

Ute Hippach-Schneider, Bernadette Toth (Eds.)



ReferNet

Germany

VET Policy Report 2010



Bundesinstitut
für Berufsbildung **BIBB** ▶

- ▶ Forschen
- ▶ Beraten
- ▶ Zukunft gestalten



VET Policy Report Germany

February 2010

Authors:

Ute Hippach-Schneider, Project coordinator (Themes 1, 2, 4-8, 9.2, 9.3)

Tanja Weigel (Themes 4, 8), BIBB

Bernadette Toth (Theme 7), BIBB

Christiane Eberhardt (Theme 3.1), BIBB

Georg Hanf (Theme 3.1), BIBB

Berthold Hübers (Theme 3.2), NA

Editor:

Federal Institute for Vocational Education and Training

Robert-Schuman-Platz 3

53175 Bonn

<http://www.bibb.de>

Orderno: 60.006

This policy report is part of a series of reports on vocational education and training produced for each EU Member State plus Norway and Iceland by members of ReferNet, a network established by Cedefop (European Centre for the Development of Vocational Training). The opinions expressed in this report are not necessarily those of Cedefop.

The template has been provided by Cedefop.

The preparation of this report has been co-financed by the European Union.

ISBN 978-3-88555-898-9

Preface

Background of this **ReferNet National Report for Germany** is the Copenhagen Declaration of 29-30 November 2002 which launched the European strategy for enhanced cooperation in Vocational Education and Training (VET), commonly referred to as the "Copenhagen process".

This **Policy Report** provides information on Germany's progress in VET towards EU policy goals within the framework of the Copenhagen process and according to the policy priorities defined in the Communiqués of Maastricht (2004), Helsinki (2006) and Bordeaux (2008). It considers measures taken in the context of the Education and Training 2010 programme since the Copenhagen Declaration.

The main section of the report is subdivided into the following nine policy areas identified by education ministers as priorities for national policy design in the VET sector:

1. SOCIOECONOMIC CHALLENGES FOR FUTURE VET POLICY DEVELOPMENT
2. ECONOMIC CRISIS – VET POLICIES AS RECOVERY MEASURES
3. IMPACT AND IMPLICATIONS OF THE JOINT WORK ON EUROPEAN PRINCIPLES AND TOOLS
4. STRENGTHENING THE LINKS BETWEEN VET AND THE LABOUR MARKET
5. ADDRESSING EQUITY, SOCIAL INCLUSION AND ACTIVE CITIZENSHIP
6. QUALITY, EXCELLENCE AND ATTRACTIVENESS OF VET
7. ENHANCING CREATIVITY AND INNOVATION
8. FINANCING VET
9. PROGRESS IN MODERNISING EUROPEAN VET SYSTEMS IN THE COPENHAGEN PROCESS AND PRIORITIES FOR FUTURE COOPERATION

Covered issues like the economic crisis, demographic change, the impact of globalisation are examples for current and future challenges for European societies and their vocational education and training systems. But there are also chances and innovative approaches visible in the VET politics of European countries. To make them transparent without ignoring critical developments is one core focus of the ReferNet national VET reports. (Download: www.refernet.de)

This **Policy Report** forms part of the Cedefop ReferNet 2010 work programme. Together with the reports of the other National ReferNet partners it forms one of the main sources for the 2010 review of the Copenhagen Process "Learning to change: vocational education and training reform 2002-10" that was published by Cedefop in December 2010.

Dear reader, please note that the basis for data and information is 2009, as the national reports had already to be submitted to Cedefop in February 2010.

Ute Hippach-Schneider
Coordinator of the German ReferNet
consortium

Bernadette Toth
Member of staff in the German ReferNet
team

Federal Institute for Vocational Education
and Training (BIBB)

Federal Institute for Vocational Education
and Training (BIBB)

Bonn, December 2010

Index

THEME 1: SOCIOECONOMIC CHALLENGES FOR FUTURE VET POLICY

DEVELOPMENT

1.1 Impact of globalisation on VET	10
1.2 Impact of technological progress on VET	11
1.3 Impact of demographic change and international migration on VET.....	11
1.4 Impact of greening of economy on VET.....	15
1.5 Other challenges for VET	16

THEME 2: ECONOMIC CRISIS – VET POLICIES AS RECOVERY MEASURES

THEME 3: IMPACT AND IMPLICATIONS OF THE JOINT WORK ON EUROPEAN PRINCIPLES AND TOOLS

3.1 Impact of joint work on European principles and tools on national LLL policies and practices and VET developments	19
3.2 Promoting geographical mobility of learners/apprentices and teachers/trainers in VET	26

THEME 4: STRENGTHENING THE LINKS BETWEEN VET AND THE LABOUR MARKET

4.1 Identifying and anticipating skill needs	29
4.2 Integrating skill needs of the labour market into VET provision	32
4.3 Involving labour market actors in VET.....	33
4.4 Promoting workplace learning	34

THEME 5: ADDRESSING EQUITY, SOCIAL INCLUSION AND ACTIVE CITIZENSHIP

5.1 Addressing equity in VET	38
5.2 Support services for groups at risk	43
5.3 Active citizenship	47

THEME 6: QUALITY, EXCELLENCE AND ATTRACTIVENESS OF VET

6.1 Improving the quality of VET	49
6.2 Promoting excellence in VET	53
6.3 Higher level qualifications in VET	54
6.4 Improving horizontal and vertical permeability of education and training systems	56
6.5 Teachers and trainers	57

THEME 7: ENHANCING CREATIVITY AND INNOVATION

7.1 Creativity, innovation and entrepreneurship in VET	62
7.2 Improving quality of teaching.....	64
7.3 Innovation-friendly institutions	66
7.4 Encouraging partnership.....	677

THEME 8: FINANCING VET

8.1 Improving efficiency, equity, levels of VET funding.....	69
8.2 Use of Lifelong Learning Programme funds.....	72
8.3 Use of other EU funds	77
8.4 Improving VET governance	77

THEME 9: PROGRESS IN MODERNISING EUROPEAN VET SYSTEMS IN THE COPENHAGEN PROCESS AND PRIORITIES FOR FUTURE COOPERATION

9.1 Impact of European cooperation in VET on development of national VET policies	82
9.2 Governance, cooperation and ownership of the different actors in the Copenhagen process at European level	82
9.3 External dimension of European cooperation in VET.....	82

THEME 10: AUTHORS, BIBLIOGRAPHICAL REFERENCES AND SOURCES

10.1 Sources, references and websites	85
10.2 List of acronyms	91

THEME 1: SOCIOECONOMIC CHALLENGES FOR FUTURE VET POLICY DEVELOPMENT

The two greatest challenges for the German education and employment system in the next few years are demographic change (see 1.3) and economic structural change (see 1.1 and 1.2).

Against this backdrop, the German Federal Government sees education and training as key to the future of economic and social development, and higher qualifications and lifelong learning as the best precautions against unemployment. Ensuring the medium- and long-term supply of skilled workers is seen as a priority in order to maintain growth and employment in Germany.

To step up the pace of progress in education and training, the Federal Government launched its “Qualification Initiative” in January 2008 (BMBF 2008a). It encompasses activities to advance and support lifelong learning, from early childhood education to continuing education and training at work. Implementation and further measures are coordinated with the Länder, companies and social partners.

Together with the Qualification Initiative, the political priorities for VET listed in the table below were outcomes of two task forces, the “Innovation Circle on Vocational Education” (Innovationskreis Berufliche Bildung, IKBB) and the “Innovation Circle on Continuing Education and Training” (Innovationskreis Weiterbildung, IKWB), which were set up in spring 2006 by Education Minister Annette Schavan to lay foundations for new structures in IVET and CVET. Both innovation task forces were recruited from high-level representatives from business, research, industry associations, trade unions and Länder administrations. In July 2007 the IKBB set out ten guidelines on the reform of vocational education, the majority of which were taken up in the Qualification Initiative (BMBF 2007a). The stated objective of the IKBB was to identify the central challenges for innovation in the German vocational education and training system, and to work out concrete options for improving the structures of vocational education and training. The recommendations of the IKWB which were published in March 2008 follow on from the “Strategy for Lifelong Learning in the Federal Republic of Germany” agreed in 2004 by the Federal and Länder governments as represented by the Bund-Länder Commission for Educational Planning and Research Promotion (BLK) (BMBF 2008c). They build on diverse range of previous initiatives and approaches to strengthen lifelong learning and are embedded in current initiatives, e.g. the Qualification Initiative. The overall objective is to achieve a 50% participation rate in continuing vocational education and training by 2015.

No.	Policy priority	Main causes and reasons	Policy approach
1.	Training places for all	To meet demand for skilled workers, improve equal opportunities in education and training	Continuation of the National Pact for Training Conversion of the previous special programme “Introductory training for young people” (Einstiegsqualifizierung Jugendlicher, EQJ) into universal Introductory Training (Einstiegsqualifizierung, EQ) which is now available to job-seekers of any age as a routine entitlement and an integration mechanism Improvement of regional IVET structures: BMBF “JOBSTARTER” and “Training places for the eastern

			<p>states" (Ausbildungsplatz Ost) programmes</p> <p>Introduction of a training bonus (Ausbildungsbonus)</p> <p>Training module programme</p> <p>Use of extra- and inter-company training capacities for repeat applicants (Altbewerber)</p> <p>Expansion of practical classes</p> <p>"Vocational qualification prospects" (Perspektive Berufsabschluss) programme</p> <p>Recruitment of companies in innovative and research-based sectors and in growth sectors for IVET, e. g. targeted sector campaigns</p>
2.	Advancement through education	Structural and economic change, maintain (international) competitiveness	<p>Award of an advancement bursary to talented completers of dual-system apprenticeships wishing to proceed directly into higher education;</p> <p>Raised level of grant support for upgrading training</p>
3.	Improving permeability and integration between education sectors, especially smoothing the transition from school to university	Too few students embarking on higher education degrees in Germany (36.6% in 2007) by international comparison (OECD average: 54%)	<p>Higher Education Pact 2020</p> <p>Stepping up information campaigns, e. g. through the German international schools and the "Routes into study" (Wege ins Studium) network in which the Federal and Länder governments support academic counselling jointly with other partners</p> <p>Stepping up promotion of study at German universities via the German international schools</p> <p>Development of additional qualifications at the interfaces between initial and continuing vocational education and training</p> <p>Creation of additional, differentiated options for crediting prior qualifications towards a higher education degree</p>
4.	Strengthening the European dimension during IVET	To address increasing globalisation, to maintain (international) competitiveness	<p>Development of a German Qualifications Framework (Deutscher Qualifikationsrahmen, DQR)</p> <p>Development and piloting of a credit transfer system for VET</p> <p>Opening up the German system of training and further training regulations to Europe</p>

			<p>International training for apprentices</p> <p>Reinforcement of VET on the dual system and dual principle within Europe</p>
5.	<p>Significant increase in participation in continuing education, particularly the participation rate of low-qualified workers, by 2015</p>	<p>Demographic change, globalisation, rapid technical progress and the economy's constantly changing needs for qualified staff</p>	<p>Strengthening the motivation and responsibility of individuals for their lifelong learning</p> <p>Enhancing recognition and acceptance of lifelong learning</p> <p>Improving permeability and integration between education sectors</p> <p>Ensuring transparency and high quality vocational guidance, development of guidance opportunities</p> <p>Improving integration of migrants into the education system</p> <p>Boosting the appeal of continuing education opportunities for older people, e. g. the Federal Employment Agency's special programme "Continuing vocational education and training for low-qualified and older workers in companies" (Weiterbildung Geringqualifizierter und beschäftigter Älterer in Unternehmen, WeGebAU)</p> <p>Introduction of a learning subsidy (Bildungsprämie) (saving for continuing education and training)</p>

1.1 Impact of globalisation on VET

In terms of the three sectors of the economy, Germany has witnessed a distinct shift from the industrial to the service economy in recent decades, albeit somewhat later than in other countries. Over this time the service sector has become by far the largest sector of the German economy, measured by gross value-added and by labour force structure. This transformation from an industrial to a knowledge and service society has direct effects on demand for skilled workers. Declining employment in the primary and secondary sectors and in areas of the economy allied to production contrasts with high growth in the tertiary sector (e. g. in business and personal services). Analyses of employment and training trends show, however, that at least some parts of the tertiary sector are less active than average in providing vocational training, compared with crafts or industrial-technical occupations. The aim is therefore to steer companies and businesses in innovative research and technology-based sectors with employment growth but without a tradition of VET – e.g. optical technologies, bio- and nanotechnology or microsystems technology – towards dual-system initial vocational training.

Tertiarisation of dual vocational education and training

For years the dual VET system has increasingly relied on tertiary sector occupations. While in 1994 there was a balanced ratio of service sector to manufacturing sector jobs, in 2008 101,767 more training places were offered in the service sector than in the manufacturing sector (difference in 2007: 96,577). This means that 55.0 per cent of all training places offered were accounted for by tertiary sector jobs. Jobs in the manufacturing sector reached 39.0 per cent. This goes to show that the dual VET system follows the change in the employment system.

In the manufacturing sector, the building and construction industry in particular suffered a drop of 50 per cent in the number of training places compared with 1994. In the metal-working and electrical occupations the negative development was less dramatic. Supported by a slight increase in the supply of training places in 2008, the levels of the 1990s could almost be reached again. (BMBF 2009c)

Although the service sector proportion in dual vocational education and training still remains significantly below the level it occupies in the employment sector, where it accounts for more than 70%, the major difference is also partly caused by specific features of occupational classification as well as by the fact that vocational training at the middle VET level, particularly in service occupations, takes place at full-time vocational schools and particularly at healthcare schools rather than in accordance with the Vocational Training Act (BbIG) or Crafts and Trades Regulation Code (HwO). In overall terms, occupational structure development in dual VET is exhibiting strong tendencies towards the service and knowledge society (Walden 2007).

Mobility during training

As the structure of companies becomes more and more international, experts also believe that internationalisation of training will increasingly take place. This is mainly being realised via cross-border company cooperation agreements in training. (BMBF 2009a). This development was also reflected in the reform of the Vocational Training Act.

Mobility in training was first regulated by law in 2005 with the reform of the Vocational Training Act.

Paragraph 2, dealing with vocational education and training learning venues, reads in part:

“... (3) Parts of vocational training can be taken abroad if this serves the training objective. Its total duration shall not exceed one fourth of the training duration stipulated in the Training Ordinance.”

The Federal Ministry of Labour and Social Affairs has joined forces with the Association of German Chambers of Industry and Commerce (DIHK) and the German Confederation of Skilled Crafts (ZDH) to instigate a support programme to enable trainees and career entrants to spend periods abroad. Since mid-2009, 16 million euro has been spent on establishing a nationwide advisory structure for companies. A network of 40 mobility consultants in the chambers of industry and commerce and craft trade chambers is providing local assistance to companies in order to facilitate the obtaining of

experience abroad for larger numbers of trainees and career entrants than hitherto. Alongside advisory services and motivation for companies and trainees, tasks also include the provision of information on funding programmes or support for the organisation of periods spent abroad. The programme is financed via funding from the European Social Fund (ESF) and from the Federal Ministry of Labour and Social Affairs (BMAS). The chambers are funding 20 percent of costs. (www.foraus.de/web.select/news/showarticle/3561)

1.2 Impact of technological progress on VET

Modernisation of dual vocational education and training

The updating of training occupations forms a significant component part of the modernisation of dual vocational education and training. Training regulations are being revised or redeveloped against the background of the changed skills requirements from trade and industry, the leap from an industrial society to an information and knowledge society, the globalisation of economic activity and the restructuring of the organisation of work this brings in its wake.

Between 1998 and 2008, a total of 224 training occupations were revised/updated. During the same period, 62 new training occupations were enacted and 162 were modernised (BIBB 2009b, p. 104). The most popular new training occupations have been Information Technology Specialist followed by Mechatronics Fitter with the training occupations of Designer of Digital and Print Media and Automobile Business Administrator lagging some way behind these. The newly developed training occupations account for a proportion of 10.4 of all newly concluded training contracts.

There continues to be a concentration within certain occupations. Fewer than 500 new training contracts are concluded in approximately 60% of all state recognised training occupations, whereas more than half of all young people who enter training are to be found within the 20 most popular state recognised training occupations.

Also see 1.1

1.3 Impact of demographic change and international migration on VET

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

Demographic change is altering the face of German society and is already, despite the crisis, leading to a shortage of qualified skilled workers in certain segments of the labour market. This particularly applies to mathematical and scientific occupations, engineering occupations, doctors, teaching staff and care workers. In a country such as Germany, which has little in the way of natural resources, the future lies in skilled work. Companies and firms require a constant supply of well qualified workers. The Federal Ministry of Education and Research (BMBF) has conducted a study which models a range of trends and scenarios to show the effect which demographic development could have on vocational training. (BMBF 2009a) The specific recommendations formulated include: stronger interlinking of dual vocational education and training and institutes of higher education, improving integration into vocational training via basic skills and permeability, establishment of national coverage of branch-specific regional initial and continuing training centres etc.

Since 2003 the population count has been in slight decline since the migration surplus can no longer compensate for the birth-rate deficit. At the same time, a shift in the age structure is producing an ageing workforce. The age-group aged 20-25 which is relevant for the supply of young skilled workers will shrink drastically from 2010. Even now, there is a discernible shortage of skilled workers in some sectors and regions. There is particular demand for people with qualifications in mathematics, information technology, natural sciences and technical disciplines (known as "MINT" subjects) and for those with "Technical Engineer" and "Master Craftsman" level qualifications in technical fields (BMBF 2008a, p. 2). By 2010 the number of young people aged under 20 will be 10% lower than in 2006, and will continue to decline markedly. With regard to numbers of school-leavers from general education,

two trend lines can be identified: in the old Länder, the number of school-leavers is likely to remain high until 2013 whereas in the new Länder, according to current estimates, the figure in 2013 is expected to be half the year 2000 level (BMBF 2008b, Table 1.4/1).

To safeguard the necessary basis for growth in Germany's skilled workforce, the Federal Government has extended the "National Pact for Career Training and Skilled Manpower Development in Germany" by another three years, having originally concluded it in June 2004 as a 3-year pact with the top-level organisations of German industry. The BMBF "JOBSTARTER – Training for the Future" programme aimed at improving regional training structures was launched in 2006 and is scheduled to run until 2010. Its funding has been raised to € 125 million in total (see 4.4).

The BMBF has also developed a new programme "Vocational qualification prospects" (Perspektive Berufabschluss) to increase training opportunities for disadvantaged young people and second-chance qualifications for young adults. It was launched at the start of 2008 (see 5.2). Finally, a new support programme "Vocational orientation in inter-company and comparable training facilities" (Berufsorientierung in überbetrieblichen und vergleichbaren Berufsbildungsstätten) was set up to provide school pupils with some early vocational orientation and to assist companies with the timely recruitment of young skilled workers (see 5.2).

On the other hand, the Federal Government has further enhanced its efforts to integrate older workers into the labour market. October 2005 marked the start of the federal programme "Initiative 50 plus" for an initial term of two years. The second phase of the programme began on 1st January 2008 and runs until the end of 2010. See example 2 below

In January 2008, the Federal Government launched Advancement through Education, a qualification initiative, bundling and in part creating some 80 programmes across government departments in order to ensure the supply of skilled manpower for Germany (see foreword to 1).

The Advancement through Education qualification initiative basically aims at enabling each and everyone through education to enter, and advance in, the world of work. This includes improved early childhood education, better language development, more VET opportunities, better academic education and the implementation of life-long learning.

This was followed up in October 2008 by a joint initiative of the Federal and Länder governments. For the first time in the history of the Federal Republic of Germany, the Federal and Länder governments agreed on quantified education policy and financial targets in their Dresden Declaration. They agreed to increase their investment in education and research to 10 per cent of GDP by 2015. This includes a rise in R&D expenditure to three per cent of GDP by 2010. The rate of young people leaving school without any qualifications will be lowered from eight to four per cent by 2015, and it will be made easier to acquire the secondary general school leaving certificate at a later stage. The number of young people without any vocational qualifications will be reduced from 17 per cent today to 8.5 per cent. (BMBF 2009c)

Another objective is to increase the number of university entrants to meet the growing demand for qualified manpower. To achieve this end, the Federal and Länder government agreed to raise the rate of new students to 40 per cent of each age cohort of school leavers qualified to enter higher education. In addition, the Länder governments intend to create a general framework by 2010 that will enable persons holding master tradesman (Meister), technician, senior clerk and equivalent certificates to enrol in universities, and persons with vocational qualifications and three years of on-the-job experience to enter higher education on a subject restricted basis. Moreover, the participation of the economically active population in continuing education and training programmes will be raised from 43 to 50 per cent by 2015.

In the Advancement through Education qualification initiative, the Federal and Länder governments also agreed on a more functional design of the interfaces between school and VET. They will launch an

initiative called Qualify and Connect. Preparation for, and the transition to, vocational education and training will be improved, especially for disadvantaged pupils.

Moreover, career orientation will be introduced in all general and special schools as a mandatory subject. The agreements concluded between the Federal and Länder governments will be supplemented by a host of specific programmes ranging from the introduction of systematic skill profiling of young people before leaving school to testing a system of training modules for previously unsuccessful training place applicants and young people in the transition system to modular return-to-learn programmes for young adults without vocational qualifications. Furthermore, the bonus for creating additional training places for previously unsuccessful training applicants, the legal right granted under the Labour Promotion Act to receive support while preparing for a secondary school leaving certificate at a later stage, and the exemplary testing of the mentoring system for the transition to the labour market are important contributions by the Federal Employment Agency (Bundesagentur für Arbeit – BA) to attaining the objectives listed above.

Qualifications acquired abroad

Better use should be made of people's skills potential than has previously been the case. This also applies to people from a migrant background resident in Germany. The occupational skills and knowledge such migrants bring with them are a considerable resource for the German labour market and social systems, and such skills and knowledge need to be more extensively developed and exploited. Better exploitation of these qualifications also represents an important contribution towards achieving subsequent integration of the migrants who already live in the country and towards integrating newly arrived migrants into the world of work and society as a whole.

The aim of the Federal Government is to make it possible to access the labour market with the vocational certificates and other occupationally relevant qualifications which migrants bring to Germany.

The Federal Government has already outlined extensive measures in principle within the coalition agreement of October 2009. The plan is for anyone who has acquired vocational qualifications and occupational skills abroad to have the right of comprehensive scrutiny and evaluation of such individual qualifications. (www.cdu.de/doc/pdfc/091026-koalitionsvertrag-cducsu-fdp.pdf)

Young people from migrant families

There is still a lot to do to improve the training opportunities for young people from migrant families. According to Statistisches Bundesamt (Federal Statistical Office, StBA) data, more than twice as many young foreigners than young Germans leave school without any school-leaving qualifications (2007: 16 per cent vs. 6.4 per cent). They are also considerably underrepresented in VET. At 23.9 per cent, the VET enrolment rate of young foreigners in 2007 was clearly lower than that of young Germans (57.6 per cent) (BMBF 2009c). The reason, however, is not a lack of interest on the part of young migrants. The results of a BIBB transition study show that after finishing general school young people from migrant families are as interested in VET as young Germans. If they do not hold a university entrance qualification, however, their chances of finding a training place are much slimmer. On the whole, the transition process from school to VET is more difficult and protracted for young people from migrant families. According to a panel study conducted by the German Youth Institute (Deutsches Jugendinstitut – DJI) among secondary general school pupils, young people from migrant families who intend to start VET immediately after school have fewer chances of success than young people of German origin. The majority manage to enter VET by enrolling in intermediate courses at schools or in vocational preparation schemes, although this results in a delay. See theme 5.

Example 1: Jobstarter Connect

The JOBSTARTER CONNECT programme is a major focus of the “Advancement through Education” initiative.

Against the background of demographic change, the objective of JOBSTARTER CONNECT is to use the piloting of nationally standardised training modules as a vehicle for securing the requirement for skilled workers and for improving transition to the dual system. JOBSTARTER CONNECT is financed via funding from the Federal Ministry of Education and Research and the European Social Fund. The Federal Ministry of Education and Research (BMBF) is using JOBSTARTER CONNECT as a means of fostering the development and piloting of possible solutions to achieve early integration of young people into the dual system of vocational education and training via uniform national training modules (see example 2 in chapter 8.4) Within the scope of the initial announcement of funding (2008), 27 projects from every part of Germany were selected for the purpose of piloting the use of the training modules. These projects were then invited to make an application for funding. The projects commenced work in 2009. A second announcement and round of funding took place in the same year. A total of 60 million euro has been made available for the programme.

The programme focuses on the parts of the vocational education and training system at the transition from school to the world of work. Multifarious possibilities are being piloted in order to open up new routes into dual training for young people in “waiting loops”, unplaced training applicants from previous years and semi-skilled and unskilled adults. This takes place within existing educational and funding structures, and the objective of all approaches adopted is to align the various opportunities offered by the “transitional system” more closely to dual vocational education and training. No new measures are thus being instigated.

The following four areas of application are planned for the practical piloting of the training modules:

Training for unplaced applicants from previous years via training modules;

Training modules at the interface of extra-company training and supporting vocational training for disadvantaged young people /in-company training;

Training modules at the interface of school-based training (one-year or full-time school based training)/training qualification pursuant to the Vocational Training Act (BBiG) or Crafts and Trades Regulation Code (HwO);

Training modules in second-chance qualification

In launching JOBSTARTER CONNECT, the Federal Ministry of Education and Research is linking in with the recommendations from the Innovation Circle on Continuing Education and Training (IKBB) on training for unplaced applicants from previous years and on using training modules as a vehicle for improving the structure of transitions.

Specific figures and results on the placement of young people in training within the scope of JOBSTARTER CONNECT are not yet available.

Source: www.jobstarter.de/de/1208.php

Example 2: Initiative 50+

A second phase of this Federal Government programme has been launched. The aim of continuing the programme for the years 2008–2010 is to further enhance employment opportunities for the older long-term unemployed. The Federal Government is providing funding of around 275 million euro for the second phase of the programme.

Those aged 50 and above who have been unemployed for some considerable time often find it particularly difficult to return to the labour market. The Federal Ministry of Labour and Social Affairs has been funding the national programme “Perspective 50plus – employment pacts for older workers in the regions” since October 2005 in an attempt to bring about change in this regard. “Perspective 50plus” involves 62 regional pacts in all parts of Germany which implement innovative concepts for the occupational reintegration of older workers.

These employment pacts have the opportunity of aligning their concepts towards the

respective regional facts and circumstances which apply and are able to offer participants individual and holistic activation and integration approaches. These can be adapted to meet any alterations in regional conditions and in line with the changing situation on the labour market.

Important partners in the programme are companies, chambers and employers' associations, local government institutions and educational providers, policymakers, the trade unions, the churches and social associations.

Between January and October 2008, "Perspective 50plus" succeeded in offering active support to more than 63,300 women and men aged between 50 and 64 in returning to the labour market. In more than 16,495 cases, the assistance provided by the employment pacts led to new employment on the general labour market.

Sources:

<http://www.perspektive50plus.de/>

BMAS (2008): Unternehmen mit Weitblick 2008;

http://www.perspektive50plus.de/perspektive50plus/content/e141/e8561/e10471/UmW_2008_Download2.pdf

1.4 Impact of greening of economy on VET

The United Nations' proclamation of the UN Decade Education for Sustainable Development (2005 to 2014) helps to embody the principles of sustainable development in national education systems. The national action plan of the Federal Republic of Germany which was derived from this concept defines the national objectives of Education for Sustainable Development as the optimisation and pooling of pertinent activities, broad-based dissemination of good practice, networking of players in the education system, improvement of public awareness and intensification of international co-operation. With the BIBB's VET for Sustainable Development programme (http://www.bibb.de/de/nh_index.htm), the BMBF has committed itself to promoting sustainability in vocational education and training. Based on a wide range of approaches, this programme which ended in 2009 will implement the complex sustainability requirements in operational processes and the practice of VET.

Themes addressed include process- and innovation evaluating skills management for the initial and continuing VET of skilled manpower in ecological vehicle manufacturing, sustainable action as a requirement in VET in the chemical industry and sustainability aspects in initial and continuing VET in the craft trades, based on the example of thermal insulation in existing buildings.

The pilot projects address three specific aspects:

Sustainable development as an economic factor and management strategy in industry and the craft trades, energy efficiency, and resource conservation. A total of 10 pilot projects were funded.

"Increasing Sustainability in VET with Particular Reference to Different Target Groups" (Erhöhung der Nachhaltigkeit in der beruflichen Bildung unter Berücksichtigung unterschiedlicher Zielgruppen – ErNach; http://www.bibb.de/dokumente/pdf/EN_060928_BiBB_Infoblatt2_gesamt.pdf) – a pilot project that expired in early 2009 – received special recognition as an official project of the United Nations Decade Education for Sustainable Development.

In 2010, the Federal Institute for Vocational Education and Training (BIBB) will be launching a new funding programme financed by the Federal Ministry of Education and Research (BMBF), the main focus of which will be "Sustainable development in vocational education and training".

The changes occurring in the environmental sector also require new environmental technology occupations. The aim is for these occupations to be more specialised and to reflect the growth in environmental awareness by drawing on state-of-the-art technologies and addressing the plethora of new statutory regulations. Training has been going on in four new environmental technology

occupations since as long ago as August 2002. Joint core qualifications make these occupations an occupational family. The occupations in question, in which duration of training is three years in each case, are:

Water management specialist
Sewage engineering technician
Recycling and waste management technician
Pipe, sewer and industrial service technician
(www.bibb.de/de/1573.htm)

Example 3: New fields of practice and employment in the renewable energies sector

In the renewable energies sector, new fields of practice and employment are developing. In 2006, 214,000 people were working in the field of renewable energies, up from only 157,000 in 2004. This equates to growth in the region of 36%.

On behalf of the Federal Ministry of Education and Research, in 2004 a study was carried out in the renewable energies sector entitled “Work-related ongoing observation of skills development with the aim of early identification of changes in work and companies” (Arbeitsnahe Dauerbeobachtung der Qualifikationsentwicklung, ADeBar). The objective was to anticipate trends in order to adapt initial and continuing vocational education programmes to the changes identified. Researchers from the Fraunhofer Institute for Industrial Engineering (FHIAO) began by visiting large and mid-sized companies in the sector and generated hypotheses on skills trends. Afterwards interviews were carried out with 312 companies. Skills development in this area affects skilled workers from different industries and occupations. Staff in wind power plants face new requirements in areas including planning, production and supply as well as service and maintenance. The workforce consists of skilled workers with expertise in mechatronics, drive technology, steel construction, electrical engineering and metal technology.

Skilled workers from other trades can access the renewable energies sector by undertaking an advanced qualification as an Energy Consultant. Similarly, an additional qualification as a Solar Energy Specialist is another route into this field.

The study also showed that the change in working practices in the field of renewable energies meant that in addition to the standard knowledge and skills from their traditional craft occupations, skilled workers increasingly need new qualifications for this area of work. A further consequence is the emergence of combinations of requirements from different areas, e.g. service, distribution and consulting.

1.5 Other challenges for VET

Previously unsuccessful training applicants continue to be a VET and labour market challenge. The tight training market situation of past years (until 2005 declining supply of training places with growing numbers of school leavers) has led to an increasing number of applicants who instead of in-company VET opted for alternative training and qualification pathways. A major percentage of these young people continue to seek VET in the dual system, thus competing with current school leavers for the training places offered. Even the clear increase in new training contracts concluded in 2007 could not prevent another growth in the number of former applicants (keyword: 'bow wave'). As a result, the Federal Government, implementing the findings of the Innovation Circle on Vocational Education and Training (Innovationskreis berufliche Bildung – IKBB), launched the Advancement through Education qualification initiative, a package of targeted measures for the benefit of former applicants especially in need of support. (See.1.3 and 4.4)

THEME 2: ECONOMIC CRISIS – VET POLICIES AS RECOVERY MEASURES

566.004 new training contracts were concluded across the whole of Germany in the period from 1 October 2008 to 30 September 2009. This represents a fall of 50.338, or 8.2%, compared to the previous year (Ulrich et al 2009).

The main reasons for the considerable decrease in the number of training contracts during the reporting year of 2009 are the economic crisis and the significant demographic decline. The economic crisis has brought about a decrease of 52.590 in the number of training places provided in Germany as a whole. This was, however, accompanied by a significant reduction in the number of school leavers from general or partly qualifying vocational schools and in the number of "unplaced applicants" (training placed applicants who left school in previous years) registered with the Federal Employment Agency.

If we now compare the number of training contracts newly concluded in 2009 with the total number of school leavers and unplaced applicants from previous years whilst also taking account of the demand potential resulting from these groups, it is probably fair to say that overall training opportunities for young people in Germany remained at least at the same level as in the previous year despite the considerable decrease in the number of contracts. This has even led to a further improvement in provision in East Germany, whereas provision in West Germany has turned out somewhat less favourable than in 2008. In overall terms, demographic development has thus been able to compensate for the negative effects exerted on the training market by the financial and economic crisis.

Example 1: Programme to Reduce the Tax Burden

Making a major financial effort, the Federal Government has launched a number of schemes designed to slow down the economic downturn, secure jobs and strengthen the forces of growth. The Programme to Reduce the Tax Burden, Stabilise the Level of Social Security Costs and Invest in Families (Maßnahmenpaket zur Senkung der steuerlichen Belastung, Stabilisierung der Sozialversicherungsabgaben und für Investitionen in Familien) and the 15-item programme on Ensuring Employment through Strengthening Growth provide for a relief in the order of about € 30 billion. Additional priority measures were taken under the Pact for Career Training and Skilled Manpower Development in Germany with a financial volume of about € 50 billion. This includes a relief of taxes and social security contributions, the implementation of a sustainable financial policy, the promotion of qualifications and other labour market policy schemes designed to avoid redundancies. In addition, public investment in infrastructure will be encouraged and an education and qualification campaign will be launched. All in all, the Federal Government will lay out more than € 80 billion to overcome the crisis and launch an extensive modernisation process.

The Federal and Länder governments will invest a total of about € 8.7 billion in educational infrastructure. The funds will be spent on refurbishing buildings and providing technical equipment for nursery, general and vocational schools, continuing education institutions, universities and non-university research centres. These investments in refurbishing and equipment are meant to provide a strong, large-scale economic and labour market policy impetus for important sectors of industry. At the same time, educational and research facilities will enjoy a modernisation thrust.

Example 2: Employment and Stability Act

The Employment and Stability Act (Gesetz zur Sicherung von Beschäftigung und Stabilität in Deutschland) includes the following labour market policy provisions which will be terminated by 31 December 2010:

- extended CVET support for job holders,improving the initial and continuing vocational education and training situation in nursing professions,
- reimbursement of social security contributions for short-time workers,
- programme to encourage qualification schemes during short-time work; it will enable workers on short time to enrol in general qualification schemes whose results can be used in the labour market, and more specific qualification schemes that are more adapted to the needs of the company concerned.

Source: BMBF 2009c

THEME 3: IMPACT AND IMPLICATIONS OF THE JOINT WORK ON EUROPEAN PRINCIPLES AND TOOLS

3.1 Impact of joint work on European principles and tools on national LLL policies and practices and VET developments

EQF and DQR

In 2005, the EQF consultation process stipulated the debate on a National Framework of Qualifications in Germany. But there were other events which had an impact on this debate.

In 2005, the Bologna qualifications framework for higher education was established and subsequently a national framework was developed. This framework affected the VET qualifications sector because the Bachelor was designed as a labour market qualification competing with VET qualifications. Policy was aiming for more graduates; but this ought to be achieved without abolishing (company based) VET as the major education sector. In the same year the EU directive on the recognition of diplomas (for regulated professions) was put into force, where German vocational qualifications were placed at the bottom of the scale, the Meister (master craftsman) actually on the same level 2 as his Geselle (journeyman). In the political arena the ‚Reform of Federalism‘, i.e. the power sharing at national and regional level clearly separated responsibilities, especially in the field of education; but at the same time Federal level kept the responsibility for defining standards for HE entry and qualifications and national education standards were developed. In the same year the Vocational Training Act was amended, including paragraphs on access and transfer between subsystems of initial training, to combat an increasing ‚transition system‘ between school and regular vocational training; hundreds of thousands of young people went through various schemes where no recognised qualifications were acquired and no learning outcomes were credited towards formal programmes. To keep the vocational route attractive “additional qualifications” leading to a higher profile were also integrated in the Vocational Training Act.

The discourse on a National Framework was the opportunity to bring all these issues onto one platform.

DQR - the German NQF

The German NQF is a work in progress. Already in the submission responding to the EQF consultation (December 2005) Germany announced the development of a Qualifications Framework. In October 2006 the Federal Ministry of Education (BMBF) and the Standing Conference of the Ministers for Education and Cultural Affairs of the *Länder* (KMK) agreed to develop a German Qualifications Framework (DQR). In June 2007 the BMBF and the KMK established a Coordination Group for the DQR which manages the process of drawing up the DQR. This process involves a large number of stakeholders (about 30), from governance and provider level, from general education, higher education and vocational education and training, representatives of the social partners and the employment services as well as experts from research. Together with the Coordination Group these stakeholders form the “National Working Group on the DQR” (German abbreviation: AK DQR). On behalf of the BMBF a DQR Büro (DQR Office) has been set up to provide technical and administrative support to the process. In spring 2008 the stakeholders agreed on the essentials of a DQR. In February 2009 the AK DQR published a draft DQR¹ that extends across all educational areas and, like the EQF has the promising subtitle ‘for lifelong learning’.

In embracing the EQF recommendation, the primary objective of the BMBF and the KMK is to achieve appropriate alignment of qualifications acquired in Germany and to use this as a vehicle for enhancing the opportunities for German citizens on the European labour market.

¹ Discussion proposal for a "German Qualifications Framework for Lifelong Learning" www.deutscherqualifikationsrahmen.de, read on 2.10.2009

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

All formal qualifications within the German educational system, including general, higher education and vocational education and training, are included in the alignment of qualifications to the DQR. A further objective is to accord due consideration to the results of informal learning at a later stage. Two papers were commissioned on this issue, but it is still an open question whether and how the DQR might be used for the recognition of informally acquired learning outcomes.

The Federal Government-Federal State Coordination Group (BLK-G) and the DQR Working Group (AK DQR) are in agreement that the alignment of the qualifications within the German educational system to the reference levels of the DQR should not replace the existing system of access to qualifications. Alignment takes place in accordance with the principle that each qualifications level may be accessible via various educational and training pathways. Achieving a certain reference level of the DQR does not provide automatic entitlement to access the next level. The achievement of a reference level has also not been considered in conjunction with collective wage agreements and laws relating to remuneration.

The draft DQR is designed to integrate all existing German qualifications and to be compatible with the EQF. Therefore it describes learning outcomes on eight reference levels which direct the referencing of qualifications obtained in general education, higher education and vocational education and training. The number of levels was an issue in the debate; trade unions wanted less and even now it is still not clear what to put on level 1 and 2 since there are no qualifications on these levels so far. Whereas the number of levels is the same, the frameworks differ slightly when it comes to the different categories of learning outcomes: The draft DQR is based on an overarching leading concept of action competence which integrates to main categories: "Professional competence", subdivided into "Knowledge" and "Skills" and "Personal competence", subdivided into "Social competence" and "Self-competence". The term "competence" depicts the ability to use knowledge, skills and personal, social and methodological competences in work or study situations and for occupational and personal development. In 2009 the functionality of the draft DQR has been tested by referencing a selection of about 50 qualifications from 4 domains across all educational sectors and all levels. The aim is to review the structure of the draft DQR matrix and the validity of the descriptive categories. Curricula, training regulations and other relevant documents are analyzed with regard to contents and terminology of the draft DQR for the selected qualifications. For each qualification 5-10 activity areas are identified. Learning outcomes for each of the areas are tested against each of the descriptors in the 4 columns of the draft DQR. At first the referencing is carried out per activity area, only then for the complete qualification. The referencing of general qualifications is not clear yet.

The testing phase will be finished in the first half of 2010. The Coordination Group for the DQR is in charge of the referencing process – advised and coordinated by the *DQR Büro*. In 2010 all nationally recognised qualifications will be referenced to the DQR. Afterwards the DQR will be referenced to the EQF. In 2010/2011 the Federal Government and States will decide on the formal and institutional basis of the DQR and put it into force. By 2013 the implementation of the DQR shall be finished.

In an international perspective the DQR aims to achieve proper consideration of the specific characteristics of the German education system. Moreover, the DQR shall serve comparability for German qualifications in Europe. It is conceived as an alternative or a necessary additional classification system to ISCED and the 5 level system of the European directive on the recognition of diplomas; in

both classification systems German qualifications seem to be undervalued. A common language for learning outcomes / competences seems to provide a more appropriate international positioning. This is important for both the better marketing of German qualifications/courses internationally and the recognition of 'foreign' qualifications in Germany which becomes crucial because of demography. In a national perspective the DQR is expected to support the shift to the learning outcome principle, i.e. that it is important what someone knows, understands and can do, not where he or she has learned it. Based on descriptors for learning outcomes the DQR shall support the permeability of the entire system and allow for access from non-formal backgrounds.

It is clearly stated that the DQR as such *would not have a regulatory role*. It is still an open question which regulatory arrangements would be needed to establish the institution responsible for the referencing of qualifications to the framework. The procedure as such still needs to be defined. There is a major concern that existing structures/institutions should be in charge for quality assurance and no additional bureaucracy should be established.

All stakeholders agree on the *transparency function*, the VET faction stressing the opportunity to demonstrate the equivalence of VET and Higher Education. As to the credit transfer and progression function the VET faction sees a more active role for the framework than the general and academic higher education faction. The same applies for the recognition of informally acquired knowledge, skills and competence. Employers' organisations are stressing the professional competence orientation of all education, some also see the option to use the framework for personnel development – but with no relevance for wage tariffs. The Unions are stressing the integration of the system, based on the professional competence orientation but also on social and personal competence beyond the occupation. For them it is important that public responsibility for a full qualification according to the *Berufsprinzip* will not be undermined by the learning outcomes approach. Higher education organisations/ institutions are warning not to expect too much in terms of transfer and progression, wanting to keep control of the gates. The private schools, the providers of continuing training as well as the organisations providing training for the 'excluded' (for different reasons) consider the framework as an opportunity for becoming part of one integrated system, offering their clients better access. A big issue is the question whether and how the DQR would have *an impact on individual rights* on the one hand and on the power sharing between the Federal Government and the *Länder* on the other. To come to terms in that respect the Ministry commissioned a legal opinion.

For some of the stakeholders – across the factions - it is clear that in the future qualifications and curricula need to be written in a different way, according to the descriptors in the framework. The Federal Institute for Vocational Training has started to re-write and test competence orientated training regulations.

Having the different positions in mind it is not surprising that a widely shared concern is whether and how all stakeholders can find a consensus and the will to make the DQR work not just as a translation device in the European arena to support transnational mobility but as an approach and instrument to create lifelong learning pathways as the title promises.

Since Germany is moving into the implementation phase of its framework, the Board of the Federal Institute for Vocational Training asked for a formative evaluation and accompanying research to get a picture of the possible impact on education and employment. Nobody wants to make the same mistakes like in the Bologna process which was pushed too much without thinking of possible consequences.

ECVET and DECVET

ECVET

The ECVET recommendation was adopted by the European Parliament and the Council in 2009. It is determined in the recommendation that the implementation of ECVET will proceed progressively and

in line with national rules and regulations. From the beginning the Federal Government and the Federal Institute for Vocational Training were strongly involved in the preparation of the recommendation. To get access to tested and validated methodologies and to identify transferable practice the EACEA published in 2008 a call for proposals. 11 projects (among them three from Germany) were selected in order to test the ECVET-specifications. The technical specifications cover the following tasks:

- describing learning outcomes in terms of knowledge, skills and competences,
- clustering the various learning outcomes into units
- allocating points to the units of learning outcomes (in order to make this possible, criteria have to be discussed beforehand on the weight of learning units)
- exploring requirements on assessment, validation and recognition and
- drafting instruments enabling individual mobility within the partner countries.

The German projects focus on sector-oriented solutions (chemistry, crafts, aviation). In order to enhance the mobility within the sectors the projects are geared to the establishment of framework conditions which enable and motivate learners to spend parts of their training abroad. This objective meets a national policy issue: The Vocational Training Act (BBIG) of 2005 determines that parts of initial training may be completed abroad if this serves the purpose of training. It is expected that transparency on learning outcomes, the common designing of units and the increasing mutual trust among the training institutions set up the prerequisites for an enhanced mobility.

DECVET (see also 6.4)

There are at least two pillars of the current German strategy to strengthen vocational training where ECVET plays a pivotal role: the enhancement of geographical mobility and the improvement of permeability within the VET-system as a whole and among different parts of the system.

The main principles of ECVET are tested in the framework of a pilot-initiative that was launched in November 2007 by the Federal Ministry for Education and Research (BMBWF). The acronym of the initiative "DECVET" (Deutsches Leistungspunktesystem für die Berufsbildung / German Credit System for Vocational Training) clearly refers to the European ECVET-process.

Germany through DECVET is using ECVET to promote domestic reforms. The programme follows another one focussing on the interface between VET and Higher Education (ANKOM) and aiming at credit transfer from advanced vocational programmes / qualifications towards academic ones. At the core of the initiative is the improvement of the permeability and flexibility at the various vertical and horizontal interfaces of the dual system of vocational training:

- between vocational training preparation and initial training within the dual system,
- between school-based vocational training and the dual system,
- between cross-cutting VET qualifications within a single occupational field and
- between dual initial training and advanced vocational training.

The objectives here are to make it possible to open up educational pathways and progression in a more permeable manner, to improve the links between the various forms of learning and to encourage cooperation among educational institutions. Ten pilot projects serve as a vehicle for the development and testing of transferable procedures for the accreditation of competences and learning outcomes. It is expected that the pilot-projects explore how a unit-based credit system can enhance permeability in the German context. Due to this comprehensive approach DECVET is supported and accompanied by an Advisory Council representing a large spectrum of stakeholders: the Federal Ministries together with the Länder institutions, the Federal Employment Agency together with labour market representatives, associations for trade and industry or crafts together with unions.

DECVET is aligned towards the main principles of the German VET-system, i.e. the dual system of vocational training with its concept of state-recognised occupations based on the Vocational Education and Training Act (BBIG). Nevertheless, the ECVET-tool has an impact with regard to a parallel effect of DECVET that fits with the German reform agenda: the shift to learning outcomes in VET.

National Reference Body for Quality Assurance and Quality Development in Vocational Education and Training – DEQA-VET

The Federal Ministry of Education and Research (BMBF) transferred the task of “National Reference Body for Quality Assurance and Quality Development in Vocational Education and Training – DEQA-VET” to the Federal Institute for Vocational Education and Training (BIBB) in July 2008. The remit of this body is to promote awareness of the benefits of using the principles, methods and tools of quality assurance and quality development to all concerned, foster information from and communication with organisations in Germany which are affected by the activities of the European ENQA-VET Network, actively support the implementation of the ENQA-VET Work Programme in particular by acting as a national contact point and provide operational assistance to the BMBF and the National Support Group.

Recognition of non-formal and informal learning

Some of the procedures existing in Germany relating to recognition accompanying entitlement in the education system have their roots in the 1960s. The current debate on the recognition of non-formal and informal learning in Germany can be traced back to the educational policy drives of the European Union, which address the developments from practical education in the course of reform concepts for national (professional) education systems.

At national level, these are represented in the “Strategic Paper for Life-long Learning in the Federal Republic of Germany” of the Federal/State Commission. The significance given to this topic in Germany is reflected in different federal policy programmes and initiatives, in scientific studies and the convocation of expert panels. However, it can be determined at the current time that a legal basis for the formal recognition of informally gained competence has not yet been created. Apart from traditionally established structures in the education system, which are being developed in the direction of the formal recognition of informal learning, diverse concepts below the level of administrative policies can be found.

The debate on the design of the German qualification framework (DQR) has accelerated since submission of the draft of the European Qualification Framework (EQF) developed by the EU Commission as a result of the Lisbon process. The aims of improved transparency of educational pathways, simplified access to the tertiary sector and more equal opportunities and transfer opportunities between the educational systems and levels are moving closer to the centre of education-policy initiatives. The EQF as a driving force for more transparency has thus led to additional efforts being made towards greater visualisation of non-formal and informal learning and increased debate on the crediting of vocational qualifications and work experience towards post-secondary educational pathways (see above EQF and DQR in the same chapter).

Participating in this field are the different education, social and economic policy-making bodies, representing different interests in their respective functions and which are involved in a process of open debate regarding the recognition of informal learning.

The main reasons for the development of procedures and models for recognition are the increase in levels of education and the rise of participation in education to retain and extend employability. As formulated in the coalition agreement from 2005, education and learning are crucial responses to modern challenges such as demographic change, migration, globalisation and technological progress. The existing barriers between educational sectors must be broken down and transfer opportunities in the education system increased. The intention is to make qualifications the start of a learning career, not the end of it and to accelerate study periods by tying into what has already been learned. By identifying and recognising learning outcomes, it is expected that it will be possible to utilise previously neglected potential, increase occupational mobility and hence reduce individual wrong decisions and stagnation. The identification and recognition of learning performance are important prerequisites for an increase in the level of education in Germany, with effects on the participation of the low-skilled in the labour market, integration in jobs, the education of people with a migratory background and the

number of students. So far, only very limited progress has been made on achieving education policy objectives.

Recognition procedures in the education and employment systems

External examinations: in the field of initial vocational training, the main option that allows in principle learning outcomes achieved non-formally and informally to be measured and evaluated is admission to the final examination in a recognised training occupation (Section 45(2) BBiG), known as the external examination. To be admitted, applicants must prove that they have worked for at least one and a half times the training period in the occupation in which the examination is to be sat, i.e. normally 4½ years. In 2006, external examinations accounted for 7.2 % of final Chamber qualifications in initial vocational training, excluding crafts (BIBB 2009b, p.146).

Whilst retraining and the second educational pathway such as organised CVET with teaching and certification are assigned to non-formal learning, in some Länder experiential learning in working life constitutes a pre-requisite for admission to an external students' examination and the third educational pathway. Since the procedures are subject to different responsibilities and statutory regulations, a distinction is made in the description between procedures in the CVET system and those in the higher education system. As regards admission to higher education for individuals with vocational qualifications via the third educational pathway, on average less than 1 % of all students enter higher education via this route. The proportion of lateral entrants (47 %) to IT continuing education to become IT specialists in 2006, however, is substantially higher than the previous examples, but the total number is so low that a comparison of proportions is not very meaningful.

Steps and programmes to prepare for recognition

Besides procedures aimed at formal recognition and those that are appreciated in the labour market, concepts and programmes exist in Germany to promote lifelong learning. Four steps are described as examples: the "Learning Culture for Skill Development" programme, the "ProfilPASS" system for ascertaining and reviewing skills acquired in different ways, the DFG priority programme. It is aimed at 'self-diagnosis' of individual competences and at making them visible, and at identifying the personal location. Users are guided through and supported in this process by a list of questions. The ProfilPASS takes account of all places of learning in which the learner has acquired competences. The ProfilPASS has been on the market since 2006.

The main thing distinguishing it from Europass is the fact that the ProfilPASS offers systematic assistance with describing informally acquired competences. In contrast, Europass is a tool for describing and structuring knowledge, skills and competences irrespective of whether they have been acquired formally, non-formally or informally.

"Skills models for recording individual learning outcomes and for reviewing educational processes" and the "ANKOM – Credit of vocational skills towards higher education study programmes" initiative (see 6.4). These steps, with their theoretical foundation and simultaneous practical approach, are preparing the ground for a changed learning and recognition culture. They are providing essential preliminary work with the long-term aim of achieving recognition of competences acquired by non-formal and informal routes.

Beyond this, effective concepts exist in the employment system in which informally gained competence is taken into account. On one hand, this concerns collective agreement regulations and, on the other, procedures in companies which have effects in appointments and in particular internal staff appraisals, such as references, personnel discussions and assessment procedures.

There is not *one* system of recognition in Germany, but a wide spectrum of different procedures and concepts. This is a series of co-existing procedures, unconnected with one another, which are subject to different legal regulations and responsibilities.

Evaluation of europass Mobility

The National Europass Centre (NEC), the agency responsible for the *europass* in Germany, commissioned a study in mid-2008 with the aim of determining how the new version of *europass Mobility* – implemented approximately three years ago – was being received and implemented in practice. Three partial surveys took place in order to conduct an empirical investigation into:

- how the number of institutions submitting applications, the amount of applications themselves and the attendant mobility has developed (anonymised evaluation of database content);
- the detail, form and quality with which the fields available in the template form are being filled in, especially with regard to information provided describing periods of learning spent abroad and the qualifications or competences acquired during such periods (content analysis of a random sample of 500 applications);
- how institutions making applications assess the handling of the instrument during the application process and its practical use within the scope of mobility projects and where there are potential areas for improvement (written direct survey of a random sample of 250 institutions). The investigations were conducted between September 2008 and April 2009.

Dramatic development occurred during the first twelve quarters (IV/2005 to III/2008) in which the new *europass* Mobility document was available on the market. By mid-September 2008, around 1.050 institutions had registered with the NEC. During this period, these institutions submitted nearly 33,000 applications for individual *europass* Mobility documents. Although the number of registered institutions grew more slowly during the latter quarters, the number of applications was still continuing to exhibit constant growth at the end of the period observed.

Institutions registered at the NEC for the *europass* Mobility are predominantly active in the field of vocational education and training. Vocational schools make up the largest group, accounting for 40% of the total. This figure mainly includes part-time vocational schools (36%), whereas a further four percent are full-time vocational schools. Institutions from trade and industry, such as companies (21%) and chambers (4%) together make up approximately one quarter of the institutions registered. By way of contrast, general schools account for only seven percent of institutions. The figure for institutes of higher education is six percent.

It is conspicuous that independent educational providers (14% of all registered institutions) make up a relatively large proportion of the institutions which use the *europass* Mobility. The distribution of applications for mobility certificates is in line with the distribution of institutions registered at the NEC for the *europass* Mobility. Around 56% of applications, the largest proportion, are for trainees in (dual) in-company vocational education and training. The aim of a further 13% of certificates is to document periods spent abroad by pupils at full-time vocational schools, although as many as around 11% of mobility documents applied for (until September 2008) were for higher education students or graduates. By way of contrast, the group of pupils at general schools making applications was somewhat smaller at approximately six percent. It is also noticeable that almost seven percent of *europass* Mobility applications were for job seekers. This shows that the *europass* Mobility is also providing inter-connectivity of the European dimension in terms of training and labour market policy.

Use of the *europass* Mobility offers specific points of contact for participating institutions both at home and abroad, enabling them to establish contact with one another and exchange experiences. This opportunity arises in such areas as the filling in of the mobility document, the contents of which can be coordinated by home and host institutions. The investigation has revealed that nearly half of home institutions, 47%, act in conjunction with the host organisations abroad in completing the mobility documents. 31% of institutions even stated that this was already the standard procedure adopted when organising stays abroad. The main fields dealing with the content description of the period of learning spent abroad was consistently well completed in overall terms. In field 29a, “Activities/tasks carried out”, virtually all documents (97%) contained a text entry capable of proper interpretation. This field is the central structural point which enables the contents and objects of the period spent abroad to be rendered transparent at a fundamental level. The following fields dealing with the description of

skills and competences acquired are, however, not as frequently used. Entries only seem to be made if the period of learning has offered adequate foundations for comment.

3.2 Promoting geographical mobility of learners/apprentices and teachers/trainers in VET

Increasing political significance has continued to be attached to the fostering of cross-border mobility over the course of recent years. The Report on Vocational Education and Training presents this political orientation in the following terms.

“The aim of the Federal Government is to align national vocational education and training along international and European lines and to qualify citizens for the increasingly international nature of work requirements. The reform of the Vocational Training Act with regard to facilitating training abroad represented an initial step in this direction. Further objectives which have been agreed within the Innovation Circle on Vocational Education are a doubling of training courses attended abroad by young people in VET by the year 2015, extending periods of training abroad within the scope of European programmes and additional European Union (EU) designations for national training regulations of international relevance.

European educational programmes which facilitate international qualifications in vocational education and training form part of the most important instrument for the implementation of the new EU initiatives which have been agreed. In its capacity as the largest EU member state, Germany is seeking to become actively involved in shaping European educational policy and new EU policy initiatives and use these for its own system development” (cf. BMBF 2009c, p. 45). In addition to this, The Federal Ministry of Education and Research funds cross-border mobility via four further bilateral programmes (France, the Netherlands, the United Kingdom and Norway).

The following examples from the LEONARDO DA VINCI Mobility Campaign make it clear how cross-border mobility and the effect it delivers are fostered.

Example 1: National Priority “Early support” as part of the LEONARDO DA VINCI Mobility Campaign

Child daycare centres in Germany have been assigned an educational task alongside their task of providing childcare. Both present and future staff need to undergo training to deal with such aspects as educational standards.

The aim is to use a greater level of international exchange in order to make existing international experience and good practice in the field of “early support” (early years education) accessible to specialist staff and to transfer these to German institutions.

Exchanges are taking place between trainee staff, qualified workers and vocational education and training staff.

Increased funding is being provided for these projects for the purpose of defining a National Priority within the scope of the Programme for Lifelong Learning (PLL) from 2004 to 2008.

This represents the contribution of the LDV Mobility Campaign to a process which is being driven forwards at both Federal Government and federal state level.

Project providers are: the Ministry of Education and Research (BMBF), full-time vocational schools, welfare associations, experts, the academic research community.

An impact study to analyse the individual, institutional and policy effect has been commissioned. Initial partial results are available and will be published in 2010.

Indicators are individual learning processes, institutional adaptation of good practice, change in general conditions at the federal state policy decision-making level.

Around 3,600 persons have been funded within the scope of the National Priority. The international opening of the sector and the acceptance of international impetuses are areas which have been significantly supported.

Example 2: Fostering individual mobility via pool projects

Despite the simple procedures involved, it is not a mere matter of course for SME's to be able to apply for and execute mobility projects.

Pool projects act as a vehicle for facilitating individual mobility, especially including on the part of employees from SME's.

Target groups are trainees and employees (as well as the unemployed).

Pool projects have been financed since 2007. Around 600 places are available annually for trainees and 800 places for those involved on the labour market (employees and job seekers).

These places are offered on a nationwide basis by the project providers.

Increased funding has been provided for this type of project since the 2007 applications round by defining a National Priority within the scope of the Programme for Lifelong Learning (PLL).

The National Priority is in conformity with SME funding initiatives from the European Commission and the Federal Government.

Project providers are educational providers, the chambers, EU higher education offices at the universities.

Mobility figures 2002 to 2009

Development of the mobility figures from 2002 to 2009 in the LEONARDO DA VINCI Programme for selected target groups

	Initial training	VET staff
2002	3,821	792
2003	4,555	868
2004	4,497	943
2005	5,039	993
2006	5,834	1,181
2007	7,744	1,382
2008	8,882	1,111
2009	10,193	1,160

(2002 to 2006 funded participants, 2007 to 2009 approved participants)

About 62% of participants in the initial training target group come from the dual system and therefore from a company background. In many of these cases, the mobility project is applied for and executed by the schools.

In the **bilateral programmes** of the Federal Ministry (France, the Netherlands, the United Kingdom and Norway), about 2,500 trainees per year are funded. These participants all come from a company background.

THEME 4: STRENGTHENING THE LINKS BETWEEN VET AND THE LABOUR MARKET

4.1 Identifying and anticipating skill needs

In its guidelines on modernisation and structural improvement, the *Innovation Circle on Vocational Education (IKBB)* advocates targeted sectoral campaigns to establish and consolidate the training culture of the Dual System in new, innovative and research-based industries as well as growth industries, particularly in the service sector.

To achieve this it is vital to have early information on trends with regard to skills and competencies likely to be in demand in the labour market in the medium term. To this end, “sector monitoring” is carried out.

The early identification of qualification needs makes use of various methods for identifying future trends as a basis for deriving information on new requirements of companies and employees. The results of early identification of qualification needs take the form of qualitative descriptions of new work requirements and activities, as well as the conclusions drawn on current and future training needs.

The results of early identification of qualification provide important indications for future fields of employment whilst also making a contribution towards strengthening the sustainability of initial and continuing training. The main aim is to identify new or changed future qualification developments in the world of employment and work at the earliest possible stage and rapidly integrate such developments into the process of VET policy management and structuring.

In order to be able to react as rapidly as possible to future qualification needs in certain sectors of work, the Federal Ministry of Education and Research (BMBF) is commissioning special studies on a range of future topics within the scope of its “Early recognition of qualification requirements” initiative. A particular aim here is to secure transition from successful research and development activities to the application or production process with the minimum delay.

The Federal Ministry of Education and Research early recognition initiative has been running since 1999 and funds identification of qualification requirements at skilled worker level. Support has thus far been provided to a large number of projects addressing an extremely wide range of questions and issues. The networking project FreQueNz, a nationwide research network to coordinate the various early recognition projects, prepare individual results and make these available to the (specialist) public (see example) takes on a major role in this regard.

The first phase of the early recognition initiative particularly involved the development and practical piloting of methods and various approaches for early recognition research. Research results have, for example, informed preliminary studies undertaken by BIBB (nanotechnology, health spa services), continuing training profiles and modules (e.g. renewable energies) and a University of Applied Sciences course of study (security relevant services).

During the initial or start-up phase of the initiative, those involved wished to pursue as many options as possible in the interests of conducting an open experiment. For this reason, a conscious decision was taken not to establish fixed organisational and content management of the research work undertaken. The only quasi-institutional fixed point was the FreQueNz networking body, which acted as a platform for academic research exchange and for the transfer of results. This meant that the early recognition initiative needed to begin by going through a process of discovery in terms of its organisational structure, approaches adopted and research content.

When the second phase began in 2008, the early recognition support provided by the Federal Ministry of Education and Research (BMBF) was given a more precise structure both with regard to content and organisation.

New premises and stipulations:

The Federal Ministry of Education and Research (BMBF) will continue in future to offer trade and industry support in identifying future qualification needs at skilled worker level (employees with a qualification in one of the nationally recognised state training occupations or those who have completed continuing training qualifications at such levels as master craftsman or technician), the long-term perspective being to be able to supplement or adapt regulated vocational education and training and continuing training in as timely a manner as possible.

The BMBF is especially seeking to foster early recognition research in sectors where possible qualification developments at skilled worker level may arise as a direct consequence of new research results and in circumstances where the branch in question has no or very little tradition of vocational education and training.

The background to this is that innovations often emerge from environments which are not associated with vocational education and training. In many cases involving the development of new products or procedures, no thought is given to the skilled worker qualifications which will be required later in such areas as production, distribution, application or disposal – particularly when these innovations are developed at an academic research level. This problem is especially in evidence in newly emerging sectors which either have no association structure or only very weakly developed association structures in place and which have little experience with the vocational education and training system.

The aim of the studies to be drawn up is actually to focus on early recognition (future prospects over three to five years) rather than on identification of current skills requirements. Early recognition research within the context of the initiative does not, therefore, equate to the recognition of qualifications requirements as these exist at the present time.

The BMBF mainly supports qualitative approaches to early recognition research which involve seeking direct contact with the relevant research institutions on the one hand and with the development departments of trade and industry on the other.

The principle objective of early recognition research is to identify the (probable) qualification requirements at skilled worker level. Development of proposals for relevant training courses, training measures or even for new occupations does not form part of its remit. The organisation of such matters remains incumbent on the social partners (employers/trade unions) and – acting in conjunction with the Federal Government – the Federal Institute for Vocational Education and Training (BIBB) or, insofar as consideration does not need to be accorded to state regulations, the branches, companies or continuing training providers.

The Federal Ministry of Education and Research (BMBF) takes on the lead management role in the initial stipulation of the thematic areas in which early recognition research is to be conducted. The second stage involves the issuing of competitive tenders by the BMBF for academic research studies. A 16-strong Advisory Council has been formed to provide consultancy support to the BMBF. Half of the Advisory Council is made up of representatives from the field of academic research whereas the other half comprises representatives from trade and industry (employers/trade unions).

In addition to this, the Federal Ministry of Labour and Social Affairs (BMAS) instigated an *Alliance to advise the Federal Government in issues relating to labour requirements* in March of 2009. The plan for 2009 is to develop an instrument for the identification of current and future skilled worker requirements according to qualifications, branches and regions. The consultancy results of this alliance and the research results achieved will serve as the basis for the ability to make pragmatic individual case decisions, including in particular in relation to the covering of qualification requirements. Source: http://www.bmas.de/portal/40904/property=pdf/2009_12_04_beschluss_allianz_arbeitskraefte_bedarf.pdf

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

- 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 (see example 2 in 7.1).
- 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.

Example 1: Monitoring of new skills requirements

FreQueNz

- a research network for the early recognition of qualification requirements

Term: since 1999

The FreQueNz networking project is a research network funded by the Federal Ministry of Education and Research in which various institutes contribute their project work to the early recognition of qualification requirements.

FreQueNz facilitates the identification of training needs in specific occupational fields, the development of action options to meet demands and the provision of results from the research projects participating in FreQueNz. The main core of the project partners encompasses a total of eight institutions. They contribute towards providing a response to specific issues from policy and practice in the form of the results they have obtained at various research levels.

The tasks of FreQueNz extend beyond initiating interdisciplinary dialogue between the individual projects, fostering the flow of information and encouraging meaningful cooperation to encompass the promotion of an exchange of views between policymakers, trade and industry and academic research in the field of initial and continuing vocational education and training. FreQueNz is also receptive to activities being pursued by other institutes not forming part of the main core of project partners in the interests of being able to obtain as extensive

information as possible on future occupational and qualifications development. FreQueNz is the main point of contact for the research network.

In order to be able to identify qualification developments at an early stage and facilitate future oriented action, it is important to collate a multitude of different results emerging from specialist and academic research and from the preparation of statistical data. This takes place via a consortium of the various project partners within the FreQueNz research network. Results need to be bundled together before an overall view emerges, enabling the development of sustainable occupational development strategies. The electronic information and communication platform www.frequenz.net provides users with an opportunity to collate individual bundles of results for themselves and provides information on current activities and events.

FreQueNz is also in dialogue with European "early recognition" via CEDEFOP (www.trainingvillage.gr/skillsnet).

Projects currently ongoing on the early recognition of qualification requirements within FreQueNz (cf. above) are as follows.

- Identification of trend qualifications in the field of the "Internet of Things", main focus "Smart House"
- Qualification requirements via the "Internet of Things" in logistics - QinDiLog
- The "Internet of Things" in industrial production - Study on future qualifications requirements at skilled worker level
- web2skills: future qualifications requirements for occupational activities at mid-qualification level on the basis of the effects of Web 2.0

The "Internet of Things" describes the technological development in which any objects from the real world can be linked with one another via digital information. In industrial production, this encompasses technologies for the intelligent networking of individual production processes which were previously centrally controlled. The aim of the "web2skills" project, on the other hand, focuses on the early recognition of qualification requirements arising at mid-skilled worker level in connection with Web 2.0 applications.

Source: www.frequenz.net

4.2 Integrating skill needs of the labour market into VET provision

As a rule, the initiative for updating the occupational profile of a training occupation or for developing an entirely new occupation comes from trade associations, employers' associations, from trade unions or the Federal Institute for Vocational Education and Training (BIBB).

This is a multi-phased process in which all parties engaged in VET – employers, trade unions, Federal and Länder governments – are given substantial involvement.

Vocational training regulations' benchmarks (bildungspolitische Eckwerte) are defined during an "application meeting" at the competent ministry (usually the Federal Ministry of Economics and Technology). After hearing all players involved, the competent federal ministry decides in consultation with the Länder governments whether to proceed. In many cases, the BIBB issues an advisory opinion or, particularly when larger-scale revisions are being considered, conducts a research project before the ministry takes its decision.

During the drafting and coordination phase, the training regulations (for firms providing in-house vocational training) and framework curriculum (for vocational schools) are drafted for the particular occupational profile and coordinated with one another. The BIBB asks the employers' associations and trade unions to designate experts who, acting as experts on behalf of the federal government (representatives of actual in-house vocational training practice), then develop new training regulations or revise existing training regulations together with the Institute. Proceeding in concert with the work done by the federal government's experts, the Länder's experts develop a draft curriculum for

instruction held at part-time vocational schools. At the end of the drafting phase, the two groups of experts meet to discuss the two drafts and bring their respective content and timetables in line with one another.

Once the two have been coordinated with one another, the draft training regulations are forwarded to the Board of the BIBB for its comments. When the Board issues a positive position on the draft regulations, its statement also serves as the recommendation to the federal government to “issue” the particular vocational training regulations in the submitted form.

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 (see also 4.3).

Example 2: Additional qualifications (*Zusatzqualifikationen*)

Additional qualifications (*Zusatzqualifikationen*) to supplement initial vocational training open up the possibility of acquiring additional competences, such as foreign-language classes or particular engineering courses. In April 2008 14.292 such offers were listed in the database “AusbildungPlus” (www.ausbildungplus.de/). In the period from 30 April 2007 to 30 April 2008, 77.724 trainees were working to acquire additional qualifications. This represents about 5 % of all trainees in Germany (reference figure: total number of trainees in Germany in 2008: 1.570.615, BMBF 2008b, Übersicht 22). Additional qualifications are primarily offered by training enterprises and vocational schools. Other important providers of additional qualifications include the Chambers of Industry and Commerce, Craft Chambers and their education centres.

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

4.3 Involving labour market actors in VET

In Germany, qualifications requirements for vocational education and training are secured via close cooperation between various stakeholders (see also 4.2).

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

- At national level the social partners are represented via the Board of the Federal Institute for Vocational Education and Training. Membership of the Board consists of three delegations of eight representatives from each of employers’ organisations, employees’ organisations and the German Länder, and five delegates from the Federal Government. The BIBB Board advises the Federal Government on fundamental questions of VET and can submit a response to the draft Annual Vocational Training Report.
- At Land level, the Länder committees for vocational education and training are similarly composed of employers, employees and senior Land officials in equal numbers. The role of the Länder committees is to advise their respective Länder governments on questions relating to VET, and to strive for constant development of VET quality.
- At regional level the “competent bodies” play a prominent role. The competent bodies consist of e.g. the chambers of industry and commerce (for the industrial sector), the chambers of crafts and trades (for the crafts sector), the professional chambers in the Länder (for the independent professions) and, for the civil service, the departments designated by the competent authorities. The responsibilities of the competent bodies are to verify the suitability of training facilities, monitor

IVET in training companies, support IVET via advisory services to training companies, trainers and apprentices, set up and maintain the register of training contracts in force, and set up the examination system including administration of the final exams. Every chamber has a vocational training committee which is composed from representatives of employers, employees and vocational school teachers in equal numbers. The vocational training committee has to be kept informed and consulted on all important matters relating to VET. Furthermore it can pass legal regulations for the implementation of initial vocational training in its area.

- At sectoral and company level, the Works Constitution Act (Betriebsverfassungsgesetz) for the private sector and the Staff Representation Act (Personalvertretungsgesetz) for the civil service give works council and staff council representatives a range of co-determination rights and means of influencing both initial and continuing vocational education and training. These are exercised in the context of collective agreement negotiations, e.g. in connection with training allowances, the planning and implementation of in-company CVET and the appointment of trainers. In addition, high-level representatives and experts from companies and industry associations, among other organisations, were represented in the Innovation Circle on Vocational Education (IKBB) and the Innovation Circle on Continuing Education and Training (IKWB).

4.4 Promoting workplace learning

To lay firm foundations for the supply of young skilled workers, under the coordination of the Federal Ministry of Economics and Technology (Bundesministerium für Wirtschaft und Technologie, BMWi), Germany's National Pact for Career Training and Skilled Manpower Development in Germany was extended for a further three years on 5th March 2007 and continuously developed. The Federal Association of Liberal Professions (Bundesverband der Freien Berufe, BFB) became an additional partner in the pact. Industry doubles its commitment to 60.000 new apprenticeship places per year and undertakes, in addition, to recruit 30.000 new training companies annually. The target for in-company introductory training programmes was raised from 25.000 to 40.000.

The overall results of the "Training Pact" in the year 2008 were as follows

(<http://www.bmw.de/BMWi/Navigation/Presse/pressemitteilungen,did=316786.html>):

- 86.500 new training places,
- 52.700 new companies providing training,
- Every young person willing to enter training and capable of doing so was able to be made an offer of training.

Despite the unfavourable economic situation, placement of young people into training was good in 2009. At the same time, a significant reduction in the number of applicants became discernable. This was mainly due to demographic reasons.

The interim results for newly concluded training contracts reflect the statements made in the Federal Employment Agency (BA) statistics. In trade and industry, 311.825 training contracts were concluded, 31.434 (-9.2%) fewer than in the previous year. The figure for the craft trades was 143.121, a decrease of 9.324 (-6.1%) year-on-year. 42.501 contracts were concluded in the liberal professions, a minus of 873 (-2.0%). It did not prove possible to repeat the extremely successful result of the previous year. Many companies affected by significant decreases in turnover were not able to provide training at the high level of previous years.

In the same way, the Federal Government will continue with its flanking programmes to ensure an appropriate level of IVET provision up to 2010: the training place programme for the eastern states ("*Ausbildungsplatzprogramm Ost*"), a special programme sponsored jointly by the Federal Government and the new German Länder, and the JOBSTARTER programme with a support volume of EUR 125 million (see Example 4).

To attract new companies to engage in IVET and to maintain the attractiveness of dual-system initial vocational training for young people and companies in future, the Federal Government has already begun to implement an innovation package for VET (BMBF 2008a):

- In consultation with the social partners and the Länder, Germany's approx. 340 training occupations have been concentrated into occupational groups, common core skills have been identified, and on that basis opportunities and routes for specialisation have been created.
- Further training and initial vocational training will be dovetailed more effectively to enable high-achieving young people to advance more rapidly.
- A sector-specific early identification initiative means that skills needs arising through technical progress can be incorporated into continuing education programmes and initial vocational training more rapidly than in the past.
- The health occupations which are not covered by the dual vocational system will be continuously developed, looking ahead to future trends and needs.
- Training programmes abroad within VET will be doubled by 2015.

Small and medium-sized companies are the backbone of the German Dual System of IVET. They train approx. two-thirds of all the young people who embark on in-company training. Their further training efforts are also remarkable. Nevertheless they are not always in a position to cover all the required training content in the workplace itself. To ensure that these companies, too, have the capacity to provide initial and further training of rigorous quality, it is necessary to have inter-company vocational training centres (ÜBS) as a complement to in-company training. Otherwise many of these smaller companies would be unable to offer any apprenticeship placements at all (see example 2 in 8.2)

The BMBF and the BMWi carry out effective publicity events in cooperation with representatives of different migrant groups. These are intended to inform people from migrant backgrounds about the Dual System of IVET – and especially recognised training occupations – and motivate them to provide or take up initial vocational training. The Federal Employment Agency also provides targeted support to young people from migrant backgrounds on career choices and career entry, and encourages firms with non-German owners to consider providing initial vocational training.

Example 3: Training bonus (2008-2010)

Employers who, by the end of 2010, create additional dual-system apprenticeship places for applicants from earlier school-leaving cohorts who need extra support receive support in the form of a one-off training bonus. This exceptional provision, which is temporary and runs until the end of 2010, does not encroach on industry's original responsibility for IVET to meet its own needs for new skilled workers.

The training bonus was adopted by the German Federal Government on 5 June 2008. The law should take force until the end of July, which will be before the start of the new training year. Employers will still be entitled to the bonus even if the apprenticeship contract is concluded before the law comes into force, however, as the reference date is the contractually agreed start of the apprenticeship. Apprenticeships which begin no earlier than 1st July 2008 and no later than 31st December 2010 will qualify for this support.

The prerequisite for payment is the creation of an additional apprenticeship place, proof of which must be provided in the form of a certificate from the chamber. The apprenticeship place must also be filled by a young person needing support.

The pre-requisite for funding via the training bonus is that the person receiving training needs to be "particularly in need of funding" or "in need of funding".

"Particularly in need of funding" is defined as someone who is an unplaced applicant from previous years without a school leaving certificate, with a special school leaving certificate or with a lower secondary school leaving certificate, who has learning difficulties or is socially disadvantaged and has already left general schooling by the previous year. (BMAS 2008): "In need of funding" is defined as someone who is an unplaced applicant from previous years with an intermediate secondary school leaving certificate or is an unplaced applicant from previous

years with a higher school leaving certificate than an intermediate secondary school leaving certificate and who has already unsuccessfully attempted to obtain vocational training for the previous two years and longer or who is a trainee whose training contract has been prematurely terminated due to insolvency, suspension or closure of the company providing training. Such persons are entitled to claim the training bonus.

The amount of the training bonus is determined according to the monthly training allowance for the first year of the apprenticeship as per the collective bargaining agreement, or if there is no collective agreement, according to the usual local training allowance paid for comparable apprenticeships. One-off payments are not taken into account. For every additional apprenticeship contract, the training bonus amounts to:

- EUR 4,000 if the relevant training allowance is less than EUR 500,
- EUR 5,000 if the relevant allowance is more than EUR 500 and less than EUR 750, and
- EUR 6,000 if the relevant allowance is at least EUR 750.

If the duration of apprenticeship stipulated in the training regulation is shortened because the apprentice has already completed parts of the training by the time the contract is concluded, or qualifies for credit for periods of prior vocational training, the bonus is reduced proportionately. 30% of the training bonus is paid after completion of the trial period, and 70% of the training bonus is paid half-way through the agreed apprenticeship period, provided that the apprenticeship contract remains in force.

The Federal Ministry for Labour and Social Affairs is studying the impacts of the training bonus on the training market and public budgets between 2008 and 2013, and will deliver its first report to the Bundestag by 31st July 2010 and a concluding report by 31st December 2013.

On 19 June 2009, the German Bundestag adopted a resolution to extend the training bonus as a preventative measure. The intention is that trainees who lose their training place during the crisis because of insolvency, suspension or closure of the company providing training should be permitted to finish their training elsewhere. For this reason, companies taking on such trainees in future will be able to receive funding in the form of the training bonus for which more relaxed conditions will apply. In such cases, funding can be granted without the necessity that the training place created needs to be additional. There will further be no requirement that the trainee is particularly difficult to place.

As of 30 December 2009, 29,633 applications for the payment of a training bonus had been granted.

Example 4: JOBSTARTER (2006-2013)

The Federal Ministry of Education and Research is supporting the development of a training structure through its JOBSTARTER programme:

This programme is already supplying funding for 287 innovative projects in vocational training. All these projects are helping to create additional traineeships in the regions and are offering various measures to support companies which either have no previous experience with training or which have grown weary of providing training.

JOBSTARTER is making an important contribution to supporting the activities of the National Pact for Career Training and Skilled Manpower Development in Germany. By 2013, the BMBF will have provided the programme with funding worth approximately 125 million euros, including funds from the European Social Fund. JOBSTARTER is being implemented by the programme office at the [Federal Institute for Vocational Education and Training \(BIBB\)](#). In addition, four regional offices in Hamburg, Nürnberg, Berlin and Düsseldorf are providing information at local level on the conditions for funding and are stimulating cooperation between regional projects and stakeholders.

JOBSTARTER provides funding for projects which help to create additional in-company traineeships as well as to recruit suitable trainees. Improved cooperation between local stakeholders will strengthen regional responsibility for vocational education and training and at the same time contribute to structural development. Cross-border education cooperation and training collaborations also play an important role - after all, regional development in border regions is no longer purely a national concern. With its nine bordering states, Germany has more neighbours than any other European country.

287 JOBSTARTER projects in total have been launched since the beginning of JOBSTARTER in 2006. 52 projects from the first round of funding, 17 from the second and 22 from the third have already run their course. (www.jobstarter.de)

The third round of funding represented the first occasion compared to the preceding rounds of funding on which the proportion of projects launched in the federal states of West Germany (66 percent) was in the majority (first round of funding: 46 percent, second round: 48 percent). The 4th and 5th rounds of funding have also seen a majority of projects being launched in West Germany (60 percent).

A total of around 42,000 training places were registered at the programme centre at BIBB from projects ongoing until December 2009. These included 3,800 new school-based training places which were able to be established within the scope of piloting pursuant to §§ 43 Paragraphs 2 and 7 of the Vocational Training Act (BBiG). Of all training places registered, 27,500 fulfil the criterion of additionality by dint of the fact that they had not been registered in the previous three years or else had been established in a company which had offered no training or only a lower level of training hitherto.

In all, 68 percent of the places available to the projects were filled. The amount of cooperative training places as a proportion of all places additionally acquired is 10 percent. All other training places created are single-company based.

Theme 5: ADDRESSING EQUITY, SOCIAL INCLUSION AND ACTIVE CITIZENSHIP

5.1 Addressing equity in VET

As a matter of principle, access to the Dual System is open to all young people. There are no formal entrance requirements.

Notwithstanding this, many young people continued to experience difficulty in finding an in-company training place in 2009. At the end of the reporting year (end of September 2009), the employment agencies and training networks across Germany still had 83,059 training place applicants on their books for whom placement efforts were ongoing (2008: 96,325). 17,255 vacant in-company training places were available to accommodate these applicants (2008: 19,507). There were also approximately a further 10,000 young people registered with local government providers as training place applicants and for whom placement efforts had also not yet been concluded by the end of September. This meant that in overall terms the number of training place applicants yet to find an apprenticeship still far outstripped the number of training places registered as still vacant at the end of the reporting year. (Ulrich et al. 2009)

Placement of the 93,179 training place applicants still seeking a training place at the end of the predominantly took place via replacement provision. It proved possible to find an alternative to fully qualifying vocational education and training for 76,740 of these applicants by as early as the end of September 2009. In 36.7% of cases, this involved a return to school or an internship. 37.7% were placed in support measures (such as vocational preparation schemes or introductory qualification programmes). 10.9% went into employment, and a further 10.9% continued a vocational training course they had already commenced. In 3.8% of cases, young people went on to charitable or community work.

The share of youths who do not undergo/complete formal vocational training has been stagnating at around 15% for approximately ten years now - in other words, at a high level - according to analyses of the Microcensus. A particularly large number of youths who have not completed their schooling or who earned poor marks in school do not undergo vocational training. However family background, the area the individual lives in, gender and having children who must be looked after are also important factors. The individual's path during the first phase after leaving general academic school plays a key role. (Beicht, Ulrich 2008)

The results of a transitional study conducted by BIBB (Beicht, Friedrich et al. 2007 and 2008) show which characteristics signify increased risk of not being in training. 70% of youths who are not qualified to study at university and who have not undergone/completed formal vocational training, have left the general school system with a lower secondary school leaving certificate at the most. A disproportionately large number of them did not earn a school leaving certificate or they have earned only a school leaving certificate from a special-needs school. And far more than half of them (62%) had a school leaving certificate with poor marks, namely an average of 3.0 (out of 6.0; 1.0 is best) or worse. In most cases, only one parent at the most had completed their secondary schooling and earned vocational qualification. The majority of fathers did not have a skilled job. Thus, not only the educational background but also the family background of many youths who have not undergone/completed vocational education tends to be unfavourable. (Beicht, Ulrich 2008a) A breakdown by socio-demographic attributes shows that a particularly large number of youths with an immigrant background do not undergo/complete formal vocational training: They account for nearly two-fifths of all youths who do not undergo/complete formal vocational training. All in all, somewhat more young men than young women do not undergo/complete vocational training. Nearly one out of every five unskilled youths - primarily young women - has a child of their own to look after. The

younger age groups (20 and 21 years old) account for a markedly larger share of youths who have not undergone/completed formal vocational training than the older age groups (23 and 24 years old). The largest group by far of youths who have not undergone/completed formal vocational training lives in areas with a medium or high population density

Bereits seit längerem versucht die Politik mit verschiedenen Initiativen und Maßnahmen hier gegenzusteuern und auch den Jugendlichen mit schlechten Startchancen eine berufliche Ausbildung zu ermöglichen.

Improving the supply of apprenticeship places

For the German Federal Government, a key objective of VET policy is to provide the opportunity of a formal vocational qualification to all young people who are willing and able to benefit. One essential step towards this is for companies to provide an adequate number of apprenticeship places (see 4.4)

Supporting young people of migrant origin is a key voluntary commitment of the Federal Government laid down in the National Integration Plan which is implemented by way of a number of schemes and programmes as a cross-cutting task (see also 1.3). In a joint declaration with the integration commissioner of the Federal Government, the KMK and the BA signed in February 2009, the signatories to the National Pact for Career Training and Skilled Manpower Development underlined the necessity of improving VET conditions and the participation of young people from migrant families. They will continue to intensify their commitment to reaching this aim and support integration through a large number of initiatives and projects.

Because of their bicultural background and the intercultural skills often associated with it, young people of migrant origin enrich German industry and German society. This is why these qualifications need to be put to good use for business enterprises. Consequently, the Federal Government also aims to include such qualifications in initial and continuing vocational training rules and regulations. The Federal and Länder governments, industry and the BA agree that integration has to rely on a validated database. This is why they emphasise the need to considerably improve the collection of data on the educational and training processes of children and young people with regard to their migrant origin. As a first step, the legal basis was created for including the parameter 'migrant origin' in BA labour market statistics.

At the beginning of 2008 the Federal Ministry of Education and Research (BMBF) launched a new programme to improve vocational training opportunities for disadvantaged young people and to offer second-chance qualifications for young adults (see 5.1. Example 1).

To meet the needs of the "repeat applicants" group, in 2007 the "Training modules" (Ausbildungsbausteine) programme was launched. In 10 to 14 significant occupations within the Dual System, training modules are being developed and tested with a view to helping repeat applicants to make a progressive transition into a standard dual-system apprenticeship by accumulating credit for qualifications already passed, or by allowing admission to the chamber's qualifying examination under the special arrangements for non-apprentices (Externenprüfung). In both cases, the aim is a dual-system vocational qualification. Funding is envisaged for 50 pilot regions in Germany.

Individuals with learning difficulties or social disadvantages, whose developmental stage is such that they cannot yet be expected to complete an apprenticeship in a training occupation or gain an equivalent vocational qualification, have the opportunity of prevocational training (Berufsausbildungsvorbereitung).

In addition to school-based prevocational courses and in-company "Introductory Training" (Einstiegsqualifizierung, EQ; see Example 3 below), mention must be made of vocational preparation schemes (berufsvorbereitende Bildungsmaßnahmen, BvB) pursuant to Book III of the Social Code (Section 61 SGB III), which are funded directly by the Federal Employment Agency (as part of the "transition system"). The target group for these measures consists of young people and young adults

who have no initial vocational qualification, are under 25 years of age, and have completed the obligatory length of school attendance in the general education system.

Beyond this, the Federal Employment Agency supports IVET for disadvantaged young people. The measures consist of:

- apprenticeship support (ausbildungsbegleitende Hilfen, abH) in the form of remedial teaching and social-pedagogic support within the framework of an apprenticeship contract;
- IVET in extra-company training centres (Berufsausbildung in außerbetrieblichen Einrichtungen, BaE) to gain a final qualification in a training occupation recognised under the Vocational Training Act (BBlG) and the Crafts Code (HwO);
- Transitional support (continuation of apprenticeship support after completing or dropping out of an apprenticeship);
- on-the-job integration support, in the form of remedial teaching and social-pedagogic support within the framework of an employment contract in a company.

Support measures also exist to address the particular needs of people with disabilities.

As yet, apprenticeship support is not used to the maximum extent or effect (BMBF 2008a, p. 15). With broader provision for weaker apprentices and simplified application and implementation procedures, this support should be used more actively to prevent young people from dropping out of apprenticeships and to assist training companies in making full and timely use of assistance opportunities. Help and guidance is particularly desirable for smaller companies, who generally lack the necessary diagnostic skills and specialised educational knowledge to deal effectively with learning problems and to resolve conflicts that arise as a result.

Young people's initial vocational training opportunities will be improved by significantly enlarging the group of non-German young people eligible for financial assistance, and by raising the cost of living allowances and offset amounts under the schemes for vocational training grants and vocational training grants for young people with disabilities.

Part-time VET opportunities

Combining IVET and family life should be made easier, particularly for young women. The reformed Vocational Training Act of 2005 contains the right to a shortened training day or week (Section 8 (1) BBlG), which can be invoked when there is a justified interest and when the training objective can still be attained in the shorter length of time. An example of a justified interest might be an apprentice with a child or with caring responsibilities for a close relative. This is designed to make it easier to combine training and family life, or indeed make this a possibility at all. Since this amendment to BBlG, numerous activities have been undertaken in the Länder to put this new statutory option into practice.

Girls' Day (<http://www.girls-day.de/>)

The Girls' Day is the largest vocational orientation project for female pupils. Since the campaign began in 2001, more than 900,000 girls have taken part in a constantly increasing number of events. In 2009, more than 126,000 girls explored technology and the sciences, and in excess of 9,000 companies and organisations were involved.

The present generation of young women in Germany leave school with a particularly good education. Nevertheless, when it comes to choosing an apprenticeship or university programme, girls still choose "typically feminine" occupational fields or academic subjects in disproportionate numbers. Yet while they are failing to take up the full range of career options, companies increasingly face a shortage of qualified junior staff in technical and allied fields. On Girls' Day, girls gain an impression of occupational fields which they only rarely consider during the vocational orientation process. Girls' Day events for girls are offered primarily by technical companies and departments, universities, research centres and similar establishments. With practical examples, participants experience for themselves the interesting and stimulating nature of work in labs, offices, workshops and press rooms.

In border regions, the Girls' Day also takes place on a cross-border basis with European neighbours. In 2004, exchanges took place in the EuRegio Economic Area of Salzburg - Berchtesgadener Land, between Traunstein and Austria and between Germany and Switzerland in the South-West of Germany. The first ever German-Czech exchange took place in 2009. (http://www.girls-day.de/Girls_Day_Info/Girls_Day_-_Maedchen-Zukunftstag2/Girls_Day_in_Europa)

Also in the years to come the central co-ordinating agency will receive funding from the BMBF and the Federal Ministry of Family Affairs, Senior Citizens, Women and Youth (Bundesministerium für Familie, Senioren, Frauen und Jugend – BMFSFJ) and be co-financed by the ESF.

Example 1: Vocational qualification prospects (2008 to 2012)

The intention of the “Vocational qualification prospects” (Perspektive Berufsabschluss) programme is to optimise the regional transition management system to support young people requiring special support (e.g. young people with learning difficulties, at a social disadvantage or without a lower secondary school-leaving certificate, and young migrants) and to make more use of the possibility of second-chance training for a qualification for semi-skilled and unskilled young adults from German as well as migrant backgrounds. The two funding priorities of “Regional transition management” and “Qualification-oriented modular second-chance training” acknowledge the fact that two types of measures are necessary to help disadvantaged young people access training and ensure their long-term integration into the employment system: preventative measures to assist them in gaining educational and occupational certificates, and reintegrative measures to enable second-chance training and retaking of vocational qualifications. The programme is currently running in 49 pilot regions. The programme is supported with funding from the Federal Government and from the European Social Fund (ESF). For the period from 2008 to 2012 a total of EUR 35 million will be made available.

The BMBF is using the programme to address the recommendations made by the “Innovation Circle on Vocational Education” (Innovationskreis Berufliche Bildung - IKBB) with regard to enhancing transitional management in the area of school–training and second-chance qualification for adults. The programme also serves as a vehicle for the BMBF’s endeavours to bring about structural further developments and an improvement in vocational integration support in order to create training opportunities for all and forms part of the Federal Government’s “Advancement through Education” training initiative dating from January 2008. The basis of this assistance programme is the results and experiences from a programme which is now phased out: “Promoting Competences - Vocational Qualification for Target Groups with Special Needs” and the pilot project overseen by the Federal Institute for Vocational Education and Training (BIBB) on “Second-chance training in conjunction with employment” (Berufsbegleitende Nachqualifizierung).

Source: <http://www.perspektive-berufsabschluss.de/>

Example 2: Introductory Training (Einstiegsqualifizierung, EQ)

As of October 2007 a routine entitlement provided by the public labour administration; previously piloted under a Federal Government special programme - “Introductory Training for Young People” (EQJ) - from October 2004 to September 2007)

On 16th June 2004, the Federal Government and the top-level organisations of German industry concluded the “National Pact for Career Training and Skilled Manpower Development in Germany” (see 5.1 and 5.2.2). The EQJ special programme was agreed as a sub-element of this pact. It was launched on 1st October 2004. 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 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 (see Example in 6.2.2) 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 EUR 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.

The providers of Introductory Training are predominantly companies in the craft trades (40.2%) and commerce (27.6%). Companies from the liberal professions (5.3%) and industry (4.9%) follow a considerable way behind. The majority of the companies are micro- and small businesses with between 1 and 26 employees. Less than one-fifth of participating companies had 26 or more employees. Large companies employing 250 or more made up just 3% of providers (cf. Becker et al. 2007, p. 58ff.).

The majority of participants are young males (57.4%). Their average age is 19.41 years. 34% of the young people come from a migrant background. The majority have a lower secondary school leaving certificate (44.7%) followed by an intermediate or general secondary school leaving certificate (39.9%). 6.2 have no school-leaving qualification. (Cf. *ibid.*, p. 70-72)

Flanking scientific research confirms the success of EQJ: in the third year of the programme (period from October 2006 to September 2007) 37,576 young people took up the opportunity to access training via EQJ (cf. Becker et al. 2007, p. 6). 65.5% of participants subsequently completed in-company apprenticeships (previous year: 62.4%) (cf. *ibid.*, p. 32). If extra-company and full-time school-based training programmes are taken into account, the percentage rises to 74.7% (previous year: 69.7%) (cf. *ibid.*). In a comparable control group of non-participants in the EQJ programme, only 59.2% began vocational training in the same time period (cf. *ibid.*). 30.8% of companies which were not previously engaging in IVET became training companies after running the Introductory Training scheme (cf. *ibid.*, p. 68).

In the context of an exploratory study, 230 companies which participated in this measure were contacted by telephone and interviewed using a standardised questionnaire. The thematic issues addressed included the cooperation with social-pedagogic support staff, the use of qualification modules, the support available before the beginning of the work placement, and the work assigned to the young people on placement. 87% of surveyed companies confirm that at the beginning of the placement they received information, help and support, above all from the competent bodies or chambers, the employment agency and from education providers or educational institutes of industry. However, 23% of companies commented that they would have liked more support. (Multiple responses were possible). 18.3% believed that young

people's pre-existing skills should have been better coordinated with the company's requirements. 18.7% wished to have more input to the social-pedagogic support, and 33% believed that clear and comprehensible leaflets on the content and implementation of the work placement (24.4%) and on the tasks of the social-pedagogic support staff (25.2%) would have made things easier for them. (BMBF 2008b, p. 155f.)

According to flanking research, one weakness is the issuing of reports and certificates for completed EQJ work placements. In 47.5% of cases, neither a report nor a certificate was issued to confirm that the EQJ placement had been completed successfully (cf. Becker et al. 2007, p. 2).

A further shortcoming that emerged was that the use of qualification modules is not very widespread. 59.1% of the companies surveyed are unaware of qualification modules. And of those that are aware, over a quarter do not make use of them. 34.3% would like more information about qualification modules. (BMBF 2008b, p. 155f.)

5.2 Support services for groups at risk

Intensive career orientation and/or preparation for the career choice process reduce the number of unplaced applicants by encouraging young people to explore the world of work and their own career opportunities (also see 5.1). In-depth career orientation schemes permit the early and hence preventive improvement of the integration opportunities of those young people whose successful transition from school to work is at risk. In some cases, these schemes may obviate the need for subsequent prevocational training programmes.

One of the reasons for the reduction in the number of unplaced applicants from previous years, apart from an improved situation on the training market, is likely to be the different application and search behaviour young people have tended to adopt over the course of previous years. Online support provision for career choice and training place search has now become extremely professional, and this may also have been a contributory factor to the decrease in the number of young people registering with the Federal Employment Agency as training place applicants in recent years. This even affected young people who were ultimately unsuccessful in their search for a training place. (See also 5.1)

Example 3: Jugend und Chancen - Integration fördern" (bis 2010)

The Federal Ministry of Family Affairs bundles its activities aimed at providing targeted support to disadvantaged young people into the initiative "Young people and opportunities – fostering integration" ("Jugend und Chancen - Integration fördern").

The initiative comprises the European Social Fund (ESF) programmes

- Early school leavers – 2nd chance,
- Competence agencies
- "STÄRKEN vor Ort" and
- young people's migration services financed via Federal Government funds.

Early school leavers – 2nd chance

The aim of the "School refusal – 2nd chance programme is to reintegrate young people who are school refusers back into school and increase their opportunities of obtaining a school leaving certificate. Permanent contact partners are available to the young people at around 200 project locations nationwide. Individual support plans precisely tailored to the personal situation of the girls and boys concerned are drawn up by these contact partners in conjunction with parents and teaching staff.

Competence agencies

The competence agencies support particularly disadvantaged young people in finding their way into an occupation and into society. They offer assistance for those who are not (or no longer) reached by the existing help provision system for the transition from school to work. Individual support and training plans are developed in conjunction with the young people themselves, and implementation is monitored. Staff provide the young people with a long-term degree of support which also encompasses their family and personal environment.

After a pilot phase between 2002 and 2005 involving 15 pilot competence agencies, the programme was extended in 2006 to cover approximately 200 local locations. Since September 2008, work has been ongoing in about 200 competence agencies within the scope of the new ESF funding period and is initially set to continue until August 2011. The competence agencies are working in conjunction with the labour market stakeholders, youth welfare offices and peripatetic youth workers to establish initial contact with the young people. Fixed and long-term local contact partners are in place to support the young people and provide encouragement and assistance. They cooperate with other stakeholders from the fields of education, the labour market and youth welfare services to organise individual support packages. The result is a complex set of services for each young person. The competence agencies continue to take responsibility for the young people beyond placement and monitor the effectiveness of the assistance provided on an ongoing basis rather than merely passing the young people on.

“STÄRKEN vor Ort”

The “STÄRKEN vor Ort (local capital for social purposes)” programme supports disadvantaged young people and women in entering and re-entering working life in urban areas which exhibit social difficulties and in rural regions where infrastructures are not well developed. The aim is to foster social, school-based and occupational integration for the young people and women concerned by reaching them via small-scale initiatives and organisations at a local level. Programme implementation takes place via local action plans which serve as a vehicle for the funding of micro-projects.

Youth migration services

Young people from a migrant background frequently require special support in order to accustom themselves to life in a new country or emerge from the isolated situation in which they find themselves.

These young people receive professional support from youth migration services in the form of individual assistance plans and advisory services in order to ensure that they are effectively helped along their route to integration.

Programmes are aligned towards the specific needs of various target groups via coordinated methods. A total of around 243 million euro from the ESF and an additional 41 million euro per year of national funding will be spent on youth migration services between 2010 and 2012.

Sources:

<http://www.bmfsfj.de/BMFSFJ/kinder-und-jugend,did=12252.html>

Project websites: <http://www.zweite->

[chance.eu/content/neue_foerderperiode_ab_192008/willkommen/index_ger.html](http://www.zweite-chance.eu/content/neue_foerderperiode_ab_192008/willkommen/index_ger.html)

<http://www.kompetenzagenturen.de/>

<http://www.staerken-vor-ort.de/>

http://www.jugendmigrationsdienste.de/_template.php?browser=ie

Example 4: Career orientation programme (2008-2010)

The programme for Improving Career Orientation ensures that pupils at general schools, especially secondary general schools, are given some early insight into different occupations and that they can explore and test their skills and strengths. The aim of the programme is to improve the transition from school to work.

Under the BMBF's career orientation programme young people receive assistance in career decision-making while they are still at school. To support young people on their way to employment all forces of society have to work together and interact so that the generation of secondary general school pupils in particular can regain their self-confidence and a training place comes within reach.

The aim of the programme which forms part of the Federal Government's qualification initiative is to enable young people in an 80-hour work experience course to make a sound career choice and in this way contribute to reducing the number of VET drop-outs. In addition, the programme is expected to enable SMEs, especially in the craft trades, to identify and support the required skilled manpower potential at an early stage. On completion of the work experience scheme, every young person will receive an individual certificate recording their inclinations and crafts skills, basic qualifications, training maturity and, if necessary, the need for support and development. Consequently, both schools and business enterprises need not rely solely on school marks, but can base their preparation schemes for working life and their selection of suitable candidates for vacant training places also on the personal appraisal and assessment of trainers.

Vocational orientation measures give young people the opportunity to spend two weeks in a training centre gaining practical experience in three occupation-specific workshops. Supervised by a trainer, they do practical work as a means of exploring their aptitude and interest in three selected occupations. A final certificate is awarded at the end of this vocational orientation, which is intended to guide pupils' final career choices or convince potential apprentice trainers to offer them an apprenticeship.

The aim is to offer early, practice-based and systematic individual vocational orientation in inter-company and comparable vocational training facilities, to help young people with their transition from school into IVET, and thereby make an effective contribution to reducing the number of school-leavers without a school leaving certificate and/or without prospects of an apprenticeship place.

The applicant must offer inter-company instruction of apprentices in at least three recognised occupations, or have equivalent experience in initial vocational training.

The measure must be carried out separately from inter-company apprentice training.

The vocational orientation measure must provide for the following:

- Practical induction and information on general topics and the latest technology in at least three occupations, over a period of at least 80 hours per pupil.
- Encouraging the young people to develop their own ideas and preferences;
- Testing their own competencies in practice;
- Close coordination between and feedback from the project leader to the school, teachers, parents, companies, agencies for employment, youth services and other local players with regard to regional requirements;
- A generic assessment of competencies for every participating pupil ("profiling");
- Documentation of the profiling in a certificate awarded at the end of the measure.

A cooperation agreement between the training centre and at least one school offering a general educational leaving certificate must be submitted with the application.

The applicant must also provide evidence of third-party co-funding of the measure.

This career orientation programme was launched on 1 April 2008. The BIBB which handles funding on behalf of the BMBF could already grant more than € 9.5 million of project funds for 124 applications in 2008. This means that over 30,000 young people can already benefit from this programme. For the years to come, € 15 million will be earmarked for these activities every year.

Monitoring and evaluation of the programme by the Federal Institute for Vocational Education and Training (BIBB) will look at the young people's motivation and the transition from school into IVET.

Example 5: Career entry support

Mentoring the transition to the labour market (sec. 421s of SGB II)

By introducing for a limited period professional mentoring for the transition to the labour market, the possibility was created to provide individual support and assistance to low-achievers at general schools over an extended period during their transition to VET or employment. This scheme is modelled on the numerous voluntary VET sponsoring projects run by associations, clubs, churches, trade unions or other organisations. Mentors permanently employed by training providers will individually support and assist pupils when they prepare for their final school exams, during their career orientation process, when they decide on a career, during their transition to VET and in stabilizing the training relationship. A special bond of trust will be created by pairing off mentors and pupils/trainees. There will be close co-operation with other players in the fields of career orientation and career choice as well as with regional employers.

In the next few years, mentoring the transition to the labour market will be tested at 1,000 pilot schools all over Germany which were selected by the BA in consultation with schools and local youth services providers. Schools leading to the lower secondary leaving certificate including special schools were considered as pilots. As a rule, mentoring starts at the beginning of the penultimate year at school. When the programme first started in February 2009, mentoring began in the second half of the 2008/2009 school year in the penultimate grades. Mentoring will end six months after the young people have begun VET, at the latest 24 months after they finished general school.

The last age cohort receiving mentoring will be the one to finish general school in 2013. In this way it will be ensured that also in 2011 and 2013 – the two years in which the number of school leavers will again rise because of double cohorts of school leavers – young people can benefit from mentoring.

Example 5: Learning Regions – Providing Support for Networks (2001-2008)

The programme was launched in the year 2001 with the aim of networking the relevant actors in the regions under a common umbrella, in order to coordinate their education and training provision and supporting activities and to utilise synergies. The objectives of funding include the development and testing of integrated model solutions for the establishment and development of regional Learning Guidance Agencies (Bildungsberatungsagenturen), which span all providers and parts of the education system. Their service must be responsive to individual circumstances, taking cues from clients' whole biographies. The desired outcome is Learning Guidance Agencies in their own premises, which should be easily accessible (especially in rural areas), have networked IT infrastructure, use tried-and-tested profiling and competence-assessment methods, and also offer technology-mediated guidance. The Learning

Guidance Agencies will be permanently run by regional lifelong learning networks. This should guarantee the high quality of their services, and counsel clients on all forms of learning in accordance with their needs. Since July 2006, in line with the recommendations of flanking academic research, especially successful and transferable developments are being supported in two extension phases of the programme, a first phase covering "Learning guidance agencies", "Learning centres" and "Transition management" and, since spring 2007, a second phase consisting of "Initial and continuing vocational education and training in SMEs" and "Local authority cooperations".

The funding is directed to regional networks for lifelong learning. The "Learning Regions – Providing Support for Networks" programme funded by the Federal Ministry of Education and Research will be steered by a management committee (Lenkungsausschuss) on which the BMBF, all Länder and all the consultative members of the social partners, the Federal Employment Services and the Concerted Action Campaign for Continuing Education (Konzertierte Aktion Weiterbildung, KAW) are represented. They jointly select the projects to be promoted and decide on programme development principles. The Federal Ministry of Education and Research has charged the project management agency within DLR (PT-DLR) with the supervision of the single projects and the programme-wide transfer. PT-DLR is a service provider within the German Aerospace Centre (Deutsches Zentrum für Luft- und Raumfahrt, DLR), a research enterprise of the Helmholtz association. The project management agency is specialised in counselling and in the operational business of project promotion. The education research division provides structural innovation support and counselling within the Lifelong Learning policy field. In November 2001, a research consortium controlled by the German Institute for Adult Education (DIE) was charged with the scientific support of the programme. Since February 2005, this role is performed Ludwig Maximilian University Munich.

Networking and cooperation among actors and political leaders has been a great success, as is demonstrated by the recent expansion to 76 regions and the transfer of a number of projects onto a routine funding basis. Nevertheless, at Federal Government level, this is an aspect that needs to be improved. One challenge for the projects in the Learning Regions is how to ensure their sustainability when Federal Government funding runs out.

Learning Regions are also directly involved in an international exchange: Some of them operate on a cross-border level or had successfully applied to the R3L initiative (Regional networks for Lifelong Learning) of the European Commission. Four of the 17 European networks are co-ordinated by German networks. Within R3L, a total of 120 partners participate in the exchange of Lifelong Learning issues for a period of 18 months.

5.3 Active citizenship

Education for active citizenship and for the enabling of active participation in society is an integral part of vocational education and training in Germany. This becomes particularly apparent within the educational remit of the vocational schools.

Within the dual system of vocational education and training, vocational schools and companies providing training fulfil a joint educational remit

(www.kmk.org/fileadmin/pdf/Bildung/BeruflicheBildung/rlp/Baecker.pdf).

The vocational school is an autonomous learning venue within this system. Vocational schools work as equal partners with other participants in vocational education and training. Their task is to impart general and vocational learning content to pupils according due consideration to the requirements of vocational education and training.

The objective of the vocational school is to provide basic and professional vocational training and expand upon general education previously acquired. Its aim in so doing is to enable pupils to fulfil

occupational tasks and assume social and ecological responsibility in helping shape the world of work and society.

Pursuant to the General Agreement on Vocational Schools (resolution adopted by the Standing Conference of the Ministers of Educational and Cultural Affairs of the Federal States, KMK, on 15 March 1991), the aim of the vocational school is to:

“impart employability skills which combine professional competence with general skills of a human and social nature; develop occupational flexibility enabling pupils to deal with the changing requirements in the world of work and society including with regard to the coming together of Europe; encourage readiness to take part in advanced and continuing vocational training; encourage the ability and preparedness to act in a responsible manner in individual life planning and within public life.”

Vocational education and training which provides successful preparation for the world of work does not merely impart vocational skills within the narrow definition of the term. It also comprises a form of education which develops broadly based personal, social and methodological competences. A further aim of the vocational school within the general teaching it offers and also within the scope of vocational teaching insofar as possible is to address core problems of our age such as work and unemployment, peaceful co-existence of people, races and cultures whilst maintaining cultural identity, retention of the natural resources of life and securing of human rights.

The objectives listed are aligned towards the development of employability skills. Within this context, these are defined as individual willingness and ability to behave in an appropriate, considered, individually and socially responsible manner in social, occupational and personal situations.

Occupation or occupational structure is an abstract organisational principle of work, qualification and employment which is not solely based on a long historical and social process of legitimation. It also provides a specific foundation for a right to education. This means that vocational qualifications processes should always be structured in such a way so as to be capable of fostering the personal development of trainees.

THEME 6: QUALITY, EXCELLENCE AND ATTRACTIVENESS OF VET

6.1 Improving the quality of VET

As recently as March 2008, the recommendations of Innovation Circle on Continuing Education and Training (IKWB; see 1.1 and 7.1) expressly stressed that a quality development and quality assurance system that operates across educational sectors and providers is a necessity for lifelong learning. According to the IKWB, lifelong learning calls for concentrated and consistent refinement of quality strategies which also need to be transparent to users. It also called for enhancement of the professional status of staff.

However, quality and quality assurance have been a standard theme in VET for over 30 years, although the significance attached to this debate and the level of attention it has received in IVET and in CVET vary greatly. Even if the theme of quality has its origins in the domain of IVET, the debate about quality development is concentrated primarily around continuing education.

Whereas at national level questions concerning the quality of VET tend to be discussed in relation to individual subsystems of education and training, the European debate is far more geared towards a whole-system view.

A further sign of the political significance of quality in VET was the German Bundestag's request in January 2005 that the German Federal Government should work with the social partners and the Länder, with support from BIBB, to develop methods for external evaluation of quality assurance practice in initial and continuing vocational education and training. The purpose of such evaluations should be to help those engaging in VET to develop their quality assurance practices, and to equip them with suitable and practicable instruments for ongoing quality assurance and for quality assurance management.

Initially, the German policy debate engaged intensively with the question of what is actually meant by quality. This brought forth a diverse array of approaches and concepts that almost defy systematic classification (see Bohlinger in: ReferNet Research Report Germany 2009, http://www.refernet.de/documents/research-report_2009_en.pdf). A major contributory influence to this diversity was that the object of a quality assessment may be a school or a company, the performance of a teacher at a school or a trainer in a company. However, the object may also be a certain training course or – something which is currently a focus – part of a training course tied to one learning venue, be it the school-based or the company-based element of initial vocational training.

In-company IVET
An extensive body of statutory regulations exists for IVET within the Dual System. The Vocational Training Act, the main statutory basis, stipulates quality standards that apply to all occupations; these primarily address required standards of suitability for training facilities and trainers, the curricula on which training is based, and the examinations administered during and at the end of IVET. It is the responsibility of the competent bodies (e.g. chambers) to check and monitor compliance with the standards for training facilities and personnel.

Whilst the standards from the Vocational Training Act and the training regulations provide relatively differentiated regulation of the framework conditions for IVET, the practice of in-company IVET itself is barely covered, and then not in much detail. Indeed it would hardly be possible to do so, because aspects of the organisation of IVET, e.g. the methodology and teaching principles, can only be chosen in the context of the conditions pertaining in the given company. Nevertheless, the organisation of IVET practice can be seen as a key quality factor.

A look at quality development in company-based IVET reveals three different approaches in companies:

- In some companies the training department works on mapping "IVET as a business process" from start to finish. This involves developing quality targets for all stages – from the recruitment of apprentices to their job assignment after they qualify.

- Under the second approach, quality development concentrates on selected processes. This tends to be the process of rotation through departments. The central training department evaluates what is being done with apprentices in the decentralised departments, and thereby obtains suggestions for optimising their rotation.
- The third approach consists of one-off activities in response to problems that arise. The first two approaches are proactive, the third is more reactive. People react when problems are brought to them by the company or the school.

In contrast to school-based training institutions, in companies the quality of IVET is closely coupled to the quality of work processes. The primary focus is not on the apprentices' learning outcomes but on their competence development, which can then be utilised productively in the work processes of specialist departments.

With the aim of qualitative further development of VET, in the sense of developing, implementing, modifying and ensuring transfer of innovative concepts, the Federal Institute for Vocational Education and Training (BIBB) carries out pilot projects commissioned by the BMBF. Currently these cover the following main points:

Scope for greater flexibility in initial and continuing vocational education and training in SMEs (28 pilot projects), Vocational training for sustainable development (10 pilot projects) and Process orientation and knowledge management (10 pilot projects; concluded, evaluation in progress) and "Accreditation of vocational competences to higher education courses of study" (Further information (in German) on: http://www.bibb.de/dokumente/pdf/Modellversuchsliste_AP_2008_I.pdf)

School-based IVET

When reforms are tackled in each German Land (the Länder are responsible for the school system including vocational schools) they rarely take the form of one project in isolation; more often, several initiatives, school projects and pilot projects will be tackled in parallel (see 4.2.2). As varied as the reform steps taking place in the vocational schools might be, they are all very much geared towards the same goal, namely to utilise the schools' full potential, above all for successful regional partnerships, and to continually raise and assure the quality of vocational teaching.

The development of vocational schools into autonomous learning organisations is being driven forward in Germany with great vigour. Efforts are directed towards establishing, developing and securing autonomy via changes in external control on the one hand, and via initiatives from the school, on the other. The initiators are the ministries and those working in or with vocational schools. Particularly by delegating (including reducing and extending) responsibility in the areas of "steering", "quality", "personnel", "finances" and "training", key indicators have been laid down which vocational schools must now help to shape and, at the same time, manage. The underlying development processes are in their trial stage and are accompanied by discussions on the most suitable measures, projects and initiatives.

CVET

The findings from this development process have also been fed into the new guidelines on the support of continuing vocational education and training pursuant to Book III of the Social Code. Accordingly, CVET providers in receipt of public funding have had to make use of a system of quality assurance since 01.01.2003. This is regulated in more detail in the Accreditation and Certification in Further Training Ordinance (Anerkennungs- und Zulassungsverordnung – Weiterbildung, AZWV) which came into force on 01.07.2004. The ordinance regulates the details of certification and specifies, among other things, the quality standards required of training bodies and their CVET provision. A further component of this reorientation of CVET support is the instrument of education vouchers (Bildungsgutscheine) which the Federal Employment Agency has been using since 2003 to assist the unemployed, who can spend them with any continuing education provider that has a verified quality assurance system.

Comparison of quality assurance systems in vocational education and training and in institutes of higher education

A study commissioned by the Federal Ministry of Economics and Technology (BMWi 2009a) conducted a comparison of the quality assurance systems in vocational education and training and in institutes of higher education. Within the scope of the synopsis, the following becomes apparent.

Although both educational sectors have comprehensive quality assurance instruments in place, these instruments are different in nature. Within the field of advanced vocational training, the strictly formulated re-regulation procedures are very much to the forefront. In the higher education sector, the quality of the courses of study is monitored and developed in an individual and profile related manner. Extensive institutional quality assurance systems are increasingly being introduced into both educational sectors in order to ensure continuing qualitative improvement. Transfer or adaptation of these historically developed quality assurance systems from one system to the other is, however, neither possible nor necessary.

Conclusion of the study: the authors point out that both educational sectors have a similarly high level of quality assurance in place.

The study views the discussion proposal for a National Qualifications Framework in Germany (DQR, see 3.1) as a basis for joint further development of the quality assurance systems within the respective educational sectors. The issues addressed within the discussion proposal include the formulation of an indication that the aim is for quality assurance and development to serve as a vehicle for achieving reliability, a fundamental prerequisite for mutual recognition of the qualifications.

Vocational Training from the Trainees' point of view

The findings from the BIBB research project Vocational Training from the Trainees' point of view show that the quality of vocational training in Germany is in no way assessed uniformly by today's trainees. There are clear differences between the assessments not only for the individual quality criteria but also for the individual training occupations.

Looking at the quality of in-company vocational training, the trainees surveyed were particularly positive in their assessments of Instructor Aptitude and Conduct and Material Conditions. From their standpoint, training companies fell short of the quality expectations in the fields Organisation and Content, Methods and Learning Climate. Vocational schools often scored well with a good classroom climate. Material conditions at vocational schools were rated more negatively than they were at training companies. Trainees also felt that the professional qualifications of vocational school teachers and their ability to explain learning content in an understandable way did not measure up to the level seen among in-company instructors. They gave the least favourable ratings however to the quality of collaboration between their training company and their vocational school. Quality activities ought to be stepped up in this area in particular so that the training processes in training companies and vocational schools mesh better with one another.

The comparisons of the 15 training occupations examined by this study show that no single occupation received only good ratings or only bad ratings in all quality fields. Thus, it is not possible to confirm certain clichés. (<http://www.bibb.de/en/51844.htm>)

In-company trainers

Well qualified trainers constitute a further prerequisite for high-quality vocational education and training. The educational policy debate surrounding the suspension and reintroduction of the Ordinance on Trainer Aptitude (AEVO) has made it clear that the AEVO is a fundamental quality assurance instrument for vocational education and training. See. 6.5

Example 1: Career entry support of CVET by Stiftung Warentest (introduced in 2002)

From July 2002 to December 2007, the consumer watchdog Stiftung Warentest carried out around 100 tests of CVET courses as part of a project funded by the BMBF. Since 2008, continuing education tests have been allocated routine funding by the BMBF. The aim of the continuing education tests is to bring greater transparency to the market, which consists of approx. 25,000 CVET providers and at least 400,000 different courses, for the benefit of consumers and to enhance the providers' quality efforts. As a result of this sampling and

assessment of the quality of training media, measures and guidance, consumers can find out what quality they can expect and how to find or recognise good courses. Furthermore they are informed about their rights and obligations as continuing education consumers, so that they can insist on appropriate quality. The tests also give providers important reference points on how they can improve the quality of their courses, learning media and guidance. In this way, CVET tests complement other instruments of quality assurance such as quality rings and certification systems. Since 2003, the test results have featured regularly in two journals, “test” and “FINANZtest”. In addition, annual special issues have been published on themes such as successful self-employment (2003 FINANZtest Extra), new opportunities at work for upgraders, the unemployed and re-entrants (2004 test Spezial), jobs in wellness, fitness and care (2005 test Spezial), marketing and distribution (2006 FINANZtest Spezial) and language learning: English and Spanish (2007 test Spezial). The results are also available online (in German) at www.weiterbildungstest.de.

Stiftung Warentest operates with complete independence in accordance with its mandate and its charter. However, it is not possible to finance these tests solely or even mainly from publication revenues. Essentially the same situation applies to the other product areas subject to testing, but for training products the issue is more acute. Stiftung Warentest decides on the selection of individual tests. Its decisions are influenced by consumer-related and methodological aspects, market analysis and editorial criteria and by the opinions of experts in the relevant sectors. The selected themes for each project are discussed by technical advisory panels, made up of both consumer and provider representatives as well as neutral experts.

In the difficult-to-navigate field of continuing education and training, the tests are making a major contribution to transparency and quality in the public perception. The organisation has developed a well-founded apparatus for the evaluation of CVET programmes. Overall, the tests have gained considerable and growing endorsement from both consumers and providers of continuing education, as an impact study has shown. Due to the importance of the tests for promoting the idea of quality in the CVET sector and their positive reception by the public, the BMBF has decided that it should continue with funding of the tests on an indefinite basis as from 2008.

Sources:

BMBF2009c, p. 26

Example 2: Checklist "Quality of continuing vocational training" (introduced in 2008)

This checklist has been developed by BIBB in order to support interested parties in deciding on a professionally appropriate and high-quality continuing training course. The checklist is mainly aimed at those who have already obtained basic information as to which type of continuing training is appropriate for them. Such a checklist cannot, however, replace an advisory meeting and nor is this the intention.

The following questions are addressed in the checklist.

- How much does the continuing training cost?
- What is in the agreement?
- How does the provider ensure the quality of the continuing training?
- What sort of continuing training is involved?
- How is the continuing training measure structured? Contents - methods – learning support – relation to practice
- To which qualification does the continuing training measure lead?
- What is the significance of the continuing training course for your occupational future?

Sources:

http://www.bibb.de/dokumente/pdf/checkliste_berufliche_weiterbildung.pdf

6.2 Promoting excellence in VET

Vocational education has traditionally enjoyed a high social value in Germany. This is also particularly reflected in the high proportion of those with a university entrance qualification deciding to pursue vocational training although they fulfil the prerequisites for entry to higher education. Despite the increase in the number of higher education students and higher education entrants, training within the dual system remains attractive to those with a higher education entrance qualification (BIBB 2009b, p. 135).

The number and proportion of those entitled to enter higher education making up the total amount of newly concluded training contracts initially rose from 14.1% in 1993 by around 20,000 upper secondary school leaving certificate holders to reach 16.7% and 16.0% in 1998 and 1999 respectively. A comparative fall to 13.9% in 2002 was followed by an increase to 17.3% in 2005 and 16.1% in 2006. Of those commencing training in 2007, almost one in five (18.8%) are in possession of a qualification entitling them to study at an institute of higher education or University of Applied Sciences. Those with an upper secondary school leaving qualification mainly favour commercial or service sector occupations, although the new media and information technology occupations are also proving of increasing interest.

The competitive relationship between vocational and academic education

The imparting of employability skills is and remains a traditional strength of vocational education and training. Nevertheless, in the wake of the Bologna Process, the fostering of employability is also gaining in significance at institutes of higher education. The increasing establishment of dual courses of study and Universities of Cooperative Education is also leading to more crossovers between vocational and academic education. Competition between higher education and advanced vocational training is intensifying against this background. Although higher education graduates and holders of high-level advanced vocational qualifications are in possession of differing competences in some areas, it is very much the case that they compete for similar jobs.

A survey produced for the Federal Ministry of Economics and Technology (BMWi 2009b) compares the areas of labour market potential and contends that both academic qualifications and advanced vocational qualifications today make a major contribution towards employability. Neither is a high level of income any longer dependent on an academic qualification. Collective wage agreement grouping, for example, is already based to a greater extent on actual activity performed rather than solely on the formal educational qualification achieved. For this reason, academically or vocationally qualified skilled workers are achieving equal degrees of success in many occupational sectors and are receiving incomes at a comparable level.

Example 3: Upgrading Scholarships

Under the BMBF's Upgrading Scholarships programme, persons who have demonstrated their special talent in VET and at work will receive financial support to enrol in study courses at a university for the first time in the 2008/2009 winter semester. In this way, upgrading scholarships support advancement through education and complement the existing offers of talent development in vocational education and training and in the higher education sector. The programme which was launched only recently is meeting with extraordinary interest. In the first round more than 2,700 men and women with work experience applied for an upgrading scholarship.

The programme is run by the Vocational Training Foundation for the Highly Talented (Stiftung Begabtenförderungswerk berufliche Bildung – SBB) on behalf of the BMBF. In the first selection round the SBB granted more than 500 scholarships. Another two rounds are planned for 2009. With the upgrading scholarship the Federal Government creates important incentives for

skilled labour to enrol in university courses not requiring the usual higher education entrance certificate. The programme addresses in particular those persons who have become eligible for university admission through VET, CVET or work experience. The high numbers of applicants demonstrate the extraordinary interest of workers in academic education in terms of lifelong learning. By granting upgrading scholarships the Federal Government contributes to opening up transfer opportunities to academic education and – in view of the threatening lack of skilled manpower – to tapping additional potentials.

All grantees under the Upgrading Scholarships programme must have occupational experience of at least two years after completing VET. The programme does not prescribe any age limit. For full-time students the scholarship amounts to € 650 per month plus € 80 for textbooks. In addition, a child care flat rate will be granted of € 113 for the first child and € 85 for every following child. The scholarships are non-repayable grants. Persons enrolled in a study course while at the same time continuing to work receive € 1,700 per year for costs incurred under the programme.

Source:
BMBF 2009c, p. 36

Example 4: Vocational Training Programme for the Highly Talented

At the beginning of the electoral term, the BMBF announced that it intended to increase the sponsoring rate under the Vocational Training Programme for the Highly Talented to one per cent by the end of the parliamentary term. To achieve this target the funding allocated to this programme was substantially increased from EUR 14.6 million in 2005 to EUR 18.7 million in 2008 while eligibility was extended to include persons enrolled in university courses while continuing in regular employment.

Since 2005 the number of persons admitted to the Vocational Training Programme for the Highly Talented has risen steadily. At that time, about 4,200 new grantees were included in the programme, while in 2008 more than 6,000 scholarships were granted, the highest number since the programme was launched. This means that by the end of 2008 almost 16,000 high-performing young workers who had undergone VET in the dual system or trained in a specialist occupation in the health care system subject to federal law received financial grants for continuing education. 3,085 (51.2 per cent) of first-time grantees in 2008 were entered into the programme by chambers of industry and commerce, 1,574 (26.1 per cent) by Chambers of Skilled Crafts and Small Businesses. 600 (10.0 per cent) came from health care occupations, 398 (6.6 per cent) from the liberal professions, 202 (3.4 per cent) from agriculture and domestic services and 159 (2.6 per cent) from the public service. In terms of successful examination candidates, Chambers of Skilled Crafts and Small Businesses were clearly overrepresented in the programme in 2006 (successful participants 22.6 per cent), while chambers of industry and commerce were slightly underrepresented (successful participants 52.9 per cent).

The sponsoring rate under the Vocational Training Programme for the Highly Talented reflects the ratio of grantees admitted into the programme in a given year to successful participants in the final VET examinations in the year before. In 2007, the rate totalled 0.99 per cent; in 2005 it was only 0.77 per cent.

In 2008 it rose to 1.12 per cent. This means that the 1 per cent sponsoring rate in all VET sectors which was to be reached by the end of the parliamentary term had, already been achieved in 2008.

6.3 Higher level qualifications in VET

The following remarks interpret “Vocational programmes” as courses of study which may be termed “dual” to the extent that they need to take place at two learning venues: at an institute of higher education (University of Applied Sciences or university), at a University of Cooperative Education or at Academies of Business and Public Sector Management on the one hand and in a company on the other. This ideally takes place on the basis of close formal and curricular interlinking of theoretical and practical learning at the two learning venues.

According to the Federal Government-Federal State Commission for Educational Planning and Research Promotion, the following conditions need to be fulfilled for a course of study to be termed “dual” (after Becker 2006, pp. 3 ff., pp. 33 ff).

- The learning venues of institute of higher education/University of Cooperative Education are planned elements of the course of study.
- In-company learning takes place within the scope of work processes.
- The ratio between study/company is regulated on the basis of an employment contract, a training contract, a practical placement agreement or an internship agreement.
- Submission of such a contract or agreement also constitutes (in some federal states) one of the entrance requirements for the course of study.
- Depending on the admission regulations of the institute of higher education/University of Cooperative Education, a general or subject-specific higher education entrance qualification is required for the course of study.
- The prerequisite for a company participating in a dual course of study is recognition as a company providing training, availability of a trainer and fulfilment of the organisational conditions for the imparting of the prescribed learning content.
- The dual course of study must have been accredited by an officially appointed accreditation body.
- The two learning venues work on the basis of a cooperation agreement.
- Training or occupational practice should be interlinked with study.
- Within the cooperation between the two learning venues, learning contents and methods of research should be coordinated and attention should be given to content exchange. Content support for students should take place via all partners.

Four types of dual courses of study may be differentiated (according to 2006, pp. 9 ff.).

1. Dual courses of study which integrate training (including courses of study within cooperative practical training schemes, StiP,) link training in a recognised training occupation pursuant to the Vocational Training Act with a full-time course of higher education study.
2. Dual courses of study which integrate practical elements or cooperative courses of study link a course of study at Universities of Cooperative Education and Universities of Applied Sciences with longer in-company practical placements. The aim of such courses is not necessarily a vocational training qualification in a recognised training occupation.
3. Dual courses of study which integrate occupational elements combine occupational practice in the form of part-time occupational practice on the part of those in employment with a course of higher education study.
4. In-service dual course of study are completed by students alongside full-time employment. The company is not directly involved in this form of study.

Controversy exists in respect of this fourth type as to whether it may be considered a dual course of study due to the fact that no genuine duality of the course of study is exhibited. The provision and figures of AusbildungPlus (TrainingPlus) thus also exclusively relate to the first two types of dual courses of study stated (according to Becker 2006, 10).

Dual courses of study are offered by various [institutes of higher education](#), such as Universities of Applied Sciences, Universities of Cooperative Education, universities and the Baden-Württemberg Dual Institute of Higher Education. Practical phases or vocational training must be completed in a company

at which students are employed for the period of their study. For this reason, [application](#) for a dual course of study is almost always submitted to the company directly.

Most dual courses of study are offered in the [disciplines](#) of the economic sciences, information technology and engineering/process technology.

A dual course of study enables participants to obtain both a vocational education and training qualification and a higher education degree within three to five years. Within the scope of the Bologna Process, degrees awarded for dual courses of study are gradually being converted to the new Bachelor and Masters degrees, replacing the traditional German “Diplom” and “Magister” courses of study. Over 90 % of the courses of study which AusbildungPlus encompasses are already offering the Bachelor degree as a final qualification.

Although the Bachelor degree awarded after a course of study at a University of Cooperative Education is a state-recognised final qualification rather than an academic degree, a resolution adopted by the Conference of the Ministers of Educational and Cultural Affairs of the Federal States, KMK, in 2004 accords qualifications obtained in accredited Bachelor courses of training at Universities of Cooperative Education equal higher education legal status with Bachelor qualifications acquired at institutes of higher education. This means that a Bachelor degree obtained at a University of Cooperative Education confers the right to proceed to a further Masters course of study. In practical terms, however, access to Masters programmes for University of Cooperative Education graduates depends on the discretion of the respective institute of higher education and on the way in which admission criteria are structured.

The AusbildungPlus (TrainingPlus) project uses a free Internet database to provide information on training programmes which offer additional qualification and about dual courses of study (which combine university studies with vocational training) in Germany. The project is funded by the Federal Ministry of Education and Research. The centrepiece of the AusbildungPlus project is a database that contains information on more than 39,000 training programmes offered by enterprises where some 122,900 trainees / students can currently earn qualification. AusbildungPlus is one of the largest vocational training databases in Germany.

Source:

www.ausbildungplus.de

6.4 Improving horizontal and vertical permeability of education and training systems

The German VET system is characterised by a large number of interfaces: transitions between training preparation and dual VET, between dual VET and full-time school-based education and training, between initial and continuing VET, between VET and the higher education sector. At all these interfaces the questions arises how learning outcomes and educational qualifications can be credited and recognised so as to facilitate mobility and permeability between the educational pathways and sub-systems of VET. It should not be necessary to teach knowledge again that has already been acquired and examined in another educational course. Exactly this has been the case too often so far, because it is not the skills and qualifications a person has acquired that are compared and recognised, but rather formal certificates.

Based on this analysis, the BMBF initiative which was launched in 2007 focuses on ten pilot projects to systematically develop and test a credit system at the national level. Emphasis is not at all on directly adopting the requirements of the European Credit System for Vocational Education and Training (ECVET) and applying them to the German education system. The BMBF initiative rather aims to identify learning outcomes and/or skills in one area of the VET system and develop proposals for transferring and crediting them to another. Crediting potentials will be identified and tested in order to contribute to enhancing vertical and horizontal permeability within the system. This approach is breaking new ground in vocational education and training regarding the dimensioning, identification and assessment of learning units and learning outcomes in the form of credit points. Results are expected to be available in 2010.

The projects started with their working programmes in 2008. During the first phase, methods were developed as to how – based on the vocational principle – selected qualifications could be structured into assessable learning units and, following an outcome-oriented approach, described in terms of learning outcomes (knowledge, skills and competences). This also implies the development of criteria for dimensioning and weighting learning units. The subsequent learning unit test phase aims to develop solutions for validating, certifying and documenting learning outcomes. The next working phase will focus on developing criteria for defining credits in relation to the targeted educational qualification as well as developing practicable and consensual credit transfer models.

The development of procedures for documenting, crediting and recognising learning outcomes and skills in the DECVET initiative focuses on four interfaces, i.e.

- between preparation for VET and dual VET,
- between different dual VET pathways,
- between dual and full-time school-based VET,
- between dual initial VET and continuing VET.

A body consisting of representatives of the Federal and Länder governments and the social partners acts as advisory body to the initiative.

The experience gained under the ANKOM initiative (see Policy Report Germany 2008, Example 1 in 3.2.2) is taken into account and applied to the framework conditions in VET.

To identify and agree on uniform criteria for access to higher education by vocationally qualified applicants, the Standing Conference of Länder Ministers of Education (Ständige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland ... KMK) took a landmark decision on 6 March 2009. This was a major step towards the implementation of the Advancement through Education qualification initiative for Germany.

(http://www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2009/2009_03_06-Hochschulzugang-erful-qualifizierte-Bewerber.pdf)

In their declaration of 22 October 2008, the Federal Government and the heads of the Länder governments agreed that universities should credit equivalent vocational qualifications to academic study courses. At the same time, the Länder agreed to identify and formulate by 2010 cross-Länder conditions under which general higher education access will be opened for persons holding master, technician, certified senior clerk and equivalent qualifications. Subject-restricted higher education entrance will be possible for vocationally qualified persons after successful final VET examinations and three-year on-the-job experience.

Identifying equivalences is the first step towards more transfer opportunities within the education system by crediting qualifications acquired in different educational pathways. In order to permit crediting of knowledge and skills acquired outside higher education institutions and recognise crediting as an integral part of the Bologna process, examination regulations need to include at least appropriate binding provisions. Another sine qua non is inclusion of these provisions in the various Länder higher education laws.

Checking for equivalence would be easier if – as laid down in the official documents – the descriptions of study modules were indeed oriented towards learning outcomes. It would greatly facilitate matters if all documents drawn up with regard to education pathways were outcome-oriented and based on a uniform system. Permeability could also be improved, if the competent (if possible, local) authorities could agree on equivalent learning outcomes and cooperative projects and if discussion groups on overlaps and transfer opportunities were set up.

6.5 Teachers and trainers

In-company trainers

Any company carrying out training and giving a contract to a trainee has at least one employee who is the designated responsible trainer (Ausbilder/in) and has proven his or her aptitude to take over this task. In a small enterprise this may be the owner him- or herself.

IVET trainers in particular have a very important function in helping the trainees to develop a professional identity and develop their occupational profile together with a strong identification with their company. In small enterprises in particular the trainer is an important role model for the following generation of employees.

CVET trainers are important agents in helping adults to learn again and to continuously update their knowledge, skills and competences, i.e. to cope with the demands of a rapidly changing work environment.

While company-based initial training within the German Dual System is a rather precisely defined activity, the trainer as person can hardly be conceptualised. We rather have to speak of a function than of a defined occupational group. The staff concerned first of all sees itself as specialist in its particular occupational field taking over an extra educational task.

In Germany at least three types of in-company trainers need to be distinguished. Two of them are primarily involved in initial VET and one primarily in continuing VET.

Type 1: Part-time-trainers

The large majority of the initial training of apprentices is carried out by skilled workers, journeymen or foremen. As part-time trainers they engage in training as a part-time activity directly at the workplace. Only some of them have received any kind of preparatory training or are formally qualified for this activity.

Type 2: Full-time trainers

Full-time trainers in IVET are primarily found in the industrial manufacturing sector (and other companies with more than 200 employees) and usually have an advanced qualification as master craftsman. Depending on the sector and the size of the company they often work in separate training workshops set up for this purpose. In large companies "training managers" are responsible for the whole process of steering initial training in the various occupations offered. They are less involved in actually carrying out the training.

Type 3: Trainers in continuing VET usually work with their target group on a much more selective basis. Whereas the trainers involved in IVET provide a very comprehensive training and lay the foundation for the whole occupational profile of the young apprentices, trainers in CVET train specific technical and/or soft skills according to the needs of the adult employees. Similar to the situation of full-time trainers in IVET, only larger companies can afford their own training department and CVET trainer staff. Employed trainers tend to be charged with planning training activities and other organisational and administrative tasks. SMEs engage self-employed or other external trainers.

Reform of the Ordinance on Trainer Aptitude (AEVO)

The pre-service training of in-company training staff in IVET is regulated by the federal law. In accordance with the legal regulations (Sections 28-30) of the Vocational Training Act the trainers have to be personally and professionally eligible for the training of young people in a work environment. Proof of qualification besides a vocational qualification is passing an examination as defined in the Ordinance on Trainer Aptitude (AEVO, Section 2) or an examination for a master craftsman's diploma. Trainers in craftsmen's businesses must be master craftsmen. Outside the crafts, any AEVO qualified trainer is acceptable. To obtain the AEVO certificate, preparation courses of 120 hours are recommended and offered by the respective chambers. However, participation in these courses as a means of preparing for the trainer aptitude examination is not compulsory.

In 2003 the Ordinance on Trainer Aptitude (AEVO) has been suspended for five years (until 31 July 2008) in the context of the training offensive. By the suspension of these regulations the enterprises were to be given incentives to offer more training places.

The suspension of the AEVO was subjected to a cost-benefits analysis within the scope of an academic research project carried out by the Federal Institute for Vocational Education and Training, BIBB, (cf. Ulmer/Jablonka 2007). This revealed that the suspension of the Ordinance had led to a certain growth in the number of training places but had also resulted in discernable losses of quality. In spite of the important role IVET trainers play within the Dual System, their image and reputation has suffered during the last years. This development is in close correlation to economic development and technological change. The general trend to evaluate everything according to cost and benefit considerations and the weak order-book situation in many companies has put a lot of pressure on the training departments. Since it is easier to express in figures the costs rather than the benefits of training, many companies have reduced their activities.

The reformed AEVO has been in force since the beginning of 2009. Compared to the old version, the requirements profile for future trainers has been modernised and made more stringent in the new AEVO. Formulation of the vocational and occupational aptitude of trainers in pedagogical terms takes place in a competence oriented manner in four action areas. In addition to this, content amendments have been undertaken which were rendered necessary by the reform to the Vocational Training Act in 2005 and by new professional and interdisciplinary requirements for training staff. (See example below)

It is hard to tell how innovative the work and how innovative the training of trainers in IVET or CVET actually is since hardly any empirical research has tackled these questions during the past ten years. Funded by the Federal Ministry of Education and Research (BMBF) in 2005 a first survey was launched to explore the professional and social situation of adult education trainers (BMBF 2005).

These are primarily freelance trainers whose work conditions and salaries are rather poor.

No actual survey, however, has tried to sketch the situation of VET trainers in and outside the companies yet.

The Federal Institute for VET (BIBB) has begun to explore the situation of IVET trainers in enterprises in particular and will launch a research project in 2008.

In the area of IVET the focus during the past years has been very much placed on quantity and too little on quality issues of training in the workplace. This is about to change and the relevant bodies begin to think about measures improving the qualification of trainers. Probably the curriculum for the training of IVET trainers will be revised soon.

Initiated by the German IVET Trainer Association (BDDBA) and supported by European Social Funds, a vocational training institute (GAB) together with the Munich chamber of industry and commerce, BIBB and other partners has developed and is currently assessing a continuing vocational training course of approx. 500 hours for full-time IVET trainers (see <http://www.ausbilder-weiterbildung.de>). Other chambers have started to adapt and offer the training scheme, too, and there is a formal process on the federal level to approve it as a nationally accepted continuing training regulation (Berufspädagogin/-pädagoge). Once this regulation is in place, the profile of these VET trainers will be regarded as a continuing training occupation (recognition of the professional profile in the educational sector).

In the field of e-learning based further training of trainers, quite a few remarkable initiatives have been brought under way by various organisations in Germany:

The Central Office for Further Training in the Craft Trades Sector (Zentralstelle für Weiterbildung im Handwerk - ZWH) has started offering eLearning to a network of 35 local chambers of craft trades.

The Association of German Electrical and Information Technology Trades (Zentralverband der Deutschen Elektro- und Informationstechnischen Handwerke - ZVEH) has brought together 3 training colleges under the umbrella of ELKONET (<http://www.elkonet.de/>).

The Association of German Chambers of Industry and Commerce (Deutscher Industrie- und Handelskammertag - DIHK) with 82 local chambers of industry and commerce has established online courses.

Information on all these opportunities is also available on specialised IVET trainer websites (e.g.: www.foraus.de and www.ausbilder.net).

Teachers in vocational schools

As partners of industry, the vocational schools are directly affected by the rapid pace of change in the world of work and by structural changes in the VET system, and must never be allowed to fall behind the modern state of the art. Meeting this imperative to keep vocational schools up to date – particularly with regard to new vocational content to be learned and effective teaching methods – is a permanent task which has to be accomplished rapidly and in coordination with industry's changing qualification requirements.

Improvements to the quality of vocational school teaching and vocational schools may enhance the image of these establishments and their teachers, raising the attractiveness of this branch of the teaching profession and thereby helping to reduce the vocational school teacher shortage. Industrial-technical subjects in particular were hit by an acute shortage of younger teaching staff. The number of graduates from relevant degree courses was nowhere near sufficient to meet the needs of the vocational schools. The Länder therefore appointed more lateral entrants from other fields – for instance, qualified engineers or computer scientists – to teaching posts.

The teaching staff working in vocational schools can be divided into two groups:

Class teachers in vocational schools/vocational schoolteachers: these teachers provide young people with the necessary subject-specific theoretical knowledge and with in-depth and extended general education in the context of the future occupation. They teach both vocational subjects (e.g. metalworking techniques, electrical engineering, home economics, healthcare) and general subjects (e.g. German, English, mathematics, politics, physics).

Teachers teaching vocational practice ('works' teachers, also known as "technical" teachers or simply "vocational" teachers [Fachlehrer/in] in some Länder): their task is to provide young people undergoing in-company training with supporting subject-specific practical teaching. They teach in industrial/technical and home economics schools and, in some Länder, also in business schools. In vocational schools (industrial/technical schools), state-examined technicians or certified masters are used to teach vocational practice. In home economics schools, specialised teachers teach home economics and crafts. In business schools, specialised teachers are trained to teach word processing and office management.

In Germany, the Land Ministries of Education are responsible for teacher training. The relevant legal standards include the laws and regulations on teacher training, the study directives on study programmes for the teaching profession, the training directives on teaching practice and the examination directives for the first and second state examinations. The examinations are the responsibility of state examination offices or Land examination commissions.

The training of vocational school teachers (Berufsschullehrer) consists of a degree course at a university or technical university (1st phase), then a period of preparatory service / initial teacher training (2nd phase) and subsequent in-service training (3rd phase).

The goal of the Bund-Länder Commission for Educational Planning and Research Promotion (BLK) programme "Innovative concepts for teacher training (2nd and 3rd phase) for vocational schools" (Innovative Konzepte der Lehrerbildung (2. und 3. Phase) für berufsbildende Schulen, term 1.2.2001 to 31.12.2006) was to improve the 2nd and 3rd phase training of vocational school teachers. The pilot

projects under this programme were intended to develop and test new or improved training concepts for preparatory service and in-service training of vocational school teachers, and roll them out within a short time-frame for wider use. The foremost concern was to update teaching content and methods to meet modern requirements, but additional themes addressed were the role and organisational development of vocational schools within the VET system as well as issues relating to the optimum organisation of the training itself. 28 pilot projects were carried out in 12 of the German Länder. The outcomes, i.e. the piloted concepts, instruments and teaching and learning materials for the detailed provision of preparatory service, related to the following areas:

- training of lateral and non-standard entrants,
- initial and further training for teachers teaching vocational practice,
- teacher training for regional VET centres,
- the phases of: entry to the profession, professional practice and end of professional service.

The outcomes and final reports have been processed and documented in the form of a themed database (<http://innovelle-bs.lernnetz.de/inhalt.htm>)

With the experience gained from the pilot projects, necessary changes can be introduced in the vocational schools quickly and directly. In particular, tried-and-tested innovations from BLK pilot projects in vocational schools will be transferred to in-service teacher training and preparatory service, as a mode of dissemination and transfer into practice. As a result of cooperation with higher education institutions in some cases, it can be assumed that the initiative will have repercussions upon the design of teaching degrees and the coordination of the three phases.

Example 5: Reform of the AEVO (Ausbilder-Eignungsverordnung; Ordinance on Trainer Aptitude (2009)

See also above

The AEVO stipulates the most important tasks for trainers. Trainers should be in a position to evaluate whether the prerequisites for good training are fulfilled within a company, should be involved in the recruitment of trainees and should prepare training in the company. In order to ensure that trainees complete training successfully, they should address individual concerns and resolve possible conflicts at an early stage.

In the AEVO examination, practically related tasks from all action areas need to be processed. The AEVO stipulates a three-hour written examination with case-related questions and a practical examination of approximately 30 minutes' duration comprising the presentation of a training situation and a specialist oral examination.

Since 2003, trainers were not normally required to provide evidence of their abilities pursuant to the AEVO. The Federal Institute for Vocational Education and Training has investigated the consequences of this suspension. The investigation revealed a certain growth in the number of training places on the one hand but losses of quality in vocational education and training on the other. Following extensive consultations with the social partners, the BMBF decided to reinact an AEVO and adapt it to new requirements arising as a result of such developments as the new Vocational Training Act of March 2005.

The regulations of the new Ordinance also include a provision that all those who acted as trainers during the period in which the AEVO was suspended will remain exempt in future from the obligation to submit evidence that they have passed the AEVO in the form of an examination certificate. The only case in which this will not apply will be in circumstances where previous trainer activity has resulted in serious complaints from the competent body (usually the Chambers of Industry and Commerce and the Craft Trades Chambers). This regulation provides companies with a practical transition to the new legal situation. Further exemption provisions continue to ensure that comparable qualifications may replace the AEVO certificate.

THEME 7: ENHANCING CREATIVITY AND INNOVATION

7.1 Creativity, innovation and entrepreneurship in VET

In order to tackle future challenges and to improve the VET system's structure and transition opportunities, the Federal Minister of Education and Research appointed two task forces, the "Innovation Circle on Vocational Education" (Innovationskreis Berufliche Bildung - IKBB) and the "Innovation Circle on Continuing Education and Training" (Innovationskreis Weiterbildung - IKWB), in spring 2006 to lay foundations for new structures in IVET and CVET. Both innovation task forces were recruited from high-level representatives from business, research, industry associations, trade unions and Länder administrations. (See chapter 1)

Creativity and innovation are important foundations for exploiting the opportunities offered by a globalised world (BMBF 2009). These two aspects are closely intertwined, given the fact that creativity forms the basis for the successful implementation of innovative ideas. Creativity is multi-faceted. The facets it displays range from art to science and extend to encompass entrepreneurial creativity.

Education has a key role to play in society's ability to innovate and compete. Education provides a vehicle via which every individual can significantly increase his or her degree of creativity in every phase of life.

Notwithstanding this, innovations only fulfil their purpose if they are effective and generate benefits. Although claims are often made that innovations have produced positive effects, valid research evidence of such effects is seldom provided. This is doubtlessly connected with the complexity this area displays as well as being related to the difficulty of ascribing effects to particular causes (Weiß 2009). In order to avoid design concept deficits, such as unclear target definitions or an absence of quality criteria, vocational education and training policy measures and programmes need to be structured in such a way so as to make processes and results transferable. This includes provision of appropriate funding and planning of transfer activities.

It also means that the programmes need to be subjected to evaluation research in order to provide a degree of holistic assessment extending beyond the individual projects. Self-directed learning, learning in projects and learning on the basis of real customer orders are all appropriate routes to opening up areas of creative potential. (see 7.2).

Much is being instigated, both within and outside the scope of pilot projects, and being successfully integrated into training practice. Training is often more broadly based than the world of work. The results and findings generated in the course of these exemplary processes are transferred via a variety of communication channels, such as the networking of pilot projects with one another or through the use of print and IT media.

Pilot projects that are conducted outside schools have taken their lead from the view that experienced practitioners are of vital importance to progressively developing and refining vocational education and training. Alliances that develop between the immediate players "on the ground" and activity-oriented researchers who advise and shape the process on a flanking basis result in the modernization of vocational education and training (see 6.1).

Small and medium-sized companies, in which nearly three quarters of future skilled workers in Germany receive their training, should be supported in the high degree of commitment they bring to skilled worker training. Given that SME's often do not have their own system of educational management in place, the key issue here is to develop and pilot concepts which are sustainable in practice (BIBB 2009c).

Pilot projects have played an important role in the necessary updating of vocational training content, methods and structures for decades now. Acting as catalysts for continual modernization, such projects tap into trends and initiate practical steps toward implementing new developments on a broad basis, developments of relevance to education policy. They interleave vocational training practice, research and policy and thus serve as seismographs and vehicles for demonstration,
<http://www.bibb.de/de/wlk10204.htm>

In Germany, the implementation of the European Year of Creativity and Innovation 2009 was coordinated by the Federal Ministry of Education and Research and supported by the National Agency Education for Europe at BIBB. The website www.ejki2009.de provides comprehensive information on the 70 projects and more than 200 campaigns and events which have taken place in Germany (BWP plus 2009).

Fostering creativity and innovations via competitions

Example 1: The Hermann Schmidt Prize (introduced 1996)

As long ago as 1996, the publishing house W. Bertelsmann Verlag joined forces with the Federal Institute for Vocational Education and Training to set up the not-for-profit "Verein Innovative Berufsbildung" (Innovative Vocational Training Association), the aim of which was to initiate, promote and publicise innovative developments in VET practice, and endow the Hermann Schmidt Prize.

2009 saw the 13th award of the prize.

Every year, the Hermann Schmidt Prize recognises innovations which have taken place with various fields of vocational education and training.

2009: [Additional MINT qualifications for high-powered vocational education and training](#) (MINT = mathematics, information technology, natural sciences, technology)

2008: [Vocational education and training that provides assistance and demands performance - Training concepts for different groups of youths and young adults](#)

2007: [Increasing the attractiveness and stepping up the internationalisation of vocational education and training through stays abroad](#)

2006: [Innovative pathways to in-company vocational training](#)

2005: [Innovative approaches to fostering regional co-operation in vocational training](#)

2004: [Customer-orientation in vocational education and training](#)

2003: [Power to the ladies in the new trades](#)

2002 Fostering vocational education and training for immigrants

2001 Foreign language instruction in vocational education and training

2000 Assisting disadvantaged persons in the vocational education and training system

1999 Introduction of new information and communications technology occupations and occupations in the media industry

1998 Designing and improving 'learning venue co-operation' for vocational training in firms and vocational schools, giving special attention to improving the quality of vocational training in the 'dual' vocational training system

1997 Solutions for organising and conducting 'Vocational Training in a Training Alliance' - Innovative approaches to fostering regional co-operation in vocational training

Source: <http://www.bibb.de/de/50741.htm>

Example 2: Prize for Innovation in Continuing Education and Training (WIP) (introduced 2000)

Prize for Innovation in Continuing Education and Training (WIP) awarded by the Federal Institute for Vocational Education and Training (BIBB)

Continuing vocational training/in-company continuing training are the first areas within the educational system where new developments and new skills requirements at work and within the occupations are addressed.

Innovative continuing training concepts aligned to the qualifications requirements of the future are capable of creating impetuses for the modernisation of other areas of education subjected to more stringent regulation. BIBB is fostering this pioneering role played by continuing training by using the Prize for Innovation in Continuing Education and Training to reward innovative training concepts. This sends out signals for new developments and for a modern structuring of vocational education and training.

Five equal value prizes of €2,500 each are awarded for innovative concepts relating to all topics and fields of continuing and advanced vocational/in-company training. One special prize has been instigated for innovative concepts which contribute towards permeability between vocational education and training and higher education.

Educational providers, educational organisations, educational establishments and companies from home and abroad which have developed innovative concepts for continuing and advanced vocational/in-company training are eligible to enter the competition. Concepts developed may target the imparting of professional, personal, social or methodological competences.

The awarding of prizes is decided by an independent jury.

Source: BIBB 2010d

7.2 Improving quality of teaching

Methods of in-company educational work

The characteristic feature of dual vocational training is its action-orientation; learning is geared towards application and practice of skills and competencies in real work situations (see 5.3).

The didactic core of the methods deployed for in-company training comprises the central categories of action, thinking and learning and pursues the intention of transferring the solving of more complex tasks to the learners, according them more autonomy and individual responsibility in the planning, execution and monitoring of the work task to be executed, promoting forms of cooperative learning and combining practical professional learning with the teaching of specialist theoretical content. In overall terms, these methods act as a vehicle for the establishment of employability skills oriented learning in company educational work which is learner centred as well as fostering activity and autonomy. The yardstick deployed is a methodologically rich and complex learning culture rather than one which relates to “lean learning” as a pedagogical counterbalance to “lean production” (Arnold 2006 pp. 355ff).

Examples of methods:

Structured project, planning simulations, self-organised project, structured question team work, visualisation of the learning process (meta-plan method), the learning office, the practice company

Methods in school-based vocational training

The employability-oriented nature of the teaching in vocational schools characterises a direction which turns its back on a systematic approach aligned towards theoretical professional knowledge structures and from the direct action form of teaching from the front (Bonz 2006). Employability-oriented methods are targeted towards the action such as is required in many life and work situations. A

complete action prior to the execution of the task to be performed also encompasses target setting and planning considerations and final monitoring and evaluation.

The main intention of employability-oriented teaching in vocational schools is the development of employability skills. These comprise professional competence, individual competence, methodological competence and social competence.

Learning field oriented curricula are increasingly providing a basis for methods which encourage self-directed learning even if traditional teaching from the front is still likely to dominate.

Employability-oriented methods are:

- Projects: the project method approach involves complex tasks from the world of life and work which learners tackle autonomously. The four phases of project work – target setting, planning, execution, evaluation – combine to form the pattern for a complete action and link theoretical considerations with practical realisation.
- Business simulation: a business simulation simplifies the complex reality – e.g. of a situation within the company – to form a learning environment in order to create learning opportunities which are closely related to business reality without giving rise to unfavourable or risky consequences. Examples are learning offices or practice companies.
- Planning simulation: planning simulations are targeted towards decision-making processes in problematic situations and towards the planning which is required. A model (simulation model) forms a basis for learning action by mapping reality-related situations.
- Case studies
- Role plays: a role play is characterised by the fact that learners simulate social reality within a scenario and function as actors by assuming roles and attempting to identify themselves with the interests, attitudes and values of these roles. This enables social activity to be practised and expanded in a conscious and realistic manner. Participants also learn to take account of the reactions of their fellow players, particularly in cases of conflict.

Use of media and computers

The development of media is leading from classical visual material and text books to models, highly developed machines and electronic devices. Computers are accorded a particular significance to the extent that they are able to assume usual media functions as well as opening up new didactic dimensions:

Improvement and rationalisation of the functions of traditional media

Individualisation of the acquisition of knowledge and of self-directed learning (learning programmes, learning-on-demand)

New forms of interaction

The basic types of media-aided forms of teaching and learning encompass both externally directed and self-directed learning and form the multimedia platform.

- Tele-teaching, e-instruction (analogous to teaching from the front and especially used for initial presentation)
- Tele-tutoring, e-Tutoring (analogous to developing learning)
- Tele-cooperation, e-presentation, e-coaching (analogous to self-directed learning), computer-aided individual work or self-learning.

This means that a broad spectrum of methods exists in school-based vocational education and training today. These range from traditional forms of teaching to projects or action oriented projects and from typical teaching methods to methods aimed at self-directed learning. In addition to this, there are also the learning arrangements imparted via computer.

Summary:

Methodological spectrum of vocational education and training		
Teaching	Self-directed learning	
Forms of teaching	Traditional methods	Employability-oriented methods
Teaching from the front	Class discussion	Project
Learning programmes	Group teaching	Business simulation
Instruction methods	Pairs work	Planning simulation
	Individual work	Role play
		Case study
		“Leittext” (guidance script)method
Telematic learning arrangements		
Tele-teaching	Tele-cooperation	
E-instruction	E-presentation, e-coaching	
Tele-tutoring		
E-tutoring		

Entrepreneurship education in vocational education and training

During initial vocational education and training, young people continue to receive very little information on the option of entrepreneurial self-employment as opposed to the classical variation of paid employment. Young people in particular need various core competences in order to be able to find their place in the world of work. Alongside a high degree of flexibility and autonomy, the main requirements are creativity, the ability to deal with risks and recognise and use (market) opportunities. The last of these in particular constitutes the core of a form of entrepreneurship education which extends significantly beyond the training of the virtues of work to place the main focus on the creative moment and the transition from invention to innovation. The fostering of desirability and of a sense of feasibility can act as a vehicle for strengthening the intention of individuals to pursue the intention of starting up a business. (Hekmann, Lindner 2009)

When the curricula for retail occupations were modernised in 2004, an optional qualification unit on “Basic principles of entrepreneurial independence” was included for the first time. This has the function of an additional qualification.

Continuing and advanced vocational education and training

By way of contrast, intensive preparation for self-employment as an entrepreneur is provided in continuing and advanced vocational education and training, especially in master craftsman courses. Training measures for those starting up businesses are offered by the competent chamber organisations, professional or branch associations, adult education centres, federal state ministries, local government business development organisations, associations from trade and industry, entrepreneurial associations and private sector providers.

7.3 Innovation-friendly institutions

See 7.1 and 4.4

7.4 Encouraging partnership

See 4.4

The number of foundations in Germany has increased sharply. The Federal Association of German Foundations believes that there are a total of 14,000 foundations across Germany. Although many foundations dedicate themselves to the purpose of “academic and scientific research”, only a few promote vocational education and training. This is an area being addressed by the Foundations & Fund Raising Programme Area, which aims to win over existing foundations for the foundation purpose of “Dual Training” as well as encourage newly established foundations to pursue this focus. This seems a promising approach to adopt, not least against the background of the upcoming “inheritance generation” and the present boom in foundations. Due to the increased competition in the non-profit sector, the JOBSTARTER Foundations & Fund Raising Programme Area is providing continuing training opportunities for arranging funding and is also offering assistance to foundations and associations on the theme of “fundraising”.

The Foundations & Fund Raising Programme Area emerged from the “Sponsorship Office for Training” (“Patenschaftsstelle für Ausbildung”), which until the end of 2005 was under the auspices of the Vocational Training Foundation for the Highly Talented (Stiftung Begabtenförderungswerk berufliche Bildung – SBB, Jobstarter see 4.4)

The JOBSTARTER “Foundations & Fundraising” Programme Area provides information and advisory services to potential private and institutional founders and donors. Its well attended regional “Founder conferences” provide foundations with forums in which to exchange views. Fundraising know-how is imparted via special continuing training seminars offered by the Programme Area. In addition to this, there are also plans for a range of publications on the topic of “Foundations for in-company training and fundraising”.

Further information:

http://www.bmbf.de/pub/jobstarter_eine_stiftung_gruenden.pdf

http://www.bmbf.de/pub/jobstarter_praxis_band_drei.pdf

Example 3: The foundation “Jugend bleibt in Thüringen” (“Young people remain in Thuringia”, introduced 2008)

The foundation “Jugend bleibt in Thüringen” (“Young people remain in Thuringia”) is attempting to combat migration of young people from the Federal State of Thuringia in East Germany. It has created 50 new apprenticeships in the region surrounding Rudolstadt. This was only rendered possible via a long series of individual discussions with local companies and via close cooperation with the schools of the region. The establishment of the foundation in the autumn of 2008 enabled the association of the same name to secure the continued existence of its work whilst also proving a good example that it is perfectly possible to establish successful foundations in the federal states of East Germany.

Source:

http://www.bmbf.de/pub/jobstarter_praxis_band_drei.pdf

Example 4: Stiftung für berufliche Bildung und Ausbildung der Diakonischen Jugendhilfe Region Heilbronn (“Heilbronn Protestant Church Youth Welfare Service Vocational Education and Training Foundation”, introduced 2008)

Companies and self-employed persons from 45 nations have settled in the Heilbronn region of Franconia, very few of whom have provided young people with training hitherto. The Heilbronn Protestant Church Youth Welfare Service is seeking to change all of this. Since May 2006, the

association has persuaded entrepreneurs from a migrant background to establish 68 new training places. This is, however, not enough for the “JOBSTARTERS” from Heilbronn. In 2008, they established a foundation to enable them to continue their work to establish more training on a long-term basis.

Source:

http://www.bmbf.de/pub/jobstarter_praxis_band_drei.pdf

Example 5: Stiftungskompass Berufliche Aus- und Weiterbildung (“Foundation Compass for Initial and Continuing Training”)

The “Foundation Compass” provides information on foundations active in initial and continuing vocational education and training.

Which foundations are involved in the field of initial and continuing vocational education and training? This issue was the basis of the establishment of the “Foundation Compass”.

Data is based on information provided by the foundations themselves within the scope of a [study](#) commissioned by the Federal Ministry of Education and Research. Only foundations which wished to be included are contained in the index.

THEME 8: FINANCING VET

8.1 Improving efficiency, equity, levels of VET funding

Overview

The funding of initial and continuing VET is based on a system of mixed financing with a variety of different backers, both public and private.

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

In-company training in the Dual System is usually financed by the individual enterprise, which decides autonomously whether it will offer training and in which occupations. In some sectors (e.g. the construction industry, the roofing trade), financing regulations have been collectively agreed whereby all enterprises pay into a joint fund (e.g. through giving a percentage of the total wage bill). The fund is used to reimburse enterprise expenditure on training.

Training in a full-time vocational school outside the Dual System and special measures to promote VET, such as Land programmes to create additional training places, are financed out of Land budgets. Enterprises, the state, the Federal Agency for Employment and private individuals themselves are involved in financing continuing vocational training.

The enterprises finance continuing training from sales revenues, interest income, income from leasing and direct state subsidies, from credits and loans in anticipation of future income and from transfer of retained earnings from previous periods. Tax relief in the form of tax reductions or mitigation of tax liabilities for enterprises showing a profit may subsidise in-company continuing training indirectly. The state, i.e. federal government, Länder and local authorities, make funding available from their budgets primarily for continuing training of public sector employees. In addition, there are various state-subsidised continuing training programmes, e.g. the Vocational Training Programme for the Highly Talented (Begabtenförderung Berufliche Bildung) and the Upgrading Training Assistance Act (Aufstiegsfortbildungsförderungsgesetz - AFBG, known as "Meister-BAföG", see Example 1).

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

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

Vocational schools

Increasingly, vocational schools are gaining more financial autonomy via devolved budgets, i.e. global allocation of budget funding (materials and equipment funding, some staff funding and capital funding). This extends the flexibility of individual schools to generate their own funding and to spend it on, for example, in-service teacher training. The enthusiasm with which this option is embraced varies greatly in the different German Länder, and depends not only on the priorities of school administrations and education policy in the Länder but, no less importantly, on regional considerations and the requirements expected of vocational schools.

Apprenticeship places

As a new instrument to support apprenticeship places for young people who have left school one year or more previously and have since been applying for apprenticeships without success ("repeat applicants"), the training bonus (Ausbildungsbonus) (see Example 1 in 4.4) was adopted in June 2008. It can be claimed by companies that conclude apprenticeship contracts with repeat applicants requiring special support. Depending on the level of the particular training allowance, the bonus amounts to between EUR 4,000 and 6,000. To qualify for this support, apprenticeships must begin between 01.07.2008 and 31.12.2010.

Enhancing attractiveness and promoting excellence of VET

See 6.2

Prevocational training

In the area of prevocational training the Federal Employment Agency's vocational preparation schemes (BvB) are a key instrument of support for young people without an initial vocational qualification. The Federal Employment Agency's new strategic concept introduced a new funding structure for measures planned from September 2004 (cf. Bundesagentur für Arbeit 2004). It abolished the previous multitude of programme categories aimed at different target groups and created an integrated, internally differentiated range of training options which aims to enable individualised sequences of training. The new funding structure was developed and tested beforehand in 24 Federal Employment Agency branches under a pilot project entitled "Development Initiative: New Structure for Assisting Young People Requiring Special Support". This pilot project was carried out by the Federal Employment Agency in conjunction with the BMBF as part of the BQF programme. On the strength of the positive results achieved and useful experience gained through the project period the Federal Employment Agency had already decided to incorporate key elements into its new strategic concept and hence to roll them out to the whole of Germany. A central element of the new assistance structure is qualification modules as defined in BBiG/BAVBVO. To further increase the effectiveness of vocational preparation schemes, the 2006 strategic concept was adapted to take account of the lessons learned in the course of practical implementation (Bundesagentur für Arbeit 2006). For example, single parents and individuals with caring responsibilities can now take part in these schemes on a part-time basis.

CVET and LLL

The promotion of CVET remains a core element of labour market policy for the German Federal Government and the Federal Employment Agency. The agencies for employment and the associations (Arbeitsgemeinschaften - ARGE) continued in 2008 to intensify their support of CVET. In 2008, a total of about 445,000 individuals enrolled in CVET, i.e. their number more than tripled within three years. About 251,000 persons participated in BA-sponsored CVET courses under SGB III and about 194,000 in courses under SGB II. The number of participants in 2008 considerably exceeded that of the year before (about 340,000). In addition, the BA intensified its PR activities for CVET. The Going Further through Education campaign is intended to provide more information for enterprises and employees about the necessity of CVET. The Federal Government's Advancement through Education qualification initiative provides for the BA to continue to increase its funding efforts for CVET. (BMBF 2009c)

In addition, the Federal Employment Agency reinforced its efforts to maintain and improve the employability of older and unqualified employees with the programme "Continuing vocational education and training for low-qualified and older workers in companies" (WeGebAU). In 2008, the BA allocated special funds amounting to € 200 million to the WeGebAU (special) programme. Under this programme the BA works with CVET counsellors who provide information on funding eligibility, identify funding conditions and the need for CVET and support business enterprises in organising CVET courses for the employees concerned. In 2008, much greater use was made of the programme than in the year before. Until the end of November 2008, 56,050 persons (among them 16,110 women) received funding under the WeGebAU programme (as of January 2009). There is an increasing interest of

employers in the programme. In 2009, the programme continued and intensified. In view of the funding possibilities for CVET for employees which were extended under the Federal Government's Second Economic Stimulus Package, the 2009 programme budget under the BA supplementary budget was increased by € 200 million.

The aim of the Federal Ministry of Labour and Social Affairs "learning subsidy" programme is to mobilise forces and help achieve a change in mentality. The objectives are to increase participation rates and private investments in continuing vocational training and to enhance the value of continuing training so that investment in continuing training is recognised as a necessary provision to make. Those eligible receive a subsidy voucher for a maximum amount of €500 if they themselves invest at least the same sum for the purpose of funding participation fees. A mandatory consultancy interview takes place to clarify whether a training measure is significant to the activity exercised and whether it will be of assistance in raising job security. The plan is to establish 600 "learning subsidy" consultancy offices across the country.

The target group comprises those in work, i.e. dependent employees and the self-employed, and also extends to encompass mothers and fathers on paternity leave, career returners and family members who are carers with low and medium-range incomes. Funding runs from 01.12.2008 to 30.11.2011. The programme is co-financed by ESF funds. (www.bildungsprämie.info)

Example 1: Development of the Upgrading Training Assistance Act (Aufstiegsfortbildungsförderungsgesetz – (AFBG))

The AFBG which is co-financed by the Federal and Länder governments ensures an individual's legal claim to support when enrolling in upgrading training courses, i.e. courses for Master craftsman or other courses preparing for comparable upgrading training qualifications. The Act supports the extension and enhancement of vocational qualification, thus strengthening the motivation of young skilled labour to enrol in upgrading training programmes, and offers an incentive for potential new entrepreneurs to start up their own company and create new jobs on successful completion of upgrading training.

Since 2002 the support of skilled labour and would be entrepreneurs willing to enrol in upgrading training has been considerably improved. For instance, the group of persons receiving support and the scope of support were extended, the conditions for participants were substantially improved, the family component was strengthened, the incentive for starting a company was increased, the support of skilled labour of foreign origin was extended, and application and grant procedures were simplified.

According to 2007 federal AFBG statistics which were published in 2008, about 134,000 persons received a grant. This is down 1.7 per cent on 2006. About 48,000 grantees (36 per cent) were enrolled in full-time courses, while about 86,000 persons (64 per cent) participated in part-time programmes. 81 per cent of the grantees were in the age group between 20 and 35 years. With 36 per cent, participants between 25 and under 30 years accounted for the largest group, followed by the 20- to under 25-year-olds (30 per cent) and the 30- to under 35-year-olds (15 per cent). 32 per cent of the grantees were women. Just under 64,000 persons (48 per cent) enrolled in upgrading training courses in commerce and industry, thus taking the top position. Some 43,000 grantees (32 per cent) were registered in the crafts and trades sector where the rate of those who subsequently start their own operation is particularly high.

In order to make the AFBG even more attractive and efficient, the Federal Government launched a structural reform of the Act in autumn 2008 with a host of improvements. The German Bundestag and the Federal Council (Bundesrat) adopted the law on 12 February 2009

and 6 March 2009, respectively, which means that the amended Act entered into force on 1 July 2009.

The Act provides for more upgrading training courses to be funded and more persons to receive grants. The upgrading training opportunities for migrants are improved. At the same time, the Act provides for greater support for families and stronger incentives for start-ups and the creation of additional jobs and training places. A new feature is that preparations for examinations and the examination phase itself will also be covered by the grant to an adequate extent. Successful completion of a course will be honoured to a greater extent, i.e. persons who have passed their examinations will not have to pay back that part of their loan which covers course and examination fees. Start-up entrepreneurs will be granted a waiver of part of their loan when they create only one job or training place.

In 2008, the Federal Government alone paid a total of about € 120 million for the AFBG. The Länder governments contributed some € 51 million. The Federal Government's contribution to the AFBG (78 per cent) is fully paid by the BMBF. In 2008, the Kreditanstalt für Wiederaufbau – KfW paid about € 190 million in loans under the AFBG. Since the Act entered into force in 2006, the KfW has paid out about € 2.15 billion. To implement the planned amendments the Federal Government has earmarked an additional € 212 million by 2012, while the Länder governments will pay another € 60 million.

Example 2: Funding of inter-company vocational training centres

Supplementary provision in the form of inter-company vocational training centres (ÜBS) is required in order to provide small and medium-sized companies with an opportunity to deliver high-quality initial and continuing vocational education and training. Many smaller companies would otherwise be unable to offer training places. For this reason, a national network of around 800 ÜBS's providing more than 90,000 workshop places has been established over the course of the last few decades with funding from the Federal Ministry of Economics and Technology (BMWt) and the Federal Ministry of Education and Research (BMBF). The training provision offered supplements in-company VET where required.

In July 2009, a BMBF-BMWt "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.

These educational establishments, which include 550 for craft trades alone across the whole of Germany, make a wide spectrum of teaching and learning provision available. This ranges from classical support for apprenticeship training to Bachelor degrees offered in conjunction with the Universities of Applied Sciences. In addition to this, legal stipulations are also being relaxed in respect of the assumption of further VET tasks such as vocational orientation measures, which have already been provided since 2008.

In order for this national network of initial and continuing vocational training centres to be maintained at a high level, both a good infrastructure and state-of-the-art technical equipment are required. The joint guidelines serve as a basis for the provision of grants to the ÜBS's in order to make such investments. Modernisation is a major focus in this regard. Federal Government funding of over 70 million euro was planned for the year 2009.

Source: <http://www.bmbf.de/press/2618.php>

8.2 Use of Lifelong Learning Programme funds

The LEONARDO Programme was for some considerable time mainly perceived as an "innovation laboratory" giving rise to practically relevant products, concepts and possible solutions relating to a wide range of themes. One of the "soft" factors contributing towards the success of the programme is

the fact that it has become second nature for educational managers and practitioners to think along European lines and work in a cross-border fashion. Notwithstanding this, the LEONARDO projects have only been able to achieve the ambitious objective of system-relevant transfer of results in isolated cases, such as when one of the chambers involved has passed advanced examination regulations. The LEONARDO projects in Germany preferred a sectoral approach from the very start, and this exhibits a considerable potential effect. The extent to which the relevant stakeholders and their sectoral knowledge are being integrated into the project work is increasingly the level of acceptance of the project results.

In line with its understanding of the role it has to play, LEONARDO has been working over a number of years to promote a wide range of themes.

- The construction sector
- The disadvantaged
- Educational staff
- Quality
- Educational and vocational guidance
- Trade/e-commerce
- Foreign languages
- Media branches
- New technologies
- Human resources development
- E-learning
- Transparency of vocational qualifications
- Environment /sustainability
- Personally related services

Between 2000 and 2006, up to €400,000 of funding was made available to the pilot projects for this purpose, the last period of funding being of two years' duration. In Germany, the number of pilot and language projects and trans-national networks funded per year ranged from 21 in the year 200 to 30 in 2006.

Notwithstanding this, the number of system-relevant projects wishing to implement such aspects as European continuing training profiles remains capable of expansion.

The "Transnational Networks" measure, which in contrast to the pilot projects is aimed at fostering the systematic exchange of expertise, methods and practical examples rather than featuring a development oriented design concept, should also be judged to be a success in overall terms.

Alongside the branch approach described, the LEONARDO projects coordinated in Germany are also characterised by the integration of companies and small and medium-sized enterprises (SME's) from the craft trades sector and of Universities of Applied Sciences, institutes of higher education, vocational schools, (professional) associations and chambers.

This pleasing picture doubtlessly also includes the small minority of projects of system relevance or relating to current challenges (ECVET, EQF, training modules).

In principle, virtually all of those responsible for projects have found themselves in a dilemma. They have had to pursue success by developing their products and results in a (target group) specific manner whilst also facilitating the transferability of results into a different context in terms of the requirements made at a technical programme level. This transfer problem is, however, not typical of LEONARDO. Focusing on implementation of results within PLL may assist in resolving this conflict in objective by dint of the fact that the character of the LEONARDO projects is changing. The main thrust of the new programme type of innovation transfer projects which have been pursued since 2007 is the implementation of results, products or possible solutions which have been developed elsewhere and are now being reworked and adapted to meet target group needs. Depending on the priority of the call for proposals, this may involve teaching/learning materials from a Finnish LEONARDO project or Danish

continuing raining modules for older employees. Results of the German research conducted in the field of nanotechnology are also a conceivable starting point for a European continuing training project.

The system relevant pilot projects were also faced with the difficulty that stakeholders involved with the “Regulation of vocational education and training” follow their own procedures, schedules and standards. In addition to this, they base the revision or redevelopment of training regulations on long-established industrial, cultural or vocational education values, norms and traditions. For this reason, the growing integration of social partners into the LEONARDO project work constituted an important prerequisite for being able to use the programme for reform processes in Germany. The fact is that the sustainable success of system related LEONARDO projects is ultimately decided in areas beyond direct partnership. It remains the reserve of the social partners and their respect experts, of the experts of the Federal Institute for Vocational Education and Training and of the representatives of the regulators to conclude the structure of initial and advanced training regulations within a process of negotiation and via political settlements.

In order to meet the level of expectation generated in the wake of the Copenhagen Process that the programme will be capable of use for effective transfer of results within the system, the involvement of the economic and social partners in the projects and/or their reception of the relevant project results remains a crucial threshold.

National priorities in the 2009 call for proposals

National priorities condense the European priorities to a certain extent by focusing in a fire-fighting manner on core problems and challenges within the context of the respective national educational processes. The aim in so doing is to use the potential effectiveness of the programme in a targeted way. The national priorities adopted in Germany for 2009 are particularly aligned towards the guidelines for the modernisation of vocational education and training presented by the Innovation Circle on Continuing Education and Training (IKBB) instigated by Federal Minister of Education and Research Annette Schavan (http://www.bmbf.de/pub/IKBB-Broschuere-10_Leitlinien.pdf).

The national priorities for the innovation transfer projects are as follows.

1st national priority “International competences in vocational education and training”

This priority calls upon projects to develop and implement relevant learning units. The aim is for these units to promote the international dimension in regulated initial and advanced VET in Germany (meaning pursuant to the Vocational Training Act, the Crafts and Trades Regulation Code or federal state law). The contents of these learning units relate to the complex of international competences and encompass such elements as foreign language competences, intercultural competences, professional competences and experience abroad. They can be developed as additional qualifications, optional modules and teaching/learning materials. Project success is scarcely realisable without integrating the stakeholders into the regulatory procedures.

2nd national priority “Credit points in vocational education and training”

This project compresses the Copenhagen objective within Germany, where initial and continuing training projects are encouraged to validate learning outcomes, competence bundles, additional qualifications or continuing training profiles to which credit points have been attached.

The aim within this process is to develop standards for the structuring and alignment of credit points in order to be able to weight learning outcomes relative to the intended educational qualification. A clear procedure should help to relate the learning outcomes to the reference levels of the EQF or DQF. An obvious approach here is to deploy complementary piloting as a vehicle for using the synergies inherent in the programme within a mobility measure. Involvement on the part of stakeholders within the regulatory procedures is once again required. A further aim is for the projects to address and reflect results and approaches from the series of pilot projects instigated by the Federal Ministry of Education and Research (ANKOM und DECVET, see 6.4).

Projects must, of course, also relate to initial and continuing training regulations pursuant to the Vocational Training Act, the Crafts and Trades Regulation Code or federal state law.

Projects which fulfil a national priority are awarded additional points in the evaluation process, and this increases their chances of receiving funding.

Examples of projects which have achieved a transfer to national structures

Example 3: JobArt

The “JobArt” project, run by the provider Die Wille (Berlin), developed a framework curriculum for preparation for vocational education and training and VET orientation in the occupational fields of events technology/organisation and digital media design. The training modules are recognised within the scope of vocational preparation pursuant to the “Ordinance on the certification of the fundamentals of vocational proficiency in the context of preparation for vocational education and training (BAVBVO)”.

<http://www.adam-europe.eu/adam/project/view.htm?prj=1046>

Example 4: Vocational preparation model in the automotive and metal sector

The vocational preparation model project in the vehicles and metal branch developed by the Training Centre of the Münster Chamber of Crafts and Trades developed a vocational preparation scheme with social education support. Accreditation is given for the partial qualifications within the chamber district in accordance with the BAVBVO (“Ordinance on the certification of the fundamentals of vocational proficiency in the context of preparation for vocational education and training”). In addition to this, the project results are implemented in the Münster district in pre-vocational training (via the Employment Agency) and in second-chance qualifications (via educational vouchers). Also worthy of mention is the impetus which this pilot project has generated for the two-year pilot regulation for the occupation of motor vehicle service mechanic in North Rhine-Westphalia.

<http://www.adam-europe.eu/adam/project/view.htm?prj=1046>

Prize competition for the best three projects which received funding
2009 saw the launch of the first ever prize competition in Germany for the best three projects which received funding within the LEONARDO DA VINCI and GRUNDTVIG programmes. The National Agency Education for Europe joined forces with the Federal Ministry of Education and Research (BMBF) to award prizes to three projects which, according to the jury, had produced sustainable and effective results which seemed particularly impressive and deserving of recognition amongst all the many projects available for selection.

1st prize:

ReSye-Co – Retail Systems and E-Commerce (2000–2002)

Carl-Severing Vocational School for Trade and Industry and Public Administration, City of Bielefeld.

Project targets:

- Development and dissemination of vocational teaching/learning materials, tools and methods for the integration of retail systems into the three dimensions of e-commerce: B2B, B2C and m-commerce in order to enhance the quality and readiness for innovations in the vocational training in the retail trade.
- Development and dissemination of methods of certification that allow a company-independent certification of media and professional skills

www.resye-co.org

<http://www.adam-europe.eu/adam/project/view.htm?prj=8&page=1>

2nd Prize:

Netzwerk ENETOSH – European Network Education and Training in Occupational Safety and Health (2005–2007)

Institute of Work and Health of the German Social Accident Insurance (DGUV), Dresden

The European Network Education and Training in Occupational Safety and Health (ENETOSH) offers the first and currently the only platform for systematic knowledge-sharing on issues concerning education and training in occupational safety and health.

The project started out with 13 partners from 10 countries. Examples of good practice of education and training in safety and health were brought together by the partners according defined criteria from whole of Europe. Furthermore the project group developed a common standard for the qualification of instructors and trainers in safety and health. Today, more than 40 partners from 16 European countries plus South Korea are involved in ENETOSH. The network is coordinated by the Institute of Work and Health of the German Social Accident Insurance (DGUV).

The idea that safety and health are an integral part of lifelong learning guides the work of ENETOSH, which is why it covers all areas of education, from kindergarten to school, initial vocational training, higher education through to continuing vocational training. ENETOSH addresses the following people:

- Lecturers and trainers from the accident insurance institutions in Europe
- Educational staff in general and vocational education (staff in crèches, teachers, instructors, university lecturers, freelance trainers)
- Multipliers and policymakers (representatives of associations, ministries, social partners, EU Commission).

With its network activities ENETOSH promote the following:

- (1) Joint quality assurance of education and training on occupational safety and health in Europe
- (2) High-quality mainstreaming of health and safety into the education system
- (3) Active knowledge-sharing between the OSH sphere and education experts.

www.enetosh.net

<http://www.adam-europe.eu/adam/project/view.htm?prj=1784>

3rd Prize:

UMBAU & KO – Environmental construction with competence (2004–2006)

BGZ – Berlin International Cooperation Agency

On the basis of a concrete example – energy efficient construction (heat insulation) - a common problem in building industry is dealt with. The project shows how to successfully answer the modifications and permanent innovation through opening of the education systems, through comparability and adaptation of standards and more flexibility in VET and further education. Mobility of workers will be increased.

The project consists of the following parts: (I) Analyses to prepare the general concept for standards and certification in further education; (II) elaboration of pilot standards, certification requirements and respective VET / training modules; (III) test of the modules and the certification concept; (IV) drafting a common concept on European level (strategy paper); (V) dissemination and transfer and social dialogue.

The result is a jointly established strategy for qualification and certification, completed by modern training modules (incl. methods and materials) in min. 4 countries, harmonised

qualification standards, adapted transparent TNA-guides. For transfer issues, a communication platform is available.

www.umbau-und-ko.eu

<http://www.adam-europe.eu/adam/project/view.htm?prj=1477>

8.3 Use of other EU funds

€ 11.6 billion of ESF funding was available to Germany for the whole of the 2000 to 2006 funding period.

Council Regulation (EC) No 1260/1999 of 21 June 1999 laying down general provisions on the Structural Funds stipulates that the implementation of assistance schemes during the 2000 to 2006 funding period should be supported via an evaluation process to be conducted at certain defined times.

For this reason, a mid-term evaluation was drawn up within the scope of the ESF programme to cover the period leading up to December 2003 in order to be able to assess the initial results of the labour market policy measures and formulate any amendments necessary for the achievement of objectives set. This served as the basis for a deeper investigation of the effectiveness of the deployment of the structural fund which updated the mid-term evaluation and covered the second phase up until 2005. The aim was to derive conclusions as to how to increase the effectiveness of future ESF assistance measures in Germany.

Information:

Both Final Reports on the updating of the mid-term evaluation and a summary of each are available online in German and English.

Sources: <http://www.esf.de/portal/generator/1404/auswertung.html> e.g.

http://www.esf.de/portal/generator/1336/property=data/halbzeitbewertung_ziel_1_eng_kurzfasung_18_12_03.pdf

Within the scope of the project term from 2007 to 2013, the following four federal government departments are involved in implementing the Federal ESF Programme under the lead management of the Federal Ministry of Labour and Social Affairs: the Federal Ministry of Education and Research, the Federal Ministry of Economics and Technology, the Federal Ministry of Family Affairs, Senior Citizens, Women and Youth and the Federal Ministry of Transport, Building and Urban Development. A summary of the projects is available at: <http://www.esf.de/portal/generator/1410/programmuebersicht.html>. Many of these programmes relate to vocational education and training as mentioned at the relevant points within the present report, e.g. Jobstarter, 4.4; Jobstarter CONNECT, 4.2; learning subsidy; 8.1; VET without frontiers, 1.1 etc.

8.4 Improving VET governance

With the reform of Germany's federal system that entered into force on 1st September 2006, the responsibility for "educational planning" previously shared by the Federal and Länder governments was replaced with a new shared responsibility for assessing the comparative efficiency of the education system on an international basis (PISA studies, education reporting, country comparisons on the basis of education standards) (Article 91b (2) of the Basic Law). Components of the shared responsibility for "educational planning" were pilot projects, network projects and one-off pilot schemes commissioned by the Bund-Länder Commission for Educational Planning and Research Promotion (BLK), predominantly for the purpose of innovation in part-time vocational schools but also for ongoing development of the full-time vocational schools and other types of vocational school. These were financed half-and-half by the Federal Government and the Länder involved. After the amendment of the Basic Law, the Federal Government may now only grant financial assistance in areas where it has legislative powers under the Basic Law. Projects running beyond 31st December 2006 were transferred into the hands of the Länder via an administrative agreement on January 1st 2007. For the period from

2007 to 2013, the Federal Government is making available an annual total of EUR 19.9 million for the redefined shared responsibility. These funds may also be used as the Federal Government contribution to complete the funding of ongoing BLK programmes until 2008. The successor organisation to the BLK is the Joint Science Conference (Gemeinsame Wissenschaftskonferenz, GWK) of the Federal Government and the Länder, which began its work on 1st January 2008.

The **procedure for the updating of training regulations** for recognised occupations is based on the consensus principle, i.e. the Federal Government will never issue a training regulation which has not been approved by the responsible social partners. This is intended to ensure the labour-market relevance and transparency of training occupations and their broad acceptance by business and industry. However, in isolated cases the procedure can result in delays and sometimes grinds to a halt. In order to minimise these negative impacts, in the course of reforming the Vocational Training Act the number of statutory advisory bodies was reduced: the roles of the former Steering Committee and Standing Committee of the Federal Institute for Vocational Education and Training (BIBB) were combined and reassigned to a new Board. The Board itself was reduced in size whilst maintaining four-way parity of representation (equal proportion of voting representatives from the social partners – i.e. employers' and employees' organisations – the Federal Government and Länder governments). BIBB's Länder Committee was abolished. The task of consultation on and coordination of new training regulations with the Ministries of Education and Culture of the Länder was transferred to the Bund-Länder Coordinating Committee, which is regulated not by statute but by agreement with the Länder. The only aspect regulated by statute is the final hearing before the Board.

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

Similarly in the wake of the Hartz reforms, as of 1st January 2003 prevocational training was anchored in the Vocational Training Act (BBiG) as an independent element of VET. The core of this prevocational training according to the Vocational Training Act is the offer of **qualification modules**, which are units of learning of defined content and length. These are to be developed by the providers of prevocational training programmes (companies as well as training providers) from the learning content for recognised occupations as set out in training regulations. The young person or young adult receives a certificate showing the qualification modules completed during the course of prevocational training. In the "Ordinance on the certification of the fundamentals of vocational proficiency in the context of preparation for vocational education and training (BAVBVO)", which came into force on 22nd July 2003, the Federal Ministry of Education and Research (BMBWF) passed detailed regulations on this area. Accordingly the chambers in their capacity as the competent bodies are required, on application from the provider, to confirm that the provider's qualification profile meets BAVBVO standards. The legal ordinance stipulates the form this approval must take. In order to provide a full overview of the qualification modules prepared according to BAVBVO and approved by the competent bodies, the Good Practice Center for the Support of Disadvantaged Young People in Vocational Education and

Training (GPC) at BIBB has set up a central national database in which all the qualification modules approved by chambers are collected and documented in a standardised format (<http://www.good-practice.de/bbigbausteine/>).

Example 5: Qualification modules and training modules

Qualification modules (Qualifizierungsbausteine) (introduced on 1st January 2003 with the entry into force of the “Second Act on Modern Services in the Labour Market”). Qualification modules are units of learning of defined content and length which build proficiency in the performance of work that forms part of an apprenticeship in a recognised training occupation or an equivalent programme of initial vocational training (cf. BAVBVO §3).

They describe the competencies that a person possesses on successful completion of the module. The described competencies always make reference to the general training plan for one or several training occupations (criterion of “relevance to an occupational field”). They may relate to more than one phase in IVET, and need not focus solely on first-year training. The modules are subject to assessment and the young person’s progression is documented in a report. The form of this report is regulated by uniform national standards (cf. BAVBVO §3).

Qualification modules are developed by providers of prevocational training programmes on the basis of the specialised curricula for recognised occupations regulated by training regulations. Their overall objective is to build vocational proficiency.

Training modules: within the scope of the Innovation Circle on Continuing Education and Training (IKBB) pilot initiative “Training for unplaced applicants from previous years via training modules”, the Federal Ministry of Education and Research commissioned BIBB in 2007 to use the respective training regulations as amended as a basis for developing nationally standardised and competence based training modules for the following occupations.

1. Industry and commerce: management assistant for retail services, sales assistant for retail services, freight forwarding and logistics services clerk, warehouse logistics operator, industrial mechanic, electronics technician for industrial engineering.
2. Craft trades: motor vehicle mechatronics technician, salesperson specialised in foodstuffs, plant mechanic/plant mechanic for sanitary, heating and air conditioning systems, electronics technician in the speciality of energy and building technology, painter and varnisher, building and object coater.

The training modules have been published at JOBSTARTER CONNECT. Piloting takes place within the framework of JOBSTARTER CONNECT (see example 1, chapter 4.2).

Differentiation between qualification modules and training modules

Qualification modules	Training modules, pilot initiative
Basis: § 69 Paragraph 1 Vocational Training Act (BBiG)	Basis: § 5 Paragraph 1, Clause 1, Clause 2; § 11, Paragraph 1 Vocational Training Act (BBiG)
Qualification modules are learning units delineated in terms of content and time which are developed from contents of recognised training occupations and the aim of which is to provide qualification for the exercise of an activity forming part of training within a recognised training occupation. Qualification modules must exhibit a relation to the general training plan of the respective training regulations.	Training modules are delineated and nationally standardised units within the overall structure of a training occupation profile. The modules are structured in an outcome-oriented manner, meaning they display what those completing a module should subsequently be able to do. Training modules map the overall relevant work and business processes typical to an occupation and with regard to usual areas of deployment

	<p>which are holistically material to the professional activities of trained skilled staff and which can be didactically mapped (as a coherent learning process). Training modules are derived from a reformulation and content combination of the prevailing regulatory provision: the general training plan and the skeleton curriculum. Individual training modules are derived from a holistic training occupation profile and conversely in their entirety represent the unity of the occupational profile and fully map the positions within the occupational profile.</p>
<p>Aim: imparting the basic principles for the acquisition of employability skills to provide an introduction to vocational education and training in a recognised training occupation (§ 1, Paragraph 2 BBiG)</p> <p>Represent only a selection or section of the skills and knowledge to be acquired in a course of vocational education and training</p> <p>Successful participation provides an individual option to shorten the training period</p> <p>No qualification in a recognised training occupation can be achieved via qualification modules</p>	<p>Aim: the deployment of training modules should facilitate vocational education and training in a recognised training occupation for young people who are capable of training but suffer market disadvantages.</p> <p>The aim is the acquisition of full employability skills pursuant to § 1 Paragraph 3 BBiG whilst retaining the relevant examination regulations.</p>
<p>Documentation/certification</p> <p>If the training objective is achieved, a certificate is issued by the provider of the vocational training preparation scheme. If the training objective is not achieved, a certificate of attendance is issued.</p>	<p>Documentation/certification</p> <p>Completion of partial elements is not possible. Examination takes place within the scope of the examination regulations provided for the purpose. Certification of modules is possible in the same way as the regulations which apply to the deployment of qualification modules. Further regulations have still to be formulated.</p>
<p>Target group: persons with learning difficulties or suffering social disadvantage whose status of development does not yet give rise to the expectation of successful completion of training in a recognised occupation (§ 68 Paragraph 1 BBiG)</p>	<p>Target group: young people capable of training in waiting loops, unplaced training applicants from previous years. Further deployment possible after the training initiative, details still to be confirmed.</p>
<p>Duration of the qualification modules is a minimum of 140 hours and a maximum of 240 hours.</p>	<p>Duration of the training modules is between 4 and 12 months.</p>
<p>In the case of qualification modules, the training objective should be selected in such a way so as to be achievable by the target group. Required activities to be learned for achievement of the objective need to be determined. Alignment to the skills and knowledge of the training occupation must take place in respect of these activities.</p>	<p>The structuring of the training modules takes place on the basis of relevant work and business processes typical to an occupation and with regard to usual areas of deployment. Consideration has been accorded throughout to the principles of employment skills orientation (complete action), including the dimensions of professional, methodological, social and personal competence.</p>

Qualification modules do not lead to a qualification in a recognised training occupation.	Completion of all modules as planned including the stipulated chamber examination leads to a recognised qualification.
Qualification modules may be developed with the social partners without consent.	Training modules should be developed in conjunction with company and school experts wherever possible.
Qualification modules are strongly aligned to the imparting of basic professional principles; theoretical teaching by the learning venue of the school tend to be secondary.	Training modules represent the learning outcomes of the applicable regulatory stipulations as per the general training plan and the skeleton curriculum. These correlations should be presented and evidence provided.

Source: <http://www.bibb.de/de/50372.htm>

Theme 9: PROGRESS IN MODERNISING EUROPEAN VET SYSTEMS IN THE COPENHAGEN PROCESS AND PRIORITIES FOR FUTURE COOPERATION

9.1 Impact of European cooperation in VET on development of national VET policies

See 3.1

9.2 Governance, cooperation and ownership of the different actors in the Copenhagen process at European level

Within the scope of the Education and Training 2010 Work Programme and its successor, the Strategic Framework for European Cooperation in Education and Training, Germany played host to the “Peer Learning Activity on the professionalisation of teachers and trainers in Vocational Education and Training, 10 May 2009 to 14 May 2009 in Bonn.

Furthermore Germany is represented in the following 7 out of 8 Peer Learning Clusters & other groups:

- Working group on adult learning
- Information and Communication Technology (ICT)
- Making best use of resources
- Math, Science and Technology (MST)
- Recognition of Learning outcomes
- Teachers and Trainers/subgroup: Teachers and Trainers in Vocational Education and Training (VET)
- Access and Social Inclusion

Source: <http://www.ksll.net/PeerLearningClusters/Default.cfm>

In the Framework of the Learning programmes Germany hosted Peer Reviews twice in the period 2002 to 2009:

[Implementing the new basic allowance for job seekers in Germany](#)

From 17 April 2007 to 18 April 2007

[Women Promote Technology: Reducing the Gender Digital Divide in Skills and Employment](#)

From 09 October 2003 to 10 October 2003

Furthermore German experts participated at numerous Peer Reviews in the period 2002 to 2009, e.g. BIBB participated:

[Flexicurity approach: The new system to follow up the unemployed](#)

From 08 December 2008 to 09 December 2008

9.3 External dimension of European cooperation in VET

VET in development cooperation

Promoting VET as part of development co-operation has to be seen in the context of the UN Millennium Development Goals and the 2015 Programme of Action initiated by the Federal Government. The Federal Ministry for Economic Development and Co-operation (Bundesministerium für wirtschaftliche Entwicklung und Zusammenarbeit – BMZ) regards VET as an important tool for training skilled manpower for the labour market, improving the chances of trainees of finding future employment and ensuring better personal development and social involvement.

At present, German development co-operation in VET involves 87 countries in Asia, the Middle East and Maghreb, Africa, South eastern Europe, the CIS/ NIS states and in Latin America. The vast majority of schemes are related to reforms of VET systems (about 80 per cent). However, complex youth employment projects (Egypt, Palestinian Territories, South Africa, Sierra Leone) and local and regional manpower mobility projects (EU candidate countries in southern and eastern Europe, Mediterranean region, India, Central Asia) are becoming increasingly relevant. Since 2000, the change in focus on countries and priorities in bilateral intergovernmental development co-operation has resulted in a shift in continental and/or regional priorities in VET co-operation. Africa and Asia are the continents receiving the better part of VET funding, while VET schemes in Latin America were cut (BMBF 2009c, p. 49).

The VET projects are conducted by the Deutsche Gesellschaft für Technische Zusammenarbeit GmbH (GTZ), KfW, Inwent – Capacity Building International, Germany (Internationale Weiterbildung und Entwicklung gemeinnützige GmbH – InWEnt) and the German Development Service (Deutscher Entwicklungsdienst – DED). In addition, VET projects are supported through churches, political foundations and other NGOs. The sponsor of these development co-operation projects is the BMZ. Other government departments also contribute to funding VET projects. Finally, the BIBB makes its independent contribution to bilateral VET co-operation.

In 2008, the Federal Government commissioned German educational and development institutions to launch a joint initiative named EDVANCE to promote the branding of German VET and the exchange of VET experience. The initiative aims to improve the opportunities of German VET players in international educational markets through a uniform appearance under the shared umbrella brand. This joint initiative is implemented by InWEnt, GTZ, BIBB and International Marketing of Vocational Education (iMOVE) on behalf of the BMZ and the BMBF.

THEME 10: AUTHORS, BIBLIOGRAPHICAL REFERENCES AND SOURCES

Theme 1: Ute Hippach-Schneider, BIBB

Theme 2: Ute Hippach-Schneider, BIBB

Theme 3: Dr. Christiane Eberhardt, BIBB, 3.1

Dr. Georg Hanf, BIBB, 3.1

Berthold Hübers, NA, 3.2

Theme 4: Tanja Weigel, BIBB

Ute Hippach-Schneider, BIBB

Theme 5: Ute Hippach-Schneider, BIBB

Theme 6: Ute Hippach-Schneider, BIBB

Theme 7: Bernadette Toth, BIBB

Ute Hippach-Schneider, BIBB

Theme 8: Tanja Weigel, BIBB

Ute Hippach-Schneider

Theme 9: Ute Hippach-Schneider, 9.2, 9.3

10.1 Sources, references and websites

(Status 08/02/2010)

Arnold, Rolf (2006): Neue Methoden betrieblicher Bildungsarbeit [*New methods of in-company educational work*]. In: Handbuch der Berufsbildung 2006 [*Handbook of Vocational Education and Training*]. Wiesbaden: VS Verlag für Sozialwissenschaften. pp. 355ff ISBN: 978-3531151625.

Becker, Andreas (2006): Duale Studiengänge [*Dual degree courses*] IG-Metall 2006. Available online at: <http://www.dhbw-studium.igm.de/static/qualitaet/file.duale.studiengaenge.pdf> [cited 27/01/2010].

Beicht, Ursula [et al.] (2008): Ausbildungschancen und Verbleib von Schulabsolventen [*Training opportunities and destination of school leavers*]. Bielefeld: Bertelsmann. ISBN 978-3-7639-1120-2.

Beicht, Ursula; Ulrich, Joachim Gerd (2008a): Welche Jugendlichen bleiben ohne Berufsausbildung? [*Which youths do not undergo/complete formal vocational training?*] BIBB Bonn. BIBB-Report 06/2008. Available online at http://www.bibb.de/dokumente/pdf/a12_bibbreport_2008_06.pdf [cited 26/01/2010].

Beicht, Ursula; Ulrich, Joachim Gerd (2008a): Which youths do not undergo/complete formal vocational training? BIBB Bonn. BIBB-Report 06/2008. Available online at <http://www.bibb.de/en/49930.htm> [cited 27/01/2010].

Beicht, Ursula; Ulrich, Joachim Gerd (2008b): Ausbildungsverlauf und Übergang in Beschäftigung [*The training process and the transition to employment*]. In: Berufsbildung in Wissenschaft und Praxis [*Vocational Training in Research and Practice*]. Vol. 37 (2008) No 3, pp. 19-23. ISSN 0341-4515.

Beicht, Ursula [et al.] (2009): Many bright spots – but shadows too: the quality of dual vocational training from the trainees' point of view. BIBB Bonn. BIBB-Report 09/2009. Available online at <http://www.bibb.de/en/51844.htm> [cited 27/01/2010].

Beicht, Ursula [et al.] (2009): Viel Licht – aber auch Schatten: Qualität dualer Berufsausbildung in Deutschland aus Sicht der Auszubildenden [*Many bright spots – but shadows too: the quality of dual vocational training from the trainees' point of view*] BIBB Bonn. BIBB-Report 09/2009. Available online at <http://www.bibb.de/de/51844.htm> [cited 27/01/2010].

BIBB [*Federal Institute for Vocational Education and Training*] (2010a): Berufsbildung für Nachhaltige Entwicklung. [*VET for Sustainable Development Programme*] Bonn 2010. Available online at http://www.bibb.de/de/nh_index.htm [cited 27/01/2010].

BIBB (2010b): Nachhaltige Entwicklung in der beruflichen Bildung. [*Sustainable Development in VET*] Bonn 2010. Available online at http://www.bibb.de/de/nh_8968.htm [cited 26/01/2010].

BIBB (2010c): BIBB-Erhebung zum 30. September [*BIBB survey as of 30 September*]. As of 21 January 2010. Bonn 2010. Available online at <http://www.bibb.de/de/52683.htm> [cited 26/01/2010].

BIBB (2010d): Preis des Bundesinstituts für Berufsbildung (BIBB) für Innovationen in der beruflichen / betrieblichen Weiterbildung [*Prize for Innovation in Continuing Education and Training awarded by the Federal Institute for Vocational Education and Training, BIBB*]. Bonn 2010. Available online at <http://www.bibb.de/de/1898.htm> [cited 08/02/2009].

BIBB (2009a): Berufsbildung ohne Grenzen - Mobilitätsberatung für Auszubildende startet [*Vocational education and training without limits – mobility advice for trainees begins*]. Bonn 2009. Available online at <http://www.foraus.de/web.select/news/showarticle/3561> [cited 26/01/2010].

BIBB (2009b): Datenreport zum Berufsbildungsbericht 2009. [*Data report to accompany the 2009 Report on Vocational Education and Training*] Bonn 2009. Available online at http://datenreport.bibb.de/media2009/datenreport_bbb_090525_screen.pdf [cited 26/01/2010].

BIBB (2009c): Flexibilitätsspielräume für die Aus- und Weiterbildung in KMU nutzen - BIBB-Fachtagung stellt innovative Projekte vor [*Put potential for flexibility in initial and continuing vocational training in SME's to use - BIBB conference presents innovative projects*]. In: BIBB press release 16/2009. Bonn 2009. Available online at <http://www.bibb.de/en/51252.htm> [cited: 08/02/2010].

BIBB (2008a): Jahresbericht Projekt AusbildungPlus 2008 [*Annual Report Training Plus 2008*]. Bonn 2008.

BIBB (2006b): Umwelttechnische Berufe [*Technical environmental occupations*]. Bonn 2006. Available online at <http://www.bibb.de/de/1573.htm> [cited 26/01/2010].

BIBB (2006a): Berufsbildung für eine nachhaltige Entwicklung: Erhöhung der Nachhaltigkeit in der beruflichen Bildung unter Berücksichtigung unterschiedlicher Zielgruppen. [*Increasing Sustainability in VET with particular reference to different target groups*] Bonn 2006. Informationen aus Modellversuchen und Vorhaben Nr 17 [*Information from pilot projects and programmes No. 17*]. Available online at http://www.bibb.de/dokumente/pdf/EN_060928_BiBB_Infoblatt2_gesamt.pdf [cited 27/012010].

BMAS [*Federal Ministry of Labour and Social Affairs*] (2009a): Perspektive 50 Plus: Beschäftigungspakte in den Regionen [*Perspective 50 Plus: employment pacts in the regions*]. Berlin 2009. Available online at <http://www.perspektive50plus.de/> [cited 26/01/2010].

BMAS (2008): Der Ausbildungsbonus [*The training bonus*]. Berlin: BMAS 2008. Available online at <http://www.ausbildungsbonus.bmas.de/sites/generator/27554/> [cited 08/01/2010].

BMAS (2008a): Unternehmen mit Weitblick 2008 [*Far-sighted companies*]. Berlin 2008. Available online at http://www.perspektive50plus.de/perspektive50plus/content/e141/e8561/e10471/UmW_2008_Download2.pdf [cited 26/01/2010].

BMBF [*Federal Ministry of Education and Research*] (2009): 2009 ist Europäisches Jahr der Kreativität und Innovation [*2009 is the European Year of creativity and Innovation*]. In: BMBF-Pressemitteilung 5/2009 [*Federal Ministry of Education and Research, BMBF, press release 5/2009*] Bonn, Berlin 2009. Available online at <http://www.bmbf.de/press/2444.php> [cited 08/02/2010].

BMBF (2009a): Auswirkungen von demographischen Entwicklungen auf die berufliche Ausbildung. [*Consequences of demographic developments for vocational education and training*] Bonn, Berlin 2009. Available online at http://www.bmbf.de/pub/auswirkungen_demografische_entwicklung_berufliche_ausbildung.pdf [cited 26/01/2010].

BMBF (2009b): Eckpunkte der Bundesregierung: Verbesserung der Feststellung und Anerkennung von im Ausland erworbenen beruflichen Qualifikationen und Berufsabschlüssen [*Key points of the Federal Government: improvement of the assessment and recognition of vocational qualifications and certificates acquired abroad*]. Bonn, Berlin 2009. Available online at <http://www.bmbf.de/media/press/Pm1209-294Eckpunkte-Papier.pdf>

[cited 26/01/2010].

BMBF (2009c): Berufsbildungsbericht 2009 [*Report on Vocational Education and Training for the Year 2009*] Bonn, Berlin 2009. Available online at http://www.bmbf.de/pub/bbb_09.pdf [cited 26/01/2010].

BMBF (2009d): Begabtenförderung Berufliche Bildung. [*Supporting the highly talented - discovering talents: Vocational Training Programme for the Highly Talented*] Bonn, Berlin 2009. Available online at <http://www.bmbf.de/de/762.php> [cited 26/01/2010].

BMBF (2008): Die Neuausrichtung der BMBF-Früherkennungsinitiative seit 2008 [*Realignment of the Early Recognition Initiative of the Federal Ministry of Education and Research, BMBF, since 2008*] Bonn, Berlin 2008. Available online at <http://www.bmbf.de/search/searchresult.php?URL=http%3A%2F%2Fwww.bmbf.de%2Fde%2F13563.php&QUERY=frequenz> [cited 05/02/2010]

BMBF (2008a): Aufstieg durch Bildung - Qualifizierungsinitiative der Bundesregierung [*Advancement through education – Qualification initiative of the Federal Government*] Bonn, Berlin 2008. Available online at: http://www.bmbf.de/pub/qualifizierungsinitiative-_breg.pdf [cited 26/01/2010].

BMBF (2008b): Berufsbildungsbericht 2008. [*Report on Vocational Education and Training for the Year 2008*] Bonn, Berlin 2008. Available online at http://www.bmbf.de/pub/bbb_08.pdf [cited 26/01/2010].

BMBF (2008c): Empfehlungen des Innovationskreises Weiterbildung für eine Strategie zur Gestaltung des Lernens im Lebenslauf [*Recommendations of the Innovation in Continuing Education Working Group for a strategy for shaping lifelong learning*] Bonn, Berlin 2008. Available online at http://www.bmbf.de/pub/empfehlungen_innovationskreis-_weiterbildung.pdf [cited 26/01/2010].

BMBF (2008d): Status of Recognition of non-formal and informal learning in Germany within the framework of the OECD activity "Recognition of non-formal and informal Learning" Bonn, Berlin 2008. Available online at <http://www.oecd.org/dataoecd/15/47/41679496.pdf>; [cited: 05/02/2010].

BMBF (2007a): 10 Leitlinien zur Modernisierung der beruflichen Bildung - Ergebnisse des Innovationskreises berufliche Bildung [*10 Guidelines for modernising vocational education – Findings of the Innovation in Vocational Education and Training Working Group*] Bonn, Berlin 2007. Available online at http://www.bmbf.de/pub/IKBB-Broschuere-10_Leitlinien.pdf [cited 26/01/2010].

BMBF (2006): Kompetenzen fördern: Berufliche Qualifizierung für Zielgruppen mit besonderem Förderbedarf [*Promoting Competences: Vocational Qualification for Target Groups with Special Needs*] Bonn, Berlin 2006. Available online at <http://www.kompetenzen-foerdern.de/> [cited 26/01/2010].

BMBF (2006a): JOBSTARTER: das Förderprogramm für mehr Ausbildungsplätze [*JOBSTARTER: the funding programme for more training places*]. Bonn, Berlin 2006. Available online at <http://www.bmbf.de/de/2313.php#top> [cited 08/01/2010].

BMFSJ [*Federal Ministry of Family, Senior Citizens, Women and Young People*] (2009a): Initiative "Jugend stärken" [*Strengthening Young People Initiative*]. Berlin 2009. Available online at <http://www.bmfsfj.de/BMFSFJ/kinder-und-jugend,did=12252.html> [cited 27/01/2010].

BMFSJ (2009b): Die zweite Chance Schulverweigerung [*A second opportunity for school refusers*]. Berlin 2009. Available online at:

http://www.zweitechance.eu/content/neue_foerderperiode_ab_192008/willkommen/index_ger.html [cited 27/01/2010].

BMFSJ (2009c): Das Programm „Stärken vor Ort“ [*The “Strengthening at a local level” Programme*]. Berlin 2009. Available online at <http://www.staerken-vor-ort.de/> [cited 27/01/2009].

BMFSJ (2010): Jugendmigrationsdienst: Integration junger Menschen mit Migrationshintergrund [*Young People’s Migration service: integration of young people from a migrant background*]. Berlin 2010. Available online at http://www.jugendmigrationsdienste.de/-_template.php?browser=ie [cited 27/01/2010].

BMWi [*Federal Ministry of Economics and Technology*] (2009): Ausbildungspakt auch im Krisenjahr 2009 erfolgreich: Weniger unversorgte Bewerber und noch zahlreiche Ausbildungsplatzangebote [*Training pact continues to be successful, even in the crisis year of 2009: fewer unplaced applicants and large numbers of training places still available*]. Berlin 2009. Available online at <http://www.bmwi.de/BMWi/Navigation/Presse/pressemitteilungen,did=316786.html> [cited 05/02/2010].

BMWi (2009a): Pfeiffer, Iris [et al.]: Synoptischer Vergleich der Qualitätssicherungssysteme in der beruflichen und akademischen Bildung: Endbericht [*A synaptic comparison of the quality assurance systems in vocational and academic education: Final Report*]. BMBF 2009. Available online at <http://www.bmwi.de/BMWi/Redaktion/PDF/Publikationen/Studien/synoptischer-vergleich-der-qualitaetssicherungssysteme-in-der-beruflichen-und-akademischen-bildung,property=pdf,bereich=bmwi,sprache=de,rwb=true.pdf> [cited 27/01/2010].

Bohlinger, Sandra (2009): Effectiveness and quality assurance. In: ReferNet - VET Research Report 2009 Germany. BIBB 2009 Hippach-Schneider, Toth Bernadette Eds. (2009) ISBN: 978-3-88555-876-0. Available online at http://www.refernet.de/documents/research-report_2009_en.pdf [cited 08/02/2010].

Bonz, Bernhard (2006): Neue Methoden betrieblicher Bildungsarbeit [*New methods of in-company educational work*]. In: Handbuch der Berufsbildung 2006 [*Handbook of Vocational Education and Training*]. Wiesbaden: VS Verlag für Sozialwissenschaften. pp. 334-341 ISBN: 978-3531151625

Bordeaux Communiqué: on enhanced European cooperation. Bordeaux 2008. Available online at http://ec.europa.eu/education/lifelong-learning-policy/doc/bordeaux_en.pdf [Accessed: 04/02/2009].

Busse, Gerd (2008): Duale Studiengänge [*Dual degree courses*] Hans-Böckler-Stiftung 2008. Available online at http://www.boeckler.de/pdf/mbf_netzwerke_fallstudie_duale_busse_2008.pdf [cited 27/01/2010]. BWP plus (2009): Wie kreativ ist Europa? [*How creative is Europe?*] In BWP plus 6/2009. Bonn 2009. Available online at http://www.bibb.de/dokumente/pdf/a1_bwp_06_2009_bwpplus_screen.pdf [cited: 08/02/2010].

Council of the European Union (2004a): Draft Council Conclusions on Quality Assurance in Vocational Education and Training No. prev. doc.: 8950/04 EDUC 96 SOC 206 Subject: Draft Council Conclusions on Quality Assurance in Vocational Education and Training. Brussels. Available online at <http://www.eaea.org/news.php?k=3549&aid=3549> [cited 27/01/2010].

Council of the European Union (2004b): Draft Council Conclusions on Quality Assurance in Vocational Education and Training No. prev. doc.: 9174/04 EDUC 100 SOC 219 Subject: Draft Council Conclusions on Quality Assurance in Vocational Education and Training. Brussels. Available online at http://libserver.cedefop.europa.eu/vetelib/eu/leg/eurodoc/2004/0108_en.pdf [cited 27/01/2010].

European Parliament (2009): Recommendation of the European Parliament and of the Council on Establishment of a European quality assurance reference framework for vocational education and

training 2009/C 155/01, OJ EU C 155 (18 June 2009). Strasbourg. Available online at <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:155:0001:0010:EN:PDF> [cited 27/01/2010].

Greinert, Wolf-Dietrich (2008): Beschäftigungsfähigkeit und Beruflichkeit – zwei konkurrierende Modelle der Erwerbsqualifizierung? [*Employability and vocationalism – two competing models of employment training?*] In: Berufsbildung in Wissenschaft und Praxis [*Vocational Training in Research and Practice*] Vol. 37 (2008) No. 4, pp. 9-12. ISSN 0341-4515.

Hekmann, Björn; Lindner, Johannes (2009): "Entrepreneurship Education in der Berufsausbildung". In: BWP [*Vocational Training in Research and Practice*] 6/2008, pp. 14-18. Bonn 2008.

Hippach-Schneider, Toth Bernadette Eds. (2009): ReferNet - VET Research Report 2009 Germany. BIBB 2009. ISBN: 978-3-88555-876-0. Available online at http://www.refernet.de/docum-ents/research-report_2009_en.pdf [cited 08/02/2010].

Hippach-Schneider, Ute; Woll, Christian; Hanf, Georg (2008): VET Policy Report Germany 2008. ReferNet in BIBB, Bonn. Available online at http://www.refernet.de/documents/Policy_Report_2008_EN%281%29.pdf [cited 27/01/2010].

Hippach-Schneider, Ute; Woll, Christian; Hanf, Georg (2008): ReferNet-Länderbericht Deutschland 2008 : Fortschritt in politischen Schwerpunktbereichen auf dem Gebiet der Berufsbildung [*VET Policy Report Germany 2008: progress in key policy areas in the field of vocational education and training*] ReferNet im BIBB Bonn. Available online at http://www.refernet.de/documents/Policy_Report_2008_DE%283%29.pdf [cited 27/01/2010].

Hippach-Schneider, Ute; Krause, Martina; Woll, Christian (2007): Vocational education and training in Germany, short description; Cedefop Panorama Series 136.

KMK [*Conference of the Ministers of Education and Cultural Affairs of the Federal States*] (2009): Hochschulzugang für beruflich qualifizierte Bewerber ohne schulische Hochschulzugangsberechtigung [*Access to higher education for vocationally qualified applicants not in possession of a school higher education entrance qualification*]. Bonn 2009. Available online at http://www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2009/2009_03_06-Hochschulzugang-erful-qualifizierte-Bewerber.pdf [cited 27/01/2010].

KMK (2004): Rahmenlehrplan für den Ausbildungsberuf Bäcker/Bäckerin [*Skeleton curriculum for the training occupation of baker*]. Bonn 2004. Available online at <http://www.kmk.org/fileadmin/pdf/Bildung/BeruflicheBildung/rlp/Baecker.pdf> [cited 27/01/2010].

Pätzold, Günter [et. al.] (2003): Lehr-Lern-Methoden in der beruflichen Bildung. Eine empirische Untersuchung in ausgewählten Berufsfeldern [*Teaching and learning methods in vocational education and training. An empirical investigation in selected occupational fields*]. Oldenburg 2003. ISBN 3-8142-0844-7.

Puhlmann, Angelika; Strohmeier, Eckart (2008): Checkliste Qualität beruflicher Weiterbildung [*Checklist for the quality of continuing vocational training*] (6th ed.). BIBB 2008. Available online at http://www.bibb.de/dokumente/pdf/checkliste_berufliche_weiterbildung.pdf [cited 27/01/2010].

Ulmer, Philipp; Gutschow, Katrin (2009): Die Ausbilder-Eignungsverordnung 2009: was ist neu? [*Ordinance on Trainer Aptitude 2009: what's new?*] In: Berufsbildung in Wissenschaft und Praxis [*Vocational Training in Research and Practice*] Vol. 38 (2009) No 3, pp. 48-51. ISSN: 0341-4515.

Ulmer, Philipp; Jablonka, Peter (2008): Die Aussetzung der Ausbilder-Eignungsverordnung (AEVO) und ihre Auswirkungen [*The suspension of the Ordinance on Trainer Aptitude, AEVO, and its consequences*]. Bielefeld, Bertelsmann, 2008.

Ulrich, Joachim Gerd [et al.](2009): Im Zeichen von Wirtschaftskrise und demografischem Einbruch: Die Entwicklung des Ausbildungsmarktes im Jahr 2009. [*Serious effects of the economic crisis and of demographic decline: the development of the training market in 2009*] BIBB: Bonn 2009. Available online at <http://www.bibb.de/de/53060.htm> [cited 26/01/2010].

Wachstum. Bildung. Zusammenhalt: Der Koalitionsvertrag zwischen CDU, CSU und FDP [*Growth. Education. Cohesion: the coalition agreement between the CDU, the CSU and the FDP*]. Berlin 2009. Available online at <http://www.cdu.de/doc/pdfc/091026-koalitionsvertrag-cducsu-fdp.pdf> [cited 26/01/2010].

Walden, Günter: Duale Berufsausbildung in der Dienstleistungsgesellschaft? [*Dual system of vocational education and training in the service society*] In: Berufsbildung in Wissenschaft und Praxis [*Vocational Training in Research and Practice*] Vol. 36 (2007) No 4, pp. 43-46 ISSN: 0341-4515.

Weiß, Reinhold (2009): Berufsbildung: innovativ und kreativ [*Vocational education and training: innovative and creative*]. In: Berufsbildung in Wissenschaft und Praxis [*Vocational Training in Research and Practice*] Vol. 6 Kommentar [*Commentary*] (2009). Available online at: http://www.bibb.de/dokumente/pdf/-a1_bwp_06_2009_kommentar_weiss.pdf [cited: 08/02/2010].

10.2 *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 Employment 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]

