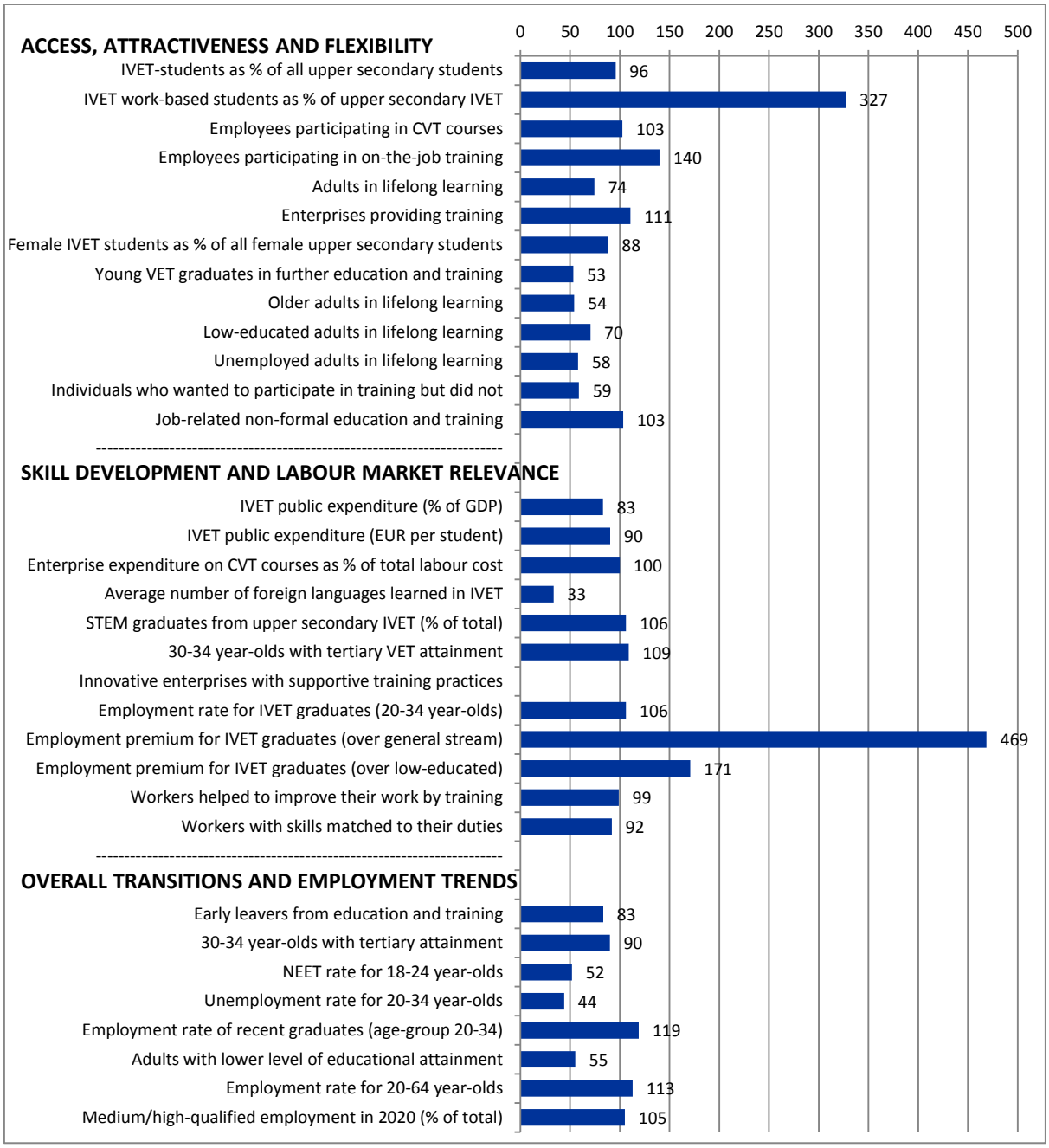
Excerpt from the publication: On the way to 2020: data for vocational education and training policies. Country statistical overviews, ISBN 978-92-896-1850-2

5. Germany

VET indicators for Germany for the most recent year available
Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded. All data in the table have been rounded.

Excerpt from the publication: On the way to 2020: data for vocational education and training policies. Country statistical overviews, ISBN 978-92-896-1850-2

Germany's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in Germany with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Germany is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, Germany's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

Data for 2012 show that students in initial vocational education and training account for 48.3% of all upper secondary students. This is close to the EU average of 50.4%. However, the percentage of IVET students enrolled in combined work- and school-based programmes is much higher in Germany (86.8%) than in the EU as a whole (26.5%). In 2009 the percentage of young VET graduates participating in further education and training was lower in Germany (16.4%) than in the EU on average (30.7%). The percentage of adults engaged in lifelong learning (7.8%) is slightly lower than the EU average (10.5% in 2013), and is below the average target (15%) set by the strategic framework education and training 2020. The percentage of older people, the unemployed, and those with relatively low qualifications participating in lifelong learning are all lower in Germany than for the EU as a whole.

CVTS data for 2010 reveal that enterprises are more likely to provide training than in the EU as a whole (73% versus 66%), and that employees are more likely to participate in on-the-job training (28% versus 20%).

Skill development and labour market relevance

Some differences between Germany and the EU average can be noted in this group of indicators. In 2011, public expenditure on IVET (ISCED 3-4) as % of GDP was slightly lower in Germany (0.57%) than in the EU generally (0.68%). Expenditure per student was also lower (EUR 7 757 compared with EUR 8 586). German upper secondary IVET students learn 0.4 foreign languages on average, while the EU average is 1.2 languages (in 2012).

Based on 2009 data, the employment rate for IVET graduates (aged 20-34) at ISCED 3-4 (83.9%) is above the EU average (79.1%). IVET graduates in Germany enjoy a positive premium on their employment rate compared to graduates from general

education at the same ISCED and those at a lower ISCED level. Their employment rate is 26.2 percentage points higher than that for their counterparts from general education (well above the EU average premium of 5.6 percentage points). Their employment rate is also 29.7 percentage points higher than that for graduates with lower-level qualifications (also above the EU average premium of 17.4 percentage points). All these employment figures relate to 2009 and exclude young people in further education.

Overall transitions and employment trends

In this section all data refer to 2013 unless otherwise stated.

In Germany, the share of early leavers from education and training is 9.9% while the EU average rate is 11.9%.

The employment rate for 20 to 64 year-olds (77.1%), and the employment rate of recent graduates (89.7%) are both substantially higher than EU averages (68.3% and 75.4%, respectively). The unemployment rate for 20 to 34 year-olds is lower in Germany than in the EU (6.6% compared with 15.1%). So is the NEET rate for 18 to 24 year-olds (8.8% in Germany, 17.0% in the EU) which, from 2010 to 2013, fell in Germany but rose across the EU. A relatively low share of adults has only low-level education (13.7% versus 24.8% in the EU). At 33.1% the share of 30 to 34 year-olds who have completed tertiary-level education is lower than the EU average of 36.8%.

Excerpt from the publication: On the way to 2020: data for vocational education and training policies. Country statistical overviews, ISBN 978-92-896-1850-2

Score on VET indicators in Germany and in the EU, 2006, 2010 and 2011/12/13 updates (where available)

Indicator label	2006		2010		Last available year			Change 2010-last available year	
	DE	EU	DE	EU	DE	EU		DE	EU
Access, attractiveness and flexibility									
IVET-students as % of all upper secondary students	59.4	51.9	51.5	50.1	48.3	50.4	(2)	-3.2	0.3
IVET work-based students as % of upper secondary IVET	74.4	27.2	88.4	27.4	86.8	26.5	(2)	-1.6	-0.9
Employees participating in CVT courses (%)	30	33	39	38					
Employees participating in on-the-job training (%)	26	16	28	20					
Adults in lifelong learning (%)	7.5		7.7		7.8	10.5[b]	(3)	0.1	
Enterprises providing training (%)	69	60	73	66					
Female IVET students as % of all female upper secondary students	53.2	46.5	43.1	44.4	39.6	45.0	(2)	-3.5	0.6
Young VET graduates in further education and training (%)			16.4	30.7					
Older adults in lifelong learning (%)	3.3		3.7		3.6	6.6[b]	(3)	-0.1	
Low-educated adults in lifelong learning (%)	2.6		2.9		3.1	4.4[b]	(3)	0.2	
Unemployed adults in lifelong learning (%)	4.4		5.6		5.8	10.0[b]	(3)	0.2	
Individuals who wanted to participate in training but did not (%)	7.0	14.2	5.6	9.5					
Job-related non-formal education and training (%)			82.9	80.2					
Skill development and labour market relevance									
IVET public expenditure (% of GDP)	0.58	0.67	0.61	0.71	0.57	0.68	(1)	-0.04	-0.03
IVET public expenditure (EUR per student)	6 447	7 033	7 907	8 558	7 757	8 586	(1)	-150	28
Enterprise expenditure on CVT courses as % of total labour cost	0.6	0.9	0.8	0.8					
Average number of foreign languages learned in IVET	0.5		0.4	1.2[d]	0.4	1.2	(2)	0.0	0.0
STEM graduates from upper secondary IVET (% of total)	29.6	32.0	29.6	28.7	31.0	29.2	(2)	1.4	0.5
30-34 year-olds with tertiary VET attainment (%)	7.8	7.3	8.0	7.4	9.4	8.7	(3)	1.4	1.3
Innovative enterprises with supportive training practices (%)	54.9	43.1		41.6					
Employment rate for IVET graduates (20-34 year-olds)			83.9	79.1					
Employment premium for IVET graduates (over general stream)			26.2	5.6					
Employment premium for IVET graduates (over low-educated)			29.7	17.4					
Workers helped to improve their work by training (%)			88.7	89.8					
Workers with skills matched to their duties (%)			50.7	55.2					
Overall transitions and labour market trends									
Early leavers from education and training (%)	13.7	15.4	11.9	13.9	9.9	11.9	(3)	-2.0	-2.0
30-34 year-olds with tertiary attainment (%)	25.8	28.8	29.8	33.4	33.1	36.8	(3)	3.3	3.4
NEET rate for 18-24 year-olds (%)	13.8	15.1	11.4	16.6	8.8	17.0	(3)	-2.6	0.4
Unemployment rate for 20-34 year-olds (%)	11.4	10.6	8.4	13.1	6.6	15.1	(3)	-1.8	2.0
Employment rate of recent graduates (age group 20-34) (%)	82.1	79.0	86.1	77.4	89.7	75.4	(3)	3.6	-2.0
Adults with lower level of educational attainment (%)	16.8	30.0	14.2	27.3	13.7	24.8	(3)	-0.5	-2.5
Employment rate for 20-64 year-olds (%)	71.1	68.9	74.9	68.5	77.1	68.3	(3)	2.2	-0.2
Medium/high-qualified employment in 2020 (% of total)					86.6	82.3			

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown;
d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected;
u = unreliable; p = provisional;
(1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).