
Germany

VET in Europe – Country report

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1. External factors influencing VET

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

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

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

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

1.1 Population statistics

Population as of 1 January 2011 was 81.752 million and has been steadily falling since 2004 (2004: 82,532 / 2006: 82,438 / 2008: 82,218 / 2010: 81,802)¹. The growth in the number of migrants is no longer able to compensate for the low birth rate, which will exert an even stronger effect on society and the world of work in Germany in future. Demographic development, which is currently easing the pressure on the training market, will in particular represent a major challenge for vocational education and training, the future structure of VET and the securing of skilled workers in Germany. The number of deaths is increasingly exceeding the number of births. Net immigration is unable to balance out the birth deficit caused by this circumstance. For this reason, the population in Germany, which has already been declining since 2003, will continue to fall.

The ageing of the middle-aged cohorts within the population, which are currently strongly represented, is leading to serious shifts in the age structure. In the base year of 2008, 19% of the population were children and young people aged under 20, 61% were aged between 20 and 65 and 20% were 65 or older. By 2060, as many as one in three (34%) will be at least 65 and there will be twice as many 70 year-olds than children born².

¹ See Annex A, table 1.

² See Annex A, table 2.

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

In comparison to the average of the "EU-27" Germany has a higher projected ratio of people older than 65. In 2011 the percentage of people who are older than 65 will be 5.34% higher in Germany than the average of the other European countries. In 2060 the projected older-than-65 dependency of the "EU-27" is 52.55%. The forecast for Germany for the year 2060 is 7.34% higher than the average.³

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

In 2010, the number of persons from a migrant background in a narrow sense was 15.7 million, 43,000 persons more than in 2009. The overall population declined by 189,000 persons during the same period (from 81.9 million in 2009 to 81.7 million in 2012). The consequence of this is that the proportion of the population from a migrant background in a narrow sense has risen slightly from 19.2% to 19.3%⁴. (Statistisches Bundesamt 2011, p. 7)

Most persons from a migrant background originate from Turkey (15.8%), followed by Poland (8.3%), the Russian Federation (6.7%) and Italy (4.7%). The only significant non-European country of origin is Kazakhstan, which accounts for 4.7%. Most (late) resettlers, 1.4 million in number, come from the successor states of the former Soviet Union, especially from the Russian Federation (605,000) and Kazakhstan (537,000). Poland (581,000) and Rumania (221,000) are also significant countries of origin (Statistisches Bundesamt 2011, p. 8)

Persons from a migrant background exhibit considerable differences with regard to participation in education compared with those not from a migrant background. 15.3% of the former have no general school leaving qualifications and 45.0% have no vocational education and training qualification (the corresponding figures for persons not from a migrant background being 2.0% and 19.6% respectively), although in all cases persons still in training are not taken into account (Statistisches Bundesamt 2011, p. 8).

1.2 Economy and labour market

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

³ See Annex A, table 3

⁴ See Annex A, table 4.

economic growth rates and the labour market indicators in the future. GDP was down in both Germany and Europe in 2009. But in 2010 the gross domestic product rose up to 3.7%, the highest level ever since the German unification. The boom in Germany has several causes. On the one hand it is driven by traditional exports and on the other hand it depends on private consumption by Germans. The prognoses for German GDP have now declined for the year 2012 (0.7%) and for 2013 (1.7%) but is over the EU average (2012: 0.0 / 2013: 1.3)⁵.

Germany has undergone a substantial shift from an industrial to a service economy. The service sector is the largest sector of the economy⁶.

Also 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.

There has been no significant change in the rate of employment in Germany, although there are signs of a slight increase in overall employment relating to the individual age groups which is also discernible with regard to the various educational levels. Germany's employment rate is significantly above the EU average⁷.

The labour market situation in Germany has changed for the better in the last years, during which period the unemployment rate has steadily fallen. This is particularly illustrated in the numbers of unemployed persons in the population aged between 50 and 64. Whereas in 2010 the rate of unemployment amongst this group was 7.1% and lies above the EU average of 6.9%, one year later it had decreased to 6.0%. This puts it at 0.9% below the average EU level (6.9%). Youth unemployment in Germany also fell in 2011 by 1.3% to 8.6%. By way of contrast, average youth unemployment in the EU has continuously risen⁸.

1.3 Educational Attainment

A high proportion of people in Germany have upper secondary level qualifications (58.7% in 2011 compared to an EU average of 46.6%). 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 people aged 15 to 64 with a low level of qualification was constantly extremely below the EU average in the last years (13.7% in 2011 compared to an EU average of 26.6)⁹.

The proportion of the population of early school leavers in 2011 is 11.5% and lies under the EU average (13.5%). Since 2006 the number of early school leavers declined in Germany steadily (2006: 13.7% / 2007: 12.5% / 2008: 11.8% / 2009: 11.1% / 2010: 11.9%).¹⁰

⁵ See Annex A, table 5.

⁶ See Annex A, table 6.

⁷ See Annex A, table 7.

⁸ See Annex A, table 8.

⁹ See Annex A, table 9.

¹⁰ See Annex A, table 10.

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

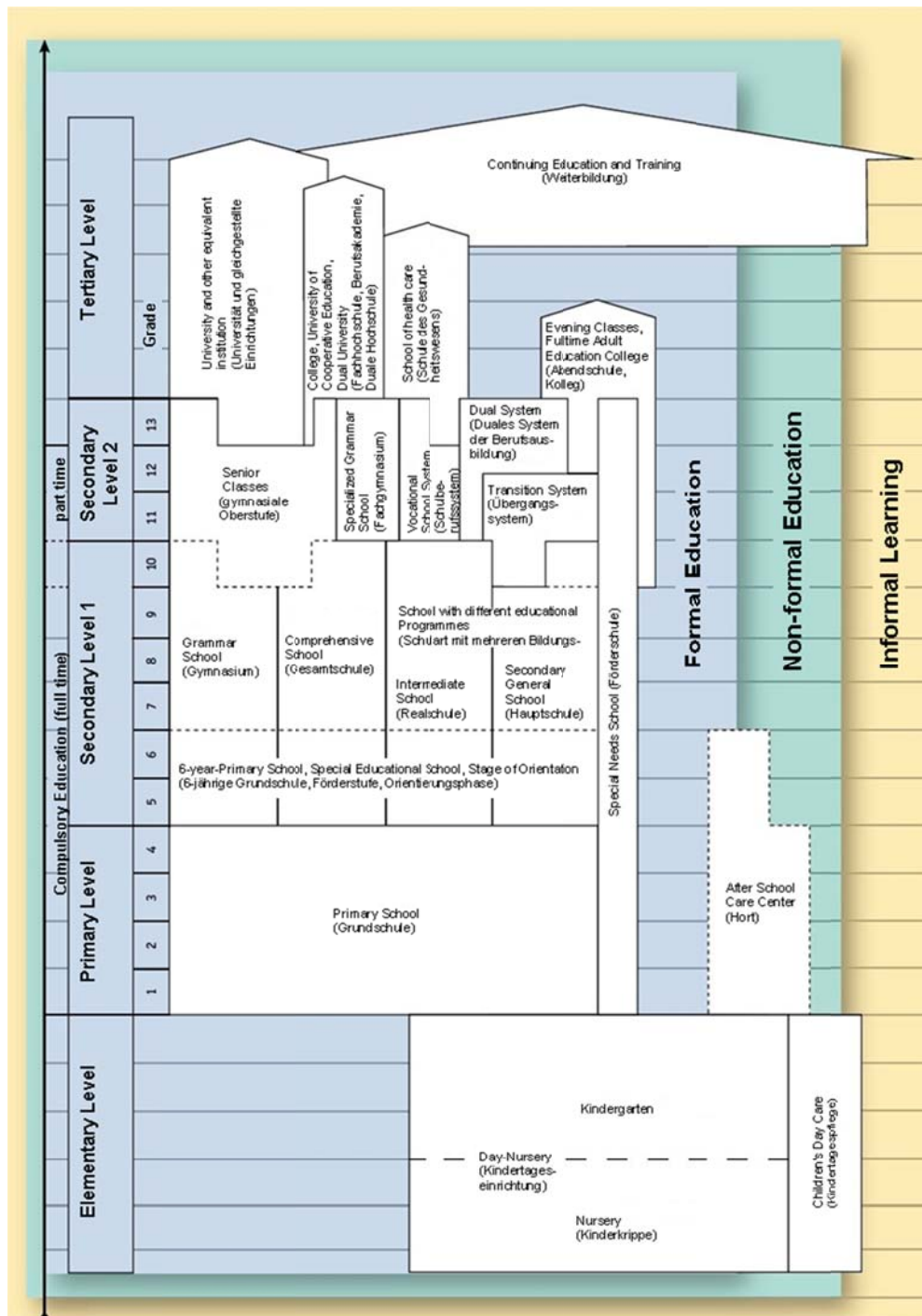
Nevertheless, Germany's school dropout rate (11.5%) remains below the EU average (13.5%) in overall terms and is at a good level. The same applies to the educational participation of the German population. A particularly high degree of educational participation of 58.7% of 25-64 year olds is revealed at upper secondary level and in the post-secondary non-tertiary sector. This also continues into the tertiary sector, where Germany lies 0.8% above the EU average¹¹.

¹¹ See Annex A, table 9, table 10.

2. Providing vocational education and training in a lifelong learning perspective

2.1 Diagram of the national education and training system

Diagram 2A: The German education and training system



Source: Own illustration according to BMBF, 2012, 03.09.2012.

Table 2A: Education levels in Germany pursuant to ISCED ¹²		
ISCED level	Education institutions and qualifications	
Level 0 Pre-primary level	Kindergarten	Elementary level
Level 1 Primary level	Primary School	Primary level
Level 2 Secondary sector I	Secondary-modern school, secondary school, grammar school (classes 5-10), institution for supplementary vocational training, year of basic vocational education 2A	Secondary level 1
Level 3 Secondary sector II	Grammar school (classes 11-13), senior technical school, Dual system, full-time vocational school 3A, 3B	Secondary level 2
Level 4 Post-secondary, non-tertiary level	Senior vocational / technical school, senior technical school, combination of two vocational training measures pursuant to ISCED 3B, 4A, 4B	Secondary level 2
Level 5 Tertiary sector Phase 1	University of applied sciences, university, specialised technical college, specialised technical academy, schools of the health-care sector, 5A, 5B	Tertiary level
Level 6 Tertiary sector Phase 2	Doctorate, habilitation	Tertiary level

Source: Own table according to BMBF 2003;

http://www.dgb-bw.de/sixcms/media.php/12/germanys_vocational_education_at_a_glance_short.pdf, p. 9; cited 20.11.2012.

2.2 Government-regulated VET provision

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 system¹³ (*duales System*), or seek employment. 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 everybody although the majority of trainees hold either the intermediate certificate or the *Abitur*. The requirement for entrance to fulltime vocational schools is normally the secondary general school certificate or the final certificate from intermediate school. The primary aim of training is to enable young people to acquire comprehensive vocational competence designed to make them capable of fulfilling their duties as employees efficiently, effectively and innovatively, autonomously, and in cooperation with others. This bundle of competences must be demonstrated in examinations regulated by law (Vocational Training Act).

2.2.1 Role of the central government

The Federal Government is responsible for designing the content of training for the occupations (in the dual system) it has recognized unless training is school-based. The nationally binding recognition of the training occupations ensures that the basic principles agreed with industry and the Federal States (*Länder*) are taken into account and that training for a recognized occupation is only provided in accordance with the training regulations

¹² For more information see Annex A, table 17.

¹³ See Annex C, explanation 1.

adopted by the Federal Government. The Federal Government's responsibilities are not limited to implementing what was jointly agreed. It also takes measures to promote dual training. These measures include not only individual support programmes like those stipulated in the Federal Training Assistance Act (*BAföG*)¹⁴ but also special funding programmes which aim, for example, at creating additional training places in less favoured regions. The Federal Government provides funding for special research projects to ensure the constant updating of vocational training. In the German Federal Government, the Federal Ministry of Education and Research (*BMBF*) is responsible for general policy issues of vocational education and training. These include for example the Vocational Training Act (*Berufsbildungsgesetz, BBiG*), the drawing up of the Annual Report on Vocational Education and Training, the legal supervision and funding of the Federal Institute for Vocational Education and Training (*Bundesinstitut für Berufsbildung, BIBB*) and the implementation of programmes to improve vocational training.

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

2.2.2 Role of the regional government

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

2.2.3 Role of the social partners

The organisation of dual training requires a complex but clear division of responsibilities. Employers and trade unions play a central role in initiatives for change because the structure of vocational training must meet the demands of industry. If there is a

¹⁴ For a list of acronyms see chapter 5.3.

need for changes – in the qualification requirements, for example – the Federal Government, the *Länder*, the industry and the trade unions agree on the basic principles for adaptation. Then the work on the training regulations and framework curricula is continued and constantly coordinated by the individual partners involved. Without the involvement of the Federal Government, the social partners furthermore agree on details of vocational training, particularly the amount of the allowance paid to trainees, within the framework of free collective bargaining. Some collective agreements also include provisions concerning such points as continued employment of training graduates under a limited contract. As self-governing bodies of industry, the chambers have been assigned public tasks in dual training (competent bodies). These include counselling and monitoring functions with regard to the individual training contracts. Training advisers of the chambers verify the aptitude of companies and instructors for providing training and advise both companies and trainees.

They receive training contracts, check and register them. The chambers take care of the overall organisation of examinations by fixing dates and setting up examination boards which administer the examinations (see 3.3).

2.2.4 Education and training providers

In the general dual system trainees attend part-time vocational school on one or two days per week, where they are mainly taught theoretical and practical knowledge related to their occupation; in addition they attend classes on general subjects such as economic and social studies and foreign languages. Systematic teaching at vocational school is a necessary supplement to process-oriented training in the company which is rather more based on specific in-house requirements. Moreover, there are full-time vocational schools (*Berufsfachschulen*), for which the *Länder* are responsible. The training may include company placements, and covers a period of two or three years depending on the respective occupation. Final qualifications are awarded on passing a school examination which is supervised by the education authority and governed by the training regulations of the respective occupation (see table 2B).

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.¹⁵

¹⁵ See Annex C, explanation 2.

Table 2B: School-based IVET at upper secondary level						
Type of educational programme	Main economic sectors	Corresponding ISCED level and orientation	Balance between school-based and work-based training	Average duration of studies	Transfer to other pathways	Admission requirement
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, trade and technical school,	lower secondary school, intermediate secondary school leaving certificate
Senior Technical School	Welfare sector, commercial and finance sector, technical,	3A	Year 1: work-based practical training, school-based teaching	At least 1 year mostly 2 years	University of applied science, University of Co-operative Education,	certificate from intermediate school
Upper Level of the Gymnasium with a Vocational Bias	Business, technical, nutrition, agronomy, health-care and welfare, IKT technology,	3A	School based	3 or 4 years	University, University of applied science	certificate from intermediate school

Source: compiled by the authors

Young people with social disadvantages, learning difficulties or handicaps and young people with migrant backgrounds with an inadequate command of German have different possibilities for pre-vocational training (*Berufsausbildungsvorbereitung*) (see table 2C).¹⁷

Table 2C: Students in other youth programmes						
Type of educational programme	Main economic sectors	Corresponding ISCED level and orientation	Balance between school- and work-based training	Average duration of studies	Transfer to other pathways	Admission requirement
Pre-vocational training year	For orientation	2A	totally school based	1 or 2 Year	Vocational training	No requirements for access
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	Completion of the general full-time compulsory education (9 years of compulsory schooling) and transfer to Class 9

Source: compiled by the authors

¹⁶ See Annex C, explanation 3.

¹⁷ See Annex C, explanation 4.

Compared to the EU-27-average, in Germany more students choose the vocational secondary education pathway (51.49%) than general (see Table 2D). 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.

Table 2D: Students enrolled in upper secondary education by programme orientation (values and share of the total), 2010							
	Total isced3	isc3gen (num)	isc3gen (%)	isc3pv (num)	isc3pv (%)	isc3voc (num)	isc3voc (%)
EU 27	21,805,909	10,932,440	50.14	:	:	10,718,514	49.15
DE	2,746,649	1,332,289	48.51	:	:	1,414,360	51.49

Source: Eurostat; Unesco-Eurostat-OECD Data collection on education and training systems) Date of extraction: 04.09.2012.

Description: GEN = general; PV = prevocational; VOC = vocational

Students at ISCED level 3 by programme orientation

http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ_enr1ad&lang=en

Apprenticeship

Training places are offered in both private and public enterprises, in practices of the liberal professions and, to a very limited extent, also in private households. Enterprises enter into a contract with trainees, they bear the costs of the in-company training and pay the trainee remuneration as regulated by collective agreement which increases with every year of training, and averages about one third of the starting pay for a trained skilled worker.¹⁸ The professional competences in occupations to be acquired in in-company training are specified in a training regulation and included by the training enterprise in an individual training plan. The binding requirements of the training regulations guarantee a uniform national standard. For the teaching in the vocational school, a framework curriculum, harmonised with the training regulations, is drawn up for every recognised training occupation. But small and medium-sized enterprises are often unable to provide all the learning content: they may lack suitable training personnel, or, owing to their particular specialisation, they do not cover all the training content themselves. There are various ways of overcoming these problems:

- Educational institutions offer inter-company training periods (**inter-company vocational training centres - ÜBS**), designed to supplement in-company training. They are often sponsored by autonomous bodies in the relevant sectors of industry. The Federal Ministry for Education supports the sponsors with investment subsidies. The *BIBB* bears statutory responsibility for implementing the sponsorship.
- Enterprises form coherent training structures (**Ausbildungsverbünde**). There are four traditional models for this:

¹⁸ See Annex A, table 11.

- **“Lead enterprise with partner enterprise” model (*Leitbetrieb mit Partnerbetrieben*):** the lead enterprise bears overall responsibility for training, but parts of the training are conducted in various partner enterprises.
- **“Training to order” model (*Auftragsausbildung*):** some periods of training take place outside the regular enterprise, perhaps in a nearby large enterprise with a training workshop, on the basis of an order and against reimbursement of costs.
- **“Training consortium” model (*Ausbildungskonsortium*):** several small and medium sized enterprises (KMU) work together and take on trainees. If one enterprise cannot obtain a specific content the trainee goes into the other enterprise (rotation principle). The enterprises also sign a cooperation agreement; they work together equally and train their own trainees independently.
- **“Training association” model (*Ausbildungsverein*):** the individual enterprises establish an organisation for the purpose of the training, which takes over the organisational tasks (like contracts etc.), while the master enterprises offer the training. The organs of the association are the general meeting and the honorary committee. A statute regulates rights and obligations of the members.

Table 2E: Apprenticeship						
Type of educational programme	Main economic sectors	Corresponding ISCED level and orientation	Balance between school- and work-based training	Average duration of studies	Transfer to other pathways	Admission requirement
Vocational Training	In every sector	3B	School and Practice Based	Mostly 3 years	Full-Time Vocational school, Vocational Extension School	Finished compulsory full-time education, but no further requirements for access

Source: compiled by the authors

After registering a constant increase in new training place contracts since 2005, a decline was noted in 2008, the year of the financial crisis, and another in 2009 and 2010 as a consequence. But since 2011 there is again an increase in new training place contracts; in 2011 (570,140 new training place contracts) there are 10,180 more Apprenticeship Contracts signed than in 2010 (559,960 new training place contracts)¹⁹.

As had been the case in past years, most trainees entering the dual system with a newly concluded training contract were in possession of an intermediate secondary school

¹⁹ See Annex A, table 12.

leaving certificate (42.9%) or a lower secondary school leaving certificate (32.9%). The number of new trainees with an upper secondary school leaving certificate/higher education entrance qualification was lower (21.0%), although this figure represented a noticeable increase (of +3.4%) compared to the year before. The proportion of trainees without a lower secondary school leaving certificate fell to 3.1%. The effects of the changeover to eight-year upper secondary school are not reflected in the higher proportion of new trainees with an upper secondary school leaving certificate/higher education entrance qualification due to the fact that most federal states did not have double cohorts of upper secondary school leavers in 2010. A longer-term increase in the numbers of new trainees with an upper secondary school leaving certificate/higher education entrance qualification/higher education entrance qualification can be observed over the past four years. The numbers of new trainees not in possession of a lower secondary school leaving certificate have also been in decline for some years. The proportion of such trainees stood at 3.9% in 2007 and has fallen by 0.9 percentage points since that time. The proportion of new trainees with a lower secondary school leaving certificate remained unchanged. The increase in the number of new trainees with an upper secondary school leaving certificate/higher education entrance qualification/higher education entrance qualification and the attendant fall in the proportion of such trainees not in possession of a lower secondary school leaving certificate can be observed across virtually all areas. Over the past 4 years, the increase in the proportion of new trainees with an upper secondary school leaving certificate/higher education entrance qualification has even exceeded 20% in the craft trades, agriculture and the public sector. The steepest fall in the number of trainees without a lower secondary school leaving certificate, more than 20%, was in the liberal professions, agriculture and the craft trades.²⁰ (BIBB 2012; p. 152ff)

The prior learning structure of trainees in the dual system depends strongly on developments in occupational structure, the distribution of qualifications across applicants, possibilities of alternative educational pathways, access opportunities and funding programmes, all of which may vary considerably in respect of each group of persons. Women, who obtain higher qualifications in general schooling and within the dual system predominantly progress into the areas of trade and industry and the liberal professions, make up above-average proportions of company-based trainees in possession of an upper secondary school leaving certificate/higher education entrance qualification (26.7%), whereas female trainees with a lower secondary school leaving certificate are comparatively rare (26.0%) and only 2.4% of women have not achieved the lower secondary school leaving certificate. It is likely that the narrower occupational spectrum of women in the dual system, which in turn causes fiercer competition, will strengthen the tendency towards higher qualification still further. By way of contrast, most male trainees have an intermediate secondary school leaving certificate (41.6%) or a lower secondary school leaving certificate (37.9%). The proportion of men in possession of an upper secondary school leaving certificate/higher education entrance qualification is significantly lower at 16.9%. 3.6% of male trainees are not in possession of the lower secondary school leaving certificate. (BIBB 2012; p. 153f)

²⁰ See Annex A, table 13.

Foreign trainees in the dual system are more likely to have lower qualifications. Of new trainees, over half had the lower secondary school leaving certificate (51.9%) and one in three (31.9%) were in possession of an intermediate secondary school leaving certificate. Persons with an upper secondary school leaving certificate/higher education entrance qualification were significantly less frequently represented, the proportion being 11.5%. Around 5% of foreign trainees had not achieved the lower secondary school leaving certificate (4.8 %). (BIBB 2012; p. 155f)

The development of training place demand in the year 2011 was characterised by contrary impulses. Demographic development and the falling number of young people have resulted in negative effects, whereas the double cohorts of upper secondary school leavers and the abolition of military service have created additional demand impetuses. The number of general school leavers not in possession of a higher education entrance qualification decreased by 19,700 (-3.5%), and the number of those completing (partially qualifying) vocational schools fell by 11,500 (-3.1%). The number of school leavers from previous school years still interested in entering training ("unplaced applicants from previous years") also declined (-8.2%). In contrast to this, the double upper secondary school leaver cohorts in some federal states, especially Bavaria and Lower Saxony, brought about a strong increase in general school leavers in possession of a higher education entrance qualification (+43,100 or +15.7 %). (BIBB 2012; p. 13f)

IVET at post-secondary level²¹

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

Table 2F: Students in vocational education and training at post-secondary (non tertiary) level						
Type of educational programme	Main economic sectors	Corresponding ISCED level and orientation	Balance between school- and work-based training	Average duration of studies	Transfer to other pathways	Admission requirement
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)	Final certificate from intermediate school and at least two years' successful vocational training or five years' practical experience

Source: compiled by the authors

²¹ See Annex C, explanation 5.

Table 2G: Students enrolled in post-secondary non tertiary education by programme orientation (values and share of the total), 2010

	Total isced4	isc4gen (num)	isc4gen (%)	isc4pv (num)	isc4pv (%)	isc4voc (num)	isc4voc (%)
EU 27	1,474,495	239,722	16.26	:	:	1,234,773	83.74
DE	543,877	141,355	25.99	:	:	402,522	74.01

Source: Eurostat; Unesco-Eurostat-OECD Data collection on education and training systems) Date of extraction: 04.09.2012.

http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ_enr1ad&lang=en

IVET at tertiary level²²

The higher education sector comprises various types of institutions of higher education and, to a limited extent, some Länder have vocational academies or universities (*Berufsakademien, Duale Hochschulen*) 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*).

Table 2H: 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	Admission requirement
Dual study programmes	Economic sciences, Technology,	5B	Partly School and Practical based	3 or up to 5 Years	University	Training contract and a certificate confirming higher education entrance qualification (subject-specific or general)
Universities of applied sciences	In particular: engineering sciences, economic sciences/ commercial law, social affairs, administration and administration of justice, computer science, design, mathematics, information and communication technology, healthcare/nursing.	5A	Partly school and practical based	3 or up to 5 Years	University	Certificate confirming higher education entrance qualification (subject-specific or general)
Vocational academies	Social affairs, technology, Economic sciences	5A	Partly school and practical based	3 or up to 5 Years	University	Depending on the law of the Land see below

²² See Annex C, explanation 6.

Health Sector schools	Healthcare sector	3B	Schools attached to hospitals, theoretical and practical training	2 or 3 Years	Vocational Extension School	Secondary education first stage certification and work experience/or preceding vocational qualification
Universities	Every subject	5A	Only school based	3 or up to 5 Years	Doctoral Studies	Certificate confirming higher education entrance qualification (Abitur)

Source: compiled by the authors

Table 2I: Students at ISCED level 5 by programme destination (values and share of the total) and at ISCED level 6 (values), 2010						
	Total isced5	isc5a(num)	isc5a(%)	isc5b(num)	isc5b(%)	total isced6
EU 27	19,846,588	16,682,956	84.1	2,629,514	13.2	534,119
DE	2,555,559	2,093,394	81.9	462,165	18.1	:

Source: Eurostat (UOE); Extracted on: 10.09.2012. Description: Students at ISCED level 5 by programme destination (values and share of the total) and at ISCED level 6. http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ_enr11ad&lang=en

Further Vocational Education

The field of CVET in Germany is characterised by: a pluralism of providers, a largely market character, and a comparatively minimal degree of regulation by the state. Only a small part of provision leads to a formal vocational qualification. A distinction must be made between two kinds of regulated continuing training, namely further vocational training, also leading to a nationwide recognized vocational qualification and vocational retraining (defined in the Vocational Training Act). Another distinction can be made between further training allowing 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 *BMBF* by agreement with the competent ministries and following consultation with the Main Board (*Hauptausschuss*) of the *BIBB*.

According to section 54 of the Vocational Education and Training Act (*BBiG*) and section 42a of the Crafts Code (*HwO*), the bodies responsible for training, known as competent bodies can pass regulations on advanced vocational training examinations. These are known as chamber regulations. Examples of competent bodies are the chambers of industry and commerce (*IHK*), the chambers of crafts and trades (*HWK*), sections 71 ff. *BBiG*.

Publicly promoted CVET is targeted at various groups, from non-qualified unemployed people 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). 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.

2.2.5 Training providers, typical programmes and target groups

In the field of further vocational training 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 a "*Meister*" (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*. 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. 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).

2.2.6 Teachers and trainers

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

Table 21: Types of teachers and trainers in the German VET system	
Type of training	Type of Staff
Dual system of training	Trainers (instructors) or masters within companies (Certified educators/trainers in professional education, Certified educators/trainers in initial and continuing vocational education) including the responsible VET managers in large companies); VET teachers in vocational schools (two categories: 1. university trained teachers for job-related theory and general education subjects; 2. <i>Werklehrer</i> (master craftsmen or technicians with additional further training) imparting practical skills) Instructors and trainers within inter-company VET centres (<i>ÜBS</i>)
Special VET for disadvantaged leading to dual system diplomas	VET teachers/trainers within private institutions
Full-time vocational schools	VET teachers in vocational schools (see above)
Learning facilitators	Youth workers in training schemes for the disadvantaged, training counsellors in the chambers, vocational guidance counsellors employed by the Federal Employment Agencies etc.

Source: compiled by the authors

2.3 Other forms of training

*Continuing vocational training*²³

Continuing education providers include vocational schools, community adult education centres, universities (of applied sciences), academies, chambers, professional associations, etc. Private providers form the largest group of CVET providers; of these 33% are commercial operators and 15% non-profit organisations. Community adult education centres account for 14%. Business and industry establishments as well as establishments run by other major societal groupings (churches, parties, trade unions, associations, clubs, foundations) represent 12% each. Vocational schools and higher education establishments (including *Fachhochschulen*) account for 10% while other types of providers make up the last 5%. These differ from 2009 by no more than two percentage points (BIBB 2011, p. 316).

Accreditations are highly significant in the continuing education sector. 85% of providers in Germany hold at least one formal accreditation by a public body or private organisation. 43% are accredited according to the Accreditation and Certification in Further Training Ordinance (*Anerkennungs- und Zulassungsverordnung Weiterbildung, AZWV*) of the Federal Employment Agency, making the AZWV the most prevalent form of accreditation, followed by accreditations under adult education or continuing education laws of the German *Länder* (39%) and occupational or industry associations (35%) (BIBB 2011, p. 319 / see also www.wbmonitor.de).

Continuing in-company training may take place in the company or outside but it is usually the company that pays for provision and it usually takes place during regular working hours. There is a large number of collective agreements that contain training provisions (often in conjunction with other issues requiring regulation such as industrial safety and

²³ For a list of aconyms see chapter 5.3.

environmental protection, personnel and skills development, company and work organisation, remuneration arrangements, working hours etc.) (Faulstich 2003, p. 46). The Collective Agreement on Training (*Tarifvertrag zur Qualifizierung - TVQ*) in the metal and electricity industry of 2001 has led the way. In that agreement, continuing in-company training is defined as qualification measures which serve to enable employees to:

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

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

Informal Learning

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

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

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

taken by external candidates accounted for only 6.4% of all IVET qualifications administered by chambers in 2009 (BMBF 2011).

2.3.1 Training providers, typical programmes and target groups

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

In order to strengthen the training of persons in employment, the Federal Employment Agency Integration Fund financed programme “WeGebAU” has been in place since 2006. This programme funds training for older persons in employment, employees of SME’s and low skilled workers. Its aims are to secure and increase employability and avoid unemployment. The plan is for it to continue to assist in covering the requirement for skilled workers and to act as an incentive for companies to use continuing vocational training as a means of improving competitiveness. The “Law for the improvement of integration opportunities on the labour market” lifts the statutory basis limiting continuing vocational training funding for older employees in small and medium-sized companies. Until 2014, employees aged under 45 can also be funded if the employer pays at least 50 percent of courses costs. Around 85,200 persons completed the “WeGebAU” programme between February 2010 and January 2011. Of these, approximately 76,700 were in employment subject to full mandatory social insurance contributions in January 2012, representing an integration rate of 96.4%. This instrument is making a contribution towards the avoidance of unemployment and assisting in the securing of the labour basis in Germany. Less use of the programme was made in 2011 than in the previous year. The reasons for this include the improved economic situation of the companies. 24,836 persons (including 9,720 women) were able to receive funding within the scope of the “WeGebAU” programme up until the end of October 2011 (BMBF 2012, p. 80).

Financing for “WeGebAU” was boosted as part of the Federal Government Economic Stimulus Package II in order to support the expansion of continuing training for persons in employment. Total volume of funding given in 2010 was €274 million (2009: €332.3 million; 2008: €167 million) (BIBB 2012, p. 341).

One possible reason for the high level of participation in initial and continuing training 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.²⁴

2.3.2 Funding mechanisms

Most expenditure takes place in connection with continuing vocational training. Some spending on general, political, cultural and academic research training is, however, also included since such areas cannot always be clearly separated from spending on continuing

²⁴ See Annex B, diagram 1, diagram 2/Annex A, table 14.

vocational training. The Federal Government takes part in the financing of continuing training via the funding programmes of various ministries. Spending on such programmes is consolidated within budgets to form funds. The federal states participate in the financing of continuing training in a similar way to the Federal Government via programmes conducted by the different ministries. Acting together with local government and municipal associations in some cases, the federal states continue to finance adult education centres (VHS), teacher training institutes and other continuing training institutes.²⁵

2.3.3 Quality assurance mechanisms

BIBB has been drawing up the “Continuing training monitor” or “wbmonitor” since 2001 in order to monitor developments in continuing training and make such developments transparent. So since 2001 *BIBB* has conducted regular surveys of CVET providers to gather information on practitioners' views of current topics and problems in CVET. Since 2006, the responsibility for “wbmonitor” has resided with *BIBB* and the German Institute for Adult Education (*DIE*) - Leibniz Centre for Lifelong Learning.

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

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

2.3.4 Teachers and trainers

In Germany there is a wide variety of staff acting as teachers or trainers in CVET. Their formal qualifications range from none to a university diploma, their occupational status from retired or unemployed to qualified employees in training institutions. No common standard exists of what constitutes a CVET teacher/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.

²⁵ See Annex A, table 15.

Table 2J: CVET teachers and trainers	
Place of Work (most important providers of CVET)	Type of Occupation
Private or public VET schools.	Teachers (see 2.2)
State CVET institutions, i.e., colleges of continuing education sponsored directly by the state, which offer provision for public employees. The most significant of these are the in-service training courses for teachers run by the Länder.	Teachers
Community adult education centres (<i>Volkshochschulen</i>): these exist throughout the country.	<ul style="list-style-type: none"> ➤ Unpaid volunteers, ➤ People that teach a few hours aside from their normal job (often school teachers), ➤ Freelance workers that sell their courses on a commercial basis.
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

3. Shaping VET qualifications

In Germany there is a system of recognized training occupations or vocational education and training (VET) standards. The German term “*Ausbildungsberuf*” (training occupation) describes a key element of the training and education system which comprises a vocational education and training standard, occupational characteristics, a training plan of two or three years and a qualification frame. Since this type of occupation only exists in the sphere of education and training and since it is a Federal government responsibility to decide on such “*Ausbildungsberufe*” they are called state-recognised training occupations.²⁶

3.1 Development of standards

The main characteristics of state-recognised occupations are the training standards defined for the attainment of the relevant qualifications and for information of the labour market.²⁷

Furthermore, it lays down the context and time frame for training courses in state-recognised occupations, e. g. the training specifications, the assessment requirements.

The Federal-*Länder* Coordination Committee for Vocational Training Regulations / Framework Curricula finally approves the new vocational training regulation and the framework curriculum that has been coordinated with it. The responsible ministry in conjunction with the Federal Ministry of Education and Research subsequently issues the training regulation and publishes it in the Federal Gazette. The date that a new regulation goes into force is usually the start of the next training year – i.e. 1 August in Germany. As a rule, the individual *Länder* adopt the framework curriculum for the particular occupation or incorporate it into their own specific curricula for part-time vocational schools.²⁸

In the period from 2001 to 2010, new regulations were drafted for a total of 208 training occupations. 163 of these training occupations underwent updating while 45 were newly introduced.

3.2 The social partners' responsibility

Co-operation between government and social partners is a constituting element for all standard setting. Employers and trade unions jointly formulate the employment requirements for the standard. In the practice of vocational training, all co-operation is based on consensus, no regulations concerning initial or further vocational training may be issued against the declared will of either of the two social partners. Thus, initiatives for vocational educational reforms either stem from the social partners or have to meet with their acceptance. The platform for this process provides the *BIBB* that also is coordinating and

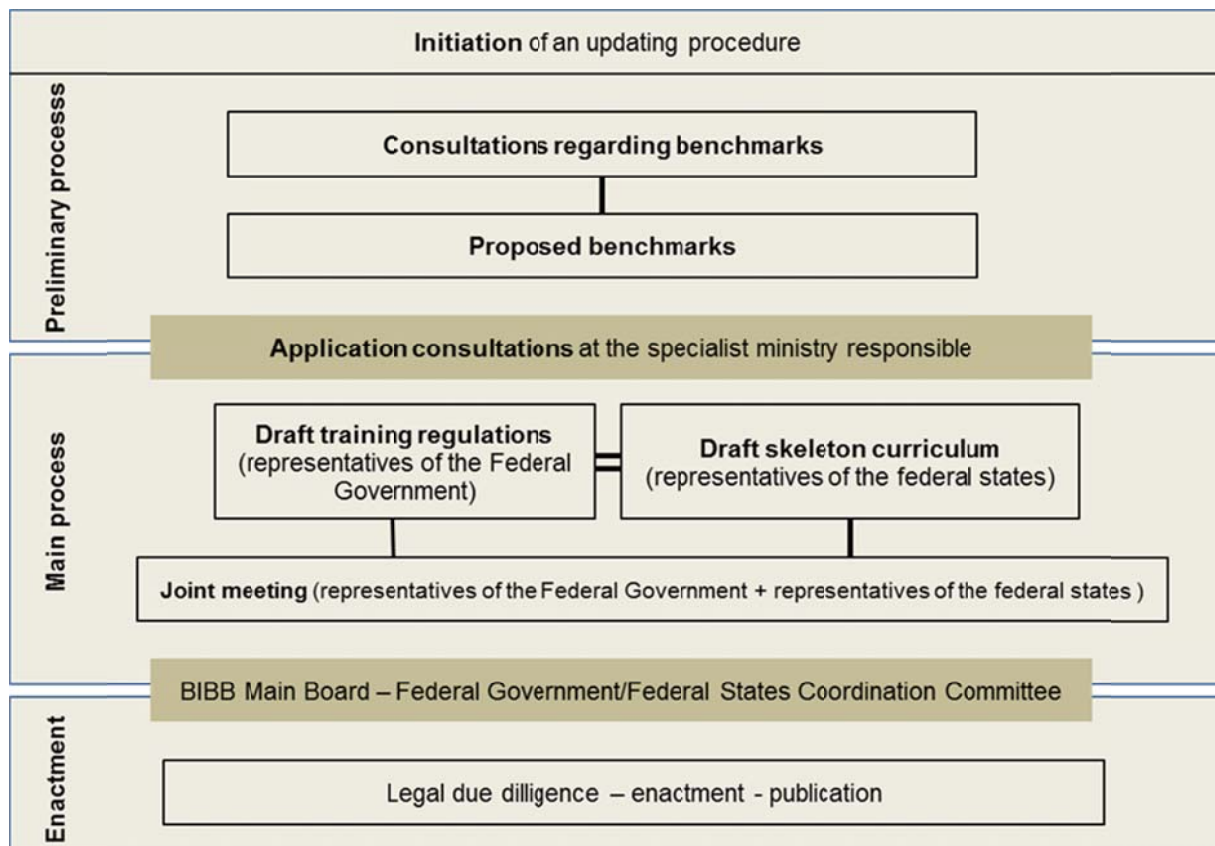
²⁶ See Annex A, table 16 / for a list of aconyms see chapter 5.3.

²⁷ See Annex C, explanation 7.

²⁸ See Annex C, explanation 8.

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

Diagram 3A: Updating procedure of training regulations



Barbara Lorig et. al. In: bwp, Ausgabe Nr. 20, Juni 2011. Unter: http://www.bwpat.de/ausgabe20/lorig_etal_bwpat20.pdf, Stand: 04.10.2012

3.3 Examination

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

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

3.4 Anticipation of future skill needs

Systematic recording and research of the development of future 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 *BMBF*. The main part of this initiative is the research network "Early Identification of Skills Needs in the Network" (*FreQueNz*, 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*).

At the *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 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.gube-projekt.de; accessed: 11.09.2012)

- 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 (see 3.2) (Scharlowsky, 2007). All these activities are important contributions to the early identification of qualification needs.

At the same time, they contribute to the implementation and transfer of measures to meet qualification needs within the VET system.

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

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

4 Promoting participation in vocational education and training

In Germany, financing of vocational training and continuing training is based on a system of mixed financing with a variety of different backers, both public and private. They include the Federal Ministry of Education and Research (*BMBF*), the Federal Ministry of Economics and Technology (*BMWi*), Federal Ministry of Labour and Social Affairs (*BMAS*), the Federal Employment Agency (*BA*), the *Länder*, the *Land* Ministries of Employment, Economics, Education or Cultural Affairs, the European Union, local authorities, companies, unions, Chambers, associations, private institutions and, lastly, individuals themselves. In this respect, the financing system of IVET and continuing general and vocational education differs quite substantially from that of the schools and universities sector, which benefits from relatively comprehensive public funding.²⁹ (Hippach-Schneider, U.; Hensen, K. A. 2011, p. 96, paragraph 1)

4.1. Promoting IVET

In-company training in the dual system is usually financed by the individual enterprise, i.e. an enterprise decides autonomously whether it will offer training and in which occupations. It decides how many trainees it will take on, which quality standards will be observed within the legal framework and how much it wants to spend on training.³⁰

Small and medium-sized enterprises, in particular craft trades companies, are important training suppliers, but are unable, or not fully able, to provide all the facets of training required of them by training regulations. This is primarily due to the increasing division of labour in production processes, increasing specialisation, and in some cases financial problems or accelerated technological change. The limited suitability of such enterprises as training providers is compensated for by supplementary external training measures in Inter-company vocational training centres (*überbetriebliche Berufsbildungsstätten ÜBS*) or by coherent training structures (*Ausbildungsverbünde*).

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

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

²⁹ For a list of aconyms see chapter 5.3.

³⁰ See Annex B, diagram 3, diagram 4.

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

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

Table 4A: Financing of vocational training 2011		
Financing bodies	Expenditure (in EUR billions)	
Public bodies (Federation, Länder, regions)	2010	2011
Part-time vocational schools (dual system)	3,1	3,1
Full-time vocational schools	2.25	2.2
Other school types providing VET (e.g. One-year basic vocational training, Prevocational training year)	1.83	1.85
Inter-company VET centres (ÜBS)	0.04	0.04
Federal Agency for Employment (BA)	4	3.7

Source: *BIBB 2012, p. 259.*

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

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

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

Training in a full-time vocational school outside the dual system and special measures to promote VET, such as *Land* programmes to create additional training places, are also financed out of *Land* budgets.³¹

Coherent information on all public funding activities in Germany on www.foerderdatenbank.de (accessed 09.07.2012).

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

Prevocational training measures (berufsvorbereitende Bildungsmaßnahmen - BvB)

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

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

Training bonus

The global financial and economic crisis has had repercussions on the apprenticeship market. Under the Employment Opportunities Act of 24 October 2010, the scheme to help apprentices from insolvent companies by means of the "training bonus" was therefore extended by three years until the end of 2013. By the end of November 2010, training bonus assistance had been approved in 5,900 of these cases.

The training bonus is a financial subsidy aimed at reducing the costs of initial vocational training. It is intended for employers who offer additional in-company training places for young people, particularly those who may have been seeking a training place for some time without success. Support of up to EUR 6,000 per training place can be applied for.

³¹ See Annex B, diagram 4.

Introductory Training for Young People

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

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

Job 4000 – Programme for the better occupational integration of severely disabled people (Programm zur besseren beruflichen Integration schwer behinderter Menschen)

The Federal Ministry of Labour and Social Affairs (BMAS) finances the occupational integration of severely disabled persons with the assistance of the European Social Fund (ESF). A further aim is for the Federal Employment Agency to be supported in carrying out its statutory tasks within the scope of the occupational integration of persons with disabilities. Plans include the creation of at least 500 new company-based training places for severely disabled young people by incentivising companies to put such provision in place. The objective of the programme is to achieve occupational integration of severely disabled persons outside workshops specially established for the purpose.

4.2. Promoting CVET

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

This law, jointly financed by the Federation and the *Länder*, gives craftsmen and other skilled workers a statutory individual entitlement to financial assistance with further training. The financial assistance comprises subsidies (or, as from a certain amount, bank loans at favourable rates) for the course and examination fees of master's courses or other courses leading to a comparable further training qualification. In the 23rd Act amending the *BAföG* (23. Gesetz zur Änderung des Bundesausbildungsförderungsgesetzes, *BAföGÄndG*) which entered force on 01.10.2010 improvements were also made to the grant support available for career advancement training (the “*Meister-BAföG*”). Both the cost of living allowances and offset amounts for participants in full-time programmes were raised, with retroactive effect as from 01.10.2010. In 2011, the number of individuals assisted was approx. 166,000 (2010: 166.000; 2009: 158.000; Source BIBB 2012 p. 345). The proportion of women under “*Meister-BaföG*” in 2011 was 32% (BMBF, http://www.bmbf.de/media/press/pm_0626-080.pdf, cited 01.10.2012).

Funding Programme for the Highly Talented (Begabtenförderung Berufliche Bildung)

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

In 2011 more than 6,000 (2010: 5,762; 2009: 6,111 / BIBB 2012 p. 346) new persons were selected for promotion.

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

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

In 2011, almost 90% of scholarship recipients were accepted into the programme on the basis of an excellent performance in the final vocational education and training examination.

Funding is provided for the measure itself, for travel and accommodation costs and for costs of necessary work materials. Scholarship recipients may apply for grants of a total of €6,000 for an unlimited amount of continuing training courses eligible for funding within the

three year funding period. Scholarship recipients are required to bear 10% per course of the costs of measures eligible for funding.

Federal advancement grants (Aufstiegsstipendium)

Federal advancement grants give an additional incentive to embark on a degree programme as well as attractive career prospects. The grants are targeted particularly at professionally experienced people who have acquired access to higher education by means of initial vocational training, advanced vocational training or occupational experience. In its 23rd Act to amend the Federal Education and Training Assistance Act of 27.10.2010, the Federal Government announced the introduction of improved student support (*BAföG*) payments and structures. It is thus safeguarded for ongoing development as a key element in a triad of need-based forms of access to individual financing for education and training, consisting of the *BAföG*, education and training loans, and grants. The “Career advancement grant” (*Aufstiegsstipendium*) programme offers an additional incentive.

Continuing education grant (Bildungsprämie)

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

4.3. Promoting Training for Unemployed

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

General eligibility criteria

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

education; whether other instruments of labour market policy could be more promising; and whether the candidate can, in all likelihood, return to the labour market as a result of the training.

Education voucher

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

Key services

By issuing an education voucher, the employment agency or authority providing basic income support for jobseekers confirms that some or all of the following CVET expenses will be covered: Course costs, Travel expenses, Costs for external board and lodging, Childcare expenses.

Furthermore, candidates are also entitled to receive unemployment benefit for the duration of the CVET programme if specific requirements are met. Regulations surrounding unemployment benefit remain unchanged for the duration of the CVET programme.

4.4. Guidance and counselling

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

Service provision

Since the 1920's vocational guidance and counselling for youth and adults is a legal obligation of the German Public Employment Service and its local employment agencies (Bundesagentur für Arbeit – BA). Until 1998 the state monopoly ensured that no one else except the BA was allowed to provide guidance and counselling for young people in the phase of transition from school to work (Berufsberatung). Guidance and counselling for adults is also provided by the BA although in this area multiple providers, in particular further training institutions, some municipalities as well as non-profit organisations, and private career counselling practitioners offer guidance and counselling services. With the abolishment of the state monopoly the private and semi-private market grew considerably – partly because the market was not regulated by requirements concerning the qualification of staff or any other quality standards despite some minor regulations concerning the financial situation and the practical facilities of the provider (Social Code III, § 289). The BA however is still the largest and most important provider of guidance and counselling services in Germany (<http://www.arbeitsagentur.de>). It provides service for annually around 2 million students and school leavers and of course for all registered unemployed (2010: 9, 19 million new entrants) including service for long term unemployed by the Job Centers under the legislation of Social Code II.

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

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

In addition to the mainstream career education in schools the Länder governments have launched special programs and funding for additional efforts to improve career management skills and career development of their students. Additional funding from the Federal Government and/or from the BA as well as from private enterprises, foundations or employers' associations enables schools to carry out multiple guidance activities.

- Early, practice-oriented, systematic vocational guidance is being provided at inter-company vocational training centres (überbetriebliche Berufsbildungsstätten - ÜBS) and similar vocational training facilities 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 fulfill this new task of occupation-specific vocational guidance. The program 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>).

Very recently career education, work preparation and initiatives to ease the transition from school to work have been paid much attention to due to the high unemployment risk of school drop outs and students with poor performance. Programs like “Educational Chains” (Bildungsketten) and “Job Start Coaches” (Berufseinstiegsbegleiter) provide for students at risk individual support for the transition from school to vocational training and work. Another program called “Regional Transition Management” (Regionales Übergangsmanagement) is in particular focused on placement activities for less able school leavers into apprenticeship places matching the demand of enterprises and school leavers in order to provide training opportunities for all school leavers.

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

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

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

The follow-up program “Local Learning” (Lernen vor Ort) is designed to support municipalities in their efforts to establish efficient education management systems including educational monitoring and educational guidance. Under the guidelines and funding of this

program many municipal career guidance services could be established or were able to maintain their service.

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

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List of acronyms

abH	Ausbildungsbegleitende Hilfen [apprenticeship support]
AES	Adult Education Survey
AEVO	Ausbildereignungsverordnung [Trainer Aptitude Regulation]
AFBG	Aufstiegsfortbildungsförderungsgesetz [Upgrading Training Support Act]
AGBFN	Arbeitsgemeinschaft Berufsbildungsforschungsnetz [Vocational Education Research Network Study Group]
AZWV	Anerkennungs- und Zulassungsverordnung – Weiterbildung [Accreditation and Certification in Further Training Ordinance]
BA	Bundesagentur für Arbeit [Federal Employment Agency]
BAföG	Bundesausbildungsförderungsgesetz [Federal Education and Training Assistance Act]
BAVBVO	Rechtsverordnung über die Bescheinigung von Grundlagen beruflicher Handlungsfähigkeit im Rahmen der Berufsausbildungsvorbereitung [Ordinance on the certification of the fundamentals of vocational proficiency in the context of preparation for vocational education and training]
BBiG	Berufsbildungsgesetz [Vocational Training Act]
BDA	Bundesvereinigung der Deutschen Arbeitgeberverbände [Federal Association of German Employers' Organisations]
BDBA	Bundesverband Deutscher Berufsausbilder [German IVET Trainer Association]
BFB	Bundesverband der Freien Berufe [Association of Liberal Professions]
BMAS	Bundesministerium für Arbeit und Sozialordnung [Federal Ministry for Employment and Social Affairs]
BMBF	Bundesministerium für Bildung und Forschung [Federal Ministry of Education and Research]
BMFSFJ	Bundesministerium für Familie, Senioren, Frauen und Jugend [Ministry of Family Affairs, Senior Citizens, Women and Youth]
BMWi	Bundesministerium für Wirtschaft und Technologie [Federal Ministry of Economics and Technology]

BIBB	Bundesinstitut für Berufsbildung [Federal Institute for Vocational Education and Training]
BQF	Berufliche Qualifizierung für Zielgruppen mit besonderem Förderbedarf [vocational qualification of target groups with special promotion needs]
BSW	Berichtssystem Weiterbildung [Continuing Education Reporting System]
BvB	Berufsvorbereitende Bildungsmaßnahmen [vocational preparation schemes]
DAAD	Deutscher Akademischer Austauschdienst [German Academic Exchange Service]
DGB	Deutscher Gewerkschaftsbund [Federation of German Trade Unions]
DIE	Deutsches Institut für Erwachsenenbildung e.V. [German Institute for Adult Education]
DIHK	Deutscher Industrie- und Handelskammertag [Association of German Chambers of Industry and Commerce]
DJI	Deutsche Jugend Institut [German Youth Institut]
DQR	Deutscher Qualifikationsrahmen [German Qualification Framework]
ECTS	European Credit Transfer System
ECVET	European Credit System for Vocational Education and Training
ENQA-VET	European Network on Quality Assurance in Vocational Education and Training
EQJ	Einstiegsqualifizierung Jugendlicher [Initial Qualification of Young People]
EQF	European Qualifications Framework
ESF	Europäischer Sozialfonds [European Social Fund]
GDR	German Democratic Republic
GWK	Gemeinsame Wissenschaftskonferenz [Joint Science Conference]
HEI	Higher Education Institution
HRK	Hochschulrektorenkonferenz [German Rectors' Conference]
HwO	Handwerksordnung [Trades and Crafts Ordinance]
IAB	Institut für Arbeitsmarkt- und Berufsforschung [Institute for Labour Market and Occupation Research]
IHK	Industrie- und Handelskammer [Chamber of Industry and Commerce]

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

Annex A: Tables

Table 1: Total population (on 1st of January), 2004, 2006, 2008, 2010, 2011, 2012 (forecast).						
	2004	2006	2008	2010	2011	2012
EU 27	488,797,929	493,210,397	497,686,132	501,104,164p	50,2057,928	-
DE	82,531,671	82,437,995	82,217,837	81,802,257	81,751,602	81,843,809

– = No data available.

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.

Source: Eurostat, Demographic Statistics; Date of extraction: 09.08.2012.

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

Table 2: Age-specific demographic trends in Germany (%)						
	2008	2020	2030	2040	2050	2060
0-19	19.0	17.0	16.7	16.1	15.6	15.7
20-64	60.6	59.8	55.0	52.8	52.6	51.7
65+	20.4	23.2	28.3	31.1	31.8	32.6

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

Table 3: Projected old-age dependency ratio (%)											
	2010	2015	2020	2025	2030	2035	2040	2045	2050	2055	2060
EU 27	25.92	28.48	31.37	34.57	38.33	42.31	45.52	48.00	50.16	51.82	52.55
DE	31.26	32.52	35.78	40.22	47.21	54.20	56.44	56.92	58.11	59.57	59.89

Source: Eurostat; aged 65+ divided by population aged 15-64 (projections); Date of data extraction: 10.07.2012.

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

Table 4: Population 2010 according to migration status and age groups

Age from ... to ... years	Population						
	Total	Not from migrant background	From a migrant background in a narrow sense				
			Together	Germans		Foreigners	
				With	Without	With	Without
				own experience of migration			
in 1 000							
Total	81 715	65 970	15 746	5 013	3 585	5 577	1 570
under 5	3 280	2 137	1 143	18	952	37	136
05-10	3 518	2 377	1 141	41	888	75	138
10-15	3 871	2 748	1 123	77	657	108	280
15-20	4 264	3 148	1 116	176	511	171	258
20-25	4 913	3 813	1 100	363	259	304	174
25-35	9 775	7 289	2 486	842	194	1 158	292
35-45	11 968	9 453	2 516	937	75	1 306	198
45-55	12 962	10 858	2 104	1 033	23	1 006	42
55-65	10 019	8 482	1 538	665	15	833	24
65-75	9 750	8 802	948	485	7	438	18
75-85	5 611	5 180	431	300	/	123	6
85-95	1 671	1 576	95	72	/	19	/
95 and more	113	108	/	/	–	/	/
Average age	43,8	45,9	35,0	46,2	12,0	43,2	22,

/= not available.

– = not available.

Source:

<https://www.destatis.de/DE/ZahlenFakten/GesellschaftStaat/Bevoelkerung/MigrationIntegration/Migrationshintergrund/Tabelle/MigrationshintergrundAlter.html>. Date of data extraction: 10.07.2012.

Table 5: Growth rate of GDP in real terms - percentage change compared with the previous year, 2004-2011 and the forecast for 2012 and 2013										
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
EU 27	2.5	2.1	3.3	3.2	0.3	-4.3	2.0	1.5	0.0f	1.3f
DE	1.2	0.7	3.7	3.3	1.1	-5.1	3.7	3.0	0.7f	1.7f

Source: Eurostat; GDP; Date of extraction: 12.07.2012. f = forecast

http://epp.eurostat.ec.europa.eu/portal/page/portal/national_accounts/data/main_tables

Table 6: Table: Key figures of the German labour market to Year 2010 and 2011

Data of the Federal Statistical Office	unit	2010	2011
Labour force ^{1, 2}	Mill.	43.45	43.54
Persons in employment (national concept) ^{2, 3}	Mill.	40.51	41.04
Persons in employment (domestic concept) ⁴	Mill.	40.55	41.09
Self-employed ⁵	Mill.	4.49	4.55
Employees	Mill.	36.07	36.55
By industries ⁴			
Agriculture, forestry and fishing	Mill.	0.65	0.66
Production industry (incl. construction)	Mill.	9.94	10.11
Services	Mill.	29.96	30.32
Unemployed ²	Mill.	2.95	2.50
Unemployment rate ²	%	6.8	5.7
Data of the Federal Employment Agency			
Employees subject to social insurance contributions ⁶	Mill.	27.71	28.38
Persons exclusively in marginal employment ⁶	Mill.	4.92	4.89
Registered unemployed	Mill.	3.24	2.98
Rate of registered unemployment ⁷	%	7.7	7.1
Reported job vacancies	Mill.	0.36	0.47
Overall number of job vacancies ⁸	Mill.	0.57	...

Unless otherwise stated, all figures are rounded annual average results; last updated: December 2011.

¹ All residents who are active in the labour market (unemployed and persons in employment).

² According to the international ILO employment status concept. Rate defined as share of total labour force.

³ Persons in employment whose place of residence is in Germany.

⁴ Persons in employment whose place of work is in Germany.

⁵ Including unpaid family workers.

⁶ As at 30 June of each year.

⁷ Unemployed as a proportion of the total civilian labour force.

⁸ Vacancies to be filled immediately; survey of the Institute for Employment Research.

Source:

http://www.destatis.de/jetspeed/portal/cms/Sites/destatis/Internet/EN/Content/Statistics/Arbeitsmarkt/content75/Eckwertetabelle_templateId=renderPrint.psm/

Table 7: Employment rates by age groups and highest level of education attained (%), 2006, 2010 and 2011										
		2006			2010			2011		
	ISCED Levels	15-24	25-49	50-64	15-24	25-49	50-64	15-24	25-49	50-64
EU 27	0-2	24.8	66.9	43.5	21.5	62.8	21.5	20.7	62.1	43.3
	3-4	48.0	80.3	57.9	44.9	79.7	59.6	44.3	79.8	60.4
	5-6	60.3	88.4	74.1	56.9	87.4	74.5	55.5	87.1	74.8
	No a.	5.5	76.1	5.6	5.0	73.1	61.7	5.6	74.5	61.6
	Total	36.6	79.0	54.4	34.0	78.1	56.7	33.6	78.0	57.5
DE	0-2	31.7	61.2	43.1	33.2	60.9	33.2	33.8	61.7	49.0
	3-4	61.6	79.9	57.4	62.8	82.4	65.4	63.7	83.7	67.1
	5-6	75.9	89.5	74.1	75.2	90.5	80.2	78.5	91.5	81.4
	No a.	:	:	:	:	67.8	:	:	75.9	:
	Total	43.5	79.3	58.5	46.2	81.7	66.3	47.9	83.0	68.2

(:) No data available.

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

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

ISCED 5-6: Tertiary education

Source: Eurostat, Date of extraction: 30.07.2012.

http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsa_ergaed&lang=en

Table 8: Unemployment rates by age groups and highest level of education attained (%), 2003, 2006, 2010 and 2011

		2003			2006			2010			2011		
	ISCED Levels	15-24	25-49	50-64	15-24	25-49	50-64	15-24	25-49	50-64	15-24	25-49	50-64
EU 27	0-2	19.2	11.6	7.2	21.2	11.2	7.5	27.5	16.3	10.2	28.2	17.0	10.8
	3-4	13.2	8.4	7.7	15.2	7.3	6.9	18.1	8.2	6.7	18.7	8.1	6.5
	5-6	11.1	4.8	3.8	13.3	4.3	3.6	16.3	5.3	3.6	16.7	5.5	3.6
	No a.	13.9	7.9	7.4	19.7	:	:	:	8.2	:	:	8.4	:
	Total	15.3	8.3	6.6	17.1	7.3	6.3	20.9	8.9	6.9	21.3	9.0	6.9
DE	0-2	11.9	18.4	16.3	16.9	20.4	18.7	13.4	17.2	13.3	12.4	15.2	11.5
	3-4	10.5	9.3	12.4	11.1	9.1	12.0	7.4	6.6	7.7	6.2	5.5	6.5
	5-6	5.4	4.3	6.9	:	4.2	6.3	:	2.9	3.6	:	2.2	2.9
	No a.	13.3	10.2	11.6	:	:	:	:	:	:	:	:	:
	Total	11.0	9.1	11.4	13.8	9.3	11.4	9.9	6.7	7.1	8.6	5.5	6.0

(:) No data available.

Source of information: Eurostat; Date of extraction: 02.08.2012.

http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsa_urgaed&lang=en

Table 9: Educational attainment of the population aged 25-64 by ISCED level, % (2011)

Level of education			
	ISCED 0-2	ISCED 3-4	ISCED 5-6
EU-27	26.6	46.6	26.8
DE	13.7	58.7	27.6

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

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

ISCED 5-6: Tertiary education

Source: Eurostat; EU Labour Force Survey, online database; Date of extraction: 02.08.2012.

<http://epp.eurostat.ec.europa.eu/portal/page/portal/education/data/database>

Table 10: Early school leavers (%), 2005-2011							
	2005	2006	2007	2008	2009	2010	2011
EU 27	15.8	15.5	15.1	14.9	14.4	14.1	13.5
DE	13.5 (b)	13.7	12.5	11.8	11.1	11.9	11.5

(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

Source: Eurostat; Date of extraction: 02.08.2012.

<http://epp.eurostat.ec.europa.eu/tgm/table.do?tab=table&init=1&language=de&pcode=tsisc060&plugin=1>

Table 11: Public expenditure on IVET (part 1)

	2001	2006	2007	2008	2009	2010	2011	DS	ÜS	Enthält WB¹
	in Mrd. €	in Mrd. €	in Mrd. €	in Mrd. €	in Mrd. €	in Mrd. €	in Mrd. €			
BMBF²										
Förderung überbetrieblicher Berufsbildungsstätten³	0,043	0,029	0,029	0,029	0,046	0,043	0,040	X		
Sonderprogramme des Bundes, der neuen Länder und Berlin zur Schaffung zusätzlicher Ausbildungsplätze in den neuen Ländern⁴	0,095	0,077	0,075	0,060	0,049	0,032	0,020	X		
Schüler-BAföG für berufliche Vollzeitschüler (BFS, BAS sowie FOS ohne BB)⁵	0,227	0,340	0,332	0,356	0,387	0,389	k.A.		X	X
Internationaler Austausch und Zusammenarbeit in der beruflichen Bildung	0,007	0,005	0,005	0,005	0,007	0,010	0,012	X		X
Innovationen und Strukturentwicklung der beruflichen Bildung	k.A.	0,044	0,037	0,035	0,044	0,050	0,068	X	X	X
BIBB (Betrieb und Investitionen)	0,028	0,027	0,026	0,028	0,029	0,030	0,029	X	X	X
Begabtenförderung in der beruflichen Bildung	0,014	0,015	0,016	0,019	0,024	0,035	0,044	X		X
Sonderprogramm Lehrstellenentwickler und Regionalverbünde Berufsbildung in den neuen Ländern (einschl. Berlin-Ost)	0,021	–	–	–	–	–	–	X		
Zukunftsinitiative für Berufliche Schulen (ZIBS)	0,175	–	–	–	–	–	–	X	X	X
Maßnahmen zur Verbesserung der Berufsorientierung	–	–	–	–	0,010	0,019	0,019		X	
BMWi²										
Förderung von Lehrgängen der überbetrieblichen beruflichen Bildung im Handwerk	0,042	0,040	0,045	0,047	0,046	0,047	0,045	X		
Passgenaue Vermittlung Auszubildender an ausbildungswillige Unternehmen	–	–	0,001	0,003	0,003	0,003	–	X	X	
BMAS²										
Sonderprogramm zur Einstiegsqualifizierung Jugendlicher⁶	–	0,070	0,072	0,008	–	–	–		X	
Leistungen für Menschen mit Behinderung im Rechtskreis SGB II⁷										
• Teilnahmekosten für Maßnahmen zur Teilhabe behinderter Menschen am Arbeitsleben	k.A.	0,076	0,076	0,077	0,082	0,084	k.A.			X
Spezielle Maßnahmen für Jüngere im Rechtskreis SGB II⁷										
• Förderung der Berufsausbildung benachteiligter Auszubildender	k.A.	0,166	0,277	0,374	0,381	0,378	k.A.	X		
• Maßnahmen der vertieften Berufsorientierung	k.A.	0,001	0,001	0,002	0,002	0,001	k.A.		X	
• Sozialpädagogische Begleitung bei Berufsausbildungsvorbereitung	k.A.	0,001	0,000	0,001	0,000	0,000	k.A.		X	
• Einstiegsqualifizierung	k.A.	–	0,001	0,013	0,016	0,017	k.A.		X	
Länder										
Berufliche Schulen⁸										
• Teilzeitberufsschule⁹	3,453	2,870	2,885	2,968	3,081	3,116	3,058	X		
• Berufsfachschulen⁹	1,965	2,365	2,312	2,203	2,218	2,247	2,201	X	X	
• Berufsgrundbildungsjahr, Berufsvorbereitungsjahr⁹	0,502	0,501	0,464	0,426	0,407	0,387	0,377		X	
• Andere berufsbildende Schulen (außer Fachschulen)	0,954	1,095	1,144	1,242	1,330	1,438	1,468	X		
Ausbildungsprogramme der Länder¹⁰										
• Westdeutschland¹⁰	0,053	0,126	k.A.	k.A.	ca. 0,5	ca. 0,5	ca. 0,5	X		
• Ostdeutschland	0,120	0,066	k.A.	k.A.				X		

Public expenditure on IVET (part 2)

	2001	2006	2007	2008	2009	2010	2011	DS	ÜS ÜS	enthält WB ¹
	in Mrd. €	in Mrd. €	in Mrd. €	in Mrd. €	in Mrd. €	in Mrd. €	in Mrd. €			
Bundesagentur für Arbeit⁷										
Berufsausbildungsbeihilfen (BAB, betriebliche Berufsausbildung, berufsvorbereitende Bildungsmaßnahmen) einschließlich BAB-Zweiterausbildung	0,405	0,506	0,497	0,512	0,584	0,579	0,540	X		
Lehrgangskosten für berufsvorbereitende Bildungsmaßnahmen	0,388	0,365	0,349	0,337	0,333	0,326	0,293		X	
Berufsausbildung benachteiligter Jugendlicher	0,811	0,808	0,707	0,737	0,728	0,672	0,587	X		
Berufsfördernde Bildungsmaßnahmen für Behinderte										
• Für die Erstausbildung	k.A.	0,323	0,283	0,287	0,297	0,295	0,284			
• Nicht auf berufliche Erstausbildung oder WB aufteilbare Bildungsausgaben	k.A.	1,690	1,690	1,822	1,892	1,871	1,806			X
Ausbildungsbonus	–	–	–	0,011	0,034	0,036	0,032	X		
Einstiegsqualifizierung ⁶	–	–	0,006	0,051	0,055	0,055	0,049		X	
Maßnahmen zur vertieften Berufsorientierung ¹¹	k.A.	0,004	0,004	0,008	0,008	0,066	0,061		X	
Sozialpädagogische Betreuung bei Berufsausbildungsvorbereitung	k.A.	0,001	0,001	0,000	–	–	–		X	
Sofortprogramm zum Abbau der Jugendarbeitslosigkeit ¹²	0,862	–	–	–	–	–	–	X	X	
Berufseinstiegsbegleitung für Jugendliche	–	–	–	–	0,035	0,055	0,060		X	
Institutionelle Förderung ¹³	0,044	0,004	0,002	0,000	–	–	–	X	X	X

¹ Positionen, die in signifikantem Umfang auch Weiterbildungsausgaben enthalten, sind mit einem Kreuz gekennzeichnet.

² Ist-Werte für 2001 und 2006 bis 2010. Haushaltsansätze für 2011.

³ Die Angaben enthalten die Ausgaben für Investitionen und laufende Zwecke.

⁴ Der Bund trägt 50 % der Gesamtförderung von Bund und Ländern.

⁵ Förderung für Schüler an Berufsfachschulen, Berufsaufbauschulen und in Fachoberschulklassen, die keine abgeschlossene Berufsausbildung voraussetzen.

⁶ Seit 1. Oktober 2008 als Regelleistung im Rahmen des SGB III.

⁷ Ist-Ausgaben für das jeweilige Haushaltsjahr.

⁸ Ist-Werte für 2001 und 2006 bis 2008. Vorläufige Ist-Werte für 2009 und 2010. Soll-Werte für 2011.

⁹ Grundlage für die Schätzung der Ausgaben in den Kalenderjahren 2001, 2006 bis 2010: Schülerzahlen der im jeweiligen Kalenderjahr endenden und beginnenden Schuljahre sowie Ausgaben für die beruflichen Schulen. Grundlage der Schätzung für das Jahr 2011: Schülerzahlen des Schuljahres 2010/2011 sowie Ausgaben für die beruflichen Schulen. Ab dem Datenreport 2011 wurde das Ausgabenkonzept von Nettoaufgaben auf Grundsatz umgestellt. Da dies auch rückwirkend für die Jahre ab 2007 geschah, unterscheiden sich die Angaben für die Jahre 2007 bis 2010 leicht von den Angaben in früheren Ausgaben des Datenreports.

¹⁰ Bis 2006: Veranschlagtes Mittelvolumen nach Angaben der Länder (einschließlich ESF-Mitteln) für das im jeweiligen Kalenderjahr beginnende Ausbildungsjahr. Die Angabe für das Jahr 2006 enthält nicht die Programme des Landes Rheinland-Pfalz, da das zuständige Ministerium hierzu keine Daten geliefert hat. Ab 2007 liegen nur von wenigen Ländern Informationen vor, sodass keine Angaben über den Gesamtumfang gemacht werden können. Zu den für die Jahre 2009 bis 2011 ausgewiesenen Werten sind die Hinweise im Text zu beachten.

¹¹ Voraussetzung für die Förderung ist gemäß § 33 SGB III die Beteiligung Dritter in Höhe von mindestens 50 %. Zum Anteil öffentlicher und privater Mittel im Rahmen dieser Kofinanzierung liegen jedoch keine Zahlen vor.

¹² Nur Ausgaben für Leistungen nach Artikel 2, 3, 4, 6, 7 und Qualifizierungsanteil nach Artikel 9 (bei Quali-ABM nur Zuschüsse zur Qualifizierung) des Sofortprogramms, teilweise mitfinanziert aus ESF-Mitteln. Die Jahre 2006 ff. enthalten möglicherweise Restbeträge, die hier nicht ausgewiesen werden.

¹³ Die institutionelle Förderung beinhaltet z. B. Zuschüsse für den Aufbau, die Erweiterung, den Umbau und die Ausstattung von Jugendwohnheimen sowie Zuschüsse für die Förderung von Einrichtungen der beruflichen Aus- und Weiterbildung oder der beruflichen Rehabilitation. Die institutionelle Förderung im Bereich der Aus- und Weiterbildung wurde jedoch 2009 abgeschafft.

Quellen: Bundesministerium der Finanzen, Bundeshaushaltspläne

Bundesministerium der Finanzen, Haushaltsrechnung und Vermögensrechnung des Bundes

Statistisches Bundesamt, Fachserie 11, Reihe 2 – Berufliche Schulen

Statistisches Bundesamt, Fachserie 11, Reihe 7 – BAföG

Statistisches Bundesamt, Fachserie 14, Reihe 3.1 – Rechnungserg GesamtHH

Bundesagentur für Arbeit, Quartalsberichte

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

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

Auskünfte des Statistischen Bundesamtes (Oktober 2011) und der Bundesagentur für Arbeit (Februar 2012)

Table 12: Apprenticeship Contracts Supply / Demand

	New Apprentice Contracts	vacant positions	unsuccessful Applicant	Supply	Demand	Supply / Demand Apprenticeship in Relation (%)
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	564,307	17,255	15,608	581,562	579,987	100.3
2010	559,960	19,605	12,255	579,565	572,215	101.3
2011	570,140	29,689	11,550	599,829	581,690	103.1

Source: BIBB 2012; p. 16.

Table 13: Trainees with a newly concluded training contract by highest general school qualification and area of responsibility, 2007 to 2010

Area of responsibility	Reporting year	Total new training contracts	Highest general school leaving qualification									
			No lower secondary school leaving certificate		Lower secondary school leaving certificate		Intermediate secondary school leaving certificate		Upper secondary school leaving certificate/higher education entrance qualification		No information available	
			Absolute terms	%	Absolute terms	%	Absolute terms	%	Absolute terms	%	Absolute terms	%
Trade and industry	2007	368,907	10,368	3.0	87,426	24.9	161,904	46.2	90,750	25.9	18,444	-
	2008	365,211	6,465	2.0	79,650	24.9	143,937	45.1	89,322	28.0	45,840	-
	2009	332,232	8,436	2.6	82,701	25.6	145,926	45.3	85,389	26.5	9,780	-
	2010	332,571	8,163	2.5	84,591	25.7	147,882	44.9	88,965	27.0	2,970	-
Craft trades	2007	176,253	9,171	5.3	93,498	53.7	61,542	35.4	9,855	5.7	2,190	-
	2008	166,941	9,243	5.5	89,106	53.4	58,140	34.9	10,230	6.1	219	-
	2009	155,589	8,070	5.2	83,448	53.7	54,135	34.8	9,729	6.3	207	-
	2010	154,839	6,474	4.2	82,710	53.5	54,681	35.4	10,743	6.9	231	-
Public sector	2007	12,951	36	0.3	564	4.4	7,662	59.2	4,671	36.1	18	-
	2008	12,639	42	0.3	615	4.9	7,026	55.7	4,938	39.1	18	-
	2009	13,500	15	0.1	618	4.6	7,239	53.7	5,619	41.7	12	-
	2010	12,960	36	0.3	561	4.3	6,783	52.4	5,577	43.0	3	-
Agriculture	2007	17,616	2,067	11.8	7,467	42.5	6,336	36.0	1,710	9.7	39	-
	2008	16,131	1,926	12.0	6,786	42.4	5,637	35.2	1,671	10.4	114	-
	2009	15,006	1,548	10.4	6,897	46.2	4,842	32.5	1,635	11.0	87	-
	2010	14,235	1,251	8.8	6,369	45.0	4,848	34.3	1,683	11.9	102	-
Liberal professions	2007	43,404	360	0.8	6,765	15.8	25,881	60.4	9,864	23.0	534	-
	2008	42,513	231	0.6	6,702	16.1	25,197	60.4	9,594	23.0	786	-
	2009	40,917	255	0.6	6,417	15.9	24,159	50.7	9,609	23.8	477	-
	2010	40,860	252	0.6	6,576	16.3	23,808	58.9	9,756	24.2	465	-
Housekeeping	2007	4,680	1,542	33.5	2,358	51.2	648	14.1	60	1.3	75	-
	2008	4,134	1,473	36.2	1,956	48.1	588	14.5	51	1.3	66	-
	2009	3,924	1,122	29.2	2,211	57.5	462	12.0	51	1.3	81	-
	2010	3,546	1,029	29.1	2,016	57.0	444	12.6	45	1.3	9	-
Total	2007	624,177	23,568	3.9	198,114	32.9	264,144	43.8	117,051	19.4	21,300	-
	2008	607,566	19,380	3.5	184,815	33.0	240,522	42.9	115,803	20.7	47,046	-
	2009	561,171	19,443	3.5	182,286	33.1	236,763	43.0	112,032	20.3	10,644	-
	2010	559,032	17,208	3.1	182,823	32.9	238,449	42.9	116,769	21.0	3,783	-

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

Source: BIBB 2012; p. 154/ "Database of trainees" produced by the Federal Institute for Vocational Education and Training on the basis of the results from the Vocational Education and Training Statistics of the Federal Statistical Office and the Statistical Offices of the Federal States (survey as of 31 December), reporting years 2007 to 2010. For data protection reasons, absolute values have in each case be rounded to a multiple of 3. For this reason, the overall value may deviate from the total of the individual values.

Source: BIBB 2012; p. 154/ „Datenbank Auszubildende“ des Bundesinstituts für Berufsbildung auf Basis der Daten der Berufsbildungsstatistik der statistischen Ämter des Bundes und der Länder (Erhebung zum 31. Dezember), Berichtsjahre 2007 bis 2010. Absolutwerte aus Datenschutzgründen jeweils auf ein Vielfaches von 3 gerundet; der Gesamtwert kann deshalb von der Summe der Einzelwerte abweichen.

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

	2001	2003	2005	2007	2008	2009	2010
1-9 Employees	28	34	34	37	40	36	35
10-49 Employees	57	59	62	63	68	62	61
50-499 Employees	81	85	84	86	88	82	84
500+ Employees	97	97	97	95	98	96	98
total	36	42	43	45	49	45	44

Source: IAB-Betriebspanel 2001-2010, hochgerechnete Angaben; nach BIBB 2012, p. 294

Table 15: Public expenditure on CVET (part 1)

	2001	2006	2007	2008	2009	2010	2011	Aus- bildung ¹
	in Mrd. €	in Mrd. €	in Mrd. €	in Mrd. €	in Mrd. €	in Mrd. €	in Mrd. €	
BMBF²								
Internationaler Austausch und Zusammenarbeit in der beruflichen Bildung	0,007	0,005	0,005	0,015	0,007	0,010	0,012	X
Innovationen und Strukturentwicklung der beruflichen Bildung	k.A.	0,044	0,037	0,035	0,044	0,050	0,068	X
BIBB (Betrieb und Investitionen)	0,028	0,027	0,026	0,028	0,029	0,030	0,029	X
Begabtenförderung in der beruflichen Bildung	0,014	0,015	0,016	0,019	0,024	0,035	0,044	X
Förderung der beruflichen Aufstiegsfortbildung gemäß AFBG	0,045	0,122	0,120	0,122	0,140	0,149	0,198	
Weiterbildung und lebenslanges Lernen	k.A.	0,036	0,035	0,040	0,039	0,048	0,035	
BMWi²								
Förderung überbetrieblicher Fortbildungseinrichtungen	0,027	0,023	0,035	0,024	0,026	0,024	0,027	
BMAS³								
Leistungen für Menschen mit Behinderung im Rechtskreis SGB II ³								X
• Zuschüsse zu den Kosten beruflicher Weiterbildung für behinderte Menschen	k.A.	0,022	0,023	0,026	0,027	0,026	k.A.	
• Teilnahmekosten für Maßnahmen zur Teilhabe behinderter Menschen am Arbeitsleben	k.A.	0,076	0,076	0,077	0,082	0,084	k.A.	
Förderung der beruflichen Weiterbildung im Rechtskreis SGB II ³	k.A.	k.A.	0,504	0,670	0,802	0,827	k.A.	X
Zuschüsse zum Arbeitsentgelt bei beruflicher Weiterbildung un- gelernter und von Arbeitslosigkeit bedrohter Arbeitnehmer (AEZ-WB)	k.A.	k.A.	0,000	0,001	0,001	0,001	k.A.	X
Länder⁴								
Fachschulen ⁵	k.A.	0,510	0,491	0,515	0,558	0,633	0,661	X
Aufstiegsfortbildungsförderungsgesetz (AFBG)	0,013	0,034	0,034	0,034	0,039	0,051	0,056	
Förderung der Weiterbildung ⁶	0,126	0,088	0,062	0,057	0,058	0,054	0,057	X
Andere Einrichtungen der Weiterbildung	0,306	0,187	0,184	0,133	0,205	0,227	0,238	X
Einrichtungen der Lehrerfortbildung	0,130	0,097	0,090	0,083	0,081	0,088	0,117	
Volkshochschulen	0,176	0,139	0,137	0,139	0,140	0,144	0,150	
davon: Programmbereich „Arbeit – Beruf“ ⁷	0,038	0,022	0,021	0,021	0,021	0,021	0,023	
Weiterbildungsprogramme der Länder ⁶	k.A.	k.A.	k.A.	k.A.	k.A.			
• Westdeutschland ⁶	k.A.	k.A.	k.A.	k.A.	k.A.	ca. 0,5	ca. 0,5	
• Ostdeutschland ⁶	k.A.	k.A.	k.A.	k.A.	k.A.			
Gemeinden und Zweckverbände⁴								
Förderung der Weiterbildung ⁸	0,053	–	–	–	–	–	–	X
Volkshochschulen	0,229	0,213	0,216	0,227	0,237	0,240	0,245	
davon: Programmbereich „Arbeit – Beruf“ ⁷	0,050	0,033	0,033	0,034	0,035	0,036	0,037	
Andere Einrichtungen der Weiterbildung	–	0,046	0,035	0,050	0,053	0,053	0,054	X

Public expenditure on CVET (part 2)

	2001	2006	2007	2008	2009	2010	2011	Aus- bildung ¹
	in Mrd. €	in Mrd. €	in Mrd. €	in Mrd. €	in Mrd. €	in Mrd. €	in Mrd. €	
Bundesagentur für Arbeit³								
Berufsfördernde Bildungsmaßnahmen für Behinderte								
• für Weiterbildungsmaßnahmen	k.A.	0,272	0,179	0,153	0,169	0,179	0,179	
• nicht auf berufliche Erstausbildung oder Weiterbildung aufteilbare Bildungsausgaben	k.A.	1,690	1,690	1,822	1,892	1,871	1,806	X
Förderung der beruflichen Weiterbildung ⁴	5,982	1,341	1,413	1,618	2,584	2,026	1,773	
davon: Weiterbildungskosten	k.A.	0,527	0,619	0,788	1,262	0,958	0,824	
Unterhaltsgeld und Teilunterhaltsgeld	k.A.	0,083	0,014	-0,001	–	–	–	
Arbeitslosengeld bei beruflicher Weiterbildung ⁵	k.A.	0,714	0,748	0,739	1,136	0,962	0,877	
Zuschüsse zum Arbeitsentgelt bei der beruflichen Weiter- bildung Beschäftigter	k.A.	0,014	0,029	0,088	0,182	0,106	0,073	
Einstellungszuschüsse bei Vertretung	k.A.	0,004	0,003	0,004	0,002	–	–	
Beauftragung externer Weiterbildungsberater (i. R. v. WeGebAU – Projektförderung nach § 10 SGB III)	–	–	–	0,007	0,003	–	–	
Institutionelle Förderung ⁶	0,044	0,004	0,002	0,000	–	–	–	X
Aus Mitteln des ESF mitfinanzierte ergänzende Qualifizierungsange- bote bei Bezug von Kurzarbeitergeld, Saison-Kurzarbeitergeld oder Transferkurzarbeitergeld ¹⁰	–	–	–	0,037	0,036	0,043	0,011	

¹ Positionen, die in significantem Umfang auch Ausbildungsausgaben enthalten, sind mit Kreuz gekennzeichnet.

² Ist-Werte für 2001 und 2006 bis 2010, Haushaltsansätze für 2011.

³ Ist-Ausgaben für das jeweilige Haushaltsjahr.

⁴ Ist-Werte für 2001 und 2006 und bis 2008, Vorläufige Ist-Werte für 2009 und 2010, Haushaltsansätze für 2011.

⁵ Grundlage für die Schätzung der Ausgaben in den Kalenderjahren 2001, 2006 bis 2010: Schülerzahlen der im jeweiligen Kalenderjahr endenden und beginnenden Schuljahre sowie Ausgaben für die beruflichen Schulen. Grundlage der Schätzung für das Jahr 2011: Schülerzahlen des Schuljahres 2010/2011 sowie Ausgaben für die beruflichen Schulen. Ab dem Datenreport 2011 wurde das Ausgabenkonzept von Nettoausgaben auf Grundmittel umgestellt. Da dies auch rückwirkend für die Jahre ab 2007 geschah, unterscheiden sich die Angaben für die Jahre 2007 bis 2010 leicht von den Angaben in früheren Ausgaben des Datenreports.

⁶ Siehe Anmerkungen im Text.

⁷ Geschätzt auf Grundlage des Anteils des Programmbereichs „Arbeit – Beruf“ am Gesamtvolumen der Unterrichtsstunden (2006: 15,7 %, 2007: 15,5 %, 2008: 14,9 %, 2009: 14,9 %, 2010: 15,0 %).

⁸ Enthalten sind Teile des Integrationsfortschrittsprogramms sowie das Sonderprogramm WeGebAU.

⁹ Die institutionelle Förderung beinhaltet z. B. Zuschüsse für den Aufbau, die Erweiterung, den Umbau und die Ausstattung von Jugendwohnheimen sowie Zuschüsse für die Förderung von Einrichtungen der beruflichen Aus- und Weiterbildung oder der beruflichen Rehabilitation. Die institutionelle Förderung im Bereich der Aus- und Weiterbildung wurde jedoch 2009 abgeschafft.

¹⁰ Im Datenreport 2011 ist ein Tippfehler unterlaufen: für das Jahr 2010 waren dort 0,033 Mrd. € angegeben.

Quellen: Bundesministerium der Finanzen, Bundeshaushaltspläne

Bundesministerium der Finanzen, Haushaltsrechnung und Vermögensrechnung des Bundes

Statistisches Bundesamt, Fachserie 11, Reihe 2 – Berufliche Schulen

Statistisches Bundesamt, Fachserie 14, Reihe 3.1 – Rechnungserg GesamtHH

Bundesagentur für Arbeit, Quartalsberichte

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

Deutsches Institut für Erwachsenenbildung, Volkshochschulstatistik

Auskünfte des Statistischen Bundesamtes (Oktober 2011) und der Bundesagentur für Arbeit (Februar 2012)

Table 16: Number of new and modernised training occupations (2002 - 2011)

	new	modernised	total
2002	8	16	24
2003	8	22	30
2004	5	27	32
2005	5	18	23
2006	4	17	21
2007	3	20	23
2008	7	12	19
2009	2	12	14
2010	0	11	11
2011	1	16	17
total	43	171	214

Source: BIBB 2012, P. 94

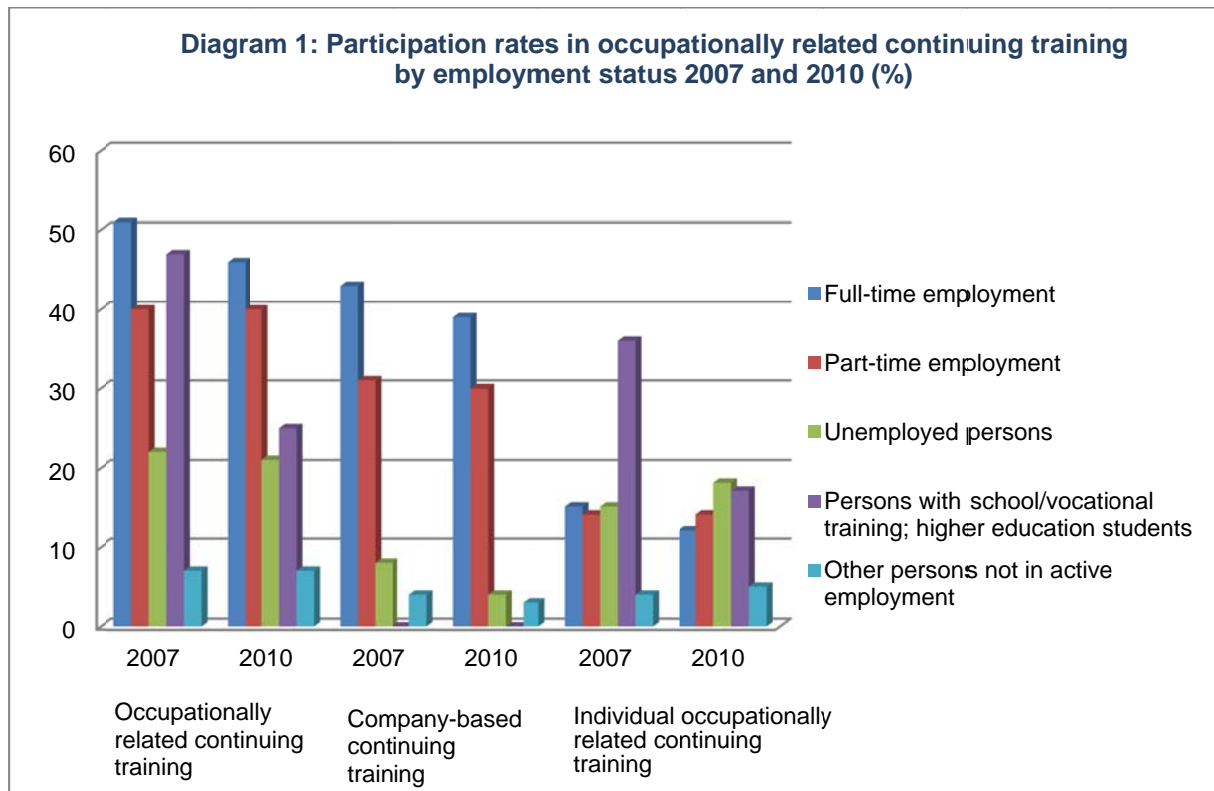
Table 17: Education levels in Germany pursuant to ISCED

Programme number (ISCED level)	
0. 1	Centre-based institutions for children aged 3 to less than 6. The programme includes educational activities. As a rule, the staff have special educational qualifications, which are officially recognised.
0. 2	School-based programme for children of at least compulsory school age (6 years) who are not yet ready to attend primary school. They prepare for entry into primary school. As a rule, staff have teaching qualifications. Most are attached to primary schools.
0. 3	School-based programme designed for children from the age of 5 to under 6 who are capable to attend school but who have not yet reached compulsory school age (6 years). As a rule, staff have teaching qualifications. Mostly attached to primary schools.
1. 1	Programme is marked by the beginning of systematic studies characteristic for primary education. Start of compulsory education (first four years of schooling) at age 6. Prepares children for secondary schools.
2A. 1	Programme (grades 5 to 9 or 10) following 4 years of primary school, which is marked by the beginning of subject presentation and enables students to enter education in the Dual System (17) or to attend different programmes at vocational schools.
2A. 2	Programme (grades 5 to 10) following 4 years of primary school which is marked by the beginning of subject presentation. Successful graduates are entitled to enter studies at upper secondary general schools (22) which qualify for ISCED 5A programmes.
2A. 3	Programme (of 1-2 years of duration) especially intended for adults with no or lower graduation (e.g. Hauptschulabschluss) who want to obtain a higher qualification at lower secondary education (mostly Realschulabschluss).
2A. 4	Gen. programme (1 to 2 years) designed for students with Hauptschulabschluss only who want to obtain an intermediate school certificate. Students undergo at the same time vocational training or pursue an occupation. Graduates qualify for ISCED 3A or 3B.
2A. 5	1-year pre-vocational programme designed for students with 9 or 10 years of general education who did not obtain a contract in the Dual System. It prepares students for vocational training (ISCED 3B).
3B. 1	1-year vocational programme with both general and occupational field-related basic education. This programme substitutes the first year of the Dual System (ISCED 3B). Students must have successfully completed ISCED 2.
3B. 2	Voc. programme which includes both general and occupational field-related basic education. Attended by students with intermediate school certificate (Realschulabschluss). Successful completion may lead to a reduction of the duration of training in the Dual System.
3B. 3	School-based vocational education (1 year) for auxiliary medical occupations. Often these schools are associated with hospitals where training is provided in theory and practice. Students must have completed ISCED 2. Designed for direct labour market entry.
3B. 4	School-based vocational programme for special occupations which awards a qualification equivalent to the Dual System. Students must have completed ISCED 2. Graduates qualify for Fachoberschulen (ISCED 4A), Fachschulen (ISCED 5B) and for entry into the labour market.
3B. 5	Special form of apprenticeship which comprises education and training both at a vocational school and in an enterprise. Students must have completed ISCED 2. Graduates qualify for Fachoberschulen (4A), Fachschulen (5B) or for entry into the labour market.
3A. 1	Upper secondary general programme (2 years). Students must have the intermediate school certificate. Graduates have equivalent qualification as in programme 24, i.e. they are entitled to start studies at Fachhochschulen (ISCED 5A).
3A. 2	Upper secondary general programme (2 or 3 years). Students must have an intermediate school certificate or equivalent. Graduates are entitled to start studies at ISCED 5A (equivalent to programmes 20 and 21).
3A. 3	Upper secondary general programme (3 years) with a large part of vocational courses. Students must have an intermediate school certificate or equivalent. Graduates are entitled to start studies at ISCED 5A.
3A. 4	3-year upper secondary general programme comprising grades 11 to 13. It is attended by students who have successfully completed programme 06. Successful graduates of this programme are entitled to enter ISCED 5A programmes.

4B. 1	Special form of apprenticeship (second cycle) which comprises education and training both at a vocational school and in an enterprise. Students must have completed ISCED 3B. Graduates qualify for Fachoberschulen (4A), Fachschulen (5B) or for entry into the labour market.
4A. 1	Second cycle general programme (1 year). Both the intermediate school certificate and the successful completion of education in the Dual System are entrance requirements. Graduates are entitled to start studies at Fachhochschulen (ISCED 5A).
4A. 2	Second cycle general programme (2 years). Both the intermediate school certificate and the successful completion of vocational education (ISCED 3B) are required by students in this programme. Graduates are entitled to start studies at ISCED 5A.
4A. 3	School-based vocational programme (second cycle) for special occupations which awards a qualification according to the Dual System. Students must have completed ISCED 3A. Graduates qualify for Fachschulen (ISCED 5B) and for entry into the labour market.
4A. 4	Special form of apprenticeship (second cycle) which comprises education and training both at a vocational school and in an enterprise. Students must have completed ISCED 3A. Additionally graduates qualify for Fachs. (5B) or for entry into the labour market.
4A. 5	3-year general upper secondary programme for adult students. Admission requirements include: minimum age of 19, completion of vocational training or at least 3 years work experience. Successful graduates of this programme are entitled to enter ISCED 5A programmes.
5B. 1	Tertiary dual programme which prepares for entry into a advanced vocational career. Requires both the intermediate school certificate and completion of the Dual System or practical experience which served the occupation. Designed for direct labour market entry.
5B. 2	School-based vocational education (2 years) for medical assistants, nurses, midwives, etc. Often these schools are associated with hospitals where training is provided in theory and practice. Designed for direct labour market entry.
5B. 3	Advanced vocational programme (2 years). Attended after completion of the Dual System and several years of work experience to obtain master's/technician's qualifications or to qualify for occupations in the social sector. Aims at direct labour market entry.
5B. 4	Advanced vocational programme (3+4 years), mainly part-time. Attended after compl. of the Dual System and several years of work exp. to obtain a master's/technician's qualific. or to qualify for occupations in the social sector. Aims at direct labour market entry.
5B. 5	Tertiary dual programme (2 to 3 years) which comprises both science-oriented and practice-related vocational education at academies and training enterprises. Students must already hold a qualification allowing entry to an ISCED 5A programme. Designed for direct labour market entry.
5B. 6	Special type of "Fachhochschulen" run by the public administration to provide training for the medium-level non-technical career within the public sector. Students must already hold a qualification allowing entry to an ISCED 5A programme. Designed for direct entry into civil service.
5A. 1	Programme (4 or 5 years) at the university level which prepares for occupations which require the application of scientific findings and methods. Students must at least have completed Fachoberschule (18, 24) or equivalent. First degree.
5A. 2	Programme of universities (i.e. in academic disciplines) of 5 to 7 years which prepare for occupations which require the application of scientific knowledge and methods. Students must have completed ISCED 3A. First degree. Graduates may enter ISCED 6.
6. 1	Doctoral studies programme (2 to 5 years). In most cases students must have successfully completed programmes at universities. A doctoral degree is awarded to successful graduates. Only graduates were reported in UOE.
9. 1	Students in special education for whom there is no information on the year of school attendance/level of education available.
3C. 1	This programme provides training for the future civil servants on the medium level. It requires the intermediate school certificate or a recognized equivalent. The future civil servants on the medium level are trained both in institutions of public administration at all regional levels (Bund, Länder, Regierungsbezirke, Kreise, Gemeinden) and in special schools for public administration.

Source: <http://www.uis.unesco.org/education/ISCEDmappings/Pages/default.aspx>; cited 20.11.2012.

Annex B: Diagrams



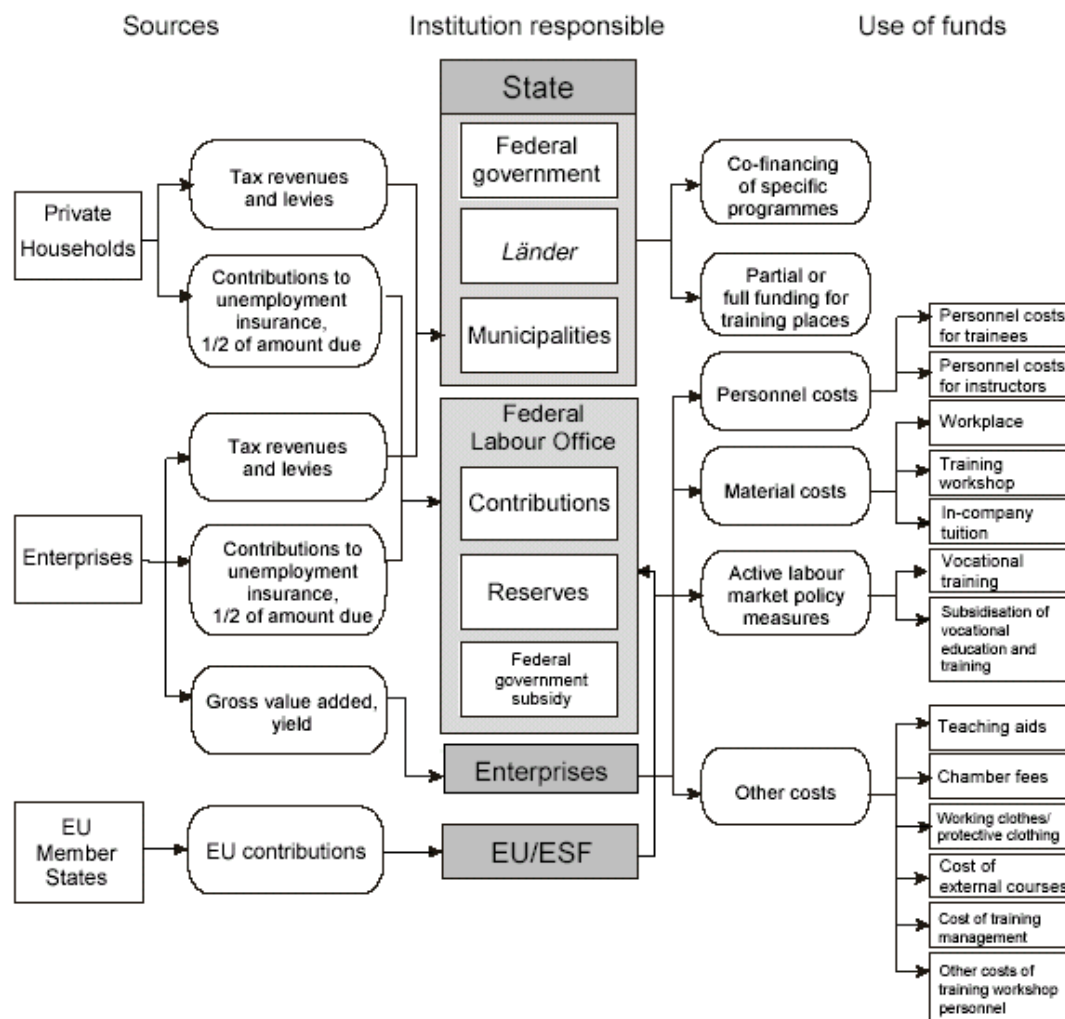
Source: Own illustration according to TNS Infratest Sozialforschung, AES 2007 (N=6,507), AES 2010 (N=26,102); nach BIBB 2012, p. 286

Diagram 2: Continuing training participation of companies providing training and not providing training by selected characteristics in 2010 (%)



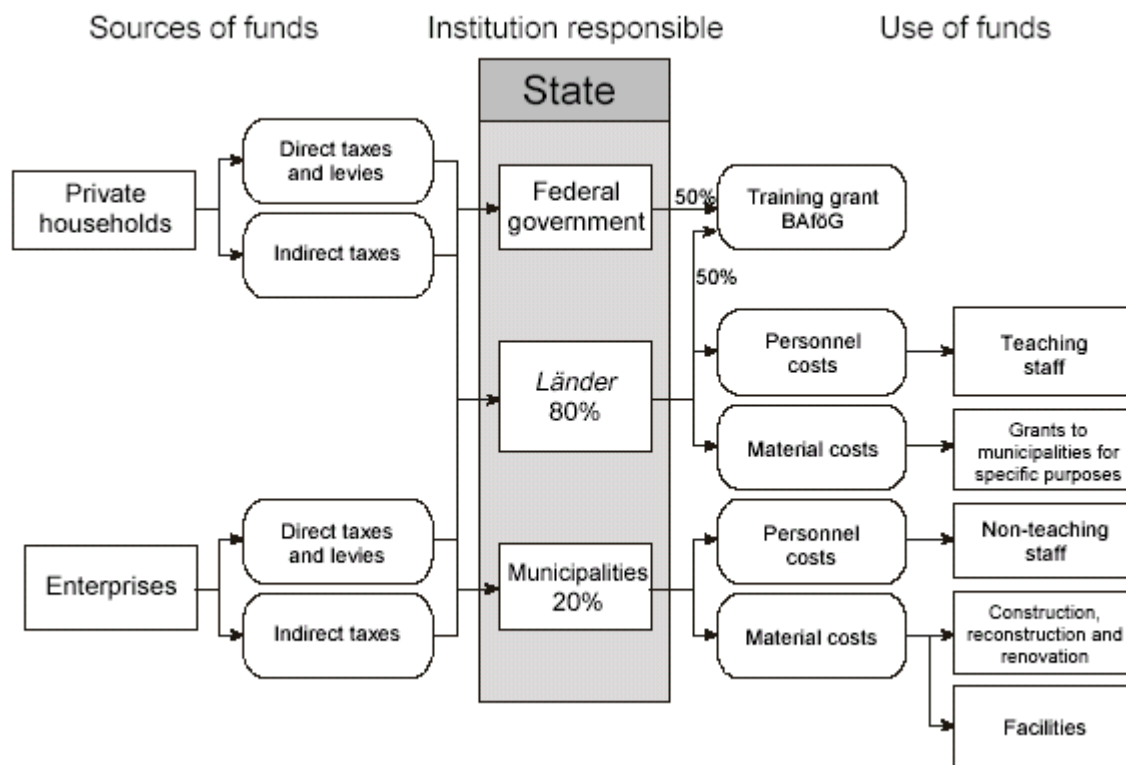
Source: BIBB 2012, p. 302

Diagram 3: Funding structure of IVET in individual enterprises (apprenticeship)



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

Diagram 4: Funding structure of IVET (vocational schools)



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

Annex C: Further explanations

Explanation 1:

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. 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. Final training examinations are geared to vocational practice, i.e. to the work requirements and processes of the occupation. As a rule, a final examination covers four or five fields typical of the occupation. Performance in general subjects is evaluated within the framework of school reports.

Explanation 2:

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.

Explanation 3:

Full-time vocational schools (*Berufsfachschulen*) have the highest number of students. These schools prepare students for an occupation (i.e. in the areas of commerce, engineering, health and welfare, design etc., which are generally regulated by Länder legislation, with the exception of health care, which is subject to federal law, see below 3.) or for vocational training. In such cases, the schools' final examinations may be given parity with examinations in the dual system by means of Federal statutory instruments. The access requirements are a secondary general school certificate or a final certificate from intermediate school. Most pupils are aged 15 when they commence full-time vocational school. Under certain conditions, attendance at a full-time vocational school is credited as the first year of training in the dual system. Entitlement to study at a 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.

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

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. *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. Overall, there are many points of transition between school-based and dual vocational training and from vocational training to colleges.

Vocational grammar schools/specialised grammar schools (*berufliche Gymnasien/Fachgymnasien*) provide, in addition to general grammar school education, specialised knowledge in various areas such as economics, technology, nutrition, agriculture, information and communication technologies. 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. They usually lead up to the university entrance examination.

Explanation 4:

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.

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

Explanation 5:

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

Additional qualifications to supplement initial vocational training open up the possibility of acquiring additional competences, such as foreign-language classes or particular

engineering courses. Since 2009 there is a new possibility to get an additional qualification during the training in the dual system. They can be certified by the company, vocational school or chamber (www.ausbildungplus.de/).

Explanation 6:

Dual study programmes

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

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

The 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.

Universities of applied sciences (*Fachhochschulen*)

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

Of 381 institutions of higher education, 223 are *Fachhochschulen* or other colleges without the right to award doctorates (www.hochschulkompass.de/; status: 06.09.2012). The numbers of students and the programmes of study offered vary widely with these variations contributing to particular subject and regional profiles for individual *Fachhochschulen*.

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

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

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

These are higher education establishments providing academically based VET that is at the same time geared to practice through a dual training system. They exist in Baden-Württemberg, Bavaria, Saxony, Thuringia and Berlin. Enterprises bear the costs of the in-company training and pay the trainee remuneration for training, including for theoretical training in the vocational academy. Depending on the law of the Land concerned, to enter a vocational academy, applicants must have a certificate confirming the academic standard required for admission to higher education (*Hochschulreife*), a subject-based certificate confirming such a standard, or a certificate confirming the academic standard required for entrance to a *Fachhochschule*, and also a training contract. Again depending on the law of the Land, applicants without one of the above certificates but with a vocational qualification may be able to sit an entrance examination. Once they have concluded a training contract, applicants are registered with the vocational academy by their training enterprise. Training leads to bachelor qualifications. Courses of study are offered in the fields of economics, engineering and social affairs in particular. The relevant Land law normally lays down a period of study of three years. Training in vocational academies (*Berufsakademien*) takes place partly in accordance with study or training plans drawn up by agreement (*Studienakademien*) between academies, enterprises and social facilities, and also partly through vocational-academy training and examination directives in accordance with framework criteria from the relevant ministries. In October 2004, the Standing Conference of Ministers for Education and Cultural Affairs of the Länder (*KMK*) decided that training programmes at vocational academies leading to Bachelor's qualifications should be accredited as equivalent to Bachelor's qualifications from institutions of higher education, thus opening up access to Master's courses. Equivalence criteria relate to teaching staff and to the scope of the theory- and practice-based training elements.

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

Health sector schools (*Schulen des Gesundheitswesens*)

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

Explanation 7:

Their legal basis is the Vocational Training Act, which in its § 1, Section 2, lists the following requirements for in-company occupational training:

- broad basic vocational training and
- occupation-specific knowledge and skills required to pursue qualified occupational activities,
- a regular training course of 2 to 3 years enabling the acquisition of necessary occupational experience in the workplace.

Explanation 8:

DQR - German Qualifications Framework (*Deutscher Qualifikationsrahmen*)

On 31 January 2012, the President of the Conference of the Ministers of Education and Cultural Affairs in the Federal Republic of Germany (*KMK*), the Hamburg Senator Ties Rabe, convened a coordination meeting at the Secretariat of the *KMK* to clarify the remaining outstanding issues regarding the alignment of educational courses to the *DQR*. The discussions were attended by representatives from the Federal Ministry of Education and Research, the Federal Ministry of Economics and Technology, the Conference of the Ministers of Education and Cultural Affairs of the Länder, the German Confederation of Skilled Crafts, the Federal Association of German Employer Associations, the German Confederation of Trade Unions and the Federal Institute for Vocational Education and Training. During the meeting, agreement was reached on the development and adoption of a joint position for implementing the European Qualifications Framework (EQF) to a German Qualifications Framework (*DQR*). All participants emphasised the central significance of the EQF as a joint European reference framework for the various national qualifications systems. The *DQR* has been developed at a national level to act as a translation instrument for the EQF and was formally adopted by the “German Qualifications Framework Working Group” (*AK DQR*) on 22 March 2011 (see also <http://www.deutscherqualifikationsrahmen.de>).

There was unanimous agreement at the coordination meeting that the implementation of the *DQR* process should proceed rapidly. The following individual agreements were reached for this purpose.

- All two-year initial vocational education and training courses will be aligned to level 3.
- All three and three-and-a-half year vocational education and training courses will be aligned to level 4.

- General school leaving qualifications will not initially be aligned to the *DQR*.
- There was agreement that Bachelor, master craftsmen, certified senior clerk and technician qualifications should be aligned to level 6.
- Agreement was reached to align vocational training preparation to levels 1 and 2.
- In 5 years' time, the plan is for further consultations to be held on the alignments made during the intervening period. Discussions take place on the basis of the existing competence-oriented training regulations for initial vocational education and training and the existing competence-oriented educational standards for general school qualifications in accordance with the principle of the equivalence of general and vocational education. Express agreement was reached that consideration should be accorded to further development at a European level including from the point of view of a higher categorisation.

Annex D: Laws and regulations

Initial training Vocational Training

Federal law (enterprise training)

1. Article 12 (1) of the *Grundgesetz* (GG; Basic Law, i.e. Constitution) of 23.5.1949, which prescribes free choice and practice of occupations.
2. Article 72 (2) of the *Grundgesetz*, as amended on 23.11.1994, which confers on the Federation the right to legislate on vocational education and training.
3. Article 74 (1) No 11 of the *Grundgesetz* of 23.5.1949, under which the concurrent legislative powers of the Federation extend to economic matters and to labour law.
4. *Berufsbildungsgesetz* (BBiG; Vocational Education and Training Act) of 23.3.2005, (BGBl. I p. 931), as most recently amended by Article 232 of the Order of 31.10.2006 (BGBl. I p. 2407). It establishes the framework conditions for vocational training, which come under economy and labour laws. The Law of 1.4.2005 reforming vocational education and training comprehensively amended and combined the 1969 Vocational Education and Training Act and the 1981 Promotion of Vocational Education and Training Act (*Berufsbildungsförderungsgesetz - BerBiFG*) which regulated vocational education and training planning, reporting and statistical documentation, and the work of the Federal Institute for Vocational Education and Training (*BIBB*). The aim of the reform was to safeguard and improve youth training opportunities and high-quality vocational training for all young people, irrespective of their social or regional origin. Major innovations were the recognition of time-limited training periods completed outside Germany, the amendment of the Enabling Standard for the promulgation of training directives by *BIBB*, and the amendment of the crediting of prior VET to the training period.

www.gesetze-im-internet.de/bbig_2005/BJNR093110005.html [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 [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 [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 [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 [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 [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 [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 [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 [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 [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 [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 [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 [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.