data**
- Period: 2021–2025
- Funding volume: 35 million euros
- Internet: bmbf.de/de/innovationswettbewerb-invite-11103.html

**The goal of the measure is …**
... to establish an innovative and coherent digital continuing vocational training space.

**Current implementation**
The INVITE jury advising the BMBF has developed funding recommendations for projects.
JOBSTARTER plus – Vocational Training for the Future

**Key data**
- Period: 2014–2022
- Funding volume: 100 million euros, of which 42 million euros is Federal Government funding and 58 million euros is ESF funding, plus JOBSTARTER plus-Transfer (2021–2023: around 3 million euros)
- Internet: jobstarter.de

**The goal of the measure is ...**
- to support SMEs in the area of vocational training, focusing on digitalising vocational training and securing commitments from small and micro enterprises to engage in vocational training.

**Current implementation**
- In 2020, 16.4 million euros of financing was provided for 171 projects to achieve these goals. Complementary transfer projects are being funded from 2021 and 2022 to disseminate concepts and instruments that have successfully supported small and micro enterprises in various regions, industries and sectors. The first funding regulation was published in September 2020.

Youth migration services (Jugendmigrationsdienste – JMD)

**Key data**
- Period: ongoing
- Funding volume: 52.9 million euros in 2019
- Internet: jugendmigrations-dienste.de

**The goal of the measure is ...**
- to provide 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, more than 123,000 young migrants were provided with counselling and support by the more than 470 youth migration services.

Strengthening Youth – 1,000 Chances (JUGEND STÄRKEN: 1.000 Chancen)

**Key data**
- Period: 2018–2019
- Funding volume: 175,000 euros annually
- Internet: 1000-chancen.de

**The goal of the measure is ...**
- to support young entrepreneurs in motivating 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 provided.

Strengthening Youth in the Neighborhood (JUGEND STÄRKEN im Quartier)

**Key data**
- Period: 2015–2022
- Funding volume: 8 million euros of Federal funding, 182 million euros of ESF funding
- Internet: jugend-staerken-im-quartier.de

**The goal of the measure is ...**
- to support local authorities through the process of providing services for young people who need special support to help them manage the transition from school into work (§ 13 of the German Social Code (SGB VIII), youth social work).

**Current implementation**
- By the end of 2019, around 70,000 young people had been reached.
Centres of excellence for securing skilled labour (Kompetenzzentrum Fachkräftesicherung – KOFA)

**Key data**
- Period: 01.01.2021–30.06.2023

**The goal of the measure is...**
... to support SMEs in securing a supply of skilled staff, taking “helping people to help themselves” as its guiding principle and covering all the processes involved in recruiting, engaging, retaining and qualifying skilled workers.

**Current implementation**
KOFA has been funded by the Federal Ministry for Economic Affairs and Energy (BMWi) since 2011. A new phase of the programme involving an expansion of existing instruments and the trialling of new information channels began on the 1st of January 2021.

Cooperative models for ensuring sustainable integration into the training and labour market

**Key data**
- Internet: arbeitsagentur.de

**The goal of the measure is...**
... to integrate systematic language learning, a quick start in employment subject to social insurance contributions, and vocational training or continuing training.

**Current implementation**
The cooperative models aim to enable participants to gain a recognised vocational qualification in the medium term (Step by Step: training; Kommit: qualification-oriented continuing training through reskilling, modular qualification programmes, and measures to prepare participants for external examinations).

LehrRess – building networks and supporting training providers in the conservation and efficient use of resources

**Key data**
- Period: 2018–2020
- Funding volume: 255,000 euros
- Internet: bilress.de/lehrress-66.html

**The goal of the measure is...**
... to introduce topics around 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 serve on examination boards and vocational training committees under Sections 39, 56 and 77 of the Vocational Training Act (BBiG) and Sections 33, 42h and 43 of the Crafts Code (HwO)

**Key data**
- Period: 01.01.2018–31.12.2020
- Funding volume: around 967,000 euros

**The goal of the measure is...**
... to recruit, network and support employee representatives to serve on examination boards and vocational training committees.

**Current implementation**
Since 2018, funding has been provided for three projects. In 2020, they carried out public relations campaigns to raise awareness of examination boards, as well as strengthening panels of consultants and networks and holding regional events on the value of voluntary service on examination boards.
**Measures to support learning process monitoring in the workplace through continuing training mentors**

**Key data**
- Period: 01.10.2020–30.09.2024
- Funding volume: around 5.8 million euros

**The goal of the measure is ...**
- ... to provide counselling services that will help companies manage processes of change and support and monitor learning processes in the workplace by qualifying union workplace representatives as continuing training mentors.

**Current implementation**
- Since October 2020, the IG Metall union has been implementing a project on “Establishing sustainable occupational and vocational counselling and monitoring within companies through continuing training mentors”. In the initial phase, structures for recruiting workplace representatives to qualify as mentors were established. Other unions, specifically ver.di, IG BCE and NGG, started additional projects in early 2021.

---

**Measures to qualify employee representatives to serve on examination boards and vocational training committees under Sections 39, 56 and 77 of the Vocational Training Act (BBiG) and Sections 33, 42h and 43 of the Crafts Code (HwO)**

**Key data**
- Period: 2020
- Funding volume: around 289,000 euros

**The goal of the measure is ...**
- ... to hold training programmes for employee representatives and qualify them to serve on examination boards and vocational training committees.

**Current implementation**
- Funding was provided for six projects in 2020. The projects have conducted a diverse range of qualification measures in both face-to-face and online formats at the national level to qualify employee representatives for their roles on examination boards and vocational training committees.

---

**Migration counselling for adult migrants (MBE)**

**Key data**
- Period: since 2005 and ongoing
- Funding volume: 70.9 million euros
- Internet: bmi.bund.de/DE/themen/heimat-integration/integration/migrationsberatung/migrationsberatung-node.html

**The goal of the measure is ...**
- ... to provide counselling, individual mentoring and support for adult migrants aged 27 and upwards to help them to find work and/or training.

**Current implementation**
- In 2019, 1,493 counselling offices nationwide registered 317,148 cases and provided 560,480 people with counselling in these areas.

---

**Modernising training and further training occupations**

**Key data**
- Ongoing

**The goal of the measure is ...**
- ... to continuously adapt training and further training occupations to enable them to meet the dynamically changing demands of the world of work.

**Current implementation**
- In 2020, twelve training occupations and 16 further training occupations were modernised. By the end of the year, 41 training occupations and seven 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

**The goal of the measure is ...**
- ... to reduce functional illiteracy and raise education levels among adults in Germany.

**Current implementation**
Since 2015, funding has been provided for 13 transfer projects. In August 2020, an announcement on funding for development projects on issues of work-oriented literacy and basic education was published.

### National Skills Strategy (NWS)

**Key data**
- **Period:** since 2019 and ongoing
- **Internet:** bmas.bund.de, bmbf.bund.de

**The goal of the measure is ...**
- ... to enable all relevant partners to combine their activities in the area of continuing training and qualification and support employees and companies equally in managing and shaping the process of digitally driven structural change.

**Current implementation**
National Skills Strategy partners have committed themselves to developing concrete activities and measures in ten areas of action in order to implement the strategy paper adopted on the 12th of June 2019. All the partners and other continuing training actors will work together in thematic labs and working groups to identify ongoing challenges and jointly develop new solutions. A report on implementation of the National Skills Strategy was presented in June 2021.

### “A green world of work” (Netzwerk Grüne Arbeitswelt)

**Key data**
- **Period:** October 2017–April 2021
- **Total funding:** 1 million euros
- **Internet:** gruene-arbeitswelt.de

**The goal of the measure is ...**
- ... to establish the aspect of sustainable development as a factor in careers orientation.

**Current implementation**
In 2019, further teaching and seminar materials were published.

### Supporting SMEs in filling training places (Passgenaue Besetzung)

**Key data**
- **Period:** 2015–2023
- **Funding volume:** around 3 million euros annually from 2021 (in 2020: 3.5 million euros) plus ESF funding
- **Internet:** bmwi.de/passgenaue-besetzung

**The goal of the measure is ...**
- ... to support SMEs through the process of filling the training places they offer with suitable young people (not including refugees).

**Current implementation**
In 2020, around 6,330 SMEs and 15,850 young people were provided with individual consultancy services as part of “Passgenaue Besetzung”, and the consultants succeeded in filling 3,320 training places and placing 375 young people in introductory training. In 2020, around 130 consultants were working at 84 Chambers of Trade and Industry and in other business and industry organisations across Germany to achieve this programme’s objectives.
### Pro Tandem
**Key data**
- **Period:** since 1980
- **Funding volume:** 2 million euros annually
- **Internet:** pro.tandem.org

**The goal of the measure is ...**
- ... to support German–French vocational training exchanges for young people and young adults.

**Current implementation**
New group exchanges between Germany and France began in 2020 (from January to mid-March 2020, before mobility became impossible due to the coronavirus pandemic) in which 300 people from 14 occupational fields took part. Over the same period, 13 groups also went on exchanges in the other direction (before 2020, while mobility was still possible). This means that this programme has reached more than 108,000 participants since it was founded.

### 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

**The goal of the measure is ...**
- ... to develop and trial innovative continuing training formats for vocational training personnel in the context of the digital transformation of work.

**Current implementation**
In 2020, the qualification needs of vocational training personnel in specific regions and occupations were identified, a digital learning management system was set up, and initial forms of qualification formats developed and trialled.

### Career Change – Men and Women in Early Childhood Education and Care (Quereinstieg – Männer und Frauen in Kitas)
**Key data**
- **Period:** 2015–2020
- **Funding volume:** 15.2 million euros of ESF funding
- **Internet:** chance-quereinstieg.de

**The goal of the measure is ...**
- ... to implement paid training in kindergartens that is appropriate to adults and accompanies training for people wanting to change their careers by training to become state-certified early childhood educators.

**Current implementation**
679 career changers are participating in 12 projects, and to date 330 of them have gained a qualification as a state-certified early childhood educator.

### RessKoRo: Resources skills for using raw materials in global added-value chains – an exemplary analysis of study courses in the fields of design and engineering
**Key data**
- **Period:** October 2020–December 2022
- **Funding volume:** 325,319 euros

**The goal of the measure is ...**
- ... to develop skills in using resources and raw materials within selected engineering and design study courses and investigate new design approaches.

**Current implementation**
The kick-off was in October, and preparatory work is continuing.
**rückenwind – Für die Beschäftigten in der Sozialwirtschaft**

**Key data**
- Period: 2015–2022
- Funding volume: 104 million euros in total funding, 2.5 million euros of Federal funding and 53.5 million euros of ESF funding
- Internet: bagfw-esf.de

**The goal of the measure is**…
- to fund, support and maintain the employability of employees working in the social economy.

**Current implementation**
- By the end of 2020, 148 projects had been initiated in six calls for funding. 74 projects are currently being implemented. Around 36,000 people have participated in projects over the entire funding period.

---

**SCHULEWIRTSCHAFT awards “Das hat Potenzial!”**

**Key data**
- Current award period: 2019–2021
- Funding volume: around 200,000 euros annually
- Internet: bmwi.de/schulewirtschaft

**The goal of the measure is**…
- to honour the engagement of companies, schools and publishers working at the interface between school and work and to provide incentives for innovative projects in the areas of vocational orientation and education and training in the field of economics.

**Current implementation**
- In 2020, 46 entries were registered in four competition categories (categories: SCHULEWIRTSCHAFT-Unternehmen, SCHULEWIRTSCHAFT-Starter, SCHULEWIRTSCHAFT-Digitale Bildung, and Lehr- und Lernmedien zur ökonomischen Bildung), twelve of which were awarded prizes.
- The prizes were awarded in a digital format on the 3rd of December 2020.

---

**Stark für Ausbildung**

**Key data**
- Internet: stark-fuer-ausbildung.de

**The goal of the measure was**…
- to raise awareness in education and training staff of issues involved in working with young people with low achievement levels, young people from a forced migration background and those who have dropped out of tertiary studies.

**Current implementation**
- Completed.

---

**Special funding programme to support investment in the digitalisation, digital equipment and modernising of training courses at inter-company training centres**

**Key data**
- Period: 2016–2023
- Funding volume: 30 million euros annually
- Internet: bmbf.de/ubs

**The goal of the measure is**…
- to accelerate the digitalisation process by providing upskill training for personnel in inter-company training centres.

**Current implementation**
- In phase I, more than 39,000 items of digital equipment were provided for over 200 inter-company training centres, and eight pilot projects for modernising training courses were carried out. The current second phase of this special programme will continue until 2023 and will be expanded to incorporate new funding opportunities. In 2020, 48 projects were reapproved and approval was given for 15 projects to develop and trial modern forms of practice-based training.
## 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

**Current implementation**
- 46 model projects and collaborative projects have developed innovative learning concepts. In 2020, the new learning media were presented in one-day roadshows in three regions in Germany.

**The goal of the measure is ...**
- ... to enhance the social and intercultural skills of trainees and education and training personnel through further training.

## SYSLOG+: bringing climate protection into the training of logistics and freight-forward specialists

**Key data**
- **Period:** 2017–August 2020
- **Funding volume:** 855,000 euros
- **Internet:** syslog-plus.de

**Current implementation**
- Combined transport processes are simulated in a virtual logistics laboratory that serves as a digital learning environment. More than 400 trainees have taken part in analyses of their training needs as part of this project.

**The goal of the measure is ...**
- ... to integrate aspects of climate protection into training in the logistics and freight-forwarding industry.

## Developing transparent skills modules (Teilqualifikationen (TQ) zur Nachqualifizierung transparent gestalten und entwickeln)

**Key data**
- **Period:** 2017–2022

**The goal of the measure is ...**
- ... to create opportunities for people to build on their pre-existing vocational skills, knowledge and abilities and enable them to gain comprehensive vocational skills, including the option of recognised vocational qualifications, in transparently structured steps.
- The BMBF provides funding and support for three TQ projects (“Chancen Nutzen”, ETAPP and BIBBTQ) in the context of its Skills Strategy (NWS).

**Current implementation**
- During the reporting year, work continued on developing and standardising new skills modules, with a focus on creating consistent structures and improving the availability of data on this process. Interfaces with other training instruments for adults without vocational qualifications are also being examined.
### Transfer initiative for local authority education and training management

**Key data**
- Period: since 2014
- Funding volume: up to 11 million euros annually
- Internet: transferinitiative.de

**The goal of the measure is ...**
... to establish comprehensive data-based local authority education and training management.

**Current implementation**
Work is continuing to establish comprehensive data-based 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 2024
- Funding volume: around 50 million euros annually
- Internet: bmwi.de/Redaktion/DE/Textsammlungen/Mittelstand/handwerk.html

**The goal of the measure is ...**
... to enhance the willingness and ability of skilled trades companies to provide training and ensure consistently high levels of quality in training in the skilled trades.

**Current implementation**
In 2020, funding was provided for over 51,000 training courses with more than 398,000 participants.

---

### Establishing new qualification titles

**Key data**
- Period: since 01.01.2020

**The goal of the measure is ...**
... to establish new qualification titles for the further training qualifications of “Certified specialist”, “Bachelor Professional” and “Master Professional” scheduled in the Vocational Training Act (BBiG).

**Current implementation**
In 2020, a number of fundamental issues were resolved and new qualification titles were successfully implemented for nine further training qualifications.

---

### 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

**The goal of the measure is ...**
... to evaluate and certify the vocational skills of people without formal vocational qualifications.

**Current implementation**
By the end of December 2020, 747 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 annually
- Internet: vera.ses-bonn.de

**The goal of the measure is ...**
- ... to deploy volunteer senior experts to mentor trainees who need special support.

**Current implementation**
- Since 2008, volunteer senior experts have provided more than 17,198 trainees across Germany with additional support and mentoring.

Continuing training grants (Weiterbildungsstipendium)

**Key data**
- Period: since 1991
- Funding volume: 29 million euros in 2020
- Internet: weiterbildungsstipendium.de

**The goal of the measure is ...**
- ... to support young people who have had particular success in completing their vocational training through the process of gaining further vocational qualifications and to reinforce the equivalence of vocational and academic education and training.

**Current implementation**
- Every year, grants are awarded to around 6,000 new recipients. More than 150,000 continuing training grants have been awarded since the programme started.

Welcome mentors (Willkommenslotsen)

**Key data**
- Funding volume: around 5 million euros annually (target figure)
- Internet: bmwi.de/willkommenslotsen

**The goal of the measure is ...**
- ... to support companies through the process of integrating refugees into training and work and help these companies to secure a supply of skilled workers. Welcome mentors function as contact partners before, during and after the placement of refugees in work or training. The programme is also contributing to the broader social task of integrating refugees into the German labour market.

**Current implementation**
- In 2020, welcome mentors provided individual counselling to around 4,430 companies and succeeded in placing refugees in 1,130 training places, in 310 introductory training measures and in 275 jobs. In 2020, 95 welcome mentors were working at 83 Chambers of Trade and Industry and in other business and industry organisations across Germany.
### Wanderausstellung (touring exhibition)

**Key data**  
Part of the “Competence centres for resource efficiency” (“Kompetenzzentrum für Ressourceneffizienz”) project: 01.06.2019–31.12.2022  
Funding volume: 26,550 euros

**The goal of the measure is ...**  
... to provide students in the various types of schools with information on issues around the topic of resource conservation and the efficient use of resources.

**Current implementation**  
A learning station in the form of a game has been designed and is now scheduled to go into production.

### YouCodeGirls

**Key data**  
Period: since July 2020  
Funding volume: 497,000 euros in 2020  
Internet: Go-live is planned for 2021

**The goal of the measure is ...**  
... to sustainably inspire a “sincere interest” in programming, independent of stereotypes, in girls and young women, to strengthen this discovered potential, and to channel it into professional activities in this field.

**Current implementation**  
The initiative includes designing a basic model of an interactive Internet platform offering AI mentoring and the development of a teaching strategy based on gender research. Implementation will continue in 2021.

### The “Zukunftsstarter” initiative – initial and continuing vocational training for young adults without vocational qualifications

**Key data**  
Internet: arbeitsagentur.de, arbeitsagentur.de/karriere-und-weiterbildung/foerderung-berufliche-weiterbildung

**The goal of the measure is ...**  
... to recruit young adults without vocational qualifications into initial or continuing training resulting in a qualification.

**Current implementation**  
In 2020, 32,000 people (11,000 women and 20,000 men) started training or funded continuing training as a result of the initiative.
Opinion of the Board of the BIBB on the draft Report on Vocational Education and Training 2021


Opinion of the group of employer representatives

The employer representatives on the BIBB Board thank the Federal Ministry for Education and Research and the Federal Institute for Vocational Education and Training for this comprehensive and detailed 2021 Report on Vocational Education and Training.

The Report provides a balanced depiction of the exceptional situation of vocational training in Germany after a year of the coronavirus pandemic. In 2020, the dual vocational training system proved that it is resilient and robust.

Dual vocational training offers trainees a good start in working life, even during a pandemic, provides the fundamental elements for lifelong learning, and ensures trainees’ long-term, sustainable employability while securing a supply of qualified skilled staff. Well-trained skilled workers will be needed more than ever in future to maintain the German economy’s competitive edge.

There was a fall in numbers of new training contracts of around 11%, mainly due to the pandemic. This downwards trend is being intensified by demographic change and young people’s changed training and education choices. It is a cause for concern in the context of securing a supply of young skilled workers. The major uncertainties that the coronavirus pandemic has caused for companies and young people are clearly evident in the declining numbers of training places and applicants.

Measures imposed to combat the coronavirus pandemic prevented the implementation of proven forms of careers orientation measures such as personal career counselling, internships in companies, vocational training fairs, open days and careers orientation sessions. This has put further strain on the supply–demand matching process in the training market, which has already been increasingly problematic in recent years. Efforts to solve these issues by providing a wide range of digital services and switching to digital recruiting was only able to replace direct contact between people interested in training and companies providing training and direct experience of occupational activities to a limited extent.

Business and industry is, however, still strongly engaged in training, as the unchanged high number of just on 60,000 unfilled training places on the reference date of the 30th of September 2020 shows. The noted problems in matching supply and demand did mean, however, that 30,000 young people were still unplaced. The efforts of everyone involved in expanded subsequent placement made it a particularly important aspect of training placement in 2020.

This shows that companies are continuing to shoulder their responsibility for securing the training of young people, even in a difficult economic situation, and are meeting the resulting challenges.

Various factors have demonstrated the resilience of the vocational education and training system.

The Board would like to emphasise the fact that vocational training examinations were conducted during the pandemic as just one positive example of this resilience. The committed dedication of vocational schools, companies and the relevant authorities meant that, despite major challenges, they managed to maintain complex examination activities and bring vocational training to a successful conclusion for trainees completing their training. Our sincere thanks goes to all volunteer examiners and trainers, and we call on everyone involved to maintain this outstanding commitment for the benefit of trainees in 2021.
The amended Vocational Training Act was implemented in difficult conditions in 2020, and the amendments will continue to be relevant in the coming years. As well as updating some of the Board’s recommendations in the area of adapting further training regulations to changing circumstances, the introduction of the new further training qualification titles of “Bachelor Professional” and “Master Professional” were particularly important in this context.

Germany’s presidency of the EU Council in the second half of the reporting year provided major impetus for the modernising and strengthening of European vocational education and training policy. In the “Osnabrück Declaration”, the responsible ministers, social partners and the European Commission set goals for improving employability by building on a foundation of excellent vocational training, strengthening upskilling measures and higher vocational training, and agreeing on the progress of objectives to provide opportunities for transfer between academic and vocational education and training. The Report on Vocational Education and Training could perhaps have more intensively highlighted this European dimension.

Many challenges remain to be faced in 2021, and they will demand our combined efforts and solution strategies to ensure an adequate supply of training places at the national level, to recruit enough applicants into dual vocational training, and to continue to highlight the attractiveness of dual training. This will require the active involvement not just of trainees and companies, but also of training personnel, whose dedicated engagement has helped companies to manage the impact of the pandemic.

Our shared goals in the coming years will be to soften the impact of the coronavirus crisis on training and find constructive ways of enabling training to succeed for everyone involved.

This will require the combined efforts of everyone involved in the area of vocational education and training.

Opinion of the group of employee representatives

It’s minutes to midnight in the training market. In 2020, the first year of the coronavirus pandemic, the number of newly concluded training contracts fell by 11%, so the number of new training contracts fell below the half-million mark (467,000) for the first time since the reunification of Germany.

The crisis is not over yet. Initial data indicates a further fall in training contract numbers of 10%. If this trend becomes established, almost 100,000 new training contracts will be lost within two years. Dual vocational training is in a quantitative downwards spiral.

The coronavirus crisis has impacted a training market that was already under pressure. Even before the pandemic, young people’s training prospects depended on where they live, their school leaving qualification and the nationalities of their parents.

The crisis may especially impact young people whose highest school leaving qualification is a secondary general school certificate. It is already the case that 33% of young people aged from 20 to 34 who have a secondary general school certificate have no vocational qualifications (BIBB data report 2020, p. 281), so the transition into training may be harder for these young people.

This is especially dramatic because between 2011 and 2019, despite favourable demographics (fewer young people to place) and economic development, the number of people without vocational qualifications aged between 20 and 34 was not reduced. In 2011, 1.98 million (13.8%) people had no vocational qualifications. By 2019, this figure had grown to 2.16 million (14.7%). This may result in increasing unemployment.

The training market is facing long-term damage. Major industries and the Federal Employment Agency (Bundesagentur für Arbeit – BA) are already recording falls in figures for the 2021 training year. A situation parallel to that during the global financial crisis of 2009 seems to be emerging. In 2008, there were 616,300 new training contracts. In 2009, there was a minus of 52,000 contracts (564,300), and the numbers
have never recovered. On the contrary. Despite a robust economy and growth in numbers of employees in jobs subject to social insurance contributions, the number of training contracts concluded has at 520,000 to 530,000 since 2013. Dual vocational training has not recovered from this loss of substance.

The relevant institutions recorded 724,310 people interested in starting training in 2020. Although all of them would have been able to begin training, only 64.5% were placed in training. In 2019, the placement rate of young people interested in training (EQI) was 66.7%. In 2020, the number of unfilled training places rose by 12.8% compared with the 2019 figure. It is profoundly damaging for society when companies complain of the growing number of unfilled training places, yet so many young people cannot find training places.

The Federal Government’s focus on the supply and demand ratio in the 2021 Report on Vocational Education and Training obscures the training market’s real challenges for that year. Measures imposed to protect people from infection with the coronavirus in 2020 meant that the BA did not succeed in establishing contact with many young people, so it can be assumed, given stable school-leaver numbers, that many unplaced applicants were not recorded in their statistics.

The Federal Government cannot simply administer the negative trend in the training market or gloss over it, as the policy summary in the 2021 Report on Vocational Education and Training does. The Federal Government, the Länder and social partners must take active countermeasures to prevent the coronavirus crisis from negatively affecting vocational training in the long term. We have agreed on important aspects of achieving this objective in the Alliance for Initial and Continuing Training.

The Federal Government’s “Ausbildungsplätze sichern” programme is a good step in the right direction, but in 2020 it was too bureaucratic. The Federal Government has now decided that not only grants but also funding for preventing short-time work in training, for taking on trainees from insolvent companies, for collaborative training and for training provided by external providers on an individual basis will be made available to more companies more quickly and with less bureaucracy. The unions welcome this step in the right direction.

Good training usually takes three years. The coronavirus crisis is now in its second year. Many young people have now undergone half of their training in this exceptional situation. The survey of companies carried out by the IAB shows that almost one in three of the companies providing training were unable to impart training content as planned. For this reason, the Federal Government’s decision to act on the unions’ initiative by providing funding for companies that provide their trainees with preparation for their final examinations free of charge is the right one. 40 million euros has been allocated for this initiative.

The Federal Government’s “Ausbildungsplätze sichern” programme and its training grants provide a form of “first aid”, but they are only alleviating the symptoms of the crisis. Training needs a sustainable structural therapy, such as a training guarantee based on the Austrian model, which offers young people who cannot find a training place in a company a first year of training in a non-company training centre. This is better than channelling young people through the countless paths into the transition system. A training guarantee could be financed by providing financial incentives for companies that provide training and negative incentives for those that do not (collective agreement levies, such as those used in the construction industry, could be one way of doing this). The current situation, with fewer than 20% of companies providing training but 100% of companies profiting from well-trained and qualified workers, is not fair.
Opinion of the group of Länder representatives

The Länder representatives on the BIBB Board thank the government departments involved and the BIBB for creating this comprehensive Report on Vocational Education and Training.

As in the previous year, vocational training is in an exceptional situation due to the coronavirus pandemic. There have been falls in numbers of applicants and in numbers of training places offered. The many uncertainties resulting from the pandemic have intensified the pre-existing trend towards falling numbers in training contracts. It will take all of our combined efforts to persuade young people and their parents of the excellent opportunities and prospects that dual vocational training offers and to maintain a large number of companies providing training places. It will also take suitable strategies, policies and measures to secure the provision of training and implementation of examinations and to develop good prospects for the future of dual vocational training.

Even during a pandemic, dual vocational training offers those completing it a good start in working life and interesting opportunities for professional development. Dual vocational training still forms the backbone of efforts to secure a supply of qualified skilled workers. Skilled workers who have undergone excellent vocational training will be needed more than ever in future if Germany is to maintain its competitive economic edge.

In this context, falls of around 11% in numbers of new training contracts are a cause for concern. Differences in the figures for various industries, company sizes and regions have intensified. The decline in numbers of new training contracts is of course due to the pandemic and the resulting economic problems in various industries, but it is also due to demographic developments and to the fact that many careers orientation measures could not be held in a face-to-face form. Efforts were made to compensate for this problem with various digital services, but over the past year and in this year, these could not really replace direct contact between people interested in training and companies providing training and the direct experience of occupational activities. The use and further development of digital formats does, however, need to continue.

The fact that examinations continued to be held during the pandemic is just one positive example of the way in which vocational training has been maintained that should be emphasised. The committed dedication of vocational schools, companies and the relevant authorities enabled them to maintain complex examination activities, bringing vocational training to a successful conclusion for trainees completing their training, despite the major challenges they faced. Our sincere thanks goes to all volunteer examiners. Their unrelenting work and commitment continues to be crucial.

Many of the challenges that the coronavirus pandemic has brought with it remain to be met in 2021. Our combined effort and solution strategies will be needed to ensure an adequate supply of training places and to maintain the attractiveness of dual vocational training at the national and the regional level. We need to keep motivating young people and persuading them that dual vocational training offers them a good future and attractive career and promotion prospects.

Our shared goal must be to continue to alleviate the impact of the coronavirus crisis on training, to sustain training and build it up constructively. The outstanding commitment of all vocational training actors and the flanking support provided by the Federal Government and the Länder to maintain vocational training remain essential to these efforts. The Länder thank the companies and everyone else involved in providing dual vocational training for their dedicated engagement and shared efforts to sustain vocational training.
List of tables

Table 1: Applicants registered for dual vocational training ................................................................. 26
Table 2: Applicants from earlier reporting years .................................................................................. 28
Table 3: Developments in numbers of new entries into the transition system
(estimated figures for 2020) .................................................................................................................. 30
Table 4: Registered vocational training places .................................................................................... 33
Table 5: Companies, companies providing training and the rate at which companies provided training.... 34
Table 6: Developments in numbers of new entries into iABE sectors and accounts
(estimated data for 2020) ..................................................................................................................... 40
Table 7: New entries into iABE sectors and accounts by selected attributes ........................................ 41
Table 8: Newly concluded training contracts, supply and demand ....................................................... 43
Table 9: Newly concluded training contracts in 2020 by Länder and sector ........................................ 46
Table 10: Newly concluded training contracts by financing form ......................................................... 48
Table 11: Newly concluded training contracts by financing form and Länder ........................................ 49
Table 12: Trend in numbers of company-based training places by sector ............................................. 51
Table 13: Students in their first year of training in healthcare occupations ........................................... 59
Table 14: Students in their first year of training in selected social services and education occupations..... 60
Table 15: Registered training places and applicants who wanted to start training by the end of 2020....... 74
Table 16: Rates at which young German and foreign men and women started training ......................... 76
Table 17: Young adults with no vocational qualifications, 2015 to 2019 .................................................. 82
List of charts

Chart 1: Developments in numbers of school leavers leaving general schools, 1992 to 2030 .................. 25
Chart 2: Schooling background of new entries into the transition system in 2019 ................................. 32
Chart 3: Developments in education and training sectors/accounts (estimated figures for 2020) ............ 38
Chart 4: ANR, expanded ANR and expanded ANR based on company-based training places ....... 44
Chart 5: The computed placement rate of young people interested in training (EQI) ......................... 45
Chart 6: The 25 occupations as defined in the Vocational Training Act and Crafts Code (BBiG and HwO) most frequently chosen by young women in 2020 .......................... 52
Chart 7: The 25 occupations as defined in the Vocational Training Act and Crafts Code (BBiG and HwO) most frequently chosen by young men in 2020 ............................. 53
Chart 8: Developments in newly concluded training contracts by gender ........................................ 54
Chart 9: Newly concluded training contracts in occupations requiring two years of training .......... 55
Chart 10: Schooling background of trainees with newly concluded training contracts .................... 57
Chart 11: Percentages of women and men in social services and education occupations ................. 61
Chart 12: Registered unfilled vocational training places ................................................................. 63
Chart 13: Regional training market disparities .................................................................................... 64
Chart 14: Occupations with a high proportion of unfilled training places of all training places offered by companies in 2019 and 2020 (in %) ................................................................. 66
Chart 15: Occupations with high proportions of unsuccessful training place applicants in 2019 and 2020 (in %) .................................................................................................................. 67
Chart 16: Proportion of unfilled training places and demand for training relative to the proportion of trainees with a secondary general school certificate in the occupation ........................................ 68
Chart 17: Whereabouts of applications registered with employment offices and jobcentres on the 30th of September ........................................................................................................ 70
Chart 18: Schooling backgrounds of applicants registered with employment offices and jobcentres in 2020 .................................................................................................................................. 71
Abbreviations used

ANR Angebots-Nachfrage-Relation – supply and demand ratio
AI Artificial Intelligence
AufenthG Aufenthaltsgesetz – Residency Act
BA Bundesagentur für Arbeit – Federal Employment Agency
BBiG Berufsbildungsgesetz – Vocational Training Act
BGBL Bundesgesetzblatt – Federal Law Gazette
BIBB Bundesinstitut für Berufsbildung – Federal Institute for Vocational Education and Training
BMbf Bundesministerium für Bildung und Forschung – Federal Ministry
BvJ Berufsvorbereitungsjahr – Pre-vocational training year
CEFR Common European Framework of References for languages
DIE Deutsches Institut für Erwachsenenbildung – German
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
GWS Gesellschaft für Wirtschaftliche Strukturforschung – Institute of Economic Structures Research
HwO Handwerksordnung – Crafts Code
HWK Handwerkskammer – Chamber of Crafts
HVB 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
MSEs Micro and small enterprises
NEPS Nationales Bildungspanel – National Education Panel Study
NWS Nationale Weiterbildungsstrategie – Skills Strategy
PROSIMA Econometric prognosis and simulation model
RFS Referenz-Betriebs-System – reference company system
SMEs Small and medium-sized enterprises
SGB Sozialgesetzbuch – German Social Code
StBA Statistisches Bundesamt – Federal Statistical Office
TQ Teilqualifizierungen – employable skills modules
ÜBS Überbetriebliche Berufsbildungsstätte – inter-company training centres