

# Germany

## VET in Europe - Country Report

2010

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**Abstract:**

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

1. General context - framework for the knowledge society
2. Policy development - objectives, frameworks, mechanisms, priorities
3. VET in times of crisis
4. Historical background, Legislative and Institutional framework
5. Initial vocational education and training
6. Continuing vocational education and training for adults
7. Training VET teachers and trainers
8. Matching VET provision (skills) with labour market needs (jobs)
9. Guidance and counselling for learning, career and employment
10. Financing - investment in human resources
11. National VET statistics - allocation of programmes

This overview has been prepared in 2010 and its reference year is 2009. Similar overviews of previous years can be viewed at:

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

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

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

**Keywords:**

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

**Geographic term:**

Germany

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## 1. GENERAL POLICY CONTEXT - FRAMEWORK FOR THE KNOWLEDGE SOCIETY

### 1.1. POLITICAL AND SOCIO-ECONOMIC CONTEXT

Germany is a republic and a democracy; it is a federal state based on the rule of constitutional law and social justice. Berlin is both the country's capital city and the seat of government. During its founding phase, the federal republic of Germany chose to adopt a social market economy, combining free enterprise within a competitive economy with social progress. This central idea is reflected in the conviction that a social market economy is most successful when controlled by market forces, with State intervention only as a corrective or supportive measure.

The Federal President is the Head of State. He is elected by the Federal Convention for a five year term of office, and is essentially responsible for functions involving representation. The Federal Chancellor is the Head of Government. Within the Federal Government, he has the authority to decide on government policy. The *Bundestag* (Lower House of Parliament) and the *Bundesrat* (Upper House) are the two legislative bodies. The *Bundestag* is elected by popular vote every four years.

Germany comprises 16 *Länder*, each having some of the features of a state. Each has its own powers within certain spheres, which it exercises through its own legislature, executive and judiciary. There is a distinct cooperative federalism within the State sector, both horizontally between the *Länder* and between the *Länder* and the Federal Government.

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

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

### 1.2. POPULATION AND DEMOGRAPHICS

Germany comprises an area of 357,093 km<sup>2</sup>. On 31 March 2009, the population was 82 218 million (Statistisches Bundesamt 2009a). Since 2003 the population has been decreasing slightly since the immigration surplus now no longer compensates for the drop in the birth rate (ibid.). If the birth rate remains as low, population decline will not only continue, but also accelerate in the longer term.

One of the major challenges in years and decades to come is demographic change, which affects Germany even more severely than many other European countries. Since 2002 the population count has been in slight decline since the migration surplus can no longer compensate for the birth-rate deficit (see *Table 1a*).

TABLE 1A: TOTAL POPULATION (ON 1ST OF JANUARY), 2002, 2003, 2006, 2009. (2010 VALUES ARE FORECASTS)					
geo\time	2002	2003	2006	2009	2010 (forecast)
EU 27	484636747	486647831	493226936	499723520(P)	501259840
DE	82440309	82536680	82437995	82002356	81757595

Source: Eurostat, Demographic Statistics; Date of extraction: 02 May 2010

Link to data:

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

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

In comparison to the average of the “EU-27” (see Table 1b) Germany has a higher projected ratio of people older than 65. In 2010 the percentage of people who are older than 65 will be 5.27% higher in Germany than the average of the other European countries. In 2060 the projected older-than-65 dependency of the “EU-27” is 53.47%. The forecast for Germany for the year 2060 is 5.61% higher than the average.

TABLE 1B: PROJECTED OLD-AGE DEPENDENCY RATIO %											
	2010	2015	2020	2025	2030	2035	2040	2045	2050	2055	2060
EU (27 COUNTRIES)	25.9	28.26	31.05	34.23	38.04	42.07	45.36	48	50.42	52.45	53.47
GERMANY	31.17	32.22	35.28	39.53	46.23	52.79	54.73	55.13	56.43	58.25	59.08

Source: Eurostat; Population aged 65+ divided by population aged 15-64 (projections); Date of data extraction: 21.07.2010

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

Note: This indicator is defined as the projected number of persons aged 65 and over expressed as a percentage of the projected number of persons aged between 15 and 64. If we take the EU 27 countries, we will see that in 2010 the proportion will be 1 to 4, meaning 1 retired against four employed/active population; whereas in 2060, the proportion will be 2 to 2, meaning 2 retired against 2 employed/active population.

In parallel there will be a marked shift in the age structure (see Table 1c). The predicted decrease of young people aged 20-25 might lead to a shortage of people to work in certain regions, sectors and occupations.

TABLE 1C: AGE-SPECIFIC DEMOGRAPHIC TRENDS IN GERMANY				
	2005	2010	2020	2030
0-19	20.0%	18.3%	16.9%	16.6%
20-59	55.1%	55.4%	52.9%	47.6%
60+	24.9%	26.2%	30.2%	35.8%

Source: Federal Statistical Office, 11th Coordinated Population Forecast, 2006.

### 1.3. ECONOMY AND LABOUR MARKET INDICATORS

In recent decades, there has been a steady decrease in economic growth rates (down from an average of 2.6% across 1981-1991 to 1.7% across 1992-2001) (Konsortium Bildungsberichterstattung, 2006, p. 8). In 2002 and 2003, growth almost completely stagnated. Increased international competition, German reunification (1990) and the introduction of the Euro (2002) have had an impact. Following a slight recovery in 2004 and 2005, in 2006 and 2007 economic growth exceeded 2% (see Table 1d). The global financial crisis has had impacts since 2008 and continues to influence the economic growth rates and the labour market indicators in the future. GDP was down in both Germany and Europe in 2009. The prognoses for German GDP have now improved - 1.2% for the year 2010, and 1.6% for 2011 (see Theme 3).

TABLE 1D: GROWTH RATE OF GDP IN REAL TERMS - PERCENTAGE CHANGE COMPARED WITH THE PREVIOUS YEAR, 2003-2008 AND THE PROGNOSE FOR 2009 AND 2010									
	2003	2004	2005	2006	2007	2008	2009	2010	2011
EU (27 LÄNDER)	1.3	2.5	2.0	3.2	2.9	0.7	-4.2	1.0f	1.7f
DEUTSCHLAND	-0.2	1.2	0.8	3.2	2.5	1.3	-4.9	1.2f	1.6f

Source: Eurostat; GDP

[http://epp.eurostat.ec.europa.eu/portal/page/portal/national\\_accounts/data/main\\_tables](http://epp.eurostat.ec.europa.eu/portal/page/portal/national_accounts/data/main_tables)

Date of extraction: 21.07.2010

f = prognoses

Germany has undergone a substantial shift from an industrial to a service economy. The service sector is the largest sector of the economy (see Table 1e).

**TABLE 1E: GROSS VALUE ADDED BY ECONOMIC SECTOR IN CURRENT PRICES, EUR BN.**

SECTOR	2007	2008	2009
AGRICULTURE AND FORESTRY; FISHERIES	20.94	19.96	17.31
MANUFACTURING INDUSTRY EXCEPT CONSTRUCTION	576.10	569.68	474.38
INCL: PROCESSING INDUSTRY	518.43	504.22	408.80
CONSTRUCTION	87.49	89.83	92.14
TRADE, HOSPITALITY AND TRANSPORT	377.48	396.66	373.65
FINANCE, LEASING AND BUSINESS SERVICES	638.58	655.81	666.69
PUBLIC AND PRIVATE SERVICES	480.14	492.86	516.44
ALL SECTORS	2 180.73	2 224.80	2 140.61

Source: Federal Statistical Office, Domestic product calculation.

Link to data:

<http://www.destatis.de/jetspeed/portal/cms/Sites/destatis/Internet/DE/Content/Statistiken/VolkswirtschaftlicheGesamtrechnungen/Inlandsprodukt/Tabellen/Content75/BWSnachBereichen,templ ateld=renderPrint.psm!>

Date of Extraction: 06.09.2010

The majority of employment in the classification of economic activities by NACE is in the field of non-marketed service next to the distribution and transport sector. In the average of the EU 27, these two sectors are the sectors with the highest employment (see Table 1f).

**TABLE 1F: EMPLOYED PERSONS AGED 15+ BY ECONOMIC SECTOR OF ACTIVITY (IN THOUSANDS AND AS % OF TOTAL EMPLOYMENT), 2009**

geo	Primary sector and utilities		Manu- facturing		Construction		Distribution and transport		Business and other services		Non marketed services	
	persons	%	persons	%	persons	%	persons	%	persons	%	persons	%
EU 27	15192.8	7.0	35068.2	16.1	17290.9	7.9	57470.5	26.4	38557.9	17.7	53201.2	24.4
DE	1316.2	3.4	7897.5	20.4	2574.4	6.6	9809	25.3	7412.7	19.1	9786.9	25.2

Source: Eurostat; Employment persons aged 15+ by economic sector of activity (NACE rev2) in thousands and as % of total employment

[http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsa\\_egan2&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsa_egan2&lang=en)

Date of extraction: 21.07.2010

The employment rate in Germany has remained largely unchanged in the past years and has risen slightly in comparison with 2003 (see Table 1g). This is due, in particular, to the increasing proportion of women in employment.

**TABLE 1G: EMPLOYMENT RATES BY AGE GROUPS AND HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2003, 2006 AND 2009**

GEO	TIME ISCED / AGE	2003			2006			2009		
		15-24	25-49	50-64	15-24	25-49	50-64	15-24	25-49	50-64
EU 27	0-2	25.1(i)	66.1(i)	41.9 (i)	24.8	66.9	43.5	22.8	64.1	43.3
	3-4	47.2 (i)	79.1 (i)	54.9 (i)	48.1	80.5	57.9	46.3	80.5	59.5
	5-6	62.0 (i)	88.0 (i)	72.4 (i)	60.5	88.5	74.2	58.4	88.2	74.5
	No a.	14.9 (i)	72.6 (i)	39.1 (i)	5.1	76.0	5.6	5.5	75.6	63.9
	Total	36.0 (i)	77.4 (i)	51.5 (i)	36.6	79.1	54.4	35.2	78.8	56.5
DE	0-2	32.4	60.7	36.0	31.7	61.2	43.1	33.9	60.9	46.6
	3-4	62.4	79.2	50.8	61.7	80.6	57.6	62.6	82.7	63.9
	5-6	78.0	89.5	69.7	76.3	90.2	74.3	78.3	91.3	79.2
	No a.	34.8	70.5	43.7	:	:	:	:	75.3	:
	Total	44.0	78.8	51.5	43.4	79.9	58.7	46.2	82.0	65.0

Source: Eurostat, Date of extraction: 21.07.2010

(i) See explanatory text; isced 0\_2; 3\_4; 5\_6 refer to the ISCED levels of education; 15\_24; 25\_49; 50\_64 refer to the age

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

The labour market situation in Germany has changed for the better in the last years. Nevertheless, the unemployment rate in 2009 (7.5%) was still above the EU average (EU-27: 6.3%). Within this figure, youth unemployment (those aged 15-24) has remained below the EU average (see Table 1h).

**TABLE 1H. UNEMPLOYMENT RATES BY AGE GROUPS AND HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2003, 2006 AND 2009**

GEO	TIME ISCED / AGE	2003			2006			2009		
		15-24	25-49	50-64	15-24	25-49	50-64	15-24	25-49	50-64
EU 27	0-2	20.2 (i)	11.6 (i)	7.2 (i)	21.2	11.2	7.5	25.9	14.8	9.1
	3-4	17.7 (i)	8.4 (i)	7.7 (i)	15.4	7.3	6.9	16.9	7.5	6.2
	5-6	12.0 (i)	4.8 (i)	3.7 (i)	13.4	4.3	3.6	15.4	4.8	3.4
	No A.	13.9 (i)	7.8 (i)	7.4 (i)	20.1	:	:	22.0	7.5	:
	TOTAL	18.0 (i)	8.3 (i)	6.6 (i)	17.2	7.3	6.3	19.7	8.2	6.3
DE	0-2	11.8	18.1	16.2	16.7	20.1	18.5	13.9	17.7	13.8
	3-4	10.1	9.2	12.3	10.8	9.0	11.9	9.0	7.1	8.2
	5-6	5.4	4.3	6.8	:	4.1	6.2	:	3.2	3.7
	No A.	13.0	10.0	11.4	:	:	:	:	:	:
	TOTAL	10.8	9.0	11.3	13.5	9.2	11.3	11.0	7.2	7.5

Source of information: Eurostat; Date of extraction: 30.4.2010

(i) See explanatory text; (:) No data available. isced 0\_2; 3\_4; 5\_6 refer to the ISCED levels of education; 15\_24; 25\_49; 50\_64 refer to the age groupings.

Link to data: [http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsa\\_urqaed&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsa_urqaed&lang=en)

Public expenditure on education as a percentage of total public expenditure indicates the value placed on education relative to that of other public investments such as health care, social security, defence and security. This indicator includes direct public expenditure on educational institutions as well as public subsidies to households (e.g. scholarships and

loans to students for tuition fees and student living costs) and to other private entities for education (e.g. subsidies to companies or labour organisations that operate apprenticeship programmes). In 2007, Germany spent 4.5% of total public expenditure on education (EU 27 average: 4.96%).

<b>GEO</b>	<b>2007</b>	<b>2006</b>	<b>2005</b>	<b>2004</b>	<b>2003</b>	<b>2002</b>	<b>2001</b>
<b>EU27</b>	4.96 (s)	5.04 (s)	5.04 (s)	5.06 (s)	5.14 (s)	5.10 (s)	4.99 (s)
<b>DE</b>	4.50	4.40	4.53	4.59	4.70	4.70	4.49

Source: Eurostat; Date of extraction: 09.10.2010

s = eurostat estimate

Link to data: [http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ\\_figdp&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ_figdp&lang=en)

#### 1.4. EDUCATIONAL ATTAINMENT OF POPULATION

A high proportion of people in Germany have upper secondary level qualifications (60% in 2007 compared to an EU average of 47%, see Table 1k). One reason for this is the longstanding tradition of the dual system of vocational training. For higher education, Germany approximates the EU average. The proportion of young people aged 15 to 24 with a low level of qualification was constantly below the EU average in the last years (see Table 1j).

	<b>LEVEL OF EDUCATION</b>		
	<b>ISCED 0-2</b>	<b>ISCED 3-4</b>	<b>ISCED 5-6</b>
<b>EU-27</b>	29%	47%	23%
<b>GERMANY</b>	16%	60%	24%

Source: Eurostat; EU Labour Force Survey, online database; Date of extraction: 27.05.2008

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

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

*ISCED 5-6: Tertiary education*

The proportion of the population of early school leavers in 2009 is 11.1% (see Table 1k). These young adults experience particular difficulty in finding a training place or job. Various state programmes have been developed to provide this group of persons with support and funding (see Theme 5.5).

<b>GEO/TIME</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>EU 27</b>	17.0	16.6 (b)	16.1	15.8	15.5	15.1	14.9	14.4
<b>DE</b>	12.5	12.8	12.1	13.5 (b)	13.6	12.5	11.8	11.1

Source: Eurostat; Date of extraction: 23.07.2010

(b) break in series

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

Link to data: [http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsj\\_edu\\_a&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsj_edu_a&lang=en)

In the category "Graduates at ISCED level 3" there is still a higher proportion of men than women. At ISCED levels 5-6 this is not the case.

**TABLE 1L: GRADUATES AT ISCED LEVEL 3 AND LEVEL 4 BY LEVEL OF EDUCATION, PROGRAMME ORIENTATION AND SEX (NUMBERS), 2005 AND 2007**

YEAR		2005					2007				
GEO	S	3 GEN	3 PV	3 VOC	4 GEN	4 VOC	3 GEN	3 PV	3 VOC	4 GEN	4 VOC
EU 27	F	1015169	108171	984823	22749	215435	1298881	98757	1176169	25386	212113
	M	743694	157951	1157304	22432	189312	965600	134924	1374844	23488	177657
	T	1758863	266122	2142128	45182	404747	2264481	233681	2551014	48874	389770
DE	F	195392	:	268622	14522	59267	221313	:	253687	14886	72744
	M	159635	:	304157	17282	71551	179511	:	312082	16372	70594
	T	355027	:	572780	31805	130818	400824	:	565770	31258	143338

Source: Eurostat Date of extraction: 01.05.2010

S= sex; M=males; F=females; T= total; GEN=general; PV=pre-vocational; VOC=vocational

Link to data: [http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ\\_grad2&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ_grad2&lang=en)

**TABLE 1M: GRADUATES AT ISCED LEVEL 5 AND LEVEL 6 BY LEVEL OF EDUCATION, PROGRAMME DESTINATION, 1ST/2ND STAGE AND SEX (NUMBERS), 2005, 2007**

YEAR		2005						2007					
GEO	S	5 A1	5 A2	5 B1	5 B2	6	5 - 6	5 A1	5 A2	5 B1	5 B2	6	5 - 6
DE	F	100217	7908	63777	:	10272	182174	121291	9839	61214	:	10068	202412
	M	97553	8462	40005	:	15680	161700	112026	10551	38134	:	13775	174486
	T	197770	16370	103782	:	25952	343874	233317	20390	99348	:	23843	376898
EU 27	F	1189646	87526	403026	7709	39068	1993899	1114803	397431	332154	4448	40736	1891803
	M	876113	69567	270994	3441	50963	1439416	792381	249218	207117	3715	50700	1304118
	T	2113614	157093	677990	11150	92525	3494481	1960132	654480	545166	8163	93442	3264601

Source: Eurostat Date of extraction: 01.05.2010

S= sex; M=males; F=females; T= total; GEN=general; PV=pre-vocational; VOC=vocational  
Level=ISCED 5a first degrees, 5a second degree, 5b first qualification, 5b second qualification,  
5-6 combined, sex =Total, male, female, age =total

Link to data: [http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ\\_grad4&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ_grad4&lang=en)

**TABLE 1N: YOUTH EDUCATION ATTAINMENT LEVEL BY SEX (%), 2002, 2005, 2008**

TIME	2002			2005			2008		
GEO	T	F	M	T	F	M	T	F	M
EU 27	76.7	79.3	74.0	77.5	80.2	74.8	78.5	81.3	75.6
DE	73.3	73.8	72.6	71.5 (b)	72.5 (b)	70.4 (b)	74.1 (b)	76.4	71.9

Source: Eurostat Date of extraction: 30.04.2010

Description: Youth education attainment level - Percentage of the population aged 20 to 24 having completed at least upper secondary education

Link to data: [http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsi\\_edu\\_a&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsi_edu_a&lang=en)

## 1.5. DEFINITIONS

### TERM: GENERAL EDUCATION – ALLGEMEINBILDUNG

Education which is mainly designed to lead participants to a deeper understanding of a subject or group of subjects, especially, but not necessarily, with a view to preparing participants for further (additional) education at the same or a higher level. Successful completion of these programmes may or may not provide the participants with a labour-market relevant qualification at this level. These programmes are typically school-based. Programmes with a general orientation and not focusing on a particular specialisation should be classified in this category.

Source: BIBB-Glossar; United Nations Educational, Scientific and Cultural Organization (UNESCO), "International Standard Classification of Education - ISCED 1997", Paris, November 1997

### TERM: PRE-VOCATIONAL OR PRE-TECHNICAL EDUCATION – BERUFSAUSBILDUNGSVORBEREITUNG

Education which is mainly designed to introduce participants to the world of work and to prepare them for entry into vocational or technical education programmes. Successful completion of such programmes does not yet lead to a labour-market relevant vocational or technical qualification. For a programme to be considered as pre-vocational or pre-technical education, at least 25 per cent of its content has to be vocational or technical.

Source: ISCED 1997

### TERM: VOCATIONAL AND TECHNICAL EDUCATION - BERUFSBILDUNG

Education which is mainly designed to lead participants to acquire the practical skills, know-how and understanding necessary for employment in a particular occupation or trade or class of occupations or trades. Successful completion of such programmes leads to a labour-market relevant vocational qualification recognised by the competent authorities in the country in which it is obtained (e.g. Ministry of Education, employers' associations, etc.).

Source: United Nations Educational, Scientific and Cultural Organization (UNESCO), "International Standard Classification of Education - ISCED 1997", Paris, November 1997

### TERM: TERTIARY OR HIGHER EDUCATION - TERTIÄRE BILDUNG ODER HOCHSCHULBILDUNG

Programmes with an educational content more advanced than what is offered at ISCED levels 3 and 4. The first stage of tertiary education, ISCED level 5, covers level 5A, composed of largely theoretically based programmes intended to provide sufficient qualifications for gaining entry to advanced research programmes and professions with high skill requirements and level 5B, where programmes are generally more practical, technical and/or occupationally specific. The second stage of tertiary education, ISCED level 6, comprises programmes devoted to advanced study and original research and leading to the award of an advanced research qualification.

Source: ISCED 1997

**TERM: POST-SECONDARY NON-TERTIARY EDUCATION - POSTSEKUNDÄRE, NICHT-TERTIÄRE BILDUNG**

Programmes that lie between the upper-secondary and tertiary levels of education from an international point of view, even though they might clearly be considered as upper-secondary or tertiary programmes in a national context. They are often not significantly more advanced than programmes at ISCED 3 (upper secondary) but they serve to broaden the knowledge of participants who have already completed a programme at level 3. The students are usually older than those at level 3. ISCED 4 programmes typically last between six months and two years.

In Germany individuals who complete vocational training in the dual system or an equivalent programme at a vocational school (ISCED 3B) and the Abitur or Fachhochschulreife (ISCED 3A)(no matter in which order) are also classified as ISCED 4A.

Source: ISCED 1997; Cedefop 2008

**TERM: INITIAL VOCATIONAL EDUCATION AND TRAINING (IVET) – BERUFSAUSBILDUNG**

Initial vocational education and training (IVET) is defined as training undertaken typically after full-time compulsory education to promote the acquisition of the necessary knowledge, skills and competences for entry to an occupation or group of occupation. It can be undertaken purely within a school-based and/or work-based environment. It includes apprenticeship training.

Source: BBiG

**TERM: CONTINUING VOCATIONAL EDUCATION AND TRAINING (CVET) - BERUFLICHE FORT- UND WEITERBILDUNG**

Continuing vocational education and training (CVET) can be broadly defined as professional or vocational development through education and training undertaken typically after one has completed initial vocational education and training (IVET). It can be provided and undertaken at the initiative of public authorities, social partners, sectors, enterprises, individuals as well as a range of voluntary and community organisations. It also includes learning on-the-job not synonyms, much of which can be classified as non-formal or informal learning. It may lead to certification.

Continuing vocational education and training (CVET) thus relates to the further professional, vocational or personal development of people. It can take place in a societal, industrial sector and/or in a specific organisational or company context.

Source: Glossary of the EknowVET database BIBB-Glossary

**TERM: SCHOOL-BASED PROGRAMMES – VOLLZEITSCHULISCHE BERUFSBILDUNG**

In school-based programmes instruction takes place (either partly or exclusively) in educational institutions. These include special training centres for vocational education run by public or private authorities or enterprise-based special training centres if these qualify as educational institutions. These programmes can have an on-the-job training component, i.e. a component of some practical experience at the workplace.

Source: UOE data collection on education systems, Volume 1, Manual, Concepts, definitions and classifications

**TERM: ALTERNANCE TRAINING - ALTERNIERENDE AUSBILDUNG**

Training carried out at two places of learning, i.e. at upper secondary education establishments ([Berufsschulen](#)) or institutions at tertiary level ([Berufsakademien](#), [Fachhochschulen](#)) and in companies. Trainees either attend the two places of learning alternately or simultaneously.

Source: Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder.

**TERM: APPRENTICESHIP - LEHRLINGSAUSBILDUNG/LEHRE (SOURCE: CEDEFOP 2008)**

Systematic, long-term training alternating periods in a school or training centre and at the workplace; the apprentice is contractually linked to the employer and receives remuneration (wage or allowance). The employer assumes responsibility for providing the trainee with training leading to a specific occupation.

Source: Terminology of vocational training policy, Cedefop.

**TERM: QUALIFICATION – ABSCHLUß**

A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards.

Source: EQF, 2006

**TERM: SKILLS - SPEZIFISCHE BZW. BERUFLICHE FÄHIGKEITEN UND FERTIGKEITEN**

The ability to apply knowledge and use know-how to complete tasks and solve problems.

**TERM: COMPETENCE – HANDLUNGSKOMPETENZ**

The proven ability to use knowledge, skills and personal, social and/ or methodological abilities, in work or study situations and in professional and personal development.

## 2. POLICY DEVELOPMENT - OBJECTIVES, FRAMEWORKS, MECHANISMS, PRIORITIES

### 2.1. OBJECTIVES AND PRIORITIES OF THE NATIONAL POLICY DEVELOPMENT AREAS OF VET

#### 2.1.1. NATIONAL LLL STRATEGY

In Germany, training under the dual system is a key element of innovative strength, competitiveness and social cohesion. Its relevance to practical work and its closeness to the labour market enable high transfer rates from vocational training to working life and thus ensure that the economy's demand for qualified workers is met. Vocational training gives young people medium- and long-term employability and therefore job and career prospects. These factors are a prerequisite for people's self-determination and participation in society. The structural changes of the economy and of society, current demographic developments, and globalisation make it necessary to adapt the vocational training system to new requirements. In order to tackle future challenges and to improve the VET system's structure and transition opportunities, the Federal Minister of Education and Research appointed two task forces, the "Innovation Circle on Vocational Education" (*Innovationskreis Berufliche Bildung - IKBB*) and the "Innovation Circle on Continuing Education and Training" (*Innovationskreis Weiterbildung - IKWB*), in spring 2006 to lay foundations for new structures in IVET and CVET. Both innovation task forces were recruited from high-level representatives from business, research, industry associations, trade unions and *Länder* administrations.

In July 2007 the *IKBB* set out ten guidelines on the reform of vocational education (BMBF, 2007a). The stated objective of the *IKBB* was to identify the central challenges for innovation in the German vocational education and training system, and to work out concrete options for improving the structures of vocational education and training. The recommendations of the *IKWB* which were published in March 2008 follow on from the "Strategy for Lifelong Learning in the Federal Republic of Germany" agreed in 2004 by the Federal and *Länder* governments as represented by the Bund-*Länder* Commission for Educational Planning and Research Promotion (*BLK*) (BMBF, 2008c). They build on diverse range of previous initiatives and approaches to strengthen lifelong learning and are embedded in current initiatives. The main aim is to increase the number of people who participate in lifelong learning. In view of the fact that the level of participation in continuing education in Germany is too low compared to that of other countries, the experts of the *IKWB* have proposed a new education policy target: increasing the participation of people between the ages of 25 and 64 in lifelong learning to 80% by 2015. As regards formalised continuing education, the experts suggest an increase from 43% to 50%, and from 28% to 40% for low-skilled workers.

In addition, the Federal Government set up a "Qualification Initiative" in January 2008 (BMBF, 2008a). It pools a wide range of different measures in the areas of general education, higher education, and VET, with the aim of giving young people good career and life prospects, regardless of their social background, and opening up new opportunities in the areas of training and qualification. Implementation and further measures are coordinated with the *Länder*, companies and social partners.

## 2.1.2. POLICY DEVELOPMENT IN THE MAIN VET POLICY AREAS

POLICY PRIORITY	POLICY APPROACH / MEASURES
<p><b>1. TRAINING PLACES FOR ALL</b></p>	<ul style="list-style-type: none"> <li>➤ Continuation of the National Pact for Career Training and Skilled Manpower Development in Germany (<i>Nationaler Pakt für Ausbildung und Fachkräftenachwuchs in Deutschland</i>), originally concluded in June 2004 between the Federal Government and the top-level organisations of German industry.</li> <li>➤ Improvement of regional IVET structures: BMBF “JOBSTARTER” and “JOBSTARTER CONNECT” and “VerA” programmes               <ul style="list-style-type: none"> <li>➤ Introduction of a training bonus (<i>Ausbildungsbonus</i>)                   <ul style="list-style-type: none"> <li>➤ Training module programme</li> </ul> </li> <li>➤ Use of extra- and inter-company training capacities for unplaced applicants (<i>Altbewerber/innen</i>)                   <ul style="list-style-type: none"> <li>➤ Expansion of practical classes</li> </ul> </li> <li>➤ “Vocational qualification prospects” (<i>Perspektive Berufsabschluss</i>) programme</li> </ul> </li> <li>➤ Recruitment of companies in innovative and research-based sectors and in growth sectors for IVET, e. g. targeted sector campaigns</li> </ul>
<p><b>2. CHAINS OF EDUCATIONAL PROGRESSION UP TO INITIAL VOCATIONAL QUALIFICATION</b></p>	<ul style="list-style-type: none"> <li>➤ Reassessment of the “Transition System” (intended to help young people needing extra support with the transition from school into initial vocational training).</li> <li>➤ Expansion of early, practice-based vocational orientation and individual mentoring of educationally vulnerable young people, from the 7<sup>th</sup> grade until they gain an initial vocational qualification.               <ul style="list-style-type: none"> <li>➤ Initiative for the training of young people from migrant backgrounds</li> </ul> </li> </ul>

POLICY PRIORITY	POLICY APPROACH / MEASURES
<p><b>3. IMPROVING PERMEABILITY AND INTEGRATION BETWEEN EDUCATION SECTORS, ESPECIALLY SMOOTHING THE TRANSITION FROM SCHOOL TO UNIVERSITY</b></p>	<ul style="list-style-type: none"> <li>➤ Award of an advancement bursary to talented completers of dual-system apprenticeships wishing to proceed directly into higher education study <ul style="list-style-type: none"> <li>➤ Raised level of grant support for upgrading training <ul style="list-style-type: none"> <li>➤ Higher Education Pact 2020</li> </ul> </li> </ul> </li> <li>➤ Stepping up information campaigns, e.g. through the German international schools and the “Routes into study” (<i>Wege ins Studium</i>) network in which the Federal and <i>Länder</i> governments support academic counselling jointly with other partners <ul style="list-style-type: none"> <li>➤ Stepping up promotion of study at German universities via the German international schools</li> </ul> </li> <li>➤ Development of additional qualifications at the interfaces between initial and continuing vocational education and training</li> <li>➤ Creation of additional, differentiated options for crediting prior qualifications towards a higher education degree</li> </ul>
<p><b>4. RECOGNITION OF QUALIFICATIONS GAINED IN OTHER COUNTRIES</b></p>	<ul style="list-style-type: none"> <li>➤ The goal is to establish a right to a procedure for validating and assessing the degree of equivalency between foreign qualifications and German initial vocational training programmes.</li> </ul>
<p><b>5. QUALITY ASSURANCE AND MODERNISATION OF VOCATIONAL EDUCATION</b></p>	<ul style="list-style-type: none"> <li>➤ Development and strengthening of VET research</li> <li>➤ Development of occupational groups with occupations exhibiting a significant overlap of common specialist qualifications</li> <li>➤ Internationalisation, e.g. implementation of European instruments like EQF, development of a NQF, quantitative and qualitative and development of cross-border mobility</li> </ul>
<p><b>6. SIGNIFICANT INCREASE IN PARTICIPATION IN CONTINUING EDUCATION, PARTICULARLY THE PARTICIPATION RATE OF LOW-QUALIFIED WORKERS, BY 2015</b></p>	<ul style="list-style-type: none"> <li>➤ Strengthening the motivation and responsibility of individuals for their lifelong learning <ul style="list-style-type: none"> <li>➤ Enhancing recognition and acceptance of lifelong learning</li> <li>➤ Improving permeability and integration between education sectors</li> </ul> </li> <li>➤ Ensuring transparency and high quality vocational guidance, development of guidance opportunities <ul style="list-style-type: none"> <li>➤ Improving integration of migrants into the education system</li> </ul> </li> <li>➤ Boosting the appeal of continuing education opportunities for older people, e. g. the Federal Employment Agency’s special programme “Continuing vocational education and training for low-qualified and older workers in companies” (<i>Weiterbildung Geringqualifizierter und beschäftigter Älterer in Unternehmen - WeGebAU</i>) <ul style="list-style-type: none"> <li>➤ Promotion by a learning subsidy (<i>Bildungsprämie</i>) and saving for continuing education and training (<i>Bildungsgutschein</i>)</li> </ul> </li> </ul>

Source: BMBF 2010; Compiled by the authors

## DEMOGRAPHIC CHANGE

One of the major challenges in years and decades to come is demographic change, which affects Germany even more severely than many other European countries (See chapter 1.2.).

Demographic change is altering the face of German society and is already, despite the crisis, leading to a shortage of qualified skilled workers in certain segments of the labour market. This particularly applies to mathematical and scientific occupations, engineering occupations, doctors, teaching staff and care workers. In a country such as Germany, which has little in the way of natural resources, the future lies in skilled work. Companies and firms require a constant supply of well qualified workers.

The Federal Ministry of Education and Research (BMBF) has conducted a study which models a range of trends and scenarios to show the effect which demographic development could have on vocational training (BMBF 2009b). The specific recommendations formulated include: stronger interlinking of dual vocational education and training and institutes of higher education, improving integration into vocational training via basic skills and permeability, establishment of national coverage of branch-specific regional initial and continuing training centres etc. (also see 1.2).

## SKILL NEEDS STRATEGY

The Federal Government and the federal states held a so-called “educational summit” in Dresden in October 2008, at which educational policy target agreements to secure Germany’s requirements for skilled workers were concluded.

The joint aims are to increase investment in education and research to ten percent of gross domestic product by 2015. The objective is to achieve a rise in expenditure on research and development to three percent of GDP by 2010 . It was further agreed that the proportion of school leavers without qualifications should be reduced from its present level of 8% to 4% by 2015 and that it should be made easier to resit the lower secondary school leaving certificate. The government is also seeking to reduce the number of young people who have not completed vocational education and training from its current figure of 17% to 8.5% by 2015. The “Dresden Declaration” also contained an agreement to increase the proportion of those entering higher education to 40% of those completing the upper secondary school leaving certificate each year. The federal states, which hold sovereignty over education in Germany, are seeking to put conditions in place by 2010 which will enable those who have completed a master craftsman, certified technician, certified senior clerk or equivalent qualification to be accorded subject-related access to an institute of higher education after three years of occupational experience. The “Dresden Declaration” also included a commitment to increasing participation in continuing training to 50 percent (BMBF 2009, S.5).

## GUIDANCE AND COUNSELLING

(see chapter 9)

## FORMAL AND NON-FORMAL LEARNING

Recognition and acceptance of lifelong learning is facilitated in the medium term by a reorientation away from formal, certificate-based qualifications and towards competence based learning. In this way new target groups can be attracted to lifelong learning. The development of both the European Qualification Framework and the German Qualification Framework is intended in the medium term to bring about a paradigm shift from formal certificate-based qualifications towards more competence orientation, to enable optimum utilisation and development of people’s competencies and potential, including informally-acquired competencies. The IKWB recommends that recognition should also be given to competencies acquired outside the education and training systems. It points out that this calls for instruments and procedures which simplify the assessment and recognition of competencies, not least as a basis for re-entry to formal education and training. The

recognition of competencies also includes the award of credit for other training courses, and must contribute to more effective integration between the educational and training sectors.

### 2.1.3. CURRENT DEBATES

#### BRIDGING PATHWAYS

For ageing societies like Germany, it is important for competences to be acquired on a lifelong basis to maintain the population's level of qualification. Education and training policy is therefore geared to increasing permeability by an improved recognition of competences in transferring between fields of education and training. It is important for VET to dovetail not only with general education, but also with institutions of higher education. Two approaches will be cited here, in which transitions are made easier or possible for learners.

#### INTERFACE BETWEEN SCHOOLS PROVIDING GENERAL EDUCATION AND INITIAL VOCATIONAL TRAINING

The introduction of qualification modules are designed to make it easier for young people to enter training. They are particularly helpful for socially disadvantaged young people and those who find learning difficult. Qualification modules in pre-vocational training (see 5.5) contain vocational elements of recognised training occupations. With the agreement of those involved (trainee, enterprise), qualifications acquired can count towards subsequent vocational training. The provider (e.g. Chambers of Industry and Commerce, Craft Chambers, the *BIBB*) must draw up a description of each module, which must include designation, the training occupation on which it is based, the qualification aimed at, the activities to be provided for this purpose, with reference to the skills and knowledge contained in the framework training plan of the relevant training regulation, the duration of provision and the nature of the performance observed (qualification picture). The *BIBB* maintains a database of qualification modules ([www.good-practice.de/bbigbausteine/](http://www.good-practice.de/bbigbausteine/)), which now contains over 534 (as of August 2010).

To meet the needs of the so called "unplaced applicants" (*Altbewerber/innen*) (young people who have been applying for an apprenticeship place for a year or more without success), in 2007 the "Training modules" (*Ausbildungsbausteine*) programme was launched. In 11 (in addition with the creditable two-year training occupations: 14) significant occupations within the dual system, training modules were developed with a view to helping unplaced applicants to transfer to regular dual training and have their previously acquired learning outcomes credited towards the regular training period or to enable their admission as external candidates to chamber examinations (Frank and Grunwald, 2008). In both cases the aim is the award of full qualifications in the dual system. The testing of the training modules will be conducted in the framework of the new BMBF programme "Jobstarter Connect" (<http://www.jobstarter.de/de/1208.php>), which started at the beginning of 2009.

#### INTERFACE BETWEEN VET AND HIGHER EDUCATION (ALSO SEE 5.3)

It is possible to enter higher education without having completed an upper secondary school leaving certificate, although the fact that each federal state has its own regulations means that the rules and procedures relating to this exhibit very little clarity. Those seeking to commence higher education in this way are almost always expected to have completed training in a recognised training occupation and to have a number of years of occupational experience. The number of years of occupational experience required, however, varies widely. Some universities insist on higher education entrance examinations, and other require advanced training examinations (see 5.1.) to be sat after completion of vocational education and training. Other universities make a period of probationary study compulsory.

In order to bring about change in this area, the Deutsche Industrie- und Handelskammertag (DIHK, Association of the Chambers of Industry and Commerce) and the Hochschulrektorenkonferenz (HRK, Association of Universities and other Higher Education Institutions in Germany) came together in October 2008 to call jointly for transparent and nationally standardised higher education access regulations for those with vocational qualifications. They are calling upon the federal states to agree on uniform access pathways enshrined in law. Institutes of higher education will structure access pathways in a more transparent manner and communicate these clearly to those who have obtained a vocational education and training qualification or an advanced training qualification. This should make it possible to credit vocational competences already acquired towards a course of higher education study.

([http://www.dihk.de/inhalt/download/DIHK\\_HRK\\_durchlaessigkeit.pdf](http://www.dihk.de/inhalt/download/DIHK_HRK_durchlaessigkeit.pdf), cited: 16.08.10)

In the Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK) of 06.03.2009 on “Higher education entrance for vocationally qualified applicants without a school-leaving certificate conferring university entrance entitlement”, Germany’s Länder have now agreed on the standardised implementation of university admission regulations for vocationally qualified applicants without a school-based university entrance entitlement. The standardised implementation of the Resolution is an important contribution to permeability between vocational and higher education, and gives those who hold a vocational qualification but no university entrance entitlement (*Abitur*) clarity about their options for access to higher education.

1. Holders of vocational upgrading training qualifications (see 6.1.2) receive the universal higher education entrance qualification.  
The transposition of the KMK resolution into Land law enables this group to gain admission to all courses at universities and universities of applied sciences. It has the further effects that the higher education entrance qualification is no longer linked to the question of subject-affinity between the initial or continuing vocational qualification and degree programme, no examination has to be taken as evidence of qualification for admission, and proof of employment no longer has to be provided.
2. For holders of initial vocational qualifications (see 5.3, dual system IVET, full-time vocational school and health sector schools), the provisions of the KMK Resolution differ dramatically from the previous regulations on one point: a subject-specific higher education entrance entitlement can be acquired in a relevant subject by means of an aptitude test. This opens up access to both the university of applied sciences (*Fachhochschule*) and the university. Until now the vast majority of Länder had restricted this group to examination-based access to the higher education sector.  
A subject-specific higher education entrance entitlement can be obtained by anyone who has completed a recognised initial vocational qualification in a field related to the prospective degree programme, can show evidence of at least three years work experience in a related field of specialisation, and has taken and passed an aptitude test.

No timescale for implementation was laid down but it can be expected to be implemented in all Länder in the near future.

TABLE 2B: UNIVERSITY ENTRANTS WITHOUT A SCHOOL-BASED UNIVERSITY ENTRANCE QUALIFICATION, NOW IN FIRST SEMESTER AT A HIGHER EDUCATION INSTITUTION, ABSOLUTE AND IN % (NATIONAL AVERAGE)			
	WINTER SEMESTER 2005/2006	WINTER SEMESTER 2006/2007	WINTER SEMESTER 2007/2008
IN%	1.09	1.16	1.11
ABSOLUTE	3,258	3,396	3,461

Source: (Freitag 2009) p. 9

For example, the regional parliament of the Land of Lower Saxony passed the amendment of the Lower Saxony Higher Education Act (*Niedersächsisches Hochschulgesetz*, NHG) on 8 June 2010. The essential core of the revision were the regulations to improve the permeability between VET and higher education. A key innovation is that anyone who has completed an initial vocational qualification may now take a subject-related degree programme after three years employment experience without having a formal university entrance entitlement (*Abitur* or subject-specific university entrance certificate). In addition, degree credit is awarded for competences acquired in working life if equivalence is established. Prior to this, it was already possible for holders of master craftsman, technical engineer and certified senior clerk qualifications to gain admission to degree programmes (see also 5.7).

([http://www.mwk.niedersachsen.de/live/live.php?navigation\\_id=6284&article\\_id=19107&psmand=19](http://www.mwk.niedersachsen.de/live/live.php?navigation_id=6284&article_id=19107&psmand=19), (in German) cited: 16.08.2010)

Federal **advancement grants** give an additional incentive to embark on a degree programme as well as attractive career prospects. The grants are targeted particularly at professionally experienced people who have acquired access to higher education by means of initial vocational training, advanced vocational training or occupational experience. In the meantime around 2,000 advancement grants have been awarded. A new selection cycle was opened on May 1, 2010 (see also 5.5 or chapter 10).

## 2.2. THE LATEST DEVELOPMENTS IN THE FIELD OF EUROPEAN TOOLS

As an export-oriented country with nine neighbour countries and located as it is in the heart of Europe, Germany has a special interest in promoting a European education area. In addition to the promotion of mobility and co-operation arrangements in cross-border education projects in the EU, the developing European Education and Employment Area (Lisbon and Copenhagen process) increasingly makes possible structural measures to enhance the recognition, crediting and transparency of qualifications and school leaving certificates.

### TOOLS: EQF, ECVET - DQR, DECVET

There is a consensus at the European and at the national level about the goal of sustainably shaping education and training so that it promotes life-long learning and the employability of the men and women citizens. In this connection the Federal Government regards such current European developments as the European Qualification Framework (EQF) and the European Credit System in Vocational Education and Training (ECVET) as a positive challenge at both the European and national level to promote more mobility, transparency and recognition. In Germany the preconditions for mobility and permeability in initial and continuing vocational education and training were already radically improved with the amendment of the Vocational Training Act 69 in 2005. Accordingly, taking the vocational principle into account, parts of the training obtained abroad (BBiG, § 2, Para 3)

could more easily be recognised and given credit for in the national course of training. In Paragraph 2, dealing with vocational education and training learning venues, reads in part: “...(3) Parts of vocational training can be taken abroad if this serves the training objective. Its total duration shall not exceed one fourth of the training duration stipulated in the Training Ordinance...”.

The European Qualification Framework (EQF) is meant to function as a common frame of reference for learning results and competence levels that should simplify the comparison of competencies and thus contribute to better recognition of existing qualifications. The EQF is conceived as a meta-framework, so that it can function as a translation tool between national frames of reference and the EQF. The learning outcomes acquired through different forms of learning and at different learning venues are to be comparable with one another and credits are to be transferable both nationally and at the European level.

The function of a German Qualification Framework (DQR) is both to take account of and reflect the specific nature of the German system of education and training and to develop a structure of levels of reference that are as compatible as possible with the EQF. In the process the permeability between and within the fields of education and training is to be improved and hence learning time and resources utilised more effectively. This refers to the access of vocationally qualified persons to university, to the transitions between vocational preparation and vocational training and to the interlocking of initial and continuing education and training. In January 2007, the Federal and *Länder* governments set up a co-ordinating group to formulate a DQR. Meanwhile, this co-ordinating group agreed on structural starting-points for the formulation of a DQR intended to ensure a high degree of complementarity with the EQF. The draft DQR is designed to integrate all existing German qualifications and to be compatible with the EQF. Therefore it describes learning outcomes on eight reference levels which direct the referencing of qualifications obtained in general education, higher education and vocational education and training. (<http://www.deutscherqualifikationsrahmen.de>; accessed: 16.08.2010) It is clearly stated that the DQR as such *would not have a regulatory role*. It is still an open question which regulatory arrangements would be needed to establish the institution responsible for the referencing of qualifications to the framework.

The European Credit System in Vocational Education and Training (ECVET) will further promote the recognition of foreign qualifications, since ECVET has the goal of improving the transparency and acceptance of partial qualifications as well and making it possible to distinguish between them in terms of value and weighting. Such a system, properly defined, could in principle enable learners to have more flexible and individual learning and career pathways. Greater efficiency - especially cost efficiency - and attractiveness through avoidance of duplication of training could be the potential advantages for education providers such as schools, enterprises and further education and training establishments. In autumn 2007 the Federal Ministry of Education and Research (*BMBF*) started the pilot initiative "Development of a credit system in vocational education and training" (DECVET, <http://www.decvet.net/>). The initiative focuses on the implementation of pilot projects for the systematic testing of a credit system for recording, transferring and giving credit for learning outcomes and competencies from one sub-area of the vocational education and training system to another. The following interfaces are taken into account in this process:

- vocational training preparation and dual vocational training,
- within the dual system of vocational education and training, at the interface of common vocational education and training-transcending qualifications in a vocational field,
- dual and full-time school vocational education and training,

- interface between dual and vocational further training.

The education policy goal is to develop and test transferable accreditation mechanisms. This is meant to open up education pathways and make them more permeable. Moreover, this initiative is supposed to contribute to better linkage of learning modes and co-operation between educational establishments. At the end of 2007, ten projects in different branches were selected for exemplary testing. They are under the responsibility of the Federal Institute for Vocational Education and Training (*BiBB*) and are being monitored scientifically by a university research group. In addition, the initiative is being counselled by a committee of representatives of the trade union and employer organisations and the state governments.

### GEOGRAPHICAL MOBILITY

The EUROPASS concept went into effect of 1 January 2005. The EUROPASS portfolio currently consists of five documents aimed at boosting transparency: the European Curriculum Vitae, the EUROPASS Language Passport, the EUROPASS Mobility, the EUROPASS Certificate Supplement and the EUROPASS Diploma Supplement. Member States have set up National EUROPASS Centres (NEC) to oversee the implementation of the EUROPASS system.

The NEC in Germany was established in 2005 and since January 2007, the National Agency for Education for Europe at BIBB has been responsible for this function. Since then, over 64,000 learning stays in other European countries have been certified with the *Europass* Mobility document in Germany alone (<http://www.europass-info.de/EN/start.asp>, cited: 16.08.2010). The chambers of crafts and the chambers of industry and commerce have also begun offering mobility advice. In May 2009 the chambers appointed 40 advisers nationwide to provide small and medium-size enterprises, in particular, with information on how their apprentices and new employees could undertake an extended stay abroad, e.g. [www.letzsgo-azubi.de](http://www.letzsgo-azubi.de) (in German).

In view of the rising demand for periods of trading abroad during initial vocational training, in 2009 the Federal Ministry of Education and Research (BMBF) topped up the European LEONARDO DA VINCI programme for vocational training with funds from the federal budget. With a sum of around €800,000 almost 500 additional apprentices could be funded in 2009. They have the option to complete part of their dual system initial vocational training, between three weeks and nine months, in a foreign company. In this year for the first time, it meant that more than 10,000 apprentices from Germany undertook a period of training in another European country under the LEONARDO DA VINCI programme.

### NEW ONLINE PORTAL

A new website gives an overview of the range of topics in the European education policy and presents the most important instruments, initiatives and decisions. It provides the latest news and compilations of background information on subjects as varied as school-based education, higher education, vocational education and adult education, but also covers mobility, quality assurance in education, and employability. The most important EU documents on these topics can also be downloaded: <http://www.eu-bildungspolitik.de/> (in German; accessed: 16.08.2010)

The portal was set up by the Federal Ministry of Education and Research (BMBF) with the support of the National Agency "Education for Europe" at the Federal Institute for Vocational Education and Training (BiBB).

### 3. VET IN TIMES OF CRISIS

#### 3.1. OVERVIEW

The German economic trend showed a surprisingly positive upturn in the second quarter of 2010. According to information from the European statistical office Eurostat, Germany as Europe's largest economy led the way to recovery with a plus of 2.2%.

The boom in Germany has several causes: in part it is driven by traditional exports, but also by private consumption by Germans, which has been weak for a number of years. Exports were fuelled primarily by orders from Asia. Furthermore, according to the statisticians, the state stimulus programmes are having a positive impact. Companies are also investing more again. Other contributory factors to this trend are Germany's extraordinarily high proportion of industry and strong global market orientation. (In 2008, processing industries contributed almost 26% to gross domestic product; compared with 14% in France and 18% in Great Britain. (IWD No. 29)).

Only last year, Germany had slipped into a severe recession in the aftermath of the financial crisis. The economy had shrunk in 2009 by 4.7%, according to the German Federal Statistical Office. Traditionally, Germany's economic trend is closely intertwined with the apprenticeship-place market, which is crucial to the functioning of the large dual-system initial vocational training sector. The surprisingly rapid economic recovery seems to be averting an outright crisis in the apprenticeship-place market.

It has also been possible to maintain a relatively stable situation in the labour market. In this regard, the short-time working initiative played an important role. It is a possibility open to employers to introduce short-time working for a period of up to 24 months in order to secure jobs. During this period of short-time working, the actual number of hours worked by staff is temporarily reduced as a result of the prevailing economic circumstances. The State provides compensation for losses of earnings thus incurred up to a particular level. Since 29 April 2009, the so-called "Economic short-time work benefit" (known by its German acronym of "Kug") has been available and may be granted for a period of up to 24 months if certain conditions are fulfilled. In June 2009, more than one in three employees in the metal production and processing industry were in short time working; among the manufacturers of metal products, in mechanical engineering and automobile construction, it was one in four (IWD, No. 26, p.3). In spring 2010, only half the number of employees were drawing short-time working benefits compared to the previous year.

Alongside this short-time working initiative, the government is also helping to fund continuing training courses and is seeking to encourage employers to support their employees in pursuing such continuing training. The crisis is being viewed as an opportunity to counter the shortage of skilled workers and to use continuing training as a vehicle for emerging in a stronger position.

Applications could also be submitted for short-time work for trainees, although in the interests of protecting such trainees all other possibilities needed to be explored beforehand. Before apprentices are permitted to begin short-time work, attempts should be undertaken to transfer them to other departments not affected by short-time working or to transfer them to the training workshop. Adjusting the curriculum or staging special training events are further ways of continuing to guarantee training. If all these possibilities fail and training cannot be continued, the Vocational Training Act accords trainees a right to remuneration for a period of up to 6 weeks and further requires the company providing training to undertake timely endeavours to find another company to provide training to the apprentice (BMAS 2009).

### **3.2. EFFECTS OF THE CRISIS ON VET AND CORRESPONDING MEASURES**

Accordingly, the situation in the apprenticeship-places market is not bad. Young people's chances of finding an apprenticeship place are better this year than in previous years. Recovery in the labour market and the decline in applicant numbers for demographic reasons are having noticeable positive repercussions on the apprenticeship-place market. The 2010 Annual Vocational Training Report shows that despite the difficult economic climate, the apprenticeship-places market has remained relatively stable. Although in 2009 the number of new apprenticeship contracts declined by 8.2% to 566,004 contracts in comparison to the previous year, demographic change caused the number of young people interested in initial vocational training to fall by 8.8% to 575,607 young people.

A survey on training development conducted by the Association of German Chambers of Industry and Commerce (DIHK) between 03 and 19 February 2010 attracted the online participation of 15,333 companies. The survey reflected the expected reaction of the companies to the financial crisis. 75 percent of companies are either looking to maintain their level of training commitment in 2010 or else planning to increase the number of training places they offer. 25 percent of companies will react by reducing the amount of training provision on offer.

In comparison to the previous year, prospects look brighter for training places in companies with 10 to 199 employees. The impact of the crisis are greatest in large companies (around 10% of all apprentices). The breakdown by branches of industry shows the consequence of tumbling revenues in export markets: particularly branches with a high proportion of export-oriented companies, like mechanical engineering, metal production and processing and the automotive sector, show figures below the average for industrial companies as a whole. Here, too, improvement in the apprenticeship-place market is likely to be noticed in the next few months due to the positive economic trend. Of all sectors, the export industries are now the groundbreakers for economic recovery (see 3.1.)

On the other hand, 51% of companies say that securing the supply of young skilled workers has a decisive influence on their decision to offer apprenticeships. The motive of "business expectations", on the other hand, is only relevant to the decisions of 24% of companies regarding plans to offer training. Despite the economic crisis, in 2009 once again more than one company in five was unable to fill all the training places it was offering. In the new (eastern German) Länder, one in three companies already has recruitment difficulties. This leaves - at a rough estimate - 50,000 training places unfilled in the year 2009, overwhelmingly because of a lack of suitable applicants (See 2.1.2 demographic change).

### **3.3. LONGER TERM CONSEQUENCES AND FUTURE RESPONSE**

Not applicable.

## 4. HISTORICAL BACKGROUND, LEGISLATIVE AND INSTITUTIONAL FRAMEWORK

### 4.1. HISTORICAL BACKGROUND

Skilled work has traditionally played a major role in Germany. For over a century, the most important German export industries - mechanical engineering, chemistry, vehicles and electrical technology - have derived the majority of their added value from high quality work of a post-industrial nature. Herein lies the central importance of “dual system initial vocational training” for the entire organisation of the economy: initial vocational training is something in which both the state, which provides the vocational schools, as well as companies make an investment. The resulting system allows them largely to determine the contents of training (together with the trade unions) and to rely on it to meet the technological needs of the their own branch of industry.

#### *1870-1920*

Germany’s reaction to the decline of the pre-modern production model and its specific pattern of vocational education differed from that of Britain or France. Rather than developing a new, modern form of VET appropriate to a society undergoing intense industrialisation, Germany largely re-established the traditional form of class-based craft education that had evolved in the High Middle Ages (Greinert 2007). The aim of this policy was to protect what remained of the former petty bourgeoisie - the craft sector, small shopkeepers and small-scale farmers - against further proletarianisation.

The majority in the Reichstag, the elected chamber of the German parliament, passed a number of Bills reforming both the retail and the craft sectors. Alongside the re-establishment of the principle of self-governance in the craft sector, the 1897 reform established a completely new structure. Its key concept is that the legislator handed over the power to supervise and administer craft apprenticeships (including the key power to control examinations) to trade corporations or guilds, as appropriate. This “corporatist” solution remains to this day a central plank in Germany’s dual system of VET.

At the same time, to some extent as a liberal variant of *Mittelstand* (small and medium-sized business) policy, the attempt was made to establish the school of further education (*Fortbildungsschule*) as the second pillar of dual system initial vocational training. Influenced by Georg Kerschensteiner, an education reformer, the schools developed as places in which proletarian and lower middle-class youth could be integrated into the bourgeois national state by undertaking vocational education and learning a recognised occupation. This key educational concept, “civic education” through VET provision is still the core of the German philosophy of vocational education.

#### *1920-1970*

The next phase in the development of the dual VET system in Germany was typified by an attempt to impose clearer and more modern structures on a sector that was still pre-industrial in its fundamental orientation, still largely unharmonised and offering a seemingly random combination of academic and industrial learning. For in the course of industrialisation, a new type of industrial worker emerged, in contrast to the “artisan-craftworker” model. The developing new VET model had three main aspects:

- an institutional aspect, with facilities on the shop floor and a school within factories,
- a methodological approach, including the use of psychological aptitude testing, standardised training courses and materials and
- a *Beruf*-system approach, with provisions laid down in relation to profile, VET scheme and examination requirements. (Greinert 1998)

Those who emerged from this development embodied an entirely new type of qualified worker and, indeed, represented a new “social player”, one that had been moving towards a leading role in German VET since the 1930s. With the *Beruf* principle adopted in industry’s education and employment regulations, the orientation around *Beruf* came to dominate Germany in both company recruitment and employment policy practice and in the state’s and trade unions’ social and labour market policy.

During the Nazi regime, all metalworking companies and construction industry firms with 10 or more employees were obliged in 1936 to establish a number of apprenticeship places proportionate to the size of their staff and to organise initial vocational training programmes. The Reich School Law of 1938 finally enacted the introduction of a complete system of industrial vocational training, which compelled all school-leavers to enter some form of initial vocational training.

In the post-war period, the attractiveness of vocational training initially declined. More and more firms were mass-producing using the production-line techniques originally invented by Henry Ford. This type of production was geared towards unskilled workers. They were relatively scarce and therefore well-paid. For this reason, more and more young people preferred to enter the workforce as unskilled labour rather than completing a proper apprenticeship. Additional unskilled workers were systematically recruited from abroad. It seemed as if standardised mass production and the automated factory were the future of production, and that it was only a matter of time before it displaced the German vocational training model of custom-made quality production.

#### *From 1970*

Nevertheless, at the beginning of the 1970s, the profile of the labour market changed dramatically. Fordist mass production was no longer competitive in the German market, and more and more of the unqualified jobs fell away. Now, once again, skilled workers were in demand.

At the same time, the Vocational Training Act of 1969 entered force. Not only did this Act pull together the previously fragmented law on initial vocational training; it was also the state’s way of securing a certain influence over initial vocational training, after decades in which it was considered essentially a “matter for industry” - i.e., for business owners. Since 1973, the Federal Ministry of Education and Research has been responsible for coordinating the regulation of in-company initial vocational training. The Annual Vocational Training Report has been published since 1977; the Vocational Training Act was reformed in 2005. (see 4.2 ff)

## **4.2. LEGISLATIVE FRAMEWORK FOR IVET**

The system of VET in Germany is founded on a legal system with differing levels and specifications of regulations. Initial training in enterprises is regulated by a series of federal Laws and regulations. The most significant framework conditions are the free choice and practice of an occupation, as provided for in the Constitution (*Grundgesetz*: Article 12 (1)) and Federal Government competence for legislation for out-of-school vocational training (Article 72 (1), (2) and Article 74 (1)).

Of crucial importance for the organisation of out-of-school vocational training is the Vocational Education and Training Act (*Berufsbildungsgesetz - BBiG*). It was reformed in 2005 to improve training opportunities for young people regardless of their social or regional origin. Major innovations were the recognition of time-limited training periods abroad, the amendment of the Enabling Standard for the promulgation of training regulations by the Federal Institute for Vocational Education and Training (*BIBB*), and the amendment of the crediting of prior VET to the training period. Other important legislation for the organisation of out-of-school vocational training includes the Regulation on Craft Trades (*Handwerksordnung - HwO*), the Ordinance on Trainer Aptitude

(*Ausbildereignungsverordnung - AEVO*), and the Protection of Young People in Employment Act (*Jugendarbeitsschutzgesetz - JArbSchG*). (For AEVO see Theme 7.1)

*Länder* legislation forms the legal basis for school education, including vocational schools and the few private schools. Article 7 (1) in conjunction with Article 30 and Articles 70 to 75 of the Constitution confers legislative competence in these areas on the *Länder*.

The legal bases for the promulgation of training regulations are Section 25(1) BBiG and Section 25(1) HwO. These sections provide that the Federal Ministry of Economics and Technology (*Bundesministerium für Wirtschaft und Technologie - BMWi*) or the otherwise competent ministry, by agreement with the Federal Ministry of Education and Research (*Bundesministerium für Bildung und Forschung - BMBF*), may publicly recognise training occupations via statutory instrument and may issue training regulations for training occupations.

Training regulations are prepared by the *BIBB*. The *BIBB* also carries out research projects and helps in the further development of in-company VET by means of development, promotional and advisory work.

The Standing Conference of Ministers for Education and Cultural Affairs (*Ständige Konferenz der Kultusminister der Länder - KMK*) issues framework curricula for vocational education at vocational schools. These framework curricula are harmonised with the Federal Government's training regulations.

Curricula for general education at vocational schools are essentially developed by the individual *Länder*.

The training bonus and other measures have become enshrined as a new funding opportunity in law within German Social Security Code Volume Three via the enactment of the Fünftes Gesetz zur Änderung des Dritten Buches Sozialgesetzbuch - Verbesserung der Ausbildungschancen förderungsbedürftiger junger Menschen (Fifth Law for the Amendment of German Social Security Code Volume Three - Improvement of Training Opportunities for Disadvantaged Young People) on 30 August 2008. The primary aim of the training bonus is to reduce the high number of unplaced applicants from previous years. The plan is to create additional vocational training capacities within the dual system for unplaced applicants from previous years by obtaining employers to provide such training. This is an exceptional regulation which runs for a limited term until the end of 2010 (see also Theme 10).

Please find a complete list and some more details below:

## INITIAL TRAINING AND CONTINUING VOCATIONAL TRAINING

### Federal law (enterprise training)

1. Article 12 (1) of the Grundgesetz (GG; Basic Law, i.e. Constitution) of 23.5.1949, which prescribes free choice and practice of occupations.
2. Article 72 (2) of the Grundgesetz, as amended on 23.11.1994, which confers on the Federation the right to legislate on vocational education and training.
3. Article 74 (1) No 11 of the Grundgesetz of 23.5.1949, under which the concurrent legislative powers of the Federation extend to economic matters and to labour law.
4. Berufsbildungsgesetz (BBiG; Vocational Education and Training Act) of 23.3.2005, (BGBl. I p. 931), as most recently amended by Article 232 of the Order of 31.10.2006 (BGBl. I p. 2407). It establishes the framework conditions for vocational training, which come under economy and labour laws. The Law of 1.4.2005 reforming vocational education and training comprehensively amended and combined the 1969 Vocational Education and Training Act and the 1981 Promotion of Vocational Education and Training Act (*Berufsbildungsförderungsgesetz - BerBiFG*) which regulated vocational education and training planning, reporting and

statistical documentation, and the work of the Federal Institute for Vocational Education and Training (BIBB). The aim of the reform was to safeguard and improve youth training opportunities and high-quality vocational training for all young people, irrespective of their social or regional origin. Major innovations were the recognition of time-limited training periods completed outside Germany, the amendment of the Enabling Standard for the promulgation of training directives by BIBB, and the amendment of the crediting of prior VET to the training period.

[www.gesetze-im-internet.de/bbig\\_2005/BJNR093110005.html](http://www.gesetze-im-internet.de/bbig_2005/BJNR093110005.html) [cited 20.8.2007]

5. Betriebsverfassungsgesetz (BetrVG; Works Constitution Act) of 15.1.1972, as amended by the Proclamation of 26.9.2001 (BGBl. I p. 2518), most recently amended by Article 221 of the Order of 31.10.2006 (BGBl. I p. 2407). It prescribes the participation rights of works councils in promoting and implementing training measures.  
[www.gesetze-im-internet.de/betrvg/BJNR000130972.html](http://www.gesetze-im-internet.de/betrvg/BJNR000130972.html) [cited 20.8.2007]
6. Gesetz zur Ordnung des Handwerks (Handwerksordnung - HwO; Crafts Code) of 17.9.1953, as amended by the Proclamation of 24.9.1998 (BGBl. I p. 3074; 2006 I p. 2095), most recently amended by Article 146 of the Order of 31.10.2006 (BGBl. I p. 2407). It regulates vocational training in greater concurrence with the Vocational Education and Training Act in crafts trades.  
[www.gesetze-im-internet.de/hwo/BJNR014110953.html](http://www.gesetze-im-internet.de/hwo/BJNR014110953.html) [cited 20.8.2007]
7. Gesetz zum Schutz der arbeitenden Jugend (Jugendarbeitsschutzgesetz - JArbSchG; Protection of Young People in Employment Act) of 12.4.1976, (BGBl. I p. 965), as most recently amended by Article 230 of the Order of 31 October 2006 (BGBl. I p. 2407). It contains particular protective regulations for trainees and young employees.  
[www.gesetze-im-internet.de/jarbschg/BJNR009650976.html](http://www.gesetze-im-internet.de/jarbschg/BJNR009650976.html) [cited 20.8.2007]
8. Ausbilder-Eignungsverordnung (AEVO; Ordinance on Trainer Aptitude) of 16.2.1999 (BGBl. I p. 157, 700), as amended by the Order of 28.5.2003 (BGBl. I p. 783). It prescribes standards for the occupational and work-related teaching abilities of instructors. On 1.8.2003, for a trial period of five years (until 31.7.2008), the AEVO was suspended with the aim of making in-company training easier and promoting the provision of in-company training places. The Chambers' responsibility for monitoring training quality remains unaffected by the suspension of the AEVO.
9. Sozialgesetzbuch III - Arbeitsförderung (SGB III; Social Code, Volume III - Employment Promotion) of 24.3.1997 (BGBl. I p. 594), as most recently amended by Article 7 of the Law of 7.12.2006 (BGBl. I p. 2814 with future effect, indirectly amended by Article 3 of the Law of 21.12.2006 (BGBl. I p. 3286). It regulates institutional and individual support for the unemployed and of those threatened with unemployment.  
[www.gesetze-im-internet.de/sgb\\_9/BJNR104700001.html](http://www.gesetze-im-internet.de/sgb_9/BJNR104700001.html) [cited 20.8.2007]
10. Verordnung über die Bescheinigung von Grundlagen beruflicher Handlungsfähigkeit im Rahmen der Berufsausbildungsvorbereitung (Berufsausbildungsvorbereitungs-Bescheinigungsverordnung - BAVBVO; Directive on Certification of Bases of Vocational Competence in the Context of Pre-Vocational Training) of 16.7.2003 (BGBl. p. 1472)  
[www.gesetze-im-internet.de/bavbvo/BJNR147200003.html](http://www.gesetze-im-internet.de/bavbvo/BJNR147200003.html) [cited 20.8.2007]

## LÄNDER LAW (VOCATIONAL SCHOOLS)

1. Article 7 (1) of the Grundgesetz of 23.5.1949, under which the entire educational system is under the supervision of the State.

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

## CONTINUING VOCATIONAL TRAINING

### FEDERAL LAW

1. Berufsbildungsgesetz (BBiG; Vocational Education and Training Act) of 23.3.2005, (BGBL. I p. 931), as most recently amended by Article 232 of the Order of 31.10.2006 (BGBL. I p. 2407). Under BBiG vocational further training is structured and organised in further training and chamber regulations, and retraining in retraining regulations.  
[www.gesetze-im-internet.de/bbig\\_2005/BJNR093110005.html](http://www.gesetze-im-internet.de/bbig_2005/BJNR093110005.html) [cited 20.8.2007]
2. Betriebsverfassungsgesetz (BetrVerfG; Works Constitution Act) of 15.1.1972, as amended by the Proclamation of 26.9.2001 (BGBL. I p. 2518), most recently amended by Article 221 of the Order of 31.10.2006 (BGBL. I p. 2407). It confers on the works councils the right of consultation, participation and co-determination in continuing training issues.  
[www.gesetze-im-internet.de/betrvg/BJNR000130972.html](http://www.gesetze-im-internet.de/betrvg/BJNR000130972.html) [cited 20.8.2007]
3. Gesetz zur Ordnung des Handwerks (Handwerksordnung - HwO; Crafts Code) of 17.9.1953, as amended by the Proclamation of 24.9.1998 (BGBL. I p. 3074; 2006 I p. 2095), most recently amended by Article 146 of the Order of 31.10.2006 (BGBL. I p. 2407). It controls continuing training in crafts trades in conjunction with the Vocational Education and Training Act.  
[www.gesetze-im-internet.de/hwo/BJNR014110953.html](http://www.gesetze-im-internet.de/hwo/BJNR014110953.html) [cited 20.8.2007]
4. Sozialgesetzbuch III - Arbeitsförderung (SGB III; Social Code, Volume III - Employment Promotion) of 24.3.1997 (BGBL. I p. 594), as most recently amended by Article 7 of the Law of 7.12.2006 (BGBL. I p. 2814 with future effect, indirectly amended by Article 3 of the Law of 21.12.2006 (BGBL. I p. 3286). Given the priority of integrating the unemployed into the primary labour market, it prescribes the priority of placement for the unemployed over recourse to labour promotion benefits and defines individual and institutional eligibility for support of occupational further training, occupational retraining and orientation training.  
[www.gesetze-im-internet.de/sgb\\_9/BJNR104700001.html](http://www.gesetze-im-internet.de/sgb_9/BJNR104700001.html) [cited 20.8.2007]
5. Gesetz zur Förderung der beruflichen Aufstiegsfortbildung (Aufstiegsfortbildungsförderungsgesetz - AFBG; Career Advancement Training Promotion Act) of 1.1.1996, as amended by the Proclamation of 10.1.2002 (BGBL. I p. 402), most recently amended by Article 84 of the Order of 31.10.2006 (BGBL. I p. 2407). It confirms the right to State support for skilled workers who have completed initial vocational training.  
[www.gesetze-im-internet.de/afbg/BJNR062300996.html](http://www.gesetze-im-internet.de/afbg/BJNR062300996.html) [cited 20.8.2007]
6. Gesetz zum Schutz der Teilnehmer am Fernunterricht (Fernunterrichtsschutzgesetz - FernUSG; Distance Learning Protection Act) of 24.8.1976, as amended by the Proclamation of 4.12.2000 (BGBL. I p. 1670), most recently amended by Article 4(3) of the Law of 23.3.2005 (BGBL. I p. 9331). It regulates the licensing and form of contract of correspondence courses.  
[www.gesetze-im-internet.de/fernusg/BJNR025250976.html](http://www.gesetze-im-internet.de/fernusg/BJNR025250976.html) [cited 20.8.2007]
7. Verordnung über das Verfahren zur Anerkennung von fachkundigen Stellen sowie zur Zulassung von Trägern und Maßnahmen der beruflichen Weiterbildung nach dem Dritten Buch Sozialgesetzbuch (Anerkennungs- und Zulassungsverordnung -

Weiterbildung - AZWV; Directive on Recognition and Licensing of Continuing Training) of 16.6.2004 (BGBl. I p. 1100), as amended by Article 453 of the Order of 31.10.2006 (BGBl. I p. 2407)  
[www.gesetze-im-internet.de/azwv/BJNR110000004.html](http://www.gesetze-im-internet.de/azwv/BJNR110000004.html) [cited 20.8.2007]

## LÄNDER LAW

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

### 4.3. INSTITUTIONAL FRAMEWORK: IVET

#### ROLE OF THE EUROPEAN UNION

EU involvement in VET in Germany is mainly in the context of the European Commission's Leonardo da Vinci programme (part of the Lifelong Learning Programme 2007-2013). Leonardo da Vinci focuses on raising the quality and relevance of VET, and provides an opportunity for organisations to build European partnerships, exchange best practice, increase the expertise of their staff and develop the skills of learners. In Germany, the National Agency Education for Europe at the Federal Institute for Vocational Education and Training (*Bundesinstitut für Berufsbildung - BIBB*) is in charge of conducting the programme.

The European Social Fund (ESF) is the EU's main financial instrument for investing in people. Since 2000, the ESF has been a key part of the EU's Lisbon strategy for growth and jobs. It supports the EU's goal of increasing employment by giving unemployed and disadvantaged people the training and support they need to enter jobs. Member States and regions devise their own ESF Operational Programmes in order to respond to the real needs "on the ground". In Germany, the Federal Ministry of Labour and Social Affairs (*Bundesministerium für Arbeit und Soziales - BMAS*) is responsible for implementing measures under the ESF. For 2007-2013, ESF priorities are:

- investing in the future: improving the level of basic competences;
- transformation of systems to make Lifelong Learning (LLL) a reality for all;
- increasing the quality and attractiveness of VET.

#### ROLE OF CENTRAL GOVERNMENT

Within the Federal Government, the Federal Ministry of Education and Research (*Bundesministerium für Bildung und Forschung - BMBF*) is responsible for policy, coordination and legislation for: out-of-school vocational training and continuing education; training assistance; the general principles of the higher education system; as well as the expansion and construction of institutions of higher education. The Federal Ministry of Economics and Technology (*Bundesministerium für Wirtschaft und Technologie - BMWi*) or the otherwise competent ministry may publicly recognise training occupations

via statutory instrument and may issue training regulations for training occupations by agreement with the *BMBF*.

The core institution at the national level for consensus building between all parties involved in VET is the Federal Institute for Vocational Education and Training (*BIBB*). *BIBB* conducts research into in-company vocational training and fulfils service and consultancy functions to the Federal Government and vocational training providers. The four-party Main Board (*Hauptausschuss*) advises the Federal Government on fundamental issues of in-company vocational training.

#### ROLE OF REGIONAL/LOCAL GOVERNMENT

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

#### ROLE OF SOCIAL PARTNERS

The main feature of the German VET system is the close partnership between employers, trade unions and the government. Social dialogue and codetermination are important for the acceptance of reforms. Management and labour exert considerable influence on the content and form of VET to ensure that their requirements and interests are taken into account. Responsible action of all participants, over and above each group's particular interests, is a precondition for the efficiency of the dual system.

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

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

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

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

#### ROLE OF OTHER NON-GOVERNMENTAL ORGANISATIONS (NGOs)

Although the majority of vocational schools are State regulated and publicly funded schools a growing proportion is privately maintained, e.g. church-run (notably the Catholic Church). During the 2008/2009 school year 21.8% of all vocational schools were private schools, which would not necessarily preclude the possibility that they also receive government assistance (cf. *Statistisches Bundesamt, Private Schulen, Schuljahr 2007/2008*, p. 16). The right to establish private schools is expressly guaranteed by the *Grundgesetz* and, to some extent, by provisions in the constitutions of the individual *Länder*. Generally, private schools are subject to state supervision.

#### 4.4. LEGISLATIVE FRAMEWORK FOR CVET

Continuing vocational training is legally regulated on both federal and *Länder* levels. Among the federal laws the following, in addition to those mentioned above in the context of initial training, are also relevant: the Social Code III (*Sozialgesetzbuch III - SGB III*), the Career Advancement Training Promotion Act (*Aufstiegsfortbildungsförderungsgesetz - AFBG*) and the Distance Learning Protection Act (*Fernunterrichtsschutzgesetz - FernUSG*). The Works Constitution Act (*BetrVG*) plays a complementary role. In 14 of the 16 *Länder*, Laws on continuing and adult education, passed between 1974 and 1995, regulate primarily general education and - more marginally - CVET. 12 *Länder* have passed Laws on educational leave (*Bildungsurlaub*) that provide for the short-term release of employees to attend continuing training courses.

When the First and Second Acts on Modern Services in the Labour Market (known as the Hartz reforms) came into force, the promotion of continuing education under the Third Book of the Social Code (SGB III) was reformed: the task of accrediting providers and programmes of continuing education to confirm eligibility for assistance pursuant to SGB III was transferred from the Federal Employment Agency to private certification bodies (*fachkundige Stellen, FKS*). The legal basis for the criteria to be met by providers and programmes and for the certification procedure is the Accreditation and Certification in Further Training Ordinance (*Anerkennungs- und Zulassungsverordnung - Weiterbildung, AZWV*) issued by the Federal Ministry of Economics (BMWi), which took force on 1st July 2004. Furthermore, since 1st January 2003, support for CVET programmes pursuant to Social Code III has been coupled with the provision of education vouchers. These can be issued by the employment agencies to people who are unemployed or at risk of unemployment, to finance a CVET course if this is determined to be necessary during an in-depth consultation. The education voucher states the educational objective, the maximum length of time allocated to achieve the objective, and the region and duration of validity (max. three months). The recipient can spend the voucher with any provider accredited under the continuing education assistance scheme. (For the voucher see 10.2)

#### 4.5. INSTITUTIONAL FRAMEWORK: CVET

##### ROLE OF THE EUROPEAN UNION

See 4.3.

## ROLE OF CENTRAL GOVERNMENT

Responsibilities refer to CVET outside the school sector and regulated further vocational training. The promotion of vocational further education under the Federal Government's Social Security Code III (*Sozialgesetzbuch III*) is the responsibility of the Federal Employment Agency (*Bundesagentur für Arbeit - BA*). The Career Advancement Training Promotion Act (*Aufstiegsfortbildungsförderungsgesetz - AFBG*) provides a comprehensive nationwide means for financing vocational career advancement training. The joint responsibilities of the Federation and the *Länder* include research and pilot schemes in all sectors of continuing education as well as for preparing statistics and reports in their respective areas of responsibility.

## ROLE OF REGIONAL/LOCAL GOVERNMENT

The prerequisites and principles for the promotion and funding of continuing education are laid down in continuing education and employment legislation of the *Länder*. Legislation describes continuing education as an independent education sector which incorporates continuing general and political education and continuing vocational training and the development of which is the responsibility of the public sector. Continuing education legislation guarantees a diverse range of institutions maintained by a variety of organisations and lays down a state approval procedure for them. All *Land* legislation includes regulations which recognise their freedom in the preparation of curricula and independence in staff selection. Furthermore, specific issues relating to continuing education were regulated in collective bargaining contracts, company agreements and contracts of employment.

In addition to continuing education legislation, school legislation at *Land* level contains regulations on continuing education within the school system (e.g. the attainment of school-leaving qualifications). For example, regulation regarding continuing education provision at vocational academies (*Berufsakademien*) is contained in the *Berufsakademie* legislation.

In 12 of the 16 *Länder*, legislation allows employees to attend continuing education courses (paid educational leave - *Bildungsurlaub*) for several working days per year (usually five) with no loss in earnings, provided that certain conditions are fulfilled.

## ROLE OF SOCIAL PARTNERS

Examinations in further training courses are covered by the Vocational Education and Training Act (*Berufsbildungsgesetz - BBiG*) and the Regulation on Craft Trades (*Handwerksordnung - HwO*), which place the responsibility to the Competent Bodies (*Zuständige Stellen*), usually the chambers (e.g. chambers of handicrafts, chambers of industry and commerce) which define examination content. They deliver, amongst other things, the vocational knowledge, skills and competences that enable individuals to assume middle and sometimes also higher management responsibilities within companies.

## ROLE OF OTHER NON-GOVERNMENTAL ORGANISATIONS (NGOs)

In CVET, the private sector is more significant than in IVET due to its market character. In 2007, 41.3% of the some 17.000 CVET providers in Germany were private-sector establishments (*Dietrich/Schade/Behrens Dorf, 2008, p. 26*)

## 5. INITIAL VOCATIONAL EDUCATION AND TRAINING

### 5.1. BACKGROUND TO THE IVET SYSTEM AND DIAGRAM OF THE EDUCATION AND TRAINING SYSTEM

In Germany children enter compulsory full-time schooling aged 6. This schooling period lasts 9 years (10 years in 5 *Länder*). On completion, young people who do not attend any full-time-school are required to attend part-time (vocational) school for 3 years. This means in practice that young people are required to attend school from the ages of 6 to 18. Trainees in the dual system (even those older than 18) are also subject to compulsory schooling.

After 4 years of primary school (6 years in Berlin and Brandenburg), pupils move into different educational branches either: secondary general school (*Hauptschule*), intermediate school (*Realschule*) or grammar school (*Gymnasium*). Often these different pathways merge through the dual system.

The **dual system** is the largest provider of education at upper secondary level. In 2009, 64,8% of the school-leavers from general education opted for a dual-system apprenticeship (BIBB 2010). On 1.8.2009 there were a total of 349 state-recognised training occupations (<http://www.bibb.de/de/wlk26560.htm>, cited 27.07.10). After completing their training in the dual system, the majority of participants then take up employment as a skilled worker - later on, many of them make use of the opportunities for continuing vocational training. Under certain conditions, however, those who have qualified may also obtain the academic standard required for entrance to a *Fachhochschule* in one year at school full-time, and go on to higher education. Successful participants in continuing vocational training are also increasingly permitted to study at colleges.

Of the vocational schools, the **full-time vocational schools** have the highest numbers of students. These schools prepare students for an occupation or for **vocational training**, usually in the dual system. Under certain conditions, attendance at a full-time vocational school is credited as the first year of training in the dual system. Entitlement to study at a college or *Fachhochschule* can be acquired in some educational programmes in the full-time vocational schools. Educational programmes last one to three years, depending on the particular vocational orientation and objective. Around one in six students at a full-time vocational school is learning a recognised dual-system training occupation. In such cases, the schools' final examinations may be given parity with examinations in the dual system by means of Federal statutory instruments.

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

**Senior technical schools (*Fachoberschulen*) and senior vocational schools (*Berufsoberschulen*)** normally build on vocational training in the dual system, consolidate vocational knowledge and lead to the academic standard required for entrance to a college. Overall, there are many points of transition between school-based and dual vocational training and from vocational training to colleges.

**Tertiary education** includes the colleges and other institutions offering programmes of study providing vocational qualifications for students who have completed upper secondary education with an entitlement to study at a college or *Fachhochschule*.

The various qualifications and the competences in which these will result have not yet been aligned to the levels of a National Qualifications Framework. The German Qualifications Framework is still under development (see Theme 11.3).

## 5.2. IVET AT LOWER SECONDARY LEVEL

Lower secondary education comprises grades 5 to 10 or 7 to 10 of school (pupils are aged 10-15). Its function is to prepare pupils for upper secondary level. Accordingly, lower secondary education is predominantly of a general nature. Lower secondary education is public and free of charge.

At secondary general school (*Hauptschule*) and intermediate school (*Realschule*) an introduction to the working world is a compulsory component of all courses. Instruction is given either in a separate subject (pre-vocational studies - *Arbeitslehre*) or as part of the material used in other subjects. Work experience placements, especially for pupils in the two last grades provide first-hand insight into the working world and guidance in choosing an occupation. The *Länder* have continuously developed their activities in order to communicate a basic knowledge of the world of business and commerce. This has also taken place outside of lessons, for example, via model businesses set up by pupils (*Schülerfirmen*) or cooperation projects between the schools and the world of business and commerce.

After finishing lower secondary level education and completing compulsory schooling, pupils may enter into vocational training in full time schools or within the framework of the dual system (see 5.4) or seek employment.

For those who do not start a regular vocational course there is compulsory vocationally oriented schooling in a **pre-vocational training year** (*Berufsvorbereitungsjahr - BVJ*) their typical age would be 15 or 16. Participants are with social disadvantages or learning difficulties and migrants with an inadequate command of German who need special assistance to begin and complete a course of training. Young people who are not yet ready to enter vocational training have to participate in a full time pre-vocational training year, which serves as vocational orientation and as an introduction to one, two or three occupational fields.

In line with the EU-27-average, in Germany the most students choose the general education pathway (98,6%) than pre-vocational and vocational programmes (see Table 5a).

GEO	TOTAL ISCED2	ISCED2GEN (NUM)	ISCE2 GEN (%)	ISCED2PV (NUM)	ISCE2PV (%)	ISCED2VOC (NUM)	ISCED2 VOC (%)
EU 27	22283865	21716207	97.5	291250	1.3	276408	1.2
DE	5122838	5050931	98.6	71907	1.4	: (-)	:

Source: Eurostat; (Unesco-Eurostat-OECD Data collection on education and training systems) Date of extraction: 30.04.2010

Description: GEN = general; PV = prevocational  
Students at ISCED level 2 by programme orientation (values and share of the total)

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

## 5.3. IVET AT UPPER SECONDARY EDUCATION (SCHOOL-BASED AND ALTERNANCE)

Upper secondary education leads either to a higher education entrance qualification or a vocational qualification for skilled work. The vocational track means that pupils may enter into vocational training in full time schools or within the framework of the dual system (see 5.4), or seek employment.

School-based IVET (*vollzeitschulische Berufsausbildung*) at upper secondary level includes the *Berufsfachschule*, the *Fachoberschule*, the *Berufliches Gymnasium* or *Fachgymnasium* and other types of school that exist only in individual *Länder* or only on a very small scale.

Young people with social disadvantages, learning difficulties or handicaps and young people with migrant backgrounds with an inadequate command of German have different possibilities for pre-vocational training (*Berufsausbildungsvorbereitung* - see 5.5).

#### FULL-TIME VOCATIONAL SCHOOL (*BERUFSFACHSCHULE*)

These introduce students to one or more occupations, provide them with partial vocational training in one or more training occupations, or take them through to a vocational training qualification in one occupation. The range of training provision in schools of this type is extremely diverse. There are full-time vocational schools for, for example, commercial occupations, occupations involving foreign languages, craft occupations, household and caring occupations, healthcare occupations and artistic occupations. Depending on the training goal being pursued, access requirements are either a lower secondary school or intermediate secondary school leaving certificate. These correspond to ISCED Level 2. No occupational experience of any kind is required. Most pupils are aged 15 when they commence full-time vocational school. Pupils who complete full-time vocational school attain ISCED Level 3. Part-time teaching is offered at some full-time vocational schools.

Where these schools do not offer a full vocational qualification, attendance at a full-time vocational school can be credited as the first year of vocational training in the dual system if certain conditions are met. The requirement for entrance is normally the secondary general school certificate or the final certificate from intermediate school. The duration of educational programmes at full-time vocational schools varies (from one to three years) depending on the specialisation.

#### SENIOR TECHNICAL SCHOOL (*FACHOBERSCHULE*)

*Fachoberschulen* cover classes 11 and 12 and build on the final certificate from intermediate school (*Mittlerer Schulabschluss*) or a qualification recognised as equivalent. The students are mostly 19-20 years old. The first year comprises in-company specialised practical training and teaching, while the second year involves general and specialised teaching. It leads to the academic standard required for entrance to a *Fachhochschule*. *Fachoberschulen* are subdivided into the following specialisations: business and administration, technical skills, healthcare and welfare, design, nutrition and home economics, and the agronomy. Teaching takes place in the following subjects: German, foreign languages, mathematics, natural sciences, economics and social science, and in a specialised subject. Students who have completed a course of vocational training, e.g. dual training, can enter class 12 of a *Fachoberschule* direct.

#### UPPER LEVEL OF THE GYMNASIUM WITH A VOCATIONAL BIAS (*BERUFLICHES GYMNASIUM/FACHGYMNASIUM*)

Schools of this type are known as vocational grammar schools (*Berufliches Gymnasium*) in some *Länder* and trade and technical grammar schools (*Fachgymnasium*) in others. Unlike grammar schools, vocational or trade and technical grammar schools have no lower or intermediate level (classes 5-10). They normally lead to the general higher education entrance qualification (*Allgemeine Hochschulreife* - *Abitur*).

In addition to the educational range offered by grammar schools providing a general education, these specialised grammar schools offer vocational subjects and priorities, such as business, technical skills, nutrition and home economics, agronomy, healthcare and welfare, and information and communication technology.

Some vocational/trade and technical grammar schools also offer the opportunity to acquire more than one qualification (educational programmes leading to dual qualifications): an academic qualification (entitling holders to study at a college or *Fachhochschule*) and a

vocational qualification under *Land* law (e.g. for working in an occupation as an assistant). Courses of education leading to dual qualifications last three to four years.

TABLE 5B: IVET AT UPPER SECONDARY LEVEL					
TYPE OF EDUCATIONAL PROGRAMME	MAIN ECONOMIC SECTORS	CORRESPONDING ISCED LEVEL AND ORIENTATION	BALANCE BETWEEN SCHOOL-BASED AND WORK-BASED TRAINING	AVERAGE DURATION OF STUDIES	TRANSFER TO OTHER PATHWAYS
FULL-TIME VOCATIONAL SCHOOL	Commercial, languages, craft, household and caring, artistic,	3B	School based	At least 1 year at most 3 years	vocational extension school, <i>trade and technical school</i> ,
SENIOR TECHNICAL SCHOOL	Welfare sector, commercial and finance sector, technical,	3A	Year 1: work-based practical training as well as school-based teaching	At least 1 year mostly 2 years	University of applied science, <i>University of Cooperative Education</i> ,
UPPER LEVEL OF THE GYMNASIUM WITH A VOCATIONAL BIAS	Business, technical, nutrition, agronomy, healthcare and welfare information and communication technology,	3A	School based	3 or 4 years	University, University of applied science

Source: compiled by the authors

#### STUDENTS IN UPPER SECONDARY EDUCATION BY PROGRAMME ORIENTATION (GENERAL/VOCATIONAL)

Compared to the EU-27-average, in Germany more students choose the vocational secondary education pathway (57,4%) than general (see Table 5c). This is mainly due to the importance of the dual system that is still pursued by the majority of young people after leaving the general education system (see 5.4).

TABLE 5C: STUDENTS ENROLLED IN UPPER SECONDARY EDUCATION BY PROGRAMME ORIENTATION (VALUES AND SHARE OF THE TOTAL), 2007							
G EO	TOTAL ISCED3	ISCED3GEN (NUM)	ISCE3 GEN (%)	ISCED3PV (NUM)	ISCE3PV (%)	ISCED3VOC (NUM)	ISCED3 VOC (%)
EU 27	22085482	10719847	48.5	1130868	5.1	10234767	46.3
DE	2881990	1227237	42.6	: (-)	:	1654753	57.4

Source: Eurostat, Date of data extraction: 30.04.2010

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

#### 5.4. APPRENTICESHIP TRAINING

The system is described as dual because training is conducted in two places of learning: companies and vocational schools. It normally lasts three years (some occupations only require two years and there are also regulations allowing a reduction in the training period for trainees with an *Abitur* - the school leaving certificate allowing entry to higher education). The trainees are in the average between 16 and 18 years old at the beginning of the education and training.

The aim of training in the dual system is to provide, in a well-ordered training programme, broad-based basic vocational training and the qualifications and competences required to practise an occupation as a skilled worker in one of the 349 currently recognised training occupations. Between 1996 and 2010, 82 new training occupations were developed and 230 were modernised (BIBB 2010b, p. 1-5). Compulsory full-time education must have been completed by the time of commencing vocational training. There are no further requirements for access to training in the dual system; it is essentially open to all although the majority of trainees hold either the intermediate certificate or the *Abitur*.

Training takes place on the basis of a private-law vocational training contract between a training enterprise and a young person. The apprentice is trained in an enterprise for three to four days a week and in the vocational school for up to two days a week. Enterprises bear the costs of the in-company training and pay the trainee remuneration as regulated by collective agreement which increases with every year of training, and averages about one third of the starting pay for a trained skilled worker.

The professional competences in occupations to be acquired in in-company training are specified in a training regulation and included by the training enterprise in an individual training plan. For the teaching in the vocational school, a framework curriculum, harmonised with the training regulations, is drawn up for every recognised training occupation.

#### ENTERPRISES AS PLACE OF LEARNING

Training places are offered in both private and public enterprises, in practices of the liberal professions and, to a very limited extent, also in private households. Enterprises enter into a contract with trainees, in which they undertake to provide them with the professional competences in the occupation provided for in the training regulation for the relevant training occupation.

The binding requirements of the training regulations guarantee a uniform national standard which corresponds to the requirements in the relevant occupation. Training may take place only in training enterprises in which the skills required by the training regulation can be imparted by training personnel who are appropriate both personally and in terms of specialised knowledge. The suitability of training enterprises and in-company training personnel is monitored by the relevant autonomous industrial bodies (Chambers). Proper provision of the training itself is also monitored by the Chambers.

The training enterprise draws up an in-company training plan for trainees, which must correspond to the training regulation in terms of its practical and time structure, but may deviate from it if particular features of company practice require it.

Small and medium-sized enterprises are often unable to provide all the learning content: they may lack suitable training personnel, or, owing to their particular specialisation, they do not cover all the training content themselves. There are various ways of overcoming these problems:

- Educational institutions offer inter-company training periods (*inter-company vocational training centres - ÜBS*), designed to supplement in-company training. They are often

sponsored by autonomous bodies in the relevant sectors of industry. The Federal Ministry for Education supports the sponsors with investment subsidies. The *BIBB* bears statutory responsibility for implementing the sponsorship.

- Enterprises form coherent training structures (*Ausbildungsverbände*). There are four traditional models for this, e.g. the “lead enterprise with partner enterprise” model, in which the lead enterprise bears overall responsibility for training, but parts of the training are conducted in various partner enterprises, or the “training to order” model, in which some periods of training take place outside the regular enterprise, perhaps in a nearby large enterprise with a training workshop, on the basis of an order and against reimbursement of costs.

## VOCATIONAL SCHOOL AS PLACE OF LEARNING

In the dual system, the vocational school is an autonomous place of learning. Its task is to provide basic and specialised vocational training and to extend previously acquired general education.

Under a *KMK* decision (*KMK* 1991), vocational schools must provide at least 12 hours’ teaching a week, normally eight hours for vocational subjects and four hours to general subjects such as German, social studies/business studies, religious education and sport. Appropriate account is also to be taken of foreign language teaching, depending on its importance to the training occupation concerned. Vocational schools decide on how to allocate teaching in consultation with training enterprises, the schools inspectorate and the competent industrial bodies. The aim of the various organisational forms is to ensure that trainees spend as much time in the enterprise as possible while, at the same time, allocating teaching in a way that is tenable in terms of both pedagogy and the psychology of learning.

## EXAMINATION

The primary aim of training is to enable young people to acquire comprehensive vocational competence designed to make them capable of fulfilling their duties as employees efficiently, effectively and innovatively, autonomously, and in cooperation with others. Vocational competence is based on subject-based, social and methodological competences. The capacity to practise an occupation in a qualified fashion includes, in particular, autonomous planning, implementation and control. This bundle of competences must be demonstrated in examinations regulated by law (Vocational Education and Training Act).

Final training examinations are geared to vocational practice, i.e. to the work requirements and processes of the occupation. As a rule, a final examination covers four or five fields typical of the occupation. Performance in general subjects, such as languages and mathematics, is evaluated within the framework of school reports. Various methods are used in examinations depending on the occupation and duration may vary especially in practical examination tasks. For written tasks, a period of two hours is usually allocated for the examination, and oral examinations usually last 30 minutes.

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

Theme 8 will explain how qualifications fulfil the requirements of the labour market and how this enhances the opportunities of those who have completed training.

## STATISTICAL DATA

After registering a constant increase in new training place contracts since 2005, a decline was noted in 2008, the year of the crisis, and another in 2009 as a consequence. At the same time, the number of school leavers is decreasing considerably, with the net result that the training-place situation in the two years 2008 and 2009 is essentially no more strained than in past years.

TABLE 5D: APPRENTICESHIP CONTRACTS			
	NEW APPRENTICESHIP CONTRACTS	SCHOOL LEAVERS*	RELATION: NEW CONTRACTS / SCHOOL LEAVERS
2002	572,323	918,997	62.3 %
2003	557,634	929,806	60.0 %
2004	572,980	945,381	60.6 %
2005	550,180	939,279	58.6 %
2006	576,153	946,766	60.9 %
2007	625,885	942,129	66.4 %
2008	616,342	907,083**	67.7 %
2009	566,004**	873,104**	64.8 %

Source: BMBF 2009, S. 15; BIBB 2010, p. 12; BMBF 2010, p. 21; \*= school leavers from the general school system; \*\*= estimated

TABLE 5E: APPRENTICESHIP CONTRACTS SUPPLY / DEMAND						
	NEW APPRENTICE CONTRACTS	VACANT POSITIONS	UNSUCCESSFUL APPLICANT	SUPPLY	DEMAND	SUPPLY / DEMAND APPRENTICESHIP IN RELATION
2002	572,323	18,005	23,383	590,328	595,706	99.1 %
2003	557,634	14,840	35,015	572,474	592,649	96.6 %
2004	572,980	13,378	44,084	586,358	617,064	95 %
2005	550,180	12,636	40,504	562,816	590,684	95.3 %
2006	576,153	15,401	49,487	591,554	625,640	94.6 %
2007	625,885	18,359	32,660	644,244	658,545	97.8 %
2008	616,342	19,507	14,515	635,849	630,857	100.8 %
2009*	566,004	17,255	9,603	583,259	575,607	101.3 %

Source: BMBF 2010; p. 10; \*=estimation

Most training places are located in the industry and trade sector, where 58.9% of school leavers commenced training in 2009. Just over one in five began training in the craft trades sector.

TABLE: 5F: VOCATIONAL TRAINING BODIES 2009		
TRAINING AREA	ABSOLUTE NUMBER	IN %
INDUSTRY AND TRADE	343,277	58.9 %
CRAFTS	161,998	27.8 %
PUBLIC SERVICE	13,776	2.4 %
AGRICULTURE	14,865	2.5 %
FREE PROFESSIONS	43,769	7.5 %
OTHER	5,450	1 %
TOTAL	583,135	100 %

Source: BIBB 2010; p. 32

TABLE 5G: APPRENTICESHIP					
TYPE OF EDUCATIONAL PROGRAMME	MAIN ECONOMIC SECTORS	CORRESPONDING ISCED LEVEL AND ORIENTATION	BALANCE BETWEEN SCHOOL- AND WORK-BASED TRAINING	AVERAGE DURATION OF STUDIES	TRANSFER TO OTHER PATHWAYS
VOCATIONAL TRAINING	In every sector	3B	School and Practice Based	Mostly 3 years	Full-Time Vocational school, Vocational Extension School

Source: Compiled by the authors

## 5.5. OTHER YOUTH PROGRAMMES AND ALTERNATIVE PATHWAYS

According to a micro census of 2007 11.5% of all young people aged 20-35 had no vocational qualification: 59.4% of this young people without vocational qualification are men (BIBB 2010 p. 276). For certain groups of young people, it is extremely difficult to participate e.g. for young people not (yet) in possession of an entitlement to training or with learning difficulties or with disabilities, unskilled and semi-skilled young people, socially disadvantaged, and young immigrants. Specific support is required to enable these people to access training or work.

For people with learning difficulties or social disadvantages who would find it difficult to participate in a recognised training occupation or equivalent vocational training, there is the option of pre-vocational training (*Berufsausbildungsvorbereitung*). Pre-vocational training provision in schools includes:

- Pre-vocational training year (*Berufsvorbereitungsjahr - BVJ*): The BVJ is a one-year course of training usually offered by schools in full-time form and designed to prepare young people for the demands of vocational training. A clear majority of participants do not have a secondary general school certificate. However, this can be acquired in the course of the BVJ, thus improving the holder's prospects on the market for training places.
- Foundation vocational training year (*Berufsgrundbildungsjahr - BGJ*): Basic vocational education can be completed either in the form of a year at school full-time or in cooperative form in an enterprise and a school. Successful completion of the BGJ can be credited as the first year of vocational training in the training occupations assigned to the relevant occupational field. In the BGJ, students receive basic education in a specific occupational field (e.g. metalworking techniques, electrical engineering, business and administration).

The German Federal Government attaches particular value to support for young people without a vocational qualification. One example of this is the former special programme “Introductory Training for Young People” (*Einstiegsqualifizierung Jugendlicher - EQJ*). It was launched on 1st October 2004 as a sub-element of the “National Training Pact”. From 1st October 2006 the capacity of the EQJ programme was expanded from 25,000 to 40,000 places per year. With the publication of the Fourth Act to amend the Third Book of the Social Code (*Sozialgesetzbuch - SGB*) in October 2007, Introductory Training was incorporated into employment promotion law as a routine entitlement (Section 16 (1) SGB II in conjunction with Section 235b SGB III). Company-based Introductory Training (*Einstiegsqualifizierung - EQ*) consists of a prevocational work experience placement in a company lasting 6 to 12 months.

Young people have the opportunity to obtain partial qualifications in a training occupation via qualification modules (*Qualifizierungsbausteine*) and specific vocational modules (*berufsfeldspezifische Module*). On the basis of a testimonial from the enterprise, the successfully acquired entry-level qualification is certified by the Competent Body (e.g. Chambers of Industry and Commerce, Craft Chambers). Six months’ training can then be credited to subsequent training. The target group for Introductory Training consists primarily of young apprenticeship applicants whose prospects of finding a placement are limited, and young people who have not fully reached the requisite level of apprenticeship maturity. Since Book III of the Social Code specifies no age limit for support of young people, in a departure from the rules of the previous EQJ Programme, the new statutory provision (Section 235b SGB III) defined no age limit either.

A further example is the “Vocational qualification prospects” (*Perspektive Berufsabschluss*) programme of the Federal Ministry of Education and Research (*BMBF*), which was launched at the beginning of 2008 to improve vocational training opportunities for disadvantaged young people and to offer second-chance qualifications for young adults. The intention of the programme is to optimise the regional transition management system to support young people requiring special support (e.g. young people with learning difficulties, at a social disadvantage or without a lower secondary school-leaving certificate, and young migrants) and to make more use of the possibility of second-chance training for a qualification for semi-skilled and unskilled young adults from German as well as migrant backgrounds. The two funding priorities of “Regional transition management” and “Qualification-oriented modular second-chance training” acknowledge the fact that two types of measures are necessary to help disadvantaged young people access training and ensure their long-term integration into the employment system: preventative measures to assist them in gaining educational and occupational certificates, and reintegrative measures to enable second-chance training and retaking of vocational qualifications. The programme is supported with funding from the Federal Government and from the European Social Fund (ESF). For the period from 2008 to 2012 a total of EUR 35 million will be made available.

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

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

- transitional support (continuation of training support following completion or discontinuation of training);
- support for integration into employment, in the form of remedial tuition and socio-pedagogic support within the framework of an in-company training relationship.

TABLE 5H: STUDENTS IN OTHER YOUTH PROGRAMMES					
TYPE OF EDUCATIONAL PROGRAMME	MAIN ECONOMIC SECTORS	CORRESPONDING ISCED LEVEL AND ORIENTATION	BALANCE BETWEEN SCHOOL- AND WORK-BASED TRAINING	AVERAGE DURATION OF STUDIES	TRANSFER TO OTHER PATHWAYS
Pre-vocational training year	For orientation	2A	totally school based	1 or 2 Year	Vocational training
basic vocational training year	For orientation i.e. Economic and technical sector	3B	Partly school and practical based	1 Year	Vocational Training, Full-Time Vocational School

Source: compiled by the authors

## 5.6. VOCATIONAL EDUCATION AND TRAINING AT POST-SECONDARY (NON TERTIARY) LEVEL

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

### SENIOR VOCATIONAL SCHOOL (*BERUFSOBERSCHULE*)

In connection with the deliberations of the Standing Conference of Ministers for Education and Cultural Affairs *Länder* (*Ständige Konferenz der Kultusminister der Länder - KMK*) on the equivalence of general and vocational education, *Berufsoberschulen* have increased in importance. In some *Länder* (e.g. Bavaria, Baden-Württemberg, Berlin), they have been established to enable those completing vocational training in the dual system to obtain a higher education entrance qualification. In two years of full-time education, *Berufsoberschulen* lead to the subject-restricted higher education entrance qualification (*fachgebundene Hochschulreife*) and, with a second foreign language, to the general higher education entrance qualification (*Allgemeine Hochschulreife*). *Berufsoberschulen* may also operate on a part-time basis, with a correspondingly longer duration. Admission to the vocational secondary school requires the final certificate from intermediate school (*Mittlerer Schulabschluss*) and at least two years' successful vocational training or at least five years' relevant practical experience.

*Berufsoberschulen* offer training in the fields of technical skills, business, agronomy, nutrition and home economics, social affairs and design. The allocation of students to a training orientation is based on the initial vocational training already completed or the occupation already worked in.

### ADDITIONAL QUALIFICATIONS (*ZUSATZQUALIFIKATIONEN*)

Additional qualifications (*Zusatzqualifikationen*) to supplement initial vocational training open up the possibility of acquiring additional competences, such as foreign-language classes or particular engineering courses. As of 2009, there is a new option to acquire

these during a dual-system apprenticeship. Certificates for additional qualifications are awarded by companies, training centres or chambers, and 2,000 different additional qualifications are currently on offer ([www.ausbildungplus.de/](http://www.ausbildungplus.de/)). In the period from 30 April 2008 to 30 April 2009, 81,102 trainees were working to acquire additional qualifications (cf. *ibid.*). This represents about 5% of all trainees in Germany (reference figure: total number of trainees in Germany in 2008: 1,613,343, cf. BIBB 2010 p. 118). Additional qualifications are primarily offered by training enterprises and vocational schools. Other important providers of additional qualifications include the Chambers of Industry and Commerce, Craft Chambers and their education centres.

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

<b>TABLE 5I: STUDENTS IN VOCATIONAL EDUCATION AND TRAINING AT POST-SECONDARY (NON TERTIARY) LEVEL</b>					
<b>TYPE OF EDUCATIONAL PROGRAMME</b>	<b>MAIN ECONOMIC SECTORS</b>	<b>CORRESPONDING ISCED LEVEL AND ORIENTATION</b>	<b>BALANCE BETWEEN SCHOOL- AND WORK-BASED TRAINING</b>	<b>AVERAGE DURATION OF STUDIES</b>	<b>TRANSFER TO OTHER PATHWAYS</b>
Senior vocational school	In particular: economic sciences, social affairs, Art, technology Science, healthcare/nursing.	4A	School based	2 Years	Universities of applied science University (with a second language)

Source: compiled by the authors

<b>TABLE 5J: STUDENTS ENROLLED IN POST SECONDARY NON TERTIARY EDUCATION BY PROGRAMME ORIENTATION (VALUES AND SHARE OF THE TOTAL), 2007</b>					
<b>GEO</b>	<b>Total isced4</b>	<b>iscd4gen (num)</b>	<b>isce4 gen (%)</b>	<b>iscd4voc (num)</b>	<b>iscd4 (%)</b>
<b>EU 27</b>	1.516.312	174.028	11.5	1342.284 (s)	88.5
<b>DE</b>	579.008	84.082	14.5	494.926	85.5

Source: Eurostat; Extracted on: 30.04.2010

s = eurostat estimate

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

## 5.7. VOCATIONAL EDUCATION AND TRAINING AT TERTIARY LEVEL

The higher education sector comprises various types of institutions of higher education and, to a limited extent, some Länder have vocational academies (*Berufsakademien*) offering courses leading to vocational qualifications for those who have completed upper secondary education with at least a qualification entitling them to attend a university of applied sciences (*Fachhochschule*).

### DUAL STUDY PROGRAMMES

Dual study programmes combine in-company vocational training with a course of study at a *Fachhochschule*, university, vocational academy (*Berufsakademie*) or administration and business academy. In recent years there has been a steady increase in provision of such dual study programmes. Enterprises obtain highly qualified and motivated young workers and institutions of higher education benefit from the extensive contact with the world of work and create a distinctive image for themselves by offering demand-based courses of study. Students obtain high-quality training that improves their labour market and career prospects and benefits them both financially and in terms of time. Dual study programmes integrated with training have the following characteristics:

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

The commonest combination is a course of business management plus commercial training. However, a course in engineering or computer science can also be combined with technical training. Overall, there is a very wide range of possible subject areas, with insurance, mechatronics, commercial law, health economy, mathematics and media informatics being just a few examples. The total number of dual study programmes was 687 in April 2008 (cf. BIBB, 2008a, p. 11).

### UNIVERSITIES OF APPLIED SCIENCES (*FACHHOCHSCHULEN*)

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

Of 353 institutions of higher education, 189 are *Fachhochschulen* or other colleges without the right to award doctorates ([www.hochschulkompass.de/](http://www.hochschulkompass.de/); status: 8.8.2008). The numbers of students and the programmes of study offered vary widely with these variations contributing to particular subject and regional profiles for individual *Fachhochschulen*.

Entitlement to study in *Fachhochschulen* is provided by a certificate confirming the academic standard required for admission to higher education (*Hochschulreife*), a subject-based certificate confirming such a standard, or a certificate confirming the academic standard required for entrance to a *Fachhochschule*. Courses normally run for a Bachelor degree 6 semesters and for a Master degree additionally 4 Semester. *Fachhochschulen* offer, in particular, courses of study in the following fields: engineering sciences, economic sciences/commercial law, social affairs, administration and administration of justice, computer science, design, mathematics, information and communication technology, healthcare/nursing.

## VOCATIONAL ACADEMIES (*BERUFSAKADEMIEN*)

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

Training in vocational academies (*Berufsakademien*) takes place partly in accordance with study or training plans drawn up by agreement (*Studienakademien*) between academies, enterprises and social facilities, and also partly through vocational-academy training and examination directives in accordance with framework criteria from the relevant ministries (for vocational academies, see 5.7.). In October 2004, the Standing Conference of Ministers for Education and Cultural Affairs of the *Länder* (KMK) decided that training programmes at vocational academies leading to Bachelor's qualifications should be accredited as equivalent to Bachelor's qualifications from institutions of higher education, thus opening up access to Master's courses. Equivalence criteria relate to teaching staff and to the scope of the theory- and practice-based training elements.

## HEALTH SECTOR SCHOOLS (*SCHULEN DES GESUNDHEITSWESENS*)

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

**TABLE 5K: STUDENTS IN VOCATIONAL EDUCATION AND TRAINING AT TERTIARY LEVEL**

TYPE OF EDUCATIONAL PROGRAMME	MAIN ECONOMIC SECTORS	CORRESPONDING ISCED LEVEL AND ORIENTATION	BALANCE BETWEEN SCHOOL-BASED AND WORK-BASED TRAINING	AVERAGE DURATION OF STUDIES	TRANSFER TO OTHER PATHWAYS
<b>DUAL STUDY PROGRAMMES</b>	Economic sciences, Technology,	5B	Partly School and Practical based	3 or up to 5 Years	University
<b>UNIVERSITIES OF APPLIED</b>	in particular: engineering sciences, economic sciences/ commercial	5A	Partly School and Practical	3 or up to 5 Years	University

<b>SCIENCES</b>	law, social affairs, administration and administration of justice, computer science, design, mathematics, information and communication technology, healthcare/nursing.		based		
<b>VOCATIONAL ACADEMIES</b>	social affairs, Technology,  Economic Sciences	5A	Partly School and Practical based	3 or up to 5 Years	University
<b>HEALTH SECTOR SCHOOLS</b>	healthcare sector	3B	schools attached to hospitals, theoretical and practical training	2 or 3 Years	Vocational Extension School
<b>UNIVERSITIES</b>	Every subject	5A	Only school based	3 or up to 5 Years	Doctoral Studies

Source: compiled by the authors

<b>TABLE 5L: STUDENTS AT ISCED LEVEL 5 BY PROGRAMME DESTINATION (VALUES AND SHARE OF THE TOTAL) AND AT ISCED LEVEL 6 (VALUES), 2007</b>						
<b>G EO</b>	<b>Total isced5</b>	<b>isced5a (num)</b>	<b>isced 5a (%)</b>	<b>isced5b (num)</b>	<b>isced 5b (%)</b>	<b>total isced 6</b>
<b>EU 27</b>	18359029	15893156	86.6	2465873	13.4	525809
<b>DE</b>	2278897	1950468	85.6	328429	14.4	:

Source: Eurostat (UOE); Extracted on: 30-04-2010; Last update: 19-02-2010

Description: Students at ISCED level 5 by programme destination (values and share of the total) and at ISCED level 6

Additional note: Totals and percentage are Cedefop's calculation

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

## 6. CONTINUING VOCATIONAL EDUCATION AND TRAINING FOR ADULTS

### 6.1. FORMAL EDUCATION

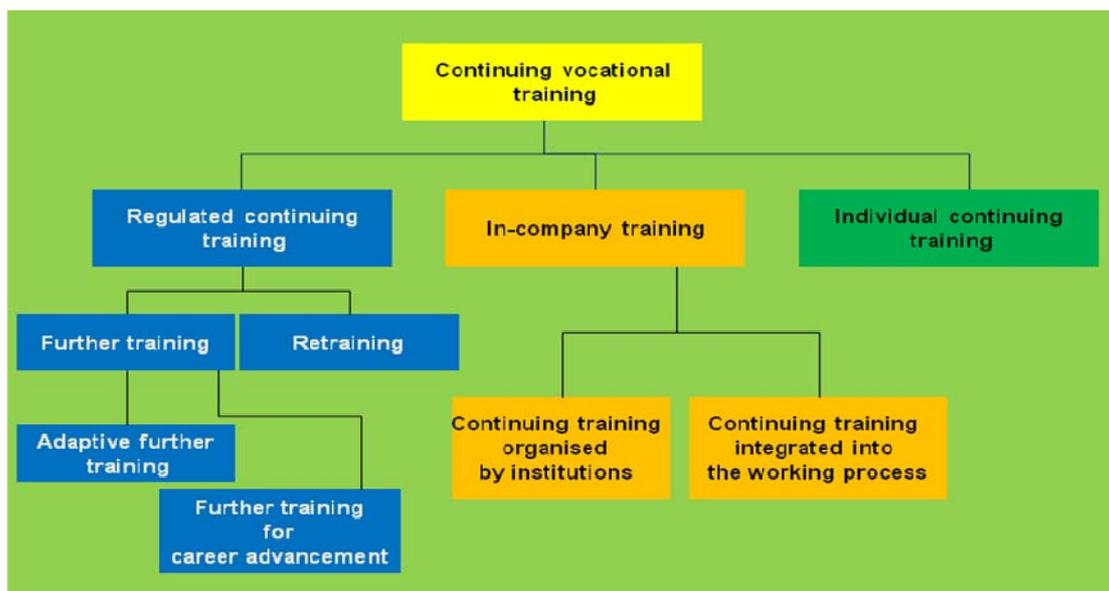
#### 6.1.1. GENERAL BACKGROUND

Continuing education and training is understood to be the continuation or resumption of organised learning following completion of an initial phase of education of varying scope (Deutscher Bildungsrat, 1970, p. 197). In addition to continuing “vocational” education/training, this includes continuing general and political education, which is subsumed under the heading of “adult education”. The field of CVET in Germany is characterised by: a pluralism of providers, a largely market character, and a comparatively minimal degree of regulation by the state. Only a small part of provision leads to a formal vocational qualification.

A distinction must be made between two kinds of regulated continuing training, namely **further vocational training** and **vocational retraining** (defined in the Vocational Education and Training Act). Another distinction can be made between further training making advancement in the occupation possible (further training for advancement) and further training aimed at maintaining or extending vocational knowledge, skills and competences, or updating them in line with technical or economic developments (adaptive further training). To participate, a completed course of vocational training or appropriate vocational experience, or both, is normally required.

National standardised further vocational training and retraining is based on statutory regulations which specify content, objective, examination requirements and conduct, conditions for authorisation and designation of the qualification (master, business administrator, graduate in business administration, skilled worker). These regulations are laid down by the Federal Ministry of Education and Research (*BMBF*) by agreement with the competent ministries and following consultation with the Main Board (*Hauptausschuss*) of the Federal Institute for Vocational Education and Training (*BIBB*).

Many bodies undertake further vocational training measures, including enterprises, Chambers, employers’ and trade associations, employee organisations and vocational schools. (for legislations see 4.3. and for financing see 10).



Source: Based on (Bernien 1997).

## INITIATIVES AND PROGRAMMES

### 1. LIFELONG LEARNING

The government wants to establish individual and company commitment towards training, lifelong learning and continuing education throughout working life and has to this effect drawn up a plan to increase participation in continuing training to 43 percent of all workers in 2006 to 50 percent by the year 2015 (BMBF 2010 S.46).

Since 2004, the “Strategy for Lifelong Learning in the Federal Republic of Germany”, jointly developed by the Federal and *Länder* governments, has set out an education policy approach for Germany in which substantial significance is attached to the validation of non-formally and informally acquired skills and competencies as a development focus within the promotion of lifelong learning for all (cf. BLK, 2004). In relation to VET, the “Innovation Circle on Vocational Education and Training” (*Innovationskreis Berufliche Bildung - IKBB*) appointed by the Federal Minister of Education issued recommendations in 2007 which included improving transfer opportunities and credit for prior learning to increase permeability between education and training sectors.

Furthermore, a variety of research projects and pilot experiments have been introduced supported by the Federation and the European Union. One example is the programme “Learning Regions - Providing Support for Networks” (*Lernende Regionen - Förderung von Netzwerken*). In this programme, the Federal Ministry of Education and Research (BMBF) supported the establishment and development of networks at regional level across different institutions and areas of the education and training system, in order to develop, test and put into practice innovative and integrated services for lifelong learning. The programme, for which a total of EUR 135 million was available for the full term from 2001 to 2008 - about 50% of which came from the European Social Fund (ESF) - involved the relevant actors both in the regions and at national level (including Competent Bodies, social partners, training establishments, schools, businesses, local authorities and the labour administration). Currently 76 Learning Regions have been supported throughout Germany. The programme is currently being evaluated.

### 2. CVET AND THE LABOUR MARKET

The aim of the “Potential areas of flexibility in initial and continuing training” programme, which is funded by the Federal Ministry of Education and Research (BMBF) and implemented by the Federal Institute for Vocational Education and Training (BIBB), is to achieve a more flexible structuring of continuing training provision in line with the requirements of the labour market. Structural change, globalisation and other factors may very rapidly bring about a change in the requirement for certain continuing training provision. The opportunity to react flexibly to changing conditions is becoming more and more important. During the period from 2002 to 2008, 28 pilot projects were conducted in small and medium-sized companies to serve as the basis for the development of continuing training concepts in order to improve the German initial and continuing training system in terms of quality and its scope of effectiveness and in order to adapt the system to the requirements of the labour market. Most of the educational services developed within these pilot projects have been established within the educational landscape in a sustainable manner and have been integrated into new networks such as Jobstarter projects. (BMBF, [http://www.bmbf.de/pub/bbb\\_09.pdf](http://www.bmbf.de/pub/bbb_09.pdf) status: preliminary version February 09; cited 24.04.09)

### 3. BRINGING LEARNING CLOSER TO LEARNERS

The focus of the “Local learning” programme (“Lernen vor Ort”) is on strengthening regional continuing learning structures.

“Local learning” forms an integral part of the Federal Ministry of Education and Research (BMBF) “Advancement through education” (“Aufstieg durch Bildung”) training initiative and is financed via funds from the Federal Government and from the European Social Fund

(ESF) as part of the 2007-2013 funding programme as well as being jointly funded by a number of German foundations. The objective is to bring various educational competencies together and place the main focus on holistic consideration of individual educational biographies. Further aims are to strengthen regional continuing learning structures and develop a holistic management approach to lifelong learning. The funded projects were launched in the autumn of 2009, the aim of these being to bring education closer to citizens. (BMBF, 2009, p. 41, BMBF 2010, p. 47)

## DISTANCE LEARNING

Distance learning provides working adults the opportunity to take up continuing education on a flexible basis while remaining in employment. Courses offered by private organisations must be approved under the Distance Learning Protection Act (*Fernunterrichtsschutzgesetz - FernUSG*). Approval is given by the Central Office for Distance Learning (*Staatliche Zentralstelle für Fernunterricht - ZFU*) of the *Länder*. The approval procedure includes checks on the factual and didactic quality of the teaching material in relation to the course objective, as well as on advertising and on the form and content of the distance learning agreement to be concluded between the student and the distance learning institute. The range of subjects is wide and comprises social sciences, education and psychology, humanities, languages, business and commerce, mathematics, natural sciences and technology, leisure, health and housekeeping, school leaving qualifications - e.g. *Hauptschulabschluss*, *Realschulabschluss*, *Abitur* -, qualifications for state-certified business manager, engineer and translator, computer courses.

In 2009, there were a total of 2,264 licensed distance-learning programmes (2008: 2,087). Of the 2,264 distance-learning programs, 63.7% are in preparation for an examination while 36.3% are non-examined programmes. Of all final assessments, 16.1% are examinations regulated by public law, 6.6% are state examinations, and 41.1% are the institutes' own internal examinations. 1,470 (64.9%) of the total distance-learning programmes relate to VET.

In 2009, there were 356 institutes offering distance-learning programmes (2008: 345; a 3.2% increase). (BIBB 2010, p. 316ff)

The degree by distance learning (*Fernstudium*) must be differentiated from other distance-learning programmes. Distance-learning degrees are run by higher education institutions and geared towards a recognised academic degree. The applicable regulations are the universities' degree and exam regulations. The number of participants in degrees by distance learning has shown significant growth. In the winter semester of 2008/2009, 15.9% more students were enrolled than one year earlier.

## E-LEARNING

The e-learning continuing training database *ELDOC* ([www.eldoc.info/](http://www.eldoc.info/)), operated by the Federal Institute for Vocational Education and Training (*BIBB*), lends support to those planning their continuing training and interested in finding suitable e-learning or blended learning provision. Those searching the database, which currently contains 1,757 (1,077: 2008) continuing training offers from 153 (182: 2008) providers (status: 19.8.2010), receive a transparent and comparable presentation of the relevant providers and the courses they offer. The main focuses of the *ELDOC* database are the areas of computers/IT, economics and law, cross-curricular qualifications, languages, technology and the natural sciences. There are also useful links to other continuing training databases, checklists and general information on topics related to continuing training and e-learning.

## 6.1.2. MAJOR CHARACTERISTICS OF FORMAL CVET

### ISCED LEVELS

Cases with advanced vocational qualifications, i.e. a *Meisterbrief* or some other diploma from a Fachschule (trade and technical schools and master's schools) are classified as ISCED 5B.

### TARGET GROUPS

Publicly promoted CVET is targeted at various groups, from unemployed people with no school-leaving or vocational qualifications to executives. The aims, content and duration of courses vary accordingly. Only some of these courses are designed to lead to qualifications which are recognised by law or awarded by industry's self-governing organisations (Chambers).

### PROVIDERS AND TYPES OF COURSE/QUALIFICATION AND PARTICIPATION

The most important providers/types of CVET courses/programmes are:

- For further vocational training (also see 6.1.1)

**Trade and technical schools (in full-time or part-time form) and master's schools (Fachschulen)** provide a further intermediate qualification building on the vocational training completed, e.g. to become master, technician. Further vocational training as a "Meister" entitles the holder to practise a craft trade independently and to employ and train apprentices and opens up access to courses at craft academies and Fachhochschulen or even Hochschulen, see 2.1.3.

Trade and technical schools offer courses in agronomy, design, engineering, business and social affairs, with over 160 subjects. Like master's schools, they end with a final state examination under *Land* law. The conditions for entrance vary depending on the subject area, for trade/technical school an applicant normally requires a qualification in a recognised training occupation of relevance to the objective of the subject concerned, and relevant work experience of at least one year, or a qualification from a full-time vocational school and relevant work experience of at least five years. During the 2008/2009 school year, 152,268 people attended a trade or technical school (49.7% female). This is an increase of 4.7% to 2007/2008 (Statistisches Bundesamt 2009d).

After obtaining a vocational qualification and gaining work experience, it is possible to take an **upgrading qualification** (e.g. as a technical engineer, master craftsman, business specialist or certified senior clerk - *BBiG* Sections 53 ff). At Federal level there are currently around 200 such qualifications, of which master craftsman qualifications account for 170. This **formal advanced training** must be distinguished from **continuing vocational training**.

- For continuing vocational training

Private providers, accounting for 48%, form the largest group of CVET providers; of these 68% are commercial operators and 32% non-profit organisations. The second-largest group consists of establishments run by associations, churches and trade unions at 15%, closely followed by community adult education centres at 12%, and in-company/industry-based establishments, also at 12% (BIBB 2010, p. 299). Continuing education providers include vocational schools, community adult education centres, universities (of applied sciences), academies, chambers, professional associations, etc.

63% of establishments offer general and vocational continuing education, 31% offer vocational continuing education only, and 5% offer general continuing education only. Within the domain of continuing vocational education, one-third of providers specialise mainly in leadership and management training, and one-quarter in each of the

thematic areas of occupation-specific IT skills, business training, technical training and social/medical/nursing/educational training.

(see also [www.wbmonitor.de](http://www.wbmonitor.de) and below)

In 2007, more than a quarter (26%) of all 19 to 64-year-olds participated in continuing vocational education, which reflects stagnation since 2003.

Women's participation in continuing vocational education is lower than men's. However, compared to 1991 this disparity was reduced to 5% in the year 2007. The disparity between women and men is primarily explained by their differential participation in the labour market.

If we consider only people in employment, the participation rates have moved closer together over the years, reaching 34% (women) and 35% (men) in 2007 (von Rosenblatt/Bilger 2008, p. 229). According to the 10<sup>th</sup> BSW survey conducted in 2007, roughly 68% of salaried employees in Germany participated in one or more forms of informal learning in 2006 (cf. *ibid.*, p. 16). The two most frequently selected forms were “self-learning through experimentation and observation” (49%) and “study of occupation-related literature” (43%) respectively. 27% received instruction from co-workers and from superiors (cf. *ibid.*, p. 17). The survey results also show that 39% of the respondents had learnt something on their own off the job, non-formally, at least once during 2006 (*ibid.*, p. 18).

As in past years, in 2007 participation in organised continuing education was significantly less frequent in the over-50s. Although the disparity to the detriment of younger age groups is reducing, their share still remains below the 20% mark. The 35 to 49-year-old age-group are the most frequent participants in continuing vocational education and training. (All data based on the Continuing Education Reporting System (Berichtssystem Weiterbildung, BSW))

## STATISTICAL TOOLS FOR CVET

By setting up its Continuing Education Reporting System (Berichtssystem Weiterbildung, BSW) in 1979, Germany made an early move to establish the statistical basis for continuous and differentiated reporting on continuing education. Since then, surveys have been carried out on a 3-year cycle. Statistical data is collected on training courses attended in the category of “continuing vocational education and training” which are “directly related to work”, e.g. retraining, professional upgrading, induction and adaptation to new occupational demands (cf. von Rosenblatt/Bilger 2008, p. 10). Since the end of the 1980s the BSW has been progressively extended to cover new aspects, particularly in the area of informal learning. A similar reporting scheme is now being introduced for European training statistics in the form of the Adult Education Survey (AES).

The Federal Institute for Vocational Education and Training (BIBB) has been drawing up the “Continuing training monitor” or “wbmonitor” as mentioned above since 2001 in order to monitor developments in continuing training and make such developments transparent to continuing training providers and the general public. A wbmonitor survey conducted at the end of 2007 showed that there were a total of 17,000 continuing training institutions. The largest group of providers (56%) comprises private sector commercial organisations. A rough estimate carried out by the wbmonitor revealed that approximately 119 million hours of continuing training were conducted in the year 2007 (BIBB/DIE, wbmonitor).

## STATE SUPPORT FOR CONTINUING VOCATIONAL EDUCATION AND TRAINING

- **Career Advancement Training Promotion Act (AFBG, known as “Meister-BaföG”):** This law, jointly financed by the Federation and the *Länder*, gives craftsmen and other skilled workers a statutory individual entitlement to financial assistance with further training. The financial assistance comprises subsidies (or, as from a certain amount, bank loans at favourable rates) for the course and examination fees of master’s courses or other courses leading to a comparable further training qualification. In 2009, the number of individuals assisted was approx. 158.000, an increase of 12.9% from the year 2008. The proportion of women under “Meister-BaföG” in 2009 was 31%. (BMBF, <http://www.bmbf.de/press/2911.php> cited: 18.08.10)
- **Vocational Training Programme for the Highly Talented (*Begabtenförderung Berufliche Bildung*):** Since 1991 the Federal Ministry offers particularly gifted young workers a grant for individual CVET (a similar programme exists in academic education). One of its aims to underline the importance of continuing training throughout working life rather than to view training as being finished on achievement of an initial qualification. In 2008, 5.991 (2007: 5.220) new persons were selected for promotion. The majority of new grant recipients were from fields under the chambers of industry and commerce (50.9%), followed by those from occupational fields overseen by a chamber of crafts (26.2%). 10.1% came from skilled health care occupations, 6.5% from liberal professions, 3.4% from the agricultural sector and 2.8% from the civil service (BIBB 2010, p. 331f; BMBF 2008b, *Table 22*).

## CVET AT THE INITIATIVE OF ENTERPRISES OR IN-COMPANY CVET (SOCIAL PARTNERS)

In-company CVET may take place in the company or outside but it is usually the company that pays for provision and it usually takes place during regular working hours. In the year 2008, around half of companies in Germany were registered as active in continuing education. This testifies to continuation of the steady increase in in-company CVET (BIBB 2010, p. 289). In the year 2008, a good 26% of employees were involved in continuing education measures, a healthy 4% rise since 2007.

### 1. COLLECTIVE AGREEMENTS

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

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

In addition to the collective agreements on sectoral/regional level there are more than 200 agreements at company level (Busse and Heidemann, 2005).

### 2. STATISTICS IN THE FIELD OF IN-COMPANY TRAINING

The definition of CVET plays a central role when calculating the percentage of employees taking part in in-company provision. The main question is whether the definition should be

restricted to formal courses and seminars or whether it should also include non-formal and/or informal forms, e.g. information events, on-the-job-learning, job rotation and self-regulated learning.

The following three studies can be used for analysing the structure of participation in in-company CVET:

- Company Panel conducted by the Institute for Employment Research (*Institut für Arbeitsmarkt- und Berufsforschung - IAB*) which is a survey of employers. It was first carried out in 1993. The basic set includes companies with at least one employee subject to social insurance contributions. The questionnaire combines standard topics with *ad hoc* issues (in-company CVET was a focal point in the 1997, 1999 and 2003 surveys);
- Surveys of the Institute for Business Research Cologne (*Institut der deutschen Wirtschaft Köln - IW*) carried out every three years since 1992. It is based on a representative sample of enterprises in the chambers of industry and commerce, the chambers of crafts and the chambers of agriculture. The sample is drawn anew for each survey;
- German survey in the context of the EU Continuing Vocational Training Surveys CVTS I, II and III (1994, 2000 and 2006).

The IW survey uses a broad concept of CVET that encompasses not only internal and external courses but also participation in information events and retraining measures, learning in the work situation and self-regulated learning using media. According to the recent 2008 study of the Institute for Business Research, 84% of companies invested in CVET activities of their employees (Lenske, Werner; Werner, Dirk (2009) in: “Umfang, Kosten und Trends der betrieblichen Weiterbildung - Ergebnisse der IW-Weiterbildungserhebung 2008” [http://www.iwkoeln.de/Portals/0/pdf/trends01\\_09\\_3.pdf](http://www.iwkoeln.de/Portals/0/pdf/trends01_09_3.pdf), cited: 27.08.2010)).

In CVTS other types of CVET (e.g. information events, job rotation and quality circles) are considered. According to the CVTS III of 2006, 69.5% of enterprises offered some kind of CVET in 2005. Germany is thus above the EU 25 average (i.e. not yet considering Bulgaria and Romania) of 61%, and is ranked in 10th place. (Behringer Friederike; Schönfeld, Gudrun in: <http://www.bibb.de/de/55365.htm>, cited: 27.08.2010).

In terms of industry branches, participation rates vary: While in the insurance and loans industry nearly every company (99%) made available CVET for its staff, this share was only 52.7% in the hotel and restaurant sector (cf. Schmidt, 2007, p. 705).

Both, the IW survey and CVTS III underline the increasing importance of less formal and more open forms of learning. But also the content of in-company CVET has changed. While in the past imparting qualifications related to a specific subject field was one of the most important areas, now key competences, particularly methodical and personal competences (self-dependent action, capacity for teamwork, customer orientation) come to the fore (Busse and Heidemann, 2005).

This is also shown in the following tables:

<b>WSTATUS / GEO</b>	<b>Employment</b>	<b>Inactive population</b>	<b>Total</b>	<b>Unemployment</b>
<b>EU 27</b>	6.2	6.4	6.3	6.3
<b>DE</b>	4.2	8.6	5.2	5.6

Source of data: Eurostat Date of extraction: 03.05.2010

*Description: The indicator represent the share of people (aged 25-64) that participated in formal education and training in the 12 months prior to the survey. Specific rates are calculated by labour status*

Link to data: [http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=trng\\_aes\\_103&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=trng_aes_103&lang=en)

**TABLE 6B: PARTICIPATION RATE IN NON FORMAL EDUCATION AND TRAINING BY LABOUR STATUS (%), 2007**

WSTATUS / GEO	Employment	Inactive population	Total	Unemployment
EU 27	40.5	13.2	32.7	20.4
DE	51.6	21.5	43.1	25.9

Source of data: Eurostat Date of extraction: 03.05.2010

*Description: The indicator represents the share of people (aged 25-64) that participated in formal education and training in the 12 months prior to the survey. Specific rates are calculated by labour status. Specific rates are calculated by labour status.*

Link to data:

[http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=trng\\_aes\\_103&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=trng_aes_103&lang=en)

**TABLE 6C: PARTICIPATION RATE IN FORMAL EDUCATION AND TRAINING BY HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2007**

ISCED97/ GEO	0-2	3-4	5-6	Total
EU 27	2.5	5.7	12.2	6.3
DE	2.5	5.2	7.1	5.2

Source of data: Eurostat (AES); Extracted on: 03.05.2010;

*Description: The indicator represents the share of people (aged 25-64) that participated in formal education and training in the 12 months prior to the survey. Specific rates are calculated by highest level of education attained*

Link to data:

[http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=trng\\_aes\\_102&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=trng_aes_102&lang=en)

**TABLE 6D: PARTICIPATION RATE IN NON FORMAL EDUCATION AND TRAINING BY HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2007**

ISCED97/ GEO	0-2	3-4	5-6	Total
EU 27	16.3	33.3	52.8	32.7
DE	18.5	43.2	60.3	43.1

Source of data: Eurostat Date of extraction: 03.05.2010

*Description: The indicator represents the share of people (aged 25-64) that participated in non formal education and training in the 12 months prior to the survey. Specific rates are calculated by highest level of education attained*

Link to data:

[http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=trng\\_aes\\_102&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=trng_aes_102&lang=en)

## PLANNING AND FORECASTING MECHANISMS

Germany's CVET needs are not determined on a continual, nationwide or systematic basis, which is partly due to the diversity and plurality of providers. A number of projections regarding jobs and qualification levels have been made to help assess how the labour

market will develop in the face of globalisation and technical progress (cf. inter alia Dostal/Reinberg/Schnur, 2002). (See Theme 8.1.; for Impact of financial and economic crisis see 3.).

### QUALITY ASSURANCE MECHANISMS

Since 2001 BIBB has conducted regular surveys of CVET providers to gather information on practitioners' views of current topics and problems in CVET (see above, wbmonitor).

The survey of 2009 inquired into the influence of the macro-economic climate on market retention by continuing education providers. One-quarter of continuing education providers assess the influence of the economic crisis on market retention positively, e.g. due to an increase in training inquiries; one-third negatively. A large proportion (41%) however sees neither positive nor negative impacts (BIBB 2010, p. 295). On analysis of the provider spectrum by the main financing sources of establishments, considerable differences are noticeable. Those able to profit from the situation were overwhelmingly providers financed by employment offices (42% record a positive influence), which have provided extensive CVET funding based on the counter-cyclical economic stimulus package. Company-financed providers are feeling the impacts of companies' pro-cyclical behaviour, which led to cutbacks in CVET for employees during the 2009 crisis: 44% consider themselves adversely affected.

*Stiftung Warentest*, an independent foundation for testing product quality, has established a separate department for carrying out CVET tests. The aim is to develop comparative training tests that can complement existing quality assurance systems. Publication of test results enhances awareness, on the part of providers that accept vouchers of credit for education/training, of the importance of quality in the measures they provide. From July 2002 to December 2007, *Stiftung Warentest* carried out around 100 tests of CVET courses as part of a project funded by the Federal Ministry of Education and Research (*BMBF*). Since 2008, CVET tests have been allocated routine funding by the *BMBF*.

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

## 6.2. NON-FORMAL EDUCATION

### 6.2.1. GENERAL BACKGROUND

Legally, the acceptance of competences acquired from non-formal and informal learning is not recognised. Moreover, the issue is widely viewed as less important by those involved in policy and practice. Little use is made of competencies acquired informally (including commitment to social and community service) for the purposes of the formal education system (admission procedures, training and study programmes, certification at upper secondary level and in higher education). The various qualitative and quantitative certification procedures (examination boards, assessments etc.) are not used to recognise competences acquired outside the formal system.

### 6.2.2. MAJOR CHARACTERISTICS OF NON-FORMAL CVET

In the past five or six years, a trend has been apparent for competences to be recorded and documented with the aid of continuing training passes:

The “**ProfilPASS**”, introduced in 2006, aimed at “self-diagnosis” of individual competences and at making them visible ([www.profilpass-online.de/index.php](http://www.profilpass-online.de/index.php)). Users are guided through and supported in this process by a list of questions. The *ProfilPASS* takes account of all places of learning in which the learner has acquired competences.

The “qualification pass” designed for the second-chance qualification of adult employees. This makes it possible to document and compile vocational qualifications and experience acquired both within and outside the framework of traditional training and continuing training ([www.qualifizierungspass.de](http://www.qualifizierungspass.de)).

In continuing education and training, the Federal Institute for Vocational Education and Training (*BIBB*) supervises the development of a system of continuing training profiles (cf. *Mucke/Grunwald, 2005*). The objective is to provide skilled workers in the information technology sector with career paths and career progression via three qualification levels (Level 1: Specialist, Level 2: Operative Professional and Level 3: Strategic Professional). The IT continuing training system requires a high degree of comparability at the level of operational and strategic professionals with higher education qualifications such as Bachelor's and Master's which creates opportunities for credit transfer.

### 6.3. MEASURES TO HELP JOB-SEEKERS AND PEOPLE VULNERABLE TO EXCLUSION FROM THE LABOUR MARKET

Promotion of CVET for unemployed people and those at risk of unemployment is the responsibility of the Federal Employment Agency (*Bundesagentur für Arbeit - BA*). The BA is under the jurisdiction of the Federal Ministry of Labour and Social Affairs (*Bundesministerium für Arbeit und Soziales - BMAS*).

In 2003, the first law on modernising labour market services (*Erstes Gesetz für moderne Dienstleistungen am Arbeitsmarkt*) was introduced. The main change was the introduction of an education voucher (*Bildungsgutschein*), (see 10.2.1). This can be issued by employment agencies to unemployed people or somebody at risk of unemployment to access subsidised continuing vocational training after an advisory discussion. The education voucher shows, among other things, the training objective and time needed to achieve it, the scope of regional validity, and the duration of validity (three months maximum). The education voucher can be redeemed by the participant with a provider of his choice authorised to finance continuing training.

Employees in short-time working receive financial support from the government for appropriate continuing training. Policymakers are also appealing to employers to motivate their employees to take part in continuing training. The financial crisis is being viewed as an opportunity to counter the impending shortage of skilled workers (see 3.1).

#### PROVIDERS AND TYPES OF COURSE/QUALIFICATION

Promotion of CVET under the Federal Government's Social Code III (*Sozialgesetzbuch III - SGB III*) includes the following measures:

- further vocational training: schemes to assess, maintain, extend or adapt the vocational knowledge and skills of adults who have a vocational qualification or appropriate work experience;
- vocational retraining leading to a qualification in a recognised occupation requiring formal training (*anerkannter Ausbildungsberuf*): targeted mainly at unemployed people with no vocational qualifications.

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

In 2006, the Federal Employment Agency launched the special programme “Continuing vocational education and training for low-qualified and older workers in companies’ (*WeGebAU*) which supports training for older employees (over the age of 45 in companies with fewer than 250 employees) and unskilled workers (cf. BMBF, 2008b, p. 198f.). The programme also targets the unemployed and jobseekers, however, who are either minimally qualified or older. To qualify for support, the continuing education measure must be more than just a refresher course, i.e. it must contribute to the acquisition of an occupational qualification or a module towards such a qualification. Both the training course costs and a wage subsidy can be paid. In the year 2008, the programme made its breakthrough: 61,982 entries were recorded, a rise of 112% on the previous year. 33,411 of entries in 2008 are attributable to the funding of CVET (BIBB 2010 pp.326).

The volume of expenditure amounted to EUR 167 million in 2008, and EUR 148 million were drawn down just in the first half of 2009.

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

## 7. TRAINING VET TEACHERS AND TRAINERS

### 7.1. TYPES OF TEACHERS AND TRAINERS IN VET

Teachers are employed in the various vocational schools, while trainers are skilled workers in enterprises, who provide trainees with the knowledge and practical skills required for an occupation. In addition to teachers and trainers, the staff of VET workshops for disabled people also include psychologists, doctors and social education workers. There are different types of learning facilitators, e.g. the training counsellors of the chambers who advise trainees and employers on all problems connected with training, and the vocational guidance counsellors employed by the Federal Employment Agency (*Bundesagentur für Arbeit - BA*). The following table provides an overview of the types of teachers and trainers in the German VET system.

#### 7.1.1. TEACHING AND TRAINING OCCUPATIONS IN VET

TABLE 7A: TYPES OF TEACHERS AND TRAINERS IN THE GERMAN VET SYSTEM	
TYPE OF TRAINING	TYPE OF STAFF
<b>IVET</b>	
<b>DUAL SYSTEM OF TRAINING</b>	<ul style="list-style-type: none"> <li>➤ <b>Trainers</b> (instructors) or masters within companies (<b>Certified educators/trainers in professional education, Certified educators/trainers in initial and continuing vocational education</b>) including the responsible VET managers in large companies);</li> <li>➤ <b>VET teachers</b> in the vocational schools (two categories: 1. university trained teachers for job-related theory and general education subjects; 2. <i>Werklehrer</i> (master craftsmen or technicians with additional further training) imparting practical skills)</li> <li>➤ <b>Instructors and trainers</b> within inter-company VET centres (<i>ÜBS</i>)</li> </ul>
<b>SPECIAL VET FOR DISADVANTAGED LEADING TO DUAL SYSTEM DIPLOMAS</b>	<b>VET teachers/trainers</b> within private institutions
<b>FULL-TIME VOCATIONAL SCHOOLS</b>	<b>VET teachers</b> in vocational schools ( <i>see above</i> )
<b>LEARNING FACILITATORS</b>	<b>Youth workers</b> in training schemes for the disadvantaged, <b>training counsellors</b> in the chambers, <b>vocational guidance counsellors</b> employed by the Federal Employment Agencies etc.
<b>CVET</b>	
	<ul style="list-style-type: none"> <li>➤ <b>VET teachers</b> in vocational schools</li> <li>➤ <b>VET teachers/trainers</b> of <i>Volkshochschulen</i> (adult education centres)</li> <li>➤ <b>VET teachers/trainers</b> within CVET institutions (state recognised or not) or <b>freelance individuals</b></li> <li>➤ <b>Certified educators/trainers in continuing education</b></li> <li>➤ <b>Company employees</b> concerned with CVET</li> </ul>

Source: Compiled by the authors

There are differences between the various types of VET personnel in terms of: formal qualification, legislation governing their activities, type of work contract, salary etc.

- Teachers are subject to the non-profit educational world with a lifelong job guarantee and with salaries not based on achievement considerations. The relevant legal standards include the laws and regulations on teacher training, the study directives on study programmes for the teaching profession, the training regulations on teaching practice and the examination directives for the first and second state examinations.
- On-the-job trainers are subject to the industrial world and are vulnerable to economic developments and dismissal. At least one person in the training firm or in the training institution must possess the quality of trainer aptitude as certified according to the AEVO. Alongside this person, many staff trainers are involved in initial vocational training. Since 2009 it has been possible to qualify as a Certified educator/trainer in initial and continuing vocational education or a Certified educator/trainer in professional education (see 7.2.1).

### 7.1.2. RESPONSIBLE BODIES

In Germany are several bodies responsible for the Regulation of teacher and trainer training arrangements. The Teachers for classes in schools need the Exam. Examinations are the responsibility of state examination offices or *Land* examination commissions. The courses in IVET are based on curricula defined by the Länder authorities.

The requirements for in-company trainers in IVET are governed by the Vocational Education and Training Act (Sections 28-30 *BBiG*) and the Ordinance on Trainer Aptitude (*AEVO*); there are no explicitly formulated training provisions for staff working in continuing vocational training. To assure the quality of in-company training, the Chambers of Industry and Commerce are responsible for monitoring the Regulation on Trainer Aptitude and the occupation's relevant training regulation. Pre-service training for trainers is governed by Federal law.

### 7.1.3. RECENT REFORMS TO VET TEACHER/TRAINER TRAINING

The **Ausbilder-Eignungsverordnung** (Ordinance on Trainer Aptitude, *AEVO*) was suspended in 2003 (see Pre-service (Initial) training for IVET Trainers and see 7.2). BIBB has evaluated this suspension. The results of this evaluation revealed that although a certain growth in training places had been achieved, negative effects could also be discerned in respect of quality and particularly in respect of the success of training. The Federal Government has reintroduced the duty to provide evidence of trainer aptitude pursuant to the *AEVO* with effect from the training year 2009/10 (BIBB 2008d).

The new qualification options that entered force on September 2009, to become a **Certified educator/trainer in initial and continuing vocational education** or a **Certified educator/trainer in professional education**, are intended to assure the quality of initial and continuing vocational education and to further professionalise training staff. ("Educator/trainer in initial and continuing vocational education" and "Educator/trainer in professional education" qualifications, see 7.2.1)

## 7.2. TYPES OF TEACHERS AND TRAINERS IN IVET

### 7.2.1. TYPES OF TEACHERS, TRAINERS AND TRAINING FACILITATORS IN IVET

#### IVET TEACHERS

Teachers at vocational schools are responsible for the theoretical part of vocational training. They teach part-time courses in their subject fields and assess student (apprentice) performance. Experienced teachers may be promoted to become *Fachleiter* (senior teachers) in their subjects where they can also take part in school management and develop the curriculum within the boundaries provided by the *Länder* authorities. IVET teachers can be divided into two groups:

1. **Teachers for classes in vocational schools/vocational schoolteachers** (teachers giving theory and general job-related lessons): These teachers provide young people with the necessary subject-specific theoretical knowledge and with in-depth and extended general education in the context of their future occupation. They teach both vocational subjects (e.g. metalworking techniques, electrical engineering, home economics, healthcare) and general subjects (e.g. German, English, mathematics, politics, physics).
2. **Teachers teaching vocational practice** (practical skills teachers (*Werklehrer* or *Fachlehrer* in some *Länder*) e.g. in school workshops, builder's training yards, business training offices, school kitchens, laboratories, demonstration workshops): Their task is to provide young people undergoing in-company training with subject-specific practical teaching. They teach in industrial/technical and home economics schools and, in some *Länder*, also in business schools. In vocational schools (industrial/technical schools), state-examined technicians or certified masters are used to teach vocational practice. In home economics schools, specialised teachers teach home economics and crafts. In business schools, specialised teachers are trained to teach word processing and office management.

<b>PLACE OF WORK</b>	<b>TYPE OF OCCUPATION/TRAINING</b>
<b>VOCATIONAL SCHOOL (PART-TIME OR FULL-TIME)</b>	<p>VET teachers with a university diploma (<i>Lehrer an beruflichen Schulen</i>) Among them:</p> <ul style="list-style-type: none"> <li>➤ VET teachers at industrial VET schools,</li> <li>➤ VET teachers at commercial VET schools,</li> <li>➤ VET teachers with other specialisations.</li> </ul>
<b>VOCATIONAL SCHOOL (PART-TIME OR FULL-TIME)</b>	<p>Teachers imparting practical skills (<i>Werklehrer, Fachlehrer</i>)</p>

Source: Compiled by the authors

#### IVET TRAINERS

In Germany, the designation “trainer” is used in association with in-company training as an umbrella term. Trainers instruct trainees as their main or secondary job. In small or medium-sized enterprises with few trainees, training is often the trainer’s secondary job. In larger enterprises, training is usually the trainer’s main job and they work in training departments. Those responsible for training are of particular importance as they are

skilled workers who, in addition to their specialised tasks, take on training tasks in the enterprise's departments, on assembly lines, in commercial and engineering offices or in the service sector. As trainees pass through the enterprise, trainers provide them with the knowledge and skills required in their job.

The two new further training qualifications that came into force on 1.09.2009, the **Educator/trainer in initial and continuing vocational education** (Federal Law Gazette 2009a) and **Educator/trainer in professional education** (Federal Law Gazette 2009b) offer training staff the possibility of upgrading their qualifications to meet the demands of their role. The advanced training courses are offered by various training providers.

Thus there are three successive building blocks for the qualification of training staff:

1. The entrance-level qualification for all vocational trainers is the new Ordinance on Trainer Aptitude (*AusbilderEignungsverordnung, AEVO*).
2. The second level is the "Certified educator/trainer in initial and continuing vocational education" (*geprüfte/r Aus- und Weiterbildungspädagoge/in*) qualification.

After taking and passing the examination pursuant to the Ordinance on Trainer Aptitude or acquiring a similar qualification along with a minimum of either one or two years professional experience respectively, candidates meet the admission requirements for advanced vocational training as a **Certified educator/trainer in initial and continuing vocational education**. The aim of the advanced training is the qualification to plan and implement training processes in initial vocational training and in company continuing education, and to put into practice the training regulations. The advanced vocational training course develops professional skills in recruiting and selecting apprentices, and in advising and supporting both apprentices and employees in their vocational learning. The training content also covers assuring the quality of teaching and learning processes and implementing education and training measures.

3. This lays the foundation for the third level, that of the "Certified educator/trainer in professional education" (*geprüfte/r Berufspädagoge/-in*) qualification.

This higher qualification is suitable for full-time vocational trainers who would like to develop and consolidate their educational and methodological expertise. Key points in addition to the contents of the certified initial and continuing vocational educator include management processes in vocational education as well as personnel development and counselling. The goal of the examination is the demonstration of the necessary qualifications to take independent responsibility for the organisation and planning of vocational education processes, learner and learning support, educational marketing, controlling, quality management and leadership functions in institutions of in-company and extra-company training.

Those employed in the field of vocational education and training now have, for the first time, a systematic career progression chain. Stage 3 ultimately establishes permeability from the training course to defined Bachelor's degree courses.

If it is not possible for all the necessary knowledge and skills to be provided in full, the missing content can be provided or supplemented by training measures outside the place of training, for example via cooperation with other enterprises, inter-company vocational training centres (*überbetriebliche Berufsbildungsstätten - ÜBS*) or coherent training structures (*Ausbildungsverbünde*).

TABLE 7C: IVET TRAINERS		
TYPE OF TRAINING	TYPE OF STAFF	WORK PLACE
DUAL SYSTEM	Trainers (instructors) or masters within companies (including in big companies the responsible VET managers). Certified educators/trainers in initial and continuing vocational education, and in professional education	Companies
DUAL SYSTEM	Instructors and trainers within inter-company VET centres ( <i>ÜBS</i> ).	Training centres usually run by the chambers.
DUAL SYSTEM	VET teachers in the vocational schools, two categories: university trained teachers for job-related theory and general education subjects; master craftsmen or technicians with additional further training ( <i>Werklehrer</i> ) imparting practical skills.	Part-time vocational schools ( <i>Berufsschule</i> )
SPECIAL VET FOR DISADVANTAGED (AND DISABLED) LEADING TO DUAL SYSTEM DIPLOMAS	VET teachers/trainers ( <i>see above</i> )	(Private) training institutions offering special training courses for disadvantaged or disabled youngsters

Source: Compiled by the authors

#### PRE-SERVICE (INITIAL) TRAINING FOR IVET TRAINERS

Under the statutory provisions of the Vocational Education and Training Act (Sections 28-30 *BBiG*) and the Regulation on Craft Trades (Section 21 *HwO*), trainers must be suitable both personally and in terms of specialised knowledge to train young people. Subject aptitude involves, in particular, the specialised vocational skills and knowledge required for the relevant occupation. As a rule, trainers must have a qualification in a subject area appropriate to the training occupation. However, vocational training also includes knowledge of the educational theory of the occupation and job. Until 31 July 2003, a test of trainer aptitude was required in accordance with the Ordinance on Trainer Aptitude (*Ausbilder-Eignungsverordnung - AEVO*). On 1 August 2003, for a trial period of five years this was suspended with the aim of making in-company training easier and promoting the provision of in-company training places. Due to the findings of a study that the Federal Institute for Vocational Education and Training (BIBB) conducted in cooperation with the SALSS research group from October 2006 to November 2007 (*Ulmer/Jablonka, 2007*) the BMBF decided to reintroduce the *AEVO* with the beginning of the training year 2009/2010 at 1<sup>st</sup> August 2009. Until then, the companies do not have to furnish proof of an appropriate certificate of their training staff in accordance with the *AEVO*.

The Chambers' responsibility for monitoring training quality remained unaffected by the suspension of the *AEVO*.

## IN-SERVICE (CONTINUING) TRAINING FOR IVET TRAINERS

There is no obligation for IVET trainers to participate in CVET. There are, however a number of in-service courses on offer. In large companies, in the context of staff development, for example, further and continuing training is often offered in their own training departments or in external premises and educational establishments, by their own or external personnel. Trainers in SMEs have the option of attending courses of further training organised by Chambers or professional associations.

### 7.2.2. PRE-SERVICE AND IN-SERVICE TRAINING OF IVET TEACHERS

Pre-service training for all teachers comprises two phases:

The **first phase** comprises a course of study at a university or university equivalent. Depending on the *Land* concerned, the course normally lasts eight to ten semesters. It includes:

- an academic component involving at least two subjects - a main vocational subject (with a choice of 16 options, e.g. economics and administration, electrical engineering, textile engineering and clothing, colour techniques and interior design, nutrition and home economics, social education) and a second subject from general education (e.g. German, English, mathematics, politics, physics, sport);
- the relevant specialised teaching methods which;
- an educational science component, with obligatory study of pedagogy and psychology;
- supporting periods of teaching practice, in some cases for several weeks.

Candidates for teaching courses must have their *Abitur*, or, with restrictions, the subject-based certificate of entitlement to higher education. Secondly, the applicant must either possess a relevant vocational qualification in the occupational field or demonstrate prior practical vocational training for 3-12 months (work experience in an enterprise or work in the relevant occupational field), depending on the *Land* concerned. The course of study ends with the first state examination (teaching posts in upper secondary level vocational subjects or in vocational schools).

The **second phase** of teacher training is teaching practice (*Referendariat*). It consists of sitting in on classes, teaching with guidance and independent teaching in designated training schools, and a pedagogic and educational science component in practical seminars (study seminars), in which the experience acquired through practice is reappraised and consolidated. Teaching practice normally lasts two years and ends with the second state examination. Some *Länder* currently shorten the teaching practice to 18 months, and in some cases to 12 months, partly by crediting semesters of practical experience, other practical studies, etc.

The **third phase** is lifelong “on-the-job learning”. It covers the whole of the career and provides for further development, maintenance, updating and extension of teachers’ vocational competence.

No higher education is required to work as a teacher teaching vocational practice in the VET school system. As a rule, such teachers have a vocational background as a foreman or skilled worker (industry) or a qualified craftsman (crafts). Training takes place in teaching practice in a school and in pedagogic vocational seminars (single-stage training). In most *Länder*, the requirement for access is to have passed the master craftsman’s qualifying examination or to have a qualification from a trade/technical school and a number of years of vocational experience.

## IN-SERVICE (CONTINUING) TRAINING FOR IVET TEACHERS

The goals are laid down by most *Länder* in their teacher training legislation or school legislation. Other details about organisations which provide further teacher training and about applications, admission and release from teaching duties for attendance of courses are regulated by directives. In all the *Länder*, the obligation of teachers to undertake further training is expressly laid down by law or statutory regulation. The employer (usually the Ministry of Education) is in turn obliged to ensure appropriate training measures.

State further teacher training (*staatliche Lehrerfortbildung*) serves to maintain and extend teachers' vocational competence. The content may relate to school subjects (e.g. introduction to new curricula), types of school, education and teaching objectives or certain key current topics (e.g. intercultural learning or new technologies). The courses usually take place in the form of seminars. There are also study groups, conferences, study trips and colloquia, as well as distance learning provision. It is not the same as continuing teacher training (*Lehrerweiterbildung*), which enables teachers to teach another subject or in an additional special field. Courses for further teacher training culminate in a supplementary examination (*Erweiterungsprüfung*) to the first state examination. Below this level there are continuing training courses leading to a teaching, e.g. entitlement to provide teaching a certain subject or at a certain type of school. Many continuing training courses serve to prepare teachers for special responsibilities (for example, work as a counselling teacher). Continuing teacher training usually lasts for a longer period.

## 7.3. TYPES OF TEACHERS AND TRAINERS IN CVET

### 7.3.1 TYPES OF TEACHERS, TRAINERS AND TRAINING FACILITATORS IN CVET

TABLE 7D: CVET TEACHERS AND TRAINERS	
PLACE OF WORK (MOST IMPORTANT PROVIDERS OF CVET)	TYPE OF OCCUPATION
Private or public VET schools.	Teachers ( <i>see IVET</i> )
State CVET institutions, i.e., colleges of continuing education sponsored directly by the state, which offer provision for public employees. The most significant of these are the in-service training courses for teachers run by the <i>Länder</i> .	Teachers
Community adult education centres ( <i>Volkshochschulen</i> ): these exist throughout the country.	<ul style="list-style-type: none"> <li>➤ Unpaid volunteers,</li> <li>➤ People that teach a few hours aside from their normal job (often school teachers),</li> <li>➤ Freelance workers that sell their courses on a commercial basis.</li> </ul>
Chambers of industry and commerce, and of craft trades and agriculture, which offer a broad range of CVET and contribute particularly to the professionalisation and training of the workforce by recognising qualifications.	Subject specialist with varied specific educational qualification (full-time, part-time, freelance)
Company-based CVET. Many large companies have built up their own internal training centres.	Company employees (full-time, part-time or volunteer 1. Certified educators/trainers in initial and continuing vocational education, Certified educators/trainers in professional education)

The German Federation of Trade Unions ( <i>DGB</i> ) maintains the largest institutions of vocational continuing education.	Subject specialists with varied specific educational qualification (full-time, part-time, freelance)
Commercial CVET institutions, whose number and range of provision have grown considerably. They target those who can pay, particularly in the areas of foreign language teaching and data processing, and take an active part in competing for public funds, notably under the Employment Promotion Act.	Employees and freelance subject specialist
Institutes of distance education.	Employees and freelance subject specialist
Training organisations of the various economic sectors, which organise vocational and industrial continuing education, especially in SMEs.	Employees and freelance subject specialist
Higher education institutions, which have an obligation to CVET under the Basic Higher Education Act. Some 30 higher education institutions and vocational higher education institutions have their own CVET centres. Many offer CVET in cooperation with other providers, trade unions and employers.	Teachers

Source: Compiled by the authors

### 7.3.2. PRE-SERVICE AND IN-SERVICE TRAINING OF CVET TEACHERS AND TRAINERS

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

## 8. MATCHING VET PROVISION WITH LABOUR MARKET NEEDS

### 8.1. SYSTEMS AND MECHANISMS FOR THE ANTICIPATION OF SKILL NEEDS

Systematic recording and research of the development of future skills needs in Germany was initiated in the resolutions passed in 1999 by the “Alliance for Jobs, Training and Competitiveness” (*Bündnis für Arbeit, Ausbildung und Wettbewerbsfähigkeit*, <http://www.bmbf.de/pub/buendnar.pdf>) and implemented within the subsequent initiative for the early identification of skills needs launched by the Federal Ministry of Education and Research (BMBF). The main part of this initiative is the research network “Early Identification of Skills Needs in the Network” (*FreQueNz*, [www.frequenz.net/](http://www.frequenz.net/)). It includes several research institutions, an education organisation, the Federal Institute for Vocational Education and Training (BIBB), the German Confederation of Trade Unions (DGB) and the German Employers’ Organisation for Vocational Training (KWB). The aim of *FreQueNz* is the timely identification of future skills needs and their evaluation in respect of their impact on VET. The emphasis is on recording changes in the market to enable a more rapid reaction to occupational skills trends. The task is to use these requirements to derive or develop models for future skills and occupational profiles.

At the Federal Institute for Vocational Education and Training (BIBB) new skills requirements are being monitored using different and complementary approaches:

- Occupational and qualifications projections

The Federal Institute for Vocational Education and Training (BIBB) and the Institute for Employment Research (IAB) work together in order to develop **model calculations on the development of the labour market until the year 2025**.

This study breaks new ground in methodological terms by the way in which it traces the routes between occupations learned and occupations exercised (occupational flexibility). Longer-term occupational field and qualifications developments can now be displayed in a more differentiated manner. This enables attention to be drawn at an early stage to the action required to facilitate greater matching accuracy of supply and demand on the labour market.

The projections show such as aspects as the areas in which a considerable shortage of skilled workers may occur and which skills levels will be under particular threat from unemployment

([www.qube-projekt.de](http://www.qube-projekt.de); accessed: 06.09.2010)

- Surveys of companies help to build up a comprehensive picture of technological and organisational developments in the companies and the associated skills requirements. Relevant surveys are conducted at regular intervals with the companies on the BIBB panel known as the Reference Company System (*Referenz-Betriebs-System*, RBS), which encompasses more than 2,000 training and non-training firms which vary in size, sector (e.g. industry, services, crafts) legal form, length of time in operation and main occupations employed. Furthermore surveys are carried out in selected sectors. These are geared towards particular fields of work, and yield sufficiently differentiated and empirically verified information on the requirements in individual occupations.
- Job advertisement analyses yield empirically verified information on the demand for skilled workers in the job market and the qualification profiles desired by companies (the ideal).
- Surveys of advertisers are conducted to find out whether the advertised vacancies were filled or the reasons why they were not (the reality).

- Surveys of guidance staff generate expertise on in-company strategies for change and skills development.
- Representative surveys of people in employment give indications of their subjective perception of expertise requirements, job profiles, working conditions and continuing education and training needs.
- Regular surveys of continuing education providers gather data on the implementation, reception and any modifications of courses offered, as well as experiences and assessments of trends in training establishments.
- The Prize for Innovation in Continuing Education and Training (WIP) is a direct initiative to seek out innovative approaches to continuing education and to set the tone for new developments and a contemporary style of VET.
- Structural and longitudinal studies of the continuing vocational education and training courses listed in the KURS database yield information on changes and trends in CVET provision.

These early identification activities by BIBB can best be subsumed under the heading of “qualification development research”. It homes in on changes in existing fields of work or the emergence of new fields, and the accompanying qualitative development in relation to changing or new qualification requirements faced by employees, including the factors which influence these. In this sense, BIBB's qualification development research apparatus is set up for an anticipative assessment of qualification needs which is also capable of identifying qualitative tendencies or trends.

Furthermore, the *BMBF* also supports the development of a “Labour market radar” (*Arbeitsmarktradar*), a system of future-oriented labour market monitoring.

The *Länder*, and several regions in different *Länder*, pursue their own region-specific activities for early identification (e.g. regional monitoring of qualification developments, surveys on skill needs).

The social partners are also involved in early identification issues, mainly in the context of modernising initial and further training regulations (Scharlowsky, 2007). When renewing training regulations in the dual VET system, due to changed qualification demands, experts from the social partners form working groups. All these activities are important contributions to the early identification of qualification needs. At the same time, they contribute to the implementation and transfer of measures to meet qualification needs within the VET system.

Besides that, investigations on skill needs and qualification development are carried out by:

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

## 8.2. PRACTICES TO MATCH VET PROVISION WITH SKILL NEEDS

Close cooperation between the social partners (employers' organisations, trade unions and employee's organisations) and the government is more or less a core element of the German VET system. Social dialogue and co-determination are vitally important means of ensuring the acceptance of reforms in the VET sector.

For in-company training, the vocational competences to be acquired are laid down in a training regulation. For teaching in vocational schools, there is a framework curriculum drawn up in line with the training regulation for every recognised training occupation. In view of the speed of technological and organisational change, many training regulations are revised every few years.

As a rule, the initiative for updating the occupational profile of a training occupation or for developing an entirely new occupation comes from trade associations, employers' associations, trade unions or the Federal Institute for Vocational Education and Training (*BIBB*). As a first step, vocational training regulations' benchmarks (*bildungspolitische Eckwerte*) are defined during an "application meeting" at the competent ministry (usually the Federal Ministry of Economics and Technology).

After hearing all players involved, the competent federal ministry decides in consultation with the *Länder* governments whether to proceed. In many cases, the *BIBB* issues an advisory opinion or, particularly when larger-scale revisions are being considered, conducts a research project before the ministry takes its decision. During the drafting and coordination phase, the training regulations (for firms providing in-house vocational training) and framework curriculum (for vocational schools) are drafted for the particular occupational profile and coordinated with one another.

The *BIBB* asks the employers' associations and trade unions to designate experts who, acting as experts on behalf of the Federal Government (representatives of actual in-house vocational training practice), then develop new training regulations or revise existing training regulations together with the Institute. Proceeding in concert with the work done by the Federal Government's experts, the *Länder*'s experts develop a draft curriculum for instruction held at part-time vocational schools. At the end of the drafting phase, the two groups of experts meet to discuss the two drafts and bring their respective content and timetables in line with one another.

Once the two have been coordinated with one another, the draft training regulations are forwarded to the Main Board (*Hauptausschuss*) of the *BIBB* for its comments. When the Main Board issues a positive position on the draft regulations, its statement also serves as the recommendation to the Federal Government to "issue" the particular vocational training regulations in the submitted form. The "Federal-*Länder* Coordination Committee for Vocational Training Regulations / Framework Curricula" eventually approves the new vocational training regulations and the framework curriculum that has been coordinated with it.

The competent ministry in conjunction with the Federal Ministry of Education and Research (*BMBF*) subsequently issues the training regulations and publishes them in the Federal Gazette. The date that a new set of regulations goes into force is usually the start of the next training year - in Germany, 1 August. They are also published together with the respective framework curricula and training profiles in the Federal Gazette.

On 2.8.2010 there were a total of 349 state-recognised training occupations (*BIBB* 2010b, p.5). Between 1996 and 2010 alone, 82 new training occupations were developed and 230 were modernised (*BIBB* 2010b, p.5).

The preparation and issuing of advanced training regulations for advanced vocational qualifications is carried out by the Federal Government. The procedure is in principle the same as for initial dual training regulations without the development and co-ordination of the school curriculum.

From the very outset, in the testing of innovative approaches for the continuing development of VET practice, the companies are active partners. **Pilot projects** interact between the three reference systems of VET practice, VET research and VET policy (cf. *BMBF* 2008b, p. 149). On the one hand this creates a need to balance divergent requirements, but on the other hand, it enables innovative approaches and ideas to be

developed cooperatively and structurally embedded in the three reference systems. Pilot projects place value on the organisation of VET practice, meaning that key approaches to content which originate in practice can also be developed and tested. In this way, ideas for innovative pilot project concepts generally come from actors in VET, i.e. from companies, training providers or from regional partners wishing to cooperate in piloting innovative approaches for a region or sector, whether as a contribution to high-quality IVET provision, to attractive careers in recognised occupations, or to other promising developments. For an overview on single pilot projects and pilot project series carried out by the Federal Institute for Vocational Education and Training (BIBB) see <http://www.bibb.de/en/1233.htm> (accessed: 27.08.2010).

## 9. GUIDANCE AND COUNSELLING FOR LEARNING, CAREER AND EMPLOYMENT

### 9.1. STRATEGY AND PROVISION

Guidance and counselling provision in Germany is embedded both in the overall employment strategy as well as in the educational sector and the lifelong learning strategy. Whereas there is a long tradition of guidance and counselling in German labour market policy as part of the legal responsibility of the Public Employment Service the issue of lifelong learning and lifelong and life wide guidance and counselling has only recently become a high level topic on the political agenda (BLK 2004) enhanced by European Lisbon strategy and its follow-up policy (Council Resolutions in 2004 and 2008, Bordeaux Communiqué 2008). A high level consulting board of experts to the Federal Minister of Education (Innovationskreis Weiterbildung) agreed on recommendations on lifelong learning and on related guidance and counselling issues (Empfehlungen des Innovationskreises Weiterbildung, BMBF 2008d) which were subsequently included in the Federal Government's "Concept for Lifelong Learning" (28.April 2008; <http://www.bmbf.de/de/lebenslangeslernen.php>). Further development of educational guidance, improved transparency and quality of services as well as regular further training of guidance practitioners are seen as necessary elements of lifelong guidance policy. The following programmes and activities are connected with these goals:

- A programme for funding further training of employed people includes compulsory provision of information and advice (*Bildungsprämie*).
- A follow-up programme to the former "learning regions"- programme was initiated: "Lernen vor Ort" ("local learning") which also includes the development of guidance activities and guidance provision by local communities.
- The conceptual phase for the development for an "Educational Guidance Service Telephone and Internet Portal", commissioned by the Federal Ministry of Education and Research, started in 2009. The aim is a nationwide service to support citizens who look for educational and vocational guidance and
- The development and later implementation of commonly agreed quality standards for career guidance services including competence profiles for guidance practitioners is the aim of a project which was started in 2009 by the German National Guidance Forum (nfb) in collaboration with the University of Heidelberg and with funding from the Federal Ministry of Education and Research. By means of an open consultation process including guidance and counselling providers, practitioners, users, scientists, policy makers, social partners and other stakeholders, quality standards and a quality development framework (QDF) will be defined and piloted by a small number of service providers. Results will be available in 2012 (<http://www.beratungsqualitaet.net>).
- Since 2007 Germany participates in the European Lifelong Guidance Policy Network (ELGPN; <http://www.elgpn.eu>). The report of the ELGN work programme 2008 - 2010 is available for download from the ELGPN website (ELGPN 2010).

There are some links and cooperation between labour market and educational policy with respect to guidance and counselling but so far no coherent cross-sectoral national lifelong guidance strategy. This is partly due to the federal structure of Germany's constitution and the division of responsibilities between the Federal Government and the 16 Federal States (Länder). The Länder have responsibility for the educational sector (schools and universities), the Federal Government is responsible for vocational training and further training as well as for labour market policy.

- Since the 1920's vocational guidance and counselling for youth and adults belongs to the legal obligations of the German Public Employment Service and its local employment agencies (Bundesagentur für Arbeit - BA). Until 1998 the state monopoly ensured that no one else except the BA was allowed to provide

guidance and counselling for young people in the phase of transition from school to work (“*Berufsberatung*”). Guidance and counselling for adults is also provided by the BA although in this area multiple providers, in particular further training institutions, some municipalities and private career counselling practitioners offer guidance and counselling services. With the abolition of the state monopoly, the private and semi-private market grew considerably - partly because the market was not regulated by requirements concerning the qualification of staff or any other quality standards despite some minor regulations concerning the financial situation and the practical facilities of the provider. The BA however is still the largest and most important provider of guidance and counselling services in Germany ([www.arbeitsagentur.de](http://www.arbeitsagentur.de)). It provides service for annually around 2 million students and school leavers and of course for all registered unemployed (in 2009 ca. 9.25 million new entrants). The intensity of the service however differs between the various target groups (see section 9.2).

- Guidance and counselling services in the educational sector mainly focuses on career education in school, advice on educational career paths or individual learning difficulties. It is part of the school’s and higher education institution’s responsibilities. The service varies between regions and schools. Very recently career education, work preparation and initiatives to ease the transition from school to work have been paid much more attention due to the high unemployment risk of school drop outs and students with poor performance. Universities have increasingly established career services in order to facilitate the transition from academic education to the labour market. There is however no systematic data collection on national level on guidance and counselling activities and performance in the educational sector.
- Some large municipalities began to establish educational guidance services in the 1980’s - independent from the guidance provision of the BA and private training providers to ensure independent and high quality service delivery for citizens who are aiming for further education (*Kommunale Bildungsberatung*). Due to financial restrictions many of them had to close down so that at the end of the 20th century there was more or less a lack of independent guidance provision especially for adults and employed persons aiming for further education and training.
- In order to implement and support a lifelong learning strategy in Germany the Federal Ministry of Education and Research (Bundesministerium fuer Bildung und Forschung - BMBF) launched a new government programme in 2001, called “Learning Regions Network” (<http://www.lernende-regionen.info>). With funding from the Federal Ministry local and regional networks were established in order to initiate regional lifelong learning and employment strategies including guidance and counselling provision. Training providers, employment agencies, chambers of commerce, enterprises, local schools and municipalities, trade unions, as well as other local actors and stakeholders, participated in the networks, and guidance services were in most cases an integral part of these “learning regions networks”. The funding period ended in 2007. By that time at least half of the local networks had succeeded in receiving stable funding from either the municipality or from the Federal State (*Land*).
- The follow-up programme “Local Learning” (*Lernen vor Ort*) is designed to support municipalities in their efforts to establish efficient education management systems including educational monitoring and educational guidance. Under the guidelines of this programme as well as the former “learning regions” programme municipal career guidance services have been established.
- In addition to these comprehensive all-age-guidance services there are special services for persons with disabilities, for persons with migrant background and

in the youth sector for disadvantaged youth who have dropped out of the educational and employment sector but also special guidance services for women entering or reentering the labour market. These services are often carried out by charitable or non-profit organisations, funded by either Federal or Länder Ministries but they are not always well connected to the other guidance services.

A study on guidance provision in Germany in the field of education, career and employment commissioned by the BMBF confirmed the highly fragmented and heterogeneous structure of guidance provision in Germany (BMBF 2007d). With the recently taken initiatives (see above) a new phase of joint action in lifelong learning and lifelong guidance strategy has been started.

## 9.2 TARGET GROUPS AND MODES OF DELIVERY

### EMPLOYMENT AGENCIES (AGENTUREN FÜR ARBEIT)

As a core function of employment agencies, careers guidance (*Berufsberatung*) is available to all citizens, irrespective of their age, training status, and personal working and living situation (Social Code III §§ 29 pp). Employment agencies provide information and guidance for all issues related to career development, choosing an occupation, training or a course of study, and to all labour market items. They apply a range of guidance and counselling techniques and have developed diagnostic tools for assessing readiness for training and vocational aptitude. Whereas the service for youths is quite comprehensive the **service for adults** is mainly focused on registered unemployed or those being at risk of becoming unemployed as well as on those receiving unemployment benefits with the aim of (re-)integrating them into employment. Due to restricted resources there is only a limited service for advice seeking adults who are not unemployed.

- The employment agencies provide special career guidance and counselling for **schools and students** usually beginning in 8<sup>th</sup> grade. The guidance counsellors give lectures in schools on vocational choice, training opportunities and labour market perspectives. They offer individual career counselling either on school premises or invite students for more in depth interviews to the employment agency. For those students aiming for apprenticeship training they offer an individual placement service. For school leavers who do not yet meet the requirements for vocational training the employment agencies offer work preparatory courses or other training measures.
- With joint funding from the BA and other institutions career orientation seminars, workshop and camps for school leavers are organised in collaboration with schools (“*Vertiefte Berufsorientierung*”) in order to improve career development skills of students.
- Since 2008 a new programme provides BA-funding for special “**career start coaches**” at 1.000 secondary schools in Germany. This programme has been enlarged in 2010 by the Federal Ministry of Education and Research for additional 1.200 career start coaches. The aim is to prevent early school dropout and facilitate the transition from school to training by early preventive intervention (e.g. assessments, portfolios, action plans; BMBF 2010b).
- Another guidance service provided by employment agencies is information on labour market and employment prospects for **students in higher education**. The Federal Employment Agency maintains special “higher education teams” on the sites of larger universities, to provide guidance for students and to support graduates finding their first employment. In addition to individual guidance, these teams also offer presentations, workshops, and seminars on many subjects

associated with higher education, careers and the labour market - often in cooperation with the universities' own guidance services.

- The Employment Agencies also have specialised staff for guidance and counselling of **customers with disabilities** to support their vocational rehabilitation in cooperation with the “Professional Integration Service” (*Integrationsfachdienste*) which was established under Social Code IX in 2001.
- The International Placement Service (*Zentrale Auslands- und Fachvermittlung - ZAV*) of the Federal Employment Agency offers information and advice on training, studying and working abroad, consultancy and placement services in order to facilitate **international and European mobility**. It consists of 12 regional teams of advisors and mediators who focus on job-seekers and a centralised employers' service in Bonn.
- The employment agencies also offer **guidance services for employers** and enterprises on all issues of skills demand and supply, upskilling their staff, recruitment and placement services (*Arbeitgeberservice*).
- Each local employment agency has a **Career Information Centre** (*Berufsinformationszentrum - BIZ*) where individuals as well as school classes and other groups can get career information, participate in career fairs and other career related events. A large “Mediothek” including print and digital media, videos, self assessment tools and internet access provides a wide variety of career information for juvenile and adult users.

## SCHOOLS

Course and careers guidance has become an established element of school curricula in all the *Länder*. Most vocational schools teach preparation for working life (*Arbeitslehre*) including career education as a subject in its own right, but in schools providing general education it tends to be incorporated into other subjects such as economics, engineering or home economics (in grammar schools it is also incorporated into teaching of social sciences). Career education in class is normally supported by the career counsellor of the local employment agency and supplemented, in classes 8, 9 or 10, by visits to the Career Information Centre of the local employment agency, to enterprises, and by periods of work experience in enterprises lasting from one to three weeks.

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

## INTER-COMPANY VOCATIONAL TRAINING FACILITIES

Early, practice-oriented, systematic vocational guidance is being provided at inter-company vocational training centres (*überbetriebliche Berufsbildungsstätten - ÜBS*) and similar vocational training facilities to make the transition from school to “dual” vocational training easier for pupils at schools offering a general school-leaving certificate. The BMBF is flanking this process within the scope of its public mandate for education by financially supporting these centres to fulfil this new task of occupation-specific vocational guidance. The programme is in operation since 2008 and has been enlarged in 2010 from 15 million Euros in 2008 up to 50 million Euros in 2010. So far almost 100.000 secondary school students had the opportunity to participate in the program. These vocational guidance measures give young people the opportunity to spend two weeks at a vocational training facility gaining practical experience in three occupation-specific workshops. A sustainable

improvement of school-to-work-transition management should be the outcome (<http://www.bibb.de/berufsorientierung>).

## INSTITUTIONS OF HIGHER EDUCATION

Under the different laws of the Länder on Higher Education Institutions (HEI), HEI are obliged to give advice to students and course applicants on course options, and to provide them with support throughout their courses in the form of complementary specialised guidance including psycho-therapeutic counselling. The institutions are also required to cooperate with the other bodies responsible for careers guidance (for example the local employment agency or employers' organisations) and state examinations. Most HEI have set up career service centres. Alongside with the Bologna process guidance and counselling for students in HE has become more important.

## SOCIAL PARTNERS AND ENTERPRISES

Employers' organisations, Chambers, unions and individual enterprises have been involved in certain forms of vocational and careers guidance for a very long time, such as careers fairs, exchange programmes or continuing training fairs. They have also been increasingly involved in cooperative school projects who aim to improve the student's knowledge about the world of work and to support the school-to-work-transition by career guidance provision (DIHK 2008; DIHK 2009).

Chambers of industry and commerce and chambers for handicraft have a legal responsibility to offer guidance services for enterprises, training establishments, apprentices and employees on initial and further training (*Ausbildungsberatung, Weiterbildungsberatung*; [www.dihk-berlin.de](http://www.dihk-berlin.de); [www.zdh.de](http://www.zdh.de)).

Some trade unions started to train members of the works councils as further education coaches.

## SPECIALISED GUIDANCE AND COUNSELLING SERVICES FOR YOUNG MIGRANTS AND DISADVANTAGED YOUTH

In addition to the service of the employment agencies and schools a variety of specialised services for young people at risk have been established by the Federal Ministry of Youth or local authorities:

- Youth migrant service (*Jugendmigrationsdienste*; [www.jugendmigrationsdienste.de](http://www.jugendmigrationsdienste.de) )
- Competence Agencies for disadvantaged youngsters (*Kompetenzagenturen*; [www.kompetenzagenturen.de](http://www.kompetenzagenturen.de) ).

Service providers are either municipalities or non-profit organisations funded by the Federal Government, the *Länder* or the municipality. Guidance and counselling for these specific target groups is part of their responsibility in addition to various other tasks dealing with the multiple problems of youth regarding their social and vocational integration.

## PRIVATE SUPPLIERS

The private market has grown since the abolishment of the state monopoly for career guidance in 1998. But there is no information about the number of private service providers. Private providers who operate on commercial basis offer career guidance and counselling for those customers who can afford the often costly service. Sometimes local employment agencies or other public authorities contract private career services for guidance provision.

There is a career guidance register (BBR) ([www.bbregister.de/praeambel.htm](http://www.bbregister.de/praeambel.htm)) created in 1998 by the German Association for Educational and Careers Guidance (*dvb*) which was designated to assure some transparency over the market and the quality of service provided. Career advisers and institutions offering guidance can apply to be included in this register if they can prove sufficient qualification and experience. They submit themselves to both national and international quality standards, including for example the ethical standards of the International Association for Educational and Vocational Guidance (IAEVG/AIOSP). Every four years the register is reviewed to determine who fulfils the criteria and can continue to be recommended. So far the BBRegister seems to have a limited scope regarding the small number (62) of registered persons/institutions.

## INTERNET / ONLINE SERVICES

Internet services have increased considerably over the past 10 years and gained importance in providing easy access to career information and guidance. The Federal Employment Agency (BA) is the largest provider of career guidance online portals complemented by regional and local providers, or by higher education institutions and private providers:

- Online job exchange (*Jobbörse*) which includes online self assessment tools, online application tools and a matching programme for applicants and vacancies (<http://jobboerse.arbeitsagentur.de/>);
- BERUFEnet, a comprehensive database of occupational descriptions, career and labour market information (<http://berufenet.arbeitsagentur.de/berufe/index.jsp>);
- KURSnet, a comprehensive database on educational and training opportunities (<http://kursnet-finden.arbeitsagentur.de/kurs/portal>);
- “planet-beruf”, a career choice programme for lower secondary school students, school leavers and teachers as well as parents including in depth occupational and training information, self assessment tools, portfolios etc. (<http://www.planet-beruf.de/>);
- For higher education the BA provides two online portals: <http://www.abi.de/index.htm> and [www.studienwahl.de](http://www.studienwahl.de) (in cooperation with the Länder governments).
- “Hochschulkompass” provided by the “German Rectors Conference” (*Hochschulrektorenkonferenz*) - a comprehensive online portal on academic education and university courses: [www.hochschulkompass.de](http://www.hochschulkompass.de).

The conceptual phase for a nationwide “Educational Guidance Service Telephone and Internet Portal” has started in 2009 initiated by the Federal Ministry of Education and Research in collaboration with several Länder governments.

### 9.3 GUIDANCE AND COUNSELLING STAFF

One consequence of the long lasting state monopoly for career guidance is the absence of any legislation or regulations on professional requirements or qualification of guidance practitioners.

The Federal Employment Agency (BA) defined the qualification requirements for its own staff. Since 1979 the BA has run a University of Applied Sciences in Mannheim (*Hochschule der Bundesagentur für Arbeit - HdBA*), a state recognised *Fachhochschule* which provided a three years Diploma course for Vocational and Employment Counsellors. After a reform in 2006, the HdBA offers two study programmes leading to a Bachelor’s degree: “labour market management” and “employment-oriented guidance and case management”. The labour market management course qualifies participants for the tasks of placement and integration, service provision and resource management in the employment agencies. The

employment-oriented guidance and case management course qualifies participants to perform vocational and careers guidance tasks and the tasks involved in employment-oriented case management. The full-time programmes take three years and ends with a Bachelor of Arts. During their studies, students are employed by the Bundesagentur für Arbeit. Four periods of work experience with relevance to the final examination are spent in various parts of the employment agencies and form an integral element of the programme (<http://www.hdba.de>).

The qualification of school teachers with responsibility for guidance varies between the 16 Länder considerably. Teachers responsible for guidance activities usually get some additional further training. School psychologists responsible for psychosocial counselling usually take care for students in several schools.

Student counsellors at higher education institutions or in the Career Services of Universities have an academic degree usually on a Master level but there are no compulsory additional requirements.

Since 2006 few universities offer a master programme in career guidance and counselling (for example the University of Heidelberg: <http://www.beratungswissenschaft.de>).

Beside these academic courses there are numerous non academic training offers for guidance practitioners. The most important and widely recognised is a programme which was established under the above mentioned BMBF-programme “Learning Regions Network”. 10 Regional Qualification Centres (RQZ) provide education and training for guidance practitioners in the learning regions and other local guidance centres. The course consists of five training modules and leads to a non-state recognised certificate “Educational Guidance and Competence Development” (<http://www.bildungsberatung-verbund.de>).

The project “Open process of coordination for quality development in career guidance” (see 9.1) includes as one of its major goals the development of commonly agreed competence profiles for career guidance practitioners which later can serve as a frame of reference for the training of guidance practitioners and for service providers recruiting guidance staff.

## 10. FINANCING - INVESTMENT IN HUMAN RESOURCES

In Germany, financing of vocational training and continuing training is based on a system of mixed financing with a variety of different backers, both public and private. They include the Federal Ministry of Education and Research (*BMBF*), the Federal Ministry of Economics and Technology (*BMWi*), Federal Ministry of Labour and Social Affairs (*BMAS*), the Federal Employment Agency (*BA*), the *Länder*, the *Land* Ministries of Employment, Economics, Education or Cultural Affairs, the European Union, local authorities, companies, unions, Chambers, associations, private institutions and, lastly, individuals themselves.

### 10.1. FUNDING FOR INITIAL VOCATIONAL EDUCATION AND TRAINING

The school-based element of dual vocational training is financed by *Land* and local authority public funds. The *Länder* bear the costs of internal school affairs (e.g. supervision of schools, implementing curricula, teacher training, teachers' pay), and local authorities are responsible for financing external school affairs (e.g. construction, maintenance and renovation of school buildings, ongoing management, procurement of teaching and learning resources).

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

The way in which Tertiary Education and Research Programmes is funded means that the highest pro-capita spend of the federal states is in the tertiary sector. The following table (10a) presents an overall view of annual expenditure on educational institutions per student for all services in 2006. See Table 9b for expenditure on public schools for the budget year 2007, in EUR per student by school type and Land.

Table10a: Annual expenditure on educational institutions per student for all services (2006) In equivalent USD converted using PPPs for GDP, by level of education, based on full-time equivalents.

	PRE-PRIMARY EDUCATION (FOR CHILDREN 3 YEARS AND OLDER)	PRIMARY EDUCATION	LOWER SECONDARY EDUCATION	UPPER SECONDARY EDUCATION	ALL SECONDARY EDUCATION	POST-SECONDARY NON-TERTIARY EDUCATION	TERTIARY-TYPE A & ADVANCED RESEARCH PROGRAMMES	ALL TERTIARY EDUCATION	PRIMARY TO TERTIARY EDUCATION
DE	5,683	5,362	6,632	9,163	7,548	8,559	13,926	13,016	7,925
OECD AVERAGE	5,260	6,437	7,544	8,486	8,006	4,592	-	12,336	7,840

Source: OECD; Education at a Glance 2009; Date of extraction: 10.08.2010

Link to data: <http://dx.doi.org/10.1787/664234230084>

**TABLE 10B: EXPENDITURE\* ON PUBLIC SCHOOLS FOR THE BUDGET YEAR 2007, BY SCHOOL TYPE AND LAND IN EUR PER STUDENT**

AREA	GENERAL SCHOOLS	VOCATIONAL SCHOOLS		ALL TYPES OF SCHOOLS
		OVERALL	INCLUDING: VOCATIONAL SCHOOLS IN THE DUAL SYSTEM**	
GERMANY	5 400	3 600	2 200	5 000
BADEN-WÜRTTEMBERG	5 400	4 200	2 400	5 100
BAYERN	5 700	3 300	2 200	5 200
BERLIN	6 300	3 900	2 500	5 800
BRANDENBURG	5 600	2 700	2 400	4 900
BREMEN	5 400	3 400	2 200	4 900
HAMBURG	6 500	4 400	2 900	6 000
HESSEN	5 300	4 000	2 700	5 000
MECKLENBURG-VORPOMMERN	5 500	2 500	1 800	4 600
LOWER SAXONY	5 000	3 800	2 100	4 800
NORTH RHINE-WESTPHALIA	4 900	3 300	2 000	4 500
RHEINLAND-PFALZ	5 100	3 500	2 200	4 800
SAARLAND	4 900	3 000	2 100	4 400
SAXONY	6 000	3 300	2 100	5 200
SAXONY-ANHALT	6 600	2 900	1 800	5 600
SCHLESWIG-HOLSTEIN	4 900	3 400	2 300	4 600
THURINGIA	6 800	4 100	2 600	6 000

Source: Statistisches Bundesamt; Press release No.145 of 22.04.2010

\* Personnel expenditure for schools and school administration including imputed social contributions for civil-servant status teachers, financial assistance expenditure, non-personnel operating expenditure, capital expenditure. All results were rounded after calculation.

\*\* Part-time teaching.

Link to data:

[http://www.destatis.de/jetspeed/portal/cms/Sites/destatis/Internet/DE/Presse/pm/2010/04/PD10\\_145\\_211,templateld=renderPrint.psm](http://www.destatis.de/jetspeed/portal/cms/Sites/destatis/Internet/DE/Presse/pm/2010/04/PD10_145_211,templateld=renderPrint.psm)

In view of the lack of apprentice training places in enterprises, central government also finances various programmes designed to create additional places and to improve in-company training conditions. An example of this is “JOBSTARTER - Für die Zukunft ausbilden” (Training for the future), launched in 2006 by the Federal Ministry of Education and Research (*BMBF*) to promote innovation and structural development in VET. The *BMBF* subsidises the programme by EUR 125 million (for 2006 to 2013), and the programme is being co-financed with ESF funding.

Inter-company vocational training centres (*überbetriebliche Berufsbildungsstätten - ÜBS*), in which supplementary instruction of trainees takes place on behalf of SMEs, are funded by mixed financing - subsidies from the Federal Agency for Employment, central government (capital grants from *BMBF* resources) and the *Länder* are added to the resources of the body responsible.

The financing of coherent training structures (*Ausbildungsverbünde*) depends on their organisational form. In the “lead enterprise with partner enterprises” model, the lead enterprise normally finances remuneration of training, while the partner enterprises bear the personnel, plant and equipment costs that arise in their area of responsibility. In the

“training to order” model, in principle each party to the contract can provide training services against reimbursement of costs, but in practice SMEs usually finance the training services contracted out to a large enterprise with a training workshop.

The Federal Employment Agency (BA) is also involved in financing training. In certain cases it gives young people a grant for vocational training or for pre-vocational training measures.

As a new instrument to support apprenticeship places for young people who have left school one year or more previously, and have since have been applying for apprenticeships without success (“unplaced applicants”), the training bonus (*Ausbildungsbonus*) was adopted in June 2008. It can be claimed by companies that conclude apprenticeship contracts with unplaced applicants requiring special support. Depending on the level of the particular training allowance, the bonus amounts to between EUR 4,000 and 6,000. To qualify for this support, apprenticeships must begin between 01.07.2008 and 31.12.2010. In addition, the vocational training of disadvantaged young people and the training and vocational rehabilitation of disabled persons are also subsidised from BA funds.

FINANCING BODIES	EXPENDITURE (IN EUR BILLIONS)	
	2008	2009
<b>FEDERATION AND LÄNDER</b>		
<b>PART-TIME VOCATIONAL SCHOOLS (DUAL SYSTEM)</b>	2.9	3
<b>FULL-TIME VOCATIONAL SCHOOLS</b>	2.16	2.15
<b>OTHER SCHOOL TYPES PROVIDING VET (E.G. ONE-YEAR BASIC VOCATIONAL TRAINING, PREVOCATIONAL TRAINING YEAR )</b>	1.63	1.66
<b>INTER-COMPANY VET CENTRES (ÜBS)</b>	0.03	0.04
<b>FEDERAL AGENCY FOR EMPLOYMENT (BA)</b>	3.8	4

Source: *Datenreport zum Berufsbildungsbericht 2010*, p. 278

## 10.2. FUNDING FOR CONTINUING VOCATIONAL EDUCATION AND TRAINING, AND ADULT LEARNING

Enterprises, the state, the Federal Agency for Employment and private individuals themselves are involved in financing continuing vocational education and training (CVET).

Individuals use mainly direct sources of funding for continuing vocational training such as recourse to current income, advances on future income (credit, loans) and transfer of capital (savings or inheritances). Furthermore, individuals can claim tax relief when they are liable to pay tax on income and are acquiring qualifications for a new occupation (special expenses) or are undergoing further training in their present occupation (income-related expenses).

### 10.2.1. FUNDING FOR PUBLICITY PROVIDED CVET

Central government, Länder and local authorities make funding available from their budgets primarily for continuing training of public sector employees. In addition, there are various state-subsidised continuing training programmes, e.g. the Vocational Training Programme for the Highly Talented (*Begabtenförderung Berufliche Bildung*) and the Career Advancement Training Promotion Act (AFBG, known as “Meister-BaföG”). Meister-BAföG forms an element of the training initiative to provide support in obtaining a master craftsman qualification. It takes the form of a loan. If the advanced training is passed, a rebate of 25% of this loan is granted.

The government's continuing training support is not restricted to those in short-time work (see Theme 3). It also provides support for those in full-time work who wish to pursue continuing training. The "WeGebAUP" Continuing Training Programme, previously only available to the low skilled and to older employees, has now been opened up to all those in employment. The only restriction is that at least four years must have passed since a person's last initial or continuing training course.

The Bundesagentur für Arbeit (Federal Employment Agency) is also making training grants available from its 2009 and 2010 budgets to assist in the re-employment of people in temporary employment. Both employers and employees may approach the Bundesagentur für Arbeit and request payment of costs for training measures. If such an application is justified, the Bundesagentur für Arbeit issues "*Bildungsgutscheine*" (training vouchers). The "*Bildungsgutschein*" is particularly intended to mobilise participation in CVET by unemployed people. It is available from January 2003 as a new form of CVET assistance with flanking guidance services. (See 6.3.).

Additionally there are two forms of subsidies implemented in order to enhance the participation rate in CVET and lifelong learning:

In 2008 the Federal Cabinet passed a continuing education and training savings model "*Bildungsprämie*". Its purpose is to make it easier for just about everyone to pay for continuing education and training, and to mobilise groups in the population to take up training opportunities who were otherwise hindered by lack of money from improving their individual labour market prospects. (See 10.4).

#### 10.2.2. FUNDING FOR CVET IN ENTERPRISES

Enterprises are responsible for financing the in-company training element - the individual enterprises decide independently whether and in what training occupations they will provide training, how many trainees they will take within the framework of the statutory provisions, and how much they will spend. In some sectors (e.g. the construction industry, the roofing trade), financing regulations have been collectively agreed whereby all enterprises pay into a joint fund (e.g. through giving a percentage of the total wage bill). The fund is used to reimburse enterprise expenditure on training. They finance CVET from sales revenues, interest income, income from leasing and direct State subsidies, from credits and loans in anticipation of future income and from transfer of retained earnings from previous periods. Tax relief in the form of tax reductions or mitigation of tax liabilities for enterprises showing a profit may subsidise in-company continuing training indirectly.

The Continuing Vocational Training Surveys (CVTS), referring to 1993 (CVTS I), 1999 (CVTS II) and 2005 (CVTS III), provide data concerning the enterprises' expenditure on CVT courses for their employees. The *Table* shows the total costs of CVT courses as a proportion of total labour costs. Total expenditure on CVT courses is the sum of direct costs, labour costs of participants and balance of contributions to national or regional training funds and receipts from national or other funding arrangements. As in more than half of the participating countries, so also in Germany, the share of CVT courses in the total labour costs dropped between 1999 and 2005 (from 1.5% to 1.3%). Nevertheless, the gap between the German value and the EU average shrank from 0.8 percentage points in 1999 to 0.3 percentage points in 2005. The *Table* also shows that, as in almost all countries, small enterprises spend a lower proportion of their labour costs on CVT than large ones.

**TABLE 10D: COST OF CVT COURSES AS % OF TOTAL LABOUR COST (ALL ENTERPRISES), 1999 AND 2005**

staff	10-49	10-49	50 - 249	50 - 249	250 +	250 +	Total	Total
time	2005	1999	2005	1999	2005	1999	2005	1999
EU 27	1.1		1.4		1.9		1.6	
EU 25	1.1	1.5	1.4	2.4	1.9	2.4	1.6	2.2
DE	0.9	0.9	1.1	1.4	1.5	1.7	1.3	1.5

Source: Eurostat (CVTS2 and CVTS3); Date of extraction: 30.04.2010

Description: The indicator represents the cost of CVT courses as % of total labour cost. Calculations are related to all enterprises participating in the survey (staff 10+) regardless of having carried out CVT courses or not.

CVTS 2:

Link to data: [http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=trng\\_cost01s&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=trng_cost01s&lang=en)

CVTS 3:

Link to data: [http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=trng\\_cvts3\\_54&lang=en](http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=trng_cvts3_54&lang=en)

### 10.3. FUNDING FOR TRAINING FOR UNEMPLOYED PEOPLE AND OTHER GROUPS EXCLUDED FROM THE LABOUR MARKET

The Federal Employment Agency supports continuing training measures for unemployed people and for people at risk of unemployment. The budget is made up of employers' and employees' unemployment insurance contributions, grants from the Federal budget and other income.

Active labour market policy involves many state measures to prevent unemployment and promote employment. In 2009, the overall expenditure of the Federal Employment Agency (BA) was EUR 48.06bn of which EUR 2.297bn was spent on supporting participation in continuing vocational education and training programmes (BA 2010).

Particular attention is given to support disadvantaged young people and young adults who, at the end of their compulsory education, are unlikely to find training places or jobs without specific help (see 6.3.).

There is still a statutory duty to provide individual and institutional support for the participation of disabled persons in working life (defined in the *Sozialgesetzbuch, SGB III*, as people whose prospects of participating in working life are fundamentally reduced on a permanent basis owing to the nature or severity of their disability). In 2001, a volume specifically covering the rehabilitation and participation of disabled persons was created in Volume 9 of the *Sozialgesetzbuch (SGB IX)* which summarises the statutory rules governing their benefit entitlement. The Support for the Training and Employment of Seriously Disabled Persons Act, which entered into force in April 2004, was aimed above all at improving training opportunities.

### 10.4. GENERAL FUNDING ARRANGEMENTS AND MECHANISMS

Developing vocational schools and the quality of training on offer through delegation more autonomy is at the heart of reform efforts. Delegating financial responsibilities by giving them more freedom in budgetary allocation is one key element. This path is being followed to a different extent in the individual Länder.

For in-company training, the financial burden has increasingly shifted from enterprise to public-sector financing given the need to encourage enterprises to provide more training places.

To raise participation in lifelong learning, the German Federal Government approved a model for continuing training savings, the “learning subsidy” (*Bildungsprämie*), in April 2008. The learning subsidy is particularly intended to mobilise participation in CVET by low and middle income groups. The model is scheduled for introduction in October 2008 and will run for an initial three-year period without regional limitation. Essentially it encompasses the following three components:

- State learning subsidy (maximum EUR 500) granted to everyone on condition that they are contributing at least an equal amount towards their course participation fees. To keep the administrative costs in proportion with the instrument’s benefits, a “trivial sum” excess of EUR 30 prevents applications for the learning subsidy to fund measures with very low participation fees.
- Facility to withdraw savings deposits for the purposes of CVET before the end of the lock-in period without losing the employee savings bonus, by amendment of the Capital Formation Act (*Vermögensbildungsgesetz - VermBG*). Depending on the number of years and the monthly rate of saving, this component could even cover the cost of medium to long-term training. Under savings schemes, for example, it is possible to build up deposits of EUR 3,500-4,000. For lower-cost measures it will not generally be necessary to liquidate the entire deposit.
- Continuing education loans (*Weiterbildungsdarlehen*) at favourable interest rates, whereby funds are made available for training at a moderate rate of interest after an obligatory guidance consultation but without an individual credit check. The provision is not dependent on the level or form of income. It serves the purpose of financing more cost-intensive measures. Living costs can also be taken into account.

## 11. NATIONAL VET STATISTICS - ALLOCATION OF PROGRAMMES

### 11. 1. CLASSIFICATION OF NATIONAL VET PROGRAMMES

#### 11.1.1. MAIN CRITERIA USED TO ALLOCATE VET PROGRAMMES

PISA studies have once again confirmed that the educational system in Germany is characterised by a high degree of social selectivity. Notwithstanding this, it also possess a high level of “formal” permeability, meaning that it is theoretically possible to access continuing educational courses from every level, even if only marginal use is made of this opportunity in some areas. The consequence of this is that there is in Germany no educational course below higher education level which excludes the possibility of accessing further educational opportunities, and that no educational course alone has been conceived as constituting the only way of entering working life. Even someone who has completed an apprenticeship may, after a brief period of occupational activity, attend a trade and technical school, which in turn may lead to a university of applied sciences entrance qualification after two years and may even open up access all the way to a doctorate at university. In applying ISCED to the German educational system there are, therefore, no qualifications which are aligned to ISCED levels 2C, 3C or 4C (a single exception being trainee civil servants in middle management, 3C; school year 2005/06: 11,896 pupils). (Statistische Ämter des Bundes und der Länder, Federal Statistical Office and Statistical Offices of the Federal States, 2008)

One area which is connected with permeability within the educational system and which cannot be accorded direct consideration in the implementation of ISCED is the diversity that exists between the various federal states in Germany. Cultural sovereignty in Germany is a matter for the federal states. This results in diversity of educational systems at a federal level. Differences in respect of the acquisition of access to further education (an ISCED criterion) are of particular relevance within this context. One of the ways in which the ISCED levels are delineated is the fact that a qualification acquired (within a particular ISCED level) provides access to a higher level of education (or not). The differences between the various federal states in Germany have not been accorded consideration within the construction of the ISCED scale. For this reason, “the most usual” training pathways are used as a guide in the division of the ISCED levels.

#### 11.1.2. VET LEVELS IN THE NATIONAL EDUCATIONAL SYSTEM

The lower secondary sector (ISCED 2) includes all general schools up until the 9th or 10th class. This means that this category encompasses lower secondary school leavers as well as pupils attending an intermediate or upper secondary school who have not yet reached the upper secondary level. It also includes persons who have at least completed vocational preparation even if they have not obtained a school leaving qualification.

The upper secondary sector (ISCED 3A and 3B) includes educational courses which lead to an apprenticeship qualification or another vocational school qualification.

As soon as a general schooling qualification (higher education entrance qualification) is held in conjunction with an apprenticeship qualification or a vocational qualification at an institute such as a vocational school (double qualification), such persons are aligned to the category of “post-secondary, non-tertiary education” (ISCED 4A). Combinations of two vocational programmes from ISCED 3B are located at 4B.

ISCED 5B is a shorter and more practically oriented level reserved for educational courses at the level of master craftsman or technician training or which facilitate a qualification at a trade and technical school or university of cooperative education, a 2 or 3-year course at a health sector institute of higher education, a university of public administration or the technical schools of the former East Germany. ISCED 5A, on the other hand, is a more

theoretically oriented level which particularly includes higher education institutions and universities of applied sciences.

<b>TABLE 11A: ISCED LEVELS IN VET IN GERMANY</b>					
<b>LEVEL</b>	<b>EQUIVALENT IN ISCED</b>	<b>MINIMUM DURATION</b>	<b>MAXIMUM DURATION</b>	<b>AVERAGE DURATION</b>	<b>TYPICAL STARTING AGE OF PUPILS</b>
<b>LOWER SECONDARY</b>	2A	6 year	6 years	6 years	10
<b>UPPER SECONDARY</b>	3A	2 years	3 years	3 years	16-17
	3B	1 year	3 years	3 years	16-18
<b>POST SECONDARY</b>	4A	1 year	3 years	3 years	19-21
<b>HIGHER EDUCATION</b>	5A	4 years	5 years	4,8 years	19-24
	5B	2 years	3 years	3 years	19-20

Source: *Statistische Ämter des Bundes und der Länder 2008*

Also see Theme 4.

## 11.2. FIELDS OF EDUCATION AND TRAINING

<b>TABLE 11B: MAIN FIELDS FOR EACH ISCED LEVEL OF VET IN GERMANY</b>	
<b>LEVEL</b>	<b>FIELDS OF EDUCATION/STUDY</b>
<b>UPPER SECONDARY</b>	<p><b>OCCUPATIONAL FIELDS FOR TRAINING IN THE DUAL SYSTEM:</b></p> <p>Production oriented occupational fields            Agricultural occupations, green occupations            Mining occupations 608            Stoneware, ceramics, glass workers            Chemical workers            Plastics processors            Paper producers/processors, printers            Metal occupations: metal production, processing            Metal occupations: installation and metal engineering            Electrical occupations            Textile, leather and clothing occupations            Nutritional occupations, construction, construction related and woodworking occupations</p>
	<p><b>SERVICE ORIENTED OCCUPATIONAL FIELDS</b></p> <p>Technical and scientific occupations            Goods and services clerks            Transport and warehousing occupations            Administrative, office occupations            Economic/socio-economic occupations            Regulatory and security occupations            Media, humanities and artistic occupations            Health sector occupations            Social and educational occupations            Hairdressers, guest managers, housekeepers, cleaners</p>
	<p><b>THE MOST POPULAR OCCUPATIONS AT VOCATIONAL SCHOOLS (FULL-TIME SCHOOL-BASED TRAINING):</b></p>

<p><b>UPPER SECONDARY</b></p>	<p>Commercial and business assistant  Social assistant and social-pedagogical assistant  Technical assistant and assistant for business information technology  Elderly care nurse  Social worker and social work assistant  Technical design assistant  Foreign language assistant/European secretary  Elderly care assistant  Nursery teacher  Physiotherapist (physical therapist; 3-year course)  Technical pharmaceutical assistant  Housekeeper, housekeeping assistant  Occupational therapist  European correspondent  Healthcare assistant and nurse  Technical chemical assistant  Communications assistant//industrial technologist  Assistant for the hotel and restaurant trade, tourism assistant  Technical biological assistant  Business IT technician  Technical assistant for automation and computer technology</p> <p><b>TRAINING AT HEALTHCARE SCHOOLS:</b></p> <p>Assistant paramedic  Healthcare assistant and paediatric nurse  Healthcare assistant and nursing assistant  Technical medical laboratory assistant  Medical laboratory technician</p>
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Source: BIBB Datenreport 2009, S. 195f.

### 11.3. LINKS BETWEEN NATIONAL QUALIFICATIONS AND INTERNATIONAL QUALIFICATIONS OR CLASSIFICATIONS

In October 2006, the Federal Ministry of Education and Research (BMBF) and the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK) agreed to work together on the development of a German Qualifications Framework for Lifelong Learning (known by its German abbreviation of DQR). The DQR represents the first comprehensive matrix for the alignment of qualifications. It extends across all educational sectors (general education, higher education and vocational education and training) and acts as a considerable aid to navigation within the entire German educational system.

In embracing the EQF recommendation, the primary objective of the BMBF and the KMK is to achieve appropriate alignment of qualifications acquired in Germany and to use this as a vehicle for enhancing the opportunities for all citizens on the European labour market. In spring 2007, the BMBF and the KMK have established a joint “Federal Government/Federal States Coordination Group” for the German Qualifications Framework” (known by its German abbreviation of B-L-KG DQR), which has been commissioned with the task of managing the process of drawing up a DQR. This process involves a large number (30) of stakeholders from general education, higher education and vocational education and training, the social partners and other experts from research and practice. Together with the B-L-KG DQR, these stakeholders make up the “German Qualifications Framework Working Group” (known by its German abbreviation of AK DQR). Results are communicated with delegates’ home institutions and committees on an ongoing basis.

The B-L-KG and AK DQR presented an initial draft of a DQR in February 2009. The plan is for the next stage of the development process to investigate functionality by conducting sample qualification alignments. The aim is for this process also to involve monitoring of the structures of the DQR matrix and for any possible conclusions to be drawn with regard to the weighting of the descriptive categories. The objective is to make equivalences and differences between qualifications more transparent for educational establishments and companies, students and employees and to use it as a vehicle for transfer and progression. The important aspect here is to achieve reliability via quality assurance and development and to promote the idea that qualifications processes should be based on learning outcomes (“outcome orientation”).

In its capacity as a national implementation of the EQF, the aims for the DQR are to accord due consideration to the specific characteristics of the German educational system and to assist in achieving appropriate evaluation and comparability for German qualifications in Europe. The DQR will act in the interests of learners and will promote mobility between Germany and other European countries. On national level, the objective is to foster and enhance access to and participation in lifelong learning and use of qualifications for everyone, including those who are disadvantaged or affected by unemployment.

The eight reference levels contained within the draft DQR each describe the competences required to obtain a qualification. The term competence constituting the heart of the DQR depicts the ability and readiness to use knowledge, skills and personal, social and methodological competences in work or study situations and for occupational and personal development. Competence is understood in this sense as action skills. In the horizontal dimension, the draft DQR differentiates between two categories of competence. These are “Professional competence”, subdivided into “Knowledge” and “Skills” and “Personal competence”, subdivided into “Social competence” and “Self-competence”.

All formal qualifications within the German educational system, including general education, higher education and vocational education and training, are included in the alignment of qualifications to the DQR. A further objective is to accord due consideration

to the results of informal learning. Alignment takes place in accordance with the principle that each qualifications level should be accessible via various educational and training pathways, even though achieving a certain reference level of the DQR does not provide automatic entitlement to access the next level. Legal aspects will be investigated within the scope of the next phase of development.

As a next step (in 2009), the descriptors are tested with a selection of ca. 50 qualifications from four occupational fields: metal-working industry/electrical engineering; health; commerce; IT. Based on this stress test, all (types of) qualifications will be referenced to the DQR. In spring 2010 the DQR shall be put into force. The reference levels of the German framework will then be referenced to the EQF levels. The DQR shall be fully implemented with all accompanying measures by the end of 2012. By then, too, every single qualification will have a clear indication of the respective EQF level.

## 12. AUTHORS, SOURCES, BIBLIOGRAPHY, ACRONYMS AND ABBREVIATIONS

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