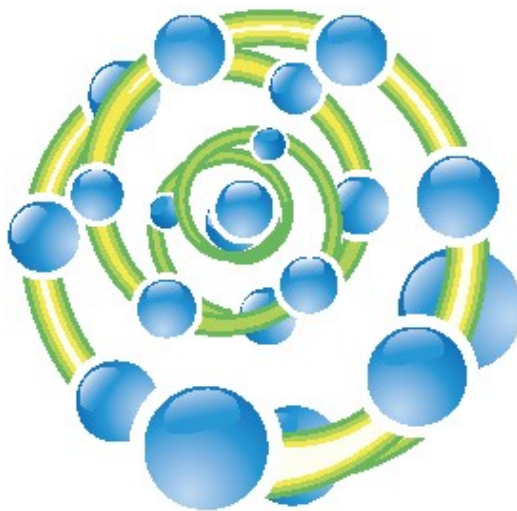


## Early leaving from vocational education and training

### Germany



Federal Institute for  
Vocational Education  
and Training

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This article on early leaving from vocational education and training written in 2013 is the first one of a set of articles prepared within Cedefop's ReferNet network. It complements general information on VET systems available online at <http://www.cedefop.europa.eu/EN/Information-services/vet-in-europe-country-reports.aspx>.

ReferNet is a European network of national networks providing information and analysis on national VET to Cedefop and disseminating information on European VET and Cedefop work to stakeholders in the EU Member States, Norway and Iceland. The article has not been revised by Cedefop and opinions expressed are not necessarily those of Cedefop.

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## A. Early leaving from education and training – definitions and statistics

In Germany, there are various pathways that lead to a vocational qualification. Because it forms the core of vocational education and training, however, the emphasis here will be placed on the dual system.<sup>1</sup> The characteristic feature of this training pathway is its two learning venues – the company and the vocational school. The companies conclude training contracts under public law with applicants and provide training in accordance with the binding stipulations contained within training regulations, which ensure a national standard.

Pursuant to **§ 22 of the Vocational Training Act**, a training contract may be terminated without requirement to give notice both by the company and by the trainee within the probationary period, which may not be longer than four months. After this, the trainee may terminate the contract by giving proper notice of termination of four weeks. The company may only dissolve the training contract for cause. A contract dissolution does not, however, necessarily mean a final dropout from vocational education and training (Beicht, Walden 2013; Uhly 2012). Termination of contract may also open up new opportunities for the trainee to continue vocational education and training in another company or even to take up a new occupation. The reasons for the dissolution of training contracts are multifarious (cf. Chapter B), and the consequence is not always a complete exit from the education and training system.

Notwithstanding this, training dropouts need to be viewed as problematic against the background of an impending shortage of skilled workers. Policymakers are also redoubling their efforts to prevent training dropouts (cf. Chapter C). A consideration of figures and statistics relating to the premature **dissolution of training contracts** on the basis of the Vocational Education and Training Statistics of the Federal Statistical Office and the Statistical Offices of the Federal States (Uhly 2012; Uhly 2013) and on the basis of the 2011 BIBB Transitional Study (Beicht, Walden 2013) is presented below. Uhly shows the **rate of dissolved contracts** as the proportion of contractual dissolutions compared to training contracts entered into. It is not possible to trace the destination of trainees whose contract

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<sup>1</sup>Access to dual education and training is available to everyone completing compulsory schooling. The dual system operates in around 348 recognised training occupations and imparts both broadly based basic vocational training and specialist competences. The successful completion of dual VET enables the occupation to be practised as a qualified skilled worker. The system is controlled by the competent bodies, such as the chambers in their capacity as self-governing organs of trade and industry.

was dissolved (Uhly 2013).<sup>2</sup> By way of contrast, the 2011 BIBB Transitional Study<sup>3</sup> considers young people who progressed to vocational education and training for the first time but did **not successfully complete** this training in the occupation originally selected<sup>4</sup> (Beicht, Walden 2013). This means that, unlike Uhly (2013), the 2011 BIBB Transitional Study considers only genuine occupational dropouts. Changes of company which resulted in the young people's remaining in the occupation originally selected did not form part of the investigation. The result was that 12% of young people did not successfully complete their first course of dual training in the occupation originally selected within the first three years (Beicht, Walden 2013). This represents only just under half of the contract dissolution rate<sup>5</sup> presented by Uhly (24.4%). The reason for this high level of deviation is connected with the fact that the two surveys are measuring something different (Beicht, Walden 2013). Beicht and Walden (2013) further report that 3% of young people prematurely terminate their training during the first four months, the figure for the first year as a whole being 6%. After 24 months, the proportion of premature dissolutions is 10%, finally rising to 12% after 36 months (Beicht, Walden 2013). A further investigation conducted in the Leipzig region shows that around 50% of contractual dissolutions take place on the initiative of the companies. In 30% of cases, the first step towards dissolution is taken by the young people themselves, and 20% of the time the training contract is dissolved by agreement between both parties (Piening et al. 2012).

### **Branch and training occupation**

There are major differences in Germany with regard to the variables of branch and training occupation. The highest **contract dissolution rate** occurs in occupations in the craft trades sector (31.1%), followed by the housekeeping branch (25.3%). By way of contrast, the public sector exhibits an extremely low dissolution rate of 6.1%. The rates in trade and industry (22.1%) and in agriculture (22.1%) are both just below the average rate (24.4%).

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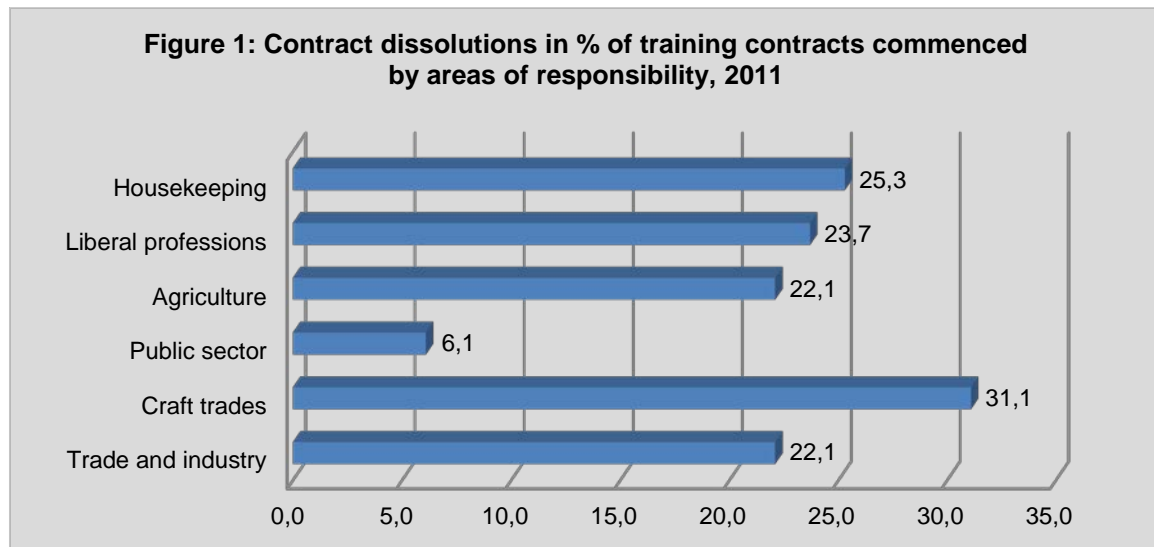
<sup>2</sup>No investigation is undertaken as to whether the young people recommenced the same training occupation in another company.

<sup>3</sup>The BIBB Transitional Study does not take changes of company during training in the same occupation into account. Beicht and Walden (2013) further remark that the proportion of trainees identified as not having achieved a qualification in their first course of dual training is a calculation based on all cases from various years rather than relating to a certain year.

<sup>4</sup>This does not include young people who changed companies during training in their original occupation or young people who interrupted training and later went on to resume it in the same occupation (Beicht, Walden 2013).

<sup>5</sup>149,760 training contracts were prematurely dissolved across Germany in 2011. The majority of these occurred in the first year. 68% of all contract dissolutions in 2011 took place in the period of the first 12 months after the beginning of the contract, 33.7% in the first four months and 31.1% between the fifth and twelfth month (Uhly 2013). The contract dissolution rate for 2011, which may be interpreted as an approximate value for the number of training contracts dissolved in the reporting year 2011 as a proportion of training contacts commenced, was 24.4% (Uhly 2013). This proportion cannot be viewed as a "dropout rate" due to the fact that young people change companies or training occupations in certain circumstances.

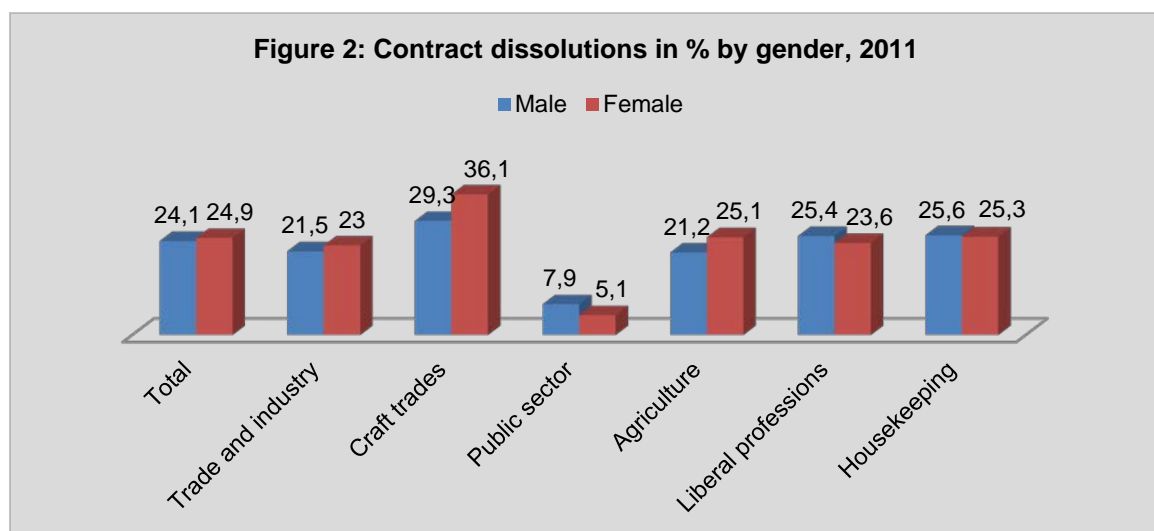
Occupations in the hotel and hospitality trade show very high contract dissolution rates of between 44% and 51% (Uhly 2013).



(Source: own illustration according to Uhly 2013)

### Gender and school leaving qualification

Significant differences are shown with regard to gender. The results of the **2011 BIBB Transitional Study** reveal that women are generally more likely to end vocational education and training without achieving a qualification than their male colleagues, the figures being 15% and 10% respectively (Beicht, Walden 2013). Uhly (2012) also demonstrates a slightly higher average **contract dissolution rate** for women (24.9%) than for men (24.1%). Women have a higher **contract dissolution rate** in the craft trades sector and in agriculture in particular (see Figure 2).



(Source: own illustration according to Uhly 2013)

Foreign trainees remain more likely to dissolve their training contract prematurely (30.9%) than their German counterparts (24%) (Uhly 2013). There is also a close correlation between likelihood of contract dissolution and the school leaving qualification achieved by the young people. The proportion of contract dissolutions rises in line with lower general school leaving qualifications on the part of the trainees. Young people who have failed to achieve the lower secondary school leaving certificate are almost three times more likely to **dissolve their training contract** (38.6%) than young people who are in possession of a higher education entrance qualification (13.6%) (Uhly 2013).<sup>6</sup> Beicht and Walden (2013) report similar figures.

A consideration of the further training histories shows that just under a fifth (19%) of those dropping out of training recommence fully qualifying training (including higher education study) within six months. This figure rises to 30% within one year and reaches a proportion of nearly half after two years (approximately 48%). The differentiated figures are that 34% of these young people commence dual training within two years, 10% enter training in school-based occupations or civil service training and 3% progress to a course of higher education study. Men are more likely to opt for dual training (41%) than their female counterparts (27%).<sup>7</sup> (Beicht, Walden 2013)

## **B. Different aspects that may influence the decision to remain or drop out from VET**

The reasons why young people drop out of training prematurely are multifarious. Such a decision is influenced by social and ethnic background, by prior learning and by the occupation of the parents. The aim here, however, is to consider other structural and personal factors that exert a major influence.

### **Structural characteristics of the VET system**

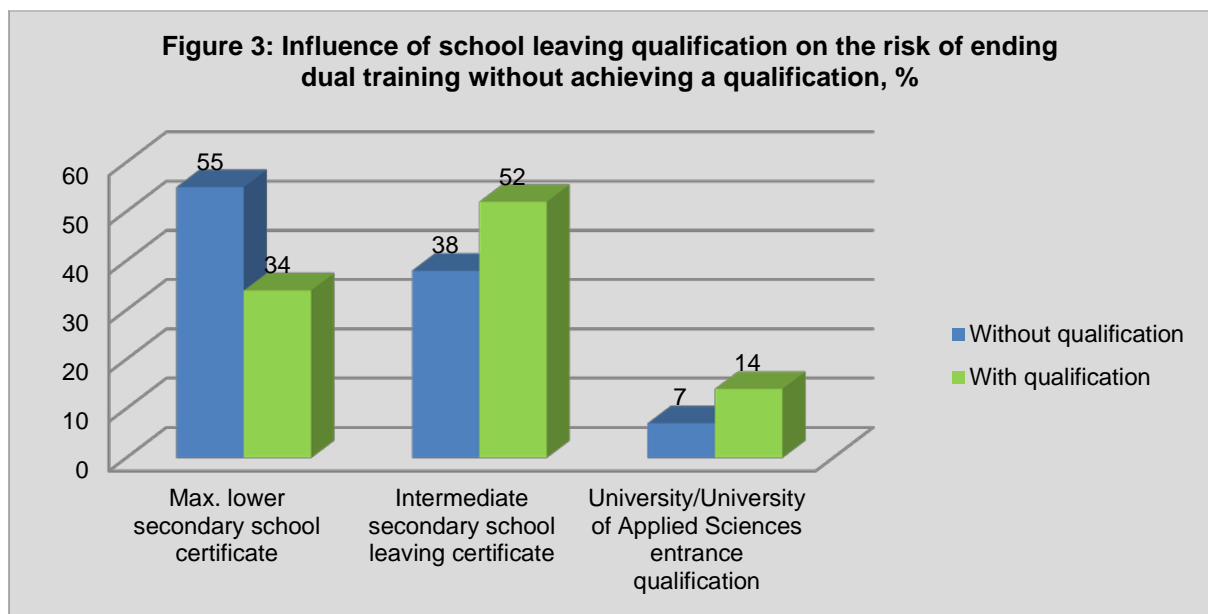
There are no so-called “dead ends” in the German vocational education and training system. Re-entry to VET and commencement of training is possible at any time. As already mentioned above, there are no admission requirements. This means that access to the dual system is open to anyone completing compulsory schooling. Nevertheless, successful completion of VET is dependent on a number of criteria. The prior school learning of trainees, for example, has a particular influence on the dropout rate. According to Beicht and

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<sup>6</sup>Trainees with the lower secondary school leaving certificate have a dissolution rate of 34.5%. The dissolution rate for those who have achieved the intermediate secondary school leaving certificate is 21% (Uhly 2013).

<sup>7</sup>Women are more likely to progress to training in school-based occupations/the civil service (18%), and both genders are equally unlikely to opt for a course of higher education study (women 2%/men 3%) (Beicht, Walden 2013).

Walden (2013), the risk of terminating training without achieving a qualification at its highest when trainees are in possession of a maximum of the lower secondary school leaving certificate. The risk of training dropout therefore falls for trainees who have achieved the intermediate or higher secondary school leaving certificate (see Figure 3). Young people with good or very good school marks remain less affected than persons with poor marks during their period of general schooling (Beicht, Walden 2013).



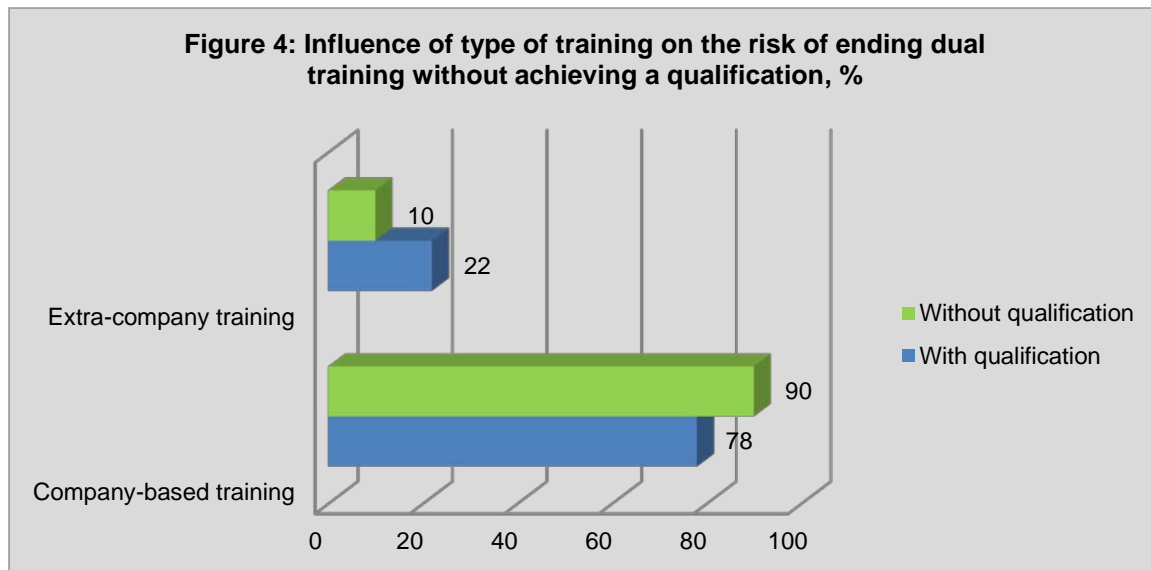
(Source: own illustration according to Beicht, Walden 2013)

Young people who participate in a transitional measure<sup>8</sup> continue to be in greater danger of ending dual training without achieving a qualification, especially when this measure is prematurely terminated (Beicht, Walden 2013). In structural terms, dropout behaviour is also influenced by the type of training, i.e. whether such training is company-based or organised along extra-company lines. The 2011 BIBB Transitional Study demonstrates that young people who undergo extra-company training are at greater risk (see Figure 4).<sup>9</sup>

<sup>8</sup>According to Beicht und Walden (2013), participation in a transitional measure was not able to compensate fully for school deficits.

<sup>9</sup>Beicht and Walden (2013) indicate a possible correlation with the type of group of persons involved. Young people with learning difficulties, disabled young people and socially disadvantaged young people are particularly likely to enter extra-company training with a view to being integrated into the labour market at a later point.





(Source: own illustration according to Beicht, Walden 2013)

Finally, the fact whether the training occupation commenced corresponds to the desired occupation has an enormous effect on premature ending of training. The risk of dropout increases if young people do not undergo training in their desired occupation and is three times higher than for those who enjoy training in their preferred occupation. Women are more strongly affected in this regard (cf. Beicht, Walden 2013). Uhly (2013) remarks, that the dissolution rate for women is particularly high in branches in which they are underrepresented. The same applies to men. There may once again be a correlation here with the fact that the training occupation does not represent the respective desired occupation. The supposition would be that women still prefer to work in typically female occupational fields, something which by the same token also applies to their male colleagues.

### **Labour market and social policy issues**

Enterprises enter into a contract with trainees. They bear the costs of the in-company training and pay the trainee remuneration as regulated by collective agreement, which increases with every year of training and averages about one third of the starting pay for a trained skilled worker. The professional competences to be acquired in company-based training are specified in training regulations and included by the company providing training in an individual training plan. The binding requirements of the training regulations guarantee a uniform national standard. A framework curriculum harmonised with the training regulations is drawn up for every recognised training occupation for the teaching that takes place at the vocational school.

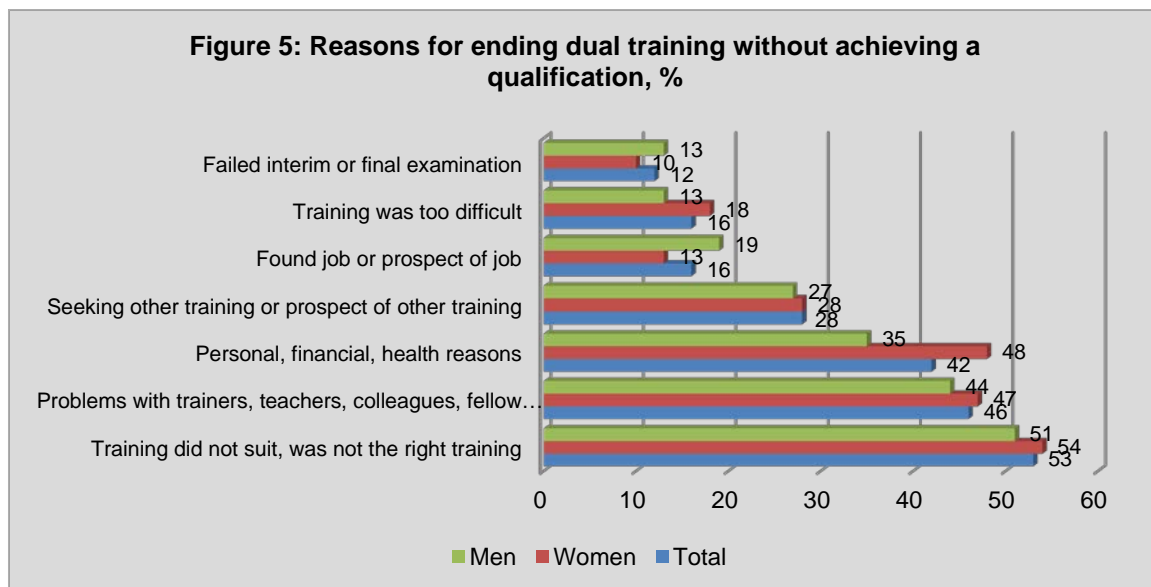
At enterprise level, the Works Constitution Act (Betriebsverfassungsgesetz – BetrVG) applicable to the private sector and the Staff Representation Acts

(Personalvertretungsgesetze – PersVG) of the federal states, which govern the public sector, grant works councils or staff councils numerous co-determination and involvement rights both in initial and continuing training. These rights are exerted within collective bargaining on the remuneration of trainees, planning and implementing in-company training, appointing instructors, realising special in-company education and training measures, concluding employment contracts upon completion of training, and educational leave.

Because the rights and duties of trainees are clearly regulated, they tend to favour a decision to opt for dual training rather than drop out. Nevertheless, there are branches in which extremely low levels of training allowances are paid. Occupations in these areas – the service sector, the hotel and restaurant trade – suffer from a severe shortage of applicants/recruitment problems as well as being subject to a high rate of contract dissolution (cf. Federal Executive of the German Confederation of Trade Unions, DGB 2012). The low amount of training remuneration does not, however, constitute the sole reason for a contract dissolution. Long working hours, especially in hotels and restaurants, and the high workload in the companies both exert a negative influence on training success. The Federal Executive of the German Confederation of Trade Unions, DGB (2012), however, believes that better remuneration is sensible approach towards improving the attractiveness of training in occupations where there are large numbers of vacancies. The fact that the pay of qualified skilled workers is higher than that of unqualified workers may be viewed as a significant incentive for completing training.

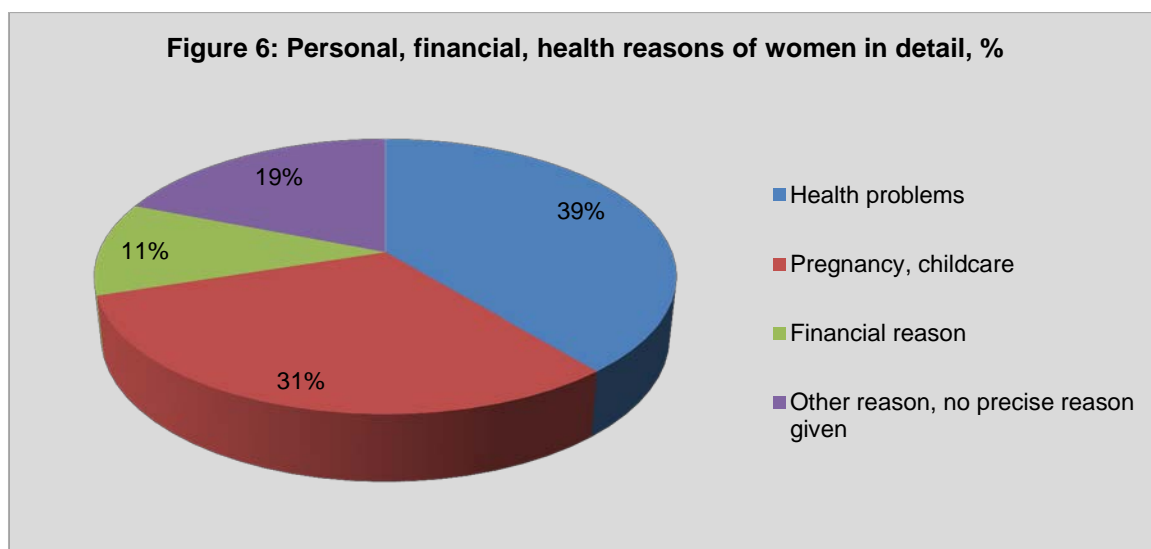
### **Individual reasons that may influence the decision to discontinue VET**

Alongside the factors already stated, there may also be individual personal reasons for a young person to decide to drop out of training. These may include problems with trainers, teachers, fellow pupils and colleagues. Financial and health reasons may stand in the way of successful completion of training, whereby the 2011 BIBB Transitional Study shows that the latter have a significantly more negative impact (see Figure 5). All factors mentioned here affect women to a greater extent than men (cf. Beicht, Walden 2013).



(Source: Beicht, Walden 2013)

For young women, pregnancy and childcare are a further factor leading to training dropout (see Figure 6). Financial problems are comparatively rarely stated as the reason for premature ending of training (see below), as are the prospects of other training that may be more in line with a person's individual wishes. Failure to pass the final examination is the least common reason given for dropping out of training (see Figure 5).



(Source: Beicht, Walden 2013)

### **C. Measures to reduce dropout from VET**

Since, as already mentioned, the dual system constitutes the core of vocational education and training in Germany, this section will consider the area of company-based training in more detail. Vocational education and training dropouts have a series of negative consequences for both trainees and companies. As far as the companies are concerned, the first effect is that the investment they have made in training has been to no avail. In addition to this, depending on when training is discontinued, they also lose the trainee who has dropped out as a member of the workforce. Trainees are increasingly integrated into the work process as training progresses. For trainees, dropping out of training means that they need to make a successful transition to new training and that they lose valuable training time in respect of the achievement of the training objective.

A further consequence is the possibility that negative experiences will lead companies to come to the decision that they no longer wish to provide training, thus reducing the number of training places on offer. For this reason, it is extremely important to keep the number of training dropouts as low as possible. In order to achieve this aim, a number of initiatives and projects have been launched over recent years. Four of these will be presented as examples below. These selected examples of good practice for the prevention of training dropouts take place at Federal Government level (Initiatives 1 and 2) and at federal state level (Projects 3 and 4). In the interests of better comparability, they have been presented in tabular form (Table 1).

Although some initiatives and projects addressing this topic are already in existence in Germany, the Federal Ministry of Education and Research still believes that action is needed in light of the fact that the rate of premature contract dissolutions remains high (cf. Chapter A).

The aim in future is for young people who did not previously have any chance of training to be able to rely on regular support provision at the entry to training. From now on, all trainees who appear to be in danger of not fulfilling the learning objective will have the right to individually tailored assistance. Technical and socio-pedagogical support will need to be available where required. Training support measures must form part of standard VET provision in order to give young people the help they need. (Federal Ministry of Education and Research, BMBF, Report on Vocational Education and Training 2012, p. 116)

**Table 1: Summary of selected examples of good practice**

<b>Title of programme/measure</b>	<b>1) Training support measures (abH)</b>	<b>2) Initiative to prevent drop-outs and to strengthen young people in vocational education and training via Senior Expert Service (SES) training mentors (VerA)</b>	<b>3) Qualified vocational training support at vocational schools and companies (QuABB)</b>	<b>4) Transfer project for Assisted Training in Baden-Württemberg (Carpo)</b>
<b>Source of project funding</b>	Mainstream funding as stipulated in German Social Security Code III (SGB III), § 241 (from 01.04.2012 § 75 SGB III)	Funding is made available within the scope of the training structure programme JOBSTARTER. Financing is provided by the Federal Ministry of Education and Research (BMBF).	Funding is provided by the European Social Fund (ESF) and the Federal State of Hessen. - Hessen Ministry of Economics, Transport and State Development (HMWVL), Hessen Ministry of Education and Cultural Affairs (HMK)	Funding is provided by the Federal State of Baden-Württemberg, the Federal Employment Agency and the European Social Fund.
<b>Duration</b>	ongoing	01/12/2008 - 31/12/2014	01/03/2009 - 31/07/2013	01/09/2008 - 31/12/2011
<b>Managing authority</b>	<ul style="list-style-type: none"> <li>Federal Employment Agency</li> </ul>	<ul style="list-style-type: none"> <li>Association of German Chambers of Industry and Commerce</li> <li>German Confederation of Skilled Crafts</li> <li>German Association of the Liberal Professions</li> <li>The initiative is implemented by the Senior Expert Service in Bonn.</li> </ul>	<ul style="list-style-type: none"> <li>Coordinating body and training mentors: INBAS GmbH – Institute for Vocational Training, Labour Market and Social Policy</li> <li>Academic research evaluation: Hessen Agentur GmbH</li> </ul>	A cooperative project between the Social Welfare Service of the Protestant Churches in Württemberg, the Baden-Württemberg Association of Welfare Groups and the "PARITÄT" Workshop
<b>Target</b>	The aims of training support measures are to secure the success of training or successful entry to introductory training and to prevent dropouts.	<ul style="list-style-type: none"> <li>Avoid training dropouts and bring about a sustainable reduction in the dropout rate</li> </ul>	<ul style="list-style-type: none"> <li>Avoid training dropouts and bring about a sustainable reduction in the dropout rate</li> <li>Support transition and secure proper training prospects</li> </ul>	<ul style="list-style-type: none"> <li>Integration of long-term unemployed young people via company-based training on the primary labour market</li> <li>Creation of additional training places, especially part-time and in gender-atypical occupations</li> <li>Increase training participation of young people from a migrant background</li> <li>Improve the work-life balance by part-time training</li> <li>Increase the numbers completing training in gender-atypical occupations</li> <li>Long-term establishment of the model of assisted training in Baden-Württemberg</li> </ul>

Target groups	<ul style="list-style-type: none"> <li>• Trainees threatened by dropout from training</li> <li>• Training with learning difficulties or socially disadvantaged young persons who are unable to commence, continue or successfully conclude VET without support</li> </ul>	<ul style="list-style-type: none"> <li>• Trainees who encounter difficulties in training and entertain the idea of dropping out of their apprenticeship</li> <li>• Companies providing training, vocational school teachers and all other stakeholders in vocational education and training who request assistance for the young people concerned with the agreement of the young people</li> </ul>	<ul style="list-style-type: none"> <li>• Trainees threatened by dropout from training</li> </ul>	<ul style="list-style-type: none"> <li>• Disadvantaged young people who have not found a training place within a least one year of leaving school</li> <li>• Young people from a migrant background</li> <li>• Young mothers and fathers</li> <li>• Young women and men wishing to pursue a gender-atypical occupation</li> <li>• Companies providing an additional training place</li> </ul>
Description	<p><b>Training support measures</b> aim to facilitate the commencement, continuation and successful conclusion of <b>an initial course of company-based vocational education and training</b> in recognised training occupations for young people in need of such support and to prevent training dropouts. They may be granted at the beginning of training if required or at any time during training or introductory training. Special teaching and socio-pedagogical support if required help to reduce language and educational defects and/or foster the learning of theoretical knowledge and practical skills. There is also the possibility that <b>funding</b> can be provided for a <b>second course of training</b> if this is required for permanent integration into the labour market. As far as <b>trainees with learning difficulties and socially disadvantaged young people</b> are concerned, the aim of training support measures is to facilitate successful</p>	<p><b>VerA</b> is based on a <b>mentoring approach</b>. Volunteer senior citizens are available to provide 1-to-1 support to young people who have problems in training. They act as confidants, who offer guidance and wide range of support with a view to <b>helping the young people to help themselves</b>. They also draw attention to the mainstream services provided by the Federal Employment Agency and by job centres. Although mentoring support is initially set up for a period of <b>one year</b>, it may be extended until such time as the training is successfully concluded if required. The Senior Experts and the young people themselves jointly determine the objectives of training mentoring on an individual case basis. Provision is available virtually across the whole of the country. Each region also has a <b>Volunteer coordinator</b>. The initiative is implemented in close conjunction with the competent bodies. In order to prepare for their assignment, the <b>Senior Experts</b> take part in a two-day training course. The Senior Experts and the young people themselves jointly determine the objectives of</p>	<p><b>QuABB</b> helps by providing advisory and support provision aimed at avoiding training dropouts. <b>Training mentors</b> support trainees threatened by dropout from training. The main emphasis is on providing extensive support to young people who are unable to develop any proper training prospects without professional help and who would give up their training place. The trainees and trainers affected are provided with support to stabilise the training relationship. If this is not possible, work takes place on a joint basis to develop suitable training prospects. The training mentors work in close conjunction with stakeholders in the learning venue of the school and the company to act in a timely manner in undertaking preventative action and develop coordinated intervention strategies, particularly in target regions and in branches where particularly high dissolution rates can be observed. Both the training mentors and the advisory teaching staff at the schools who are involved in the pilot project act as arbitrators and help to resolve conflicts. They organise technical support and offer the vocational schools and companies an additional socio-pedagogical support resource. The aim remains to develop a <b>preventive “early warning system”</b> for the early</p>	<p><b>Carpo</b> offers young people and companies <b>comprehensive support and service provision</b> that is individual and flexible and delivered from a single source. The idea is to facilitate commencement and completion of regular training on the general labour market on a part-time or full-time basis, even for young people who are disadvantaged in terms of opportunity. In order to increase successful integration and the number of training courses completed, young people receive <b>individual support</b>, mentoring and advice both before and during training. Companies providing training also receive comprehensive advice and support – from the beginning to the end of training if required. The stabilisation of training contracts that have begun to wobble prevents premature dropouts. This support makes it easier for many companies to take the decision to offer new training places.</p>

	completion of introductory training and improve the chances of making the transition to a subsequent course of vocational education and training.	training mentoring on an individual case basis.	identification of problem areas that may easily lead to training dropouts and in order to be able to apply individually tailored support methods.	
<b>Implementation mechanisms</b>	<p>The main focus of training support measures is to provide assistance in the following areas.</p> <ul style="list-style-type: none"> <li>• Gaps in learning and learning difficulties in theory and practice</li> <li>• Language problems</li> <li>• Problems within the social environment</li> <li>• Problems in the company</li> <li>• Problems with examinations</li> </ul> <p>Training support measures are implemented in <b>small learning groups or via 1-to-1 teaching</b>. Regular support and remedial teaching encompasses between 3 and 8 hours per week and usually takes place <b>outside company-based training times</b>.</p>	<p>The focus of VerA is on the <b>SES training mentors</b>. The training mentors work on a voluntary basis and have individual knowledge of the worries of young people. Areas in which the SES Experts provide support are as follows.</p> <ul style="list-style-type: none"> <li>• Technical questions</li> <li>• Exercises for occupational practice</li> <li>• Preparation for examinations</li> <li>• Eliminating language deficits</li> <li>• Social competence and learning motivation</li> <li>• Strengthening the relationship of trust between trainees and trainers</li> </ul> <p>SES Experts are specifically prepared for their task and are in possession of specialist knowledge in the fields of industry and the craft trades and in many technical, commercial and social occupations.</p> <p><b>VerA mentoring is free of charge</b> for both the trainee and the company providing training. SES Experts provide assistance even if a training contract has been prematurely terminated by jointly <b>seeking a new training place</b>. VerA provision applies to the <b>whole of Germany</b>.</p>	<p>The main focus of the approach is based on three areas (crisis prevention, crisis intervention, networking) with the primary goal of achieving successful completion of training or sustainable training prospects.</p> <p><b>1. Prevention</b></p> <ul style="list-style-type: none"> <li>• Structural prevention: Identify cooperation partners, localise interfaces, find transfer or handover routines</li> <li>• Implement early warning system: Use tool bag to raise awareness of stakeholders on the basis of indicators and guides</li> </ul> <p><b>2. (Crisis) intervention</b></p> <ul style="list-style-type: none"> <li>• Cooperate with training advisors and vocational school teaching staff</li> <li>• Agree accesses with the guidance system in the school</li> <li>• Conduct initial and transfer discussions</li> <li>• Draw up assistance/remedial plan</li> <li>• Organise support provision</li> <li>• Evaluate process</li> </ul> <p><b>3. Networking</b></p> <ul style="list-style-type: none"> <li>• Document support provision</li> <li>• Use in agreement discussions</li> <li>• Exchange information</li> <li>• Clarify interfaces/areas of responsibility</li> <li>• Agree measures</li> </ul>	<p>The Carpo project helps create a triangle of assisted training between the provider, the company and the school. Young people and the company both receive individual support. Group events are also offered to the young people. Support relates to the following areas:</p> <ul style="list-style-type: none"> <li>• Clarification of individual predispositions, interests and competences</li> <li>• Support in the search for an appropriate training place</li> <li>• Extensive preparation for training</li> <li>• Clarification of questions relating to residential accommodation/securing income</li> <li>• Organisation of childcare support</li> <li>• Fostering social competences</li> <li>• Conflict prevention and conflict resolution</li> <li>• Additional provision to support training success</li> </ul> <p>By the same token, companies and vocational schools are provided with a contact partner for all issues.</p> <p><b>Support services</b> for companies include the following.</p> <ul style="list-style-type: none"> <li>• Tailored selection of applicants</li> <li>• Training management</li> <li>• Conflict mediation</li> <li>• Support with applying for possible funding</li> </ul>
<b>Practice</b>	In 2011, the annual average of young people receiving funded training support measures	The SES processed around 1,900 enquiries regarding mentoring up until December 2011. Of these, around	<ul style="list-style-type: none"> <li>• QuABB is in place in <b>twelve regions in Hessen</b>. Autonomous regional teams work in the</li> </ul>	The associations have now used Carpo successfully to implement the model of <b>assisted training in 13 regions in</b>

	during vocational education and training or introductory training was 472,576. This enabled dropouts to be prevented, training contracts to be stabilised and training courses successfully completed.	1,000 have already entered into effect. <b>Over 1,300 Senior Experts</b> have participated in a preparatory seminar thus far.	municipality and district of Kassel, Hersfeld-Rotenburg, the Lahn-Dill district, Gießen, Fulda, Frankfurt, the municipality and district of Offenbach, Groß-Gerau, Darmstadt and Darmstadt-Dieburg, the Hanau and Main-Kinzig district, the Odenwald district and the Bergstraße district. <ul style="list-style-type: none"> <li>• <b>25 training mentors</b> cooperate closely with the vocational schools and the responsible training advisors at the chambers.</li> </ul>	<b>Baden-Württemberg.</b> <ul style="list-style-type: none"> <li>• Of a total of 788 project participants (446 female and 342 male) in the funding period from 1 September 2008 to 31 December 2001, 424 young people (246 female and 178 male) have progressed to assisted training. 37 participants progressed to company-based training without beginning assisted training. A total of 65.5% of participants were placed in training.</li> </ul>
<b>Source of information</b>	<ul style="list-style-type: none"> <li>• Federal Employment Agency, website <a href="http://www.arbeitsagentur.de/nr_26260/zentraler-Content/A05-Berufliche-Qualifizierung/A051-Jugendliche/Allgemein/Foerderung-Berufsausbildung-AN.html">http://www.arbeitsagentur.de/nr_26260/zentraler-Content/A05-Berufliche-Qualifizierung/A051-Jugendliche/Allgemein/Foerderung-Berufsausbildung-AN.html</a> 03/07/2013</li> <li>• Federal Ministry of Education and Research, BMBF (2012): 2012 Report on Vocational Education and Training, Bonn.</li> </ul>	<ul style="list-style-type: none"> <li>• Project website: <a href="http://vera.ses-bonn.de/">http://vera.ses-bonn.de/</a> 03/07/2013</li> <li>• Website of the training structure programme JOBSTARTER: <a href="http://www.jobstarter.de/de/1760.php">http://www.jobstarter.de/de/1760.php</a> 03/07/2013</li> <li>• BMBF, website: <a href="http://www.bmbf.de/de/14266.php">http://www.bmbf.de/de/14266.php</a> 03/07/2013</li> <li>• Federal Ministry of Education and Research, BMBF (2012): 2012 Report on VET, Bonn.</li> </ul>	<ul style="list-style-type: none"> <li>• Project website: <a href="http://www.quabb.inbas.com/">http://www.quabb.inbas.com/</a> 03/07/2013</li> <li>• Website of the Good Practice Centre at BIBB: <a href="http://www.good-practice.de/infoangebote_beitrag5101.php">http://www.good-practice.de/infoangebote_beitrag5101.php</a> 03/07/2013</li> </ul>	<ul style="list-style-type: none"> <li>• Project website: <a href="http://www.carpo-esf.de/">http://www.carpo-esf.de/</a> 03/07/2013</li> <li>• Website of the European Social Fund in Baden-Württemberg: <a href="http://www.esf-bw.de/esf/index.php?id=228&amp;display=project_detail&amp;project_id=378&amp;region=31">http://www.esf-bw.de/esf/index.php?id=228&amp;display=project_detail&amp;project_id=378&amp;region=31</a> 03/07/2013</li> <li>• Website of the Good Practice Centre at BIBB: <a href="http://www.good-practice.de/infoangebote_beitrag4156.php">http://www.good-practice.de/infoangebote_beitrag4156.php</a> 03/07/2013</li> </ul>

(Source: own illustration)



## **D. Conclusion**

There may be many reasons for contract dissolutions, ranging from changing companies providing training to changing occupations. It is, however, possible to identify risk factors that make a contract dissolution more likely (see Chapter B). A differentiation needs to be made between contract dissolutions and training dropouts. The present paper considers both the rate of contract dissolutions and the dropout rate due to the fact that both play a role in connection with premature ending of dual training in Germany.

The initiative for the premature termination of training may come from either the company or the trainee. Young people may terminate their contract at any time without any requirement to state relevant reasons. Although a contract dissolution always brings an opportunity for a fresh start, it is associated with insecurity and a loss of resources in the form of time, energy and money on both sides.

The contract dissolution rate varies from branch to branch. This indicates specific branch-specific problems such as low levels of remuneration and high amounts of overtime. In occupational fields with severe shortages of applicants, such as the hotel and restaurant trade, training quality needs to be improved in order to increase attractiveness. As presented in Chapter B, prior school learning exerts a particular effect on the destination of young people. A low school leaving qualification makes it more likely in statistical terms that training dropout will occur. There is also a correlation between positive economic development and contract dissolution rates. Provision of training places is higher if the economy is performing well. This means that it is easier and less risky for young people to change companies or occupations. Alongside the existing initiatives and programmes aimed at preventing training dropouts, an improvement in the quality of training and the general conditions governing training is of enormous significance, particularly in occupations with recruitment problems. The close link between the quality of training and expertise of training staff makes continuing training measures equally important for both teachers and trainers. A good company atmosphere, individual instruction, fair payment and good company learning conditions are all characteristic features of high-quality training and have a positive impact on reducing training dropouts.

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