

NATIONAL BENCHMARKING REPORT

Country: Germany

Partner: ABU gGmbH

1. NATIONAL CONTEXT

Please analyse the situation in your country/region and compare the outcomes with the prerogatives of the EPRO model.

1.1 IVET System

Please describe shortly your national/regional VET system (structure, accessibility, qualification levels, national/regional laws and rules. (max. 1 page)

Germany

Germany, like Austria and Switzerland, belongs to the European countries in which learning on the job is a traditional component of the education system. All vocational training is aimed at imparting comprehensive professional competence in the occupation. It is guided not only by the requirements of the labour market, but also by the need for individuals to acquire skills, knowledge and competences that enable them successfully to prove themselves on the labour market. Training programmes are designed on the principle that they should be as broad as possible and as specific as necessary. The main challenges facing not only the German VET system today are technological and structural change in industrial life, demographic change, increased personal mobility and globalisation. Some improvements have already been made: The permeability of the education system is steadily being improved. The German Qualifications Framework (DQR) will make it easier for qualifications and learning outcomes to be recognised across all areas of education.

In the Dual system training is conducted in two places of learning – companies and vocational schools. It normally lasts three years. The aim of training in the dual system is to provide, in a well-ordered training programme, broadly based basic vocational training and the qualifications and competences required to practise an occupation as a skilled worker in a changing world of work. Successful completion

of the programme entitles the trainee to practise an occupation as a qualified skilled worker in one of the recognised training occupations. Compulsory full-time education must have been completed by the time of commencing vocational training. There are no further requirements for access to training in the dual system; it is essentially open to all. However, the majority of trainees hold either the intermediate certificate or an entitlement to higher education (Abitur). Training takes place on the basis of a private-law vocational

training contract between a training enterprise and the young people. The latter are trained in the enterprise for three to four days a week and in the vocational school for up to two days a week. The enterprises bear the costs of the in-company training and pay the trainee remuneration for training that is regulated by collective agreement between the parties. The professional competences in the occupation to be acquired in in-company training are specified in a training directive and put in concrete form by the training enterprise in an individual training plan. For the teaching in the vocational school, a framework curriculum, harmonised with the training directives, is drawn up for every recognised training occupation. Comprehensive information and data on VET and on the dual system in particular can be found in the annual VET report of the Federal Ministry of Education and Research (BMBF) and on the website of the Federal Institute for Vocational Education and Training (www.bibb.de).



SECOND CHANCE
LLP 2013-1-CH1-LEO05-00866

1.2 Youth unemployment (<25 years) and relationships with the lack of a qualification (early school leaving, NEETs, etc.)

Unemployment rates (Eurostat 26-08-2014)

	06/2014	08/2013
EU (28)	10.2	10.8
Germany	5.1	5.3
Italy	12.3	12.3
Netherlands	6.8	7.0
Poland	9.5	10.3
UK	6.4	7.6
Switzerland	no data	no data

Youth unemployment rates (Eurostat 29-08-2014)

	7/2014	10/2013
EU (28)	21.7	23.2
Germany	7.8	7.9
Italy	42.9	41.4
Netherlands	10.4	11.6
Poland	23.2	27.6
UK	?	19.8
Switzerland	?	?

Youth unemployment rates (Eurostat 21-08-2014) less than primary and lower secondary levels (0-2)

	2013	2012
EU (28)	33.7	32.6
Germany	14.8	15.6
Italy	41.0	34.7
Netherlands	13.5	10.3
Poland	36.9	37.7
UK	29.1	31.4
Switzerland	9.0	9.9

Germany

Out of unemployed youth (<25 years)	Rate of unemployment	Tendency (comparable data from previous yrs)
With school leaving degree	26%	
Without completed Initial Vocational Training (IVT degree)	74,3% (Apr 2014) Highest since 2009	

A significant reduction in youth unemployment took place during the last decade (Berlin 2005: 23.2%). There are still existing large regional differences.

But the proportion of unemployed youth without completed IVT grows continuously. It's obvious that the reduction of unemployed youth without IVT is much more slowly (-8.3%) than the total number of young unemployed (-27.3%). There is a risk of structural consolidation of youth unemployment and a contingency of unemployed young people without an educational or professional perspective. Young people with difficulties need qualification offers, in addition to job or in-service training placements.

The example of Berlin

The deep economic change after German reunification in 1990 had very serious negative effects for the employment situation of Berlin (former East as well as West Berlin) with the result that Berlin had and still has the last position in the German unemployment statistics. This was especially true for youth unemployment. The rate is now at 11.4% and shows a stable tendency of further improvement (2009: 15.5%; 2013: 12%). The total Berlin unemployment rate is 11% compared with the average of 6.5% at the Federal level. A further reduction below 10% should be reached with the support of a "Youth Employment Agency", a recently launched project of the Berlin government. It will help to solve the matching problem in the Berlin training market: young people looking for an apprenticeship vs. open apprenticeships offered by enterprises.

1.3 School leavers without degree/dropouts

Early leavers (age of 18-24) from education and training (Eurostat 21-07-2014)

	2013	2012
EU (28)	12.0	12.7
Germany	9.9	10.6
Italy	17.0	17.6
Netherlands	9.2	8.8
Poland	5.6	5.7
UK	12.4	13.6
Switzerland	5.4	5.5

Data on educational attainment show that, in 2012, just over four fifths (80.3 %) of the EU-28's population aged 20 to 24 had completed at least an upper secondary level of education. However, 12.7 % of those aged 18 to 24 were early leavers from education and training, with at most a lower secondary education. The strategic framework for European cooperation in education and training adopted a benchmark to be achieved by 2020 that the share of early leavers from education and training should be less than 10 %. Early leavers from education and training may face heightened difficulties in the labour market. In 2012, a 5.3 % share of the EU-28's population aged 18 to 24 were early leavers in employment, while 5.2 % were early leavers wanting to work but not employed. (Source: Eurostat)

Germany

	Number / percentage (2012)	Tendency (comparable data from previous years)
Total number of early school leavers (2013)	5.9%	2000-2012: reduction from 9.4 to 5,9% (-3,5%)
Early leavers from training
Early leavers from school and training with migrant background	11.4 %	

A continuous too high number of dropouts from school gives reason of concern. In East Germany, the rate is significant higher than in West Germany and the the number of dropouts with a migrant background is more than double compared with young German natives (4.9 %). In Berlin, every 10th pupil leaves the school without a school degree. Young adults (20 to 29) without school degree are especially at risk not to complete a professional training (50.1%) Without a school degree, young people have hardly a chance to find an apprenticeship or a sustainable employment. In 2011, there were 1.33 Mill. (3.5%) young people at the age of 20 to 29 without completed training (2008: 1.46 Mill.) and 13.1% at the age of 20 to 24 (2008: 15.3 %). The strategic aim ist o reduce this number to 8.5% (2015). Young migrants are much more often without professional degree (30.5 %) than young Germans (10.9 %).

Young people (15-24) under secondary and post-secondary training (Eurostat 19-05-2014) (% of age group)

	2012	2011
EU (28)		
Germany	35.3%	35.9%
Italy	46.3%	47.2%
Netherlands	39.8%	36.6%
Poland	38.9%	38.1%
UK	43.8%	42.7%
Switzerland	36.3%	35.8%

Please explain the data at the background of the national context, tendencies, challenges etc.

The proportion of persons in the resident population who began an apprenticeship in the dual system, was 56.9 % in 2011.

The number of newly concluded training contracts further decreased in the year 2013 (and 2014) in relation to the previous years (2013: -3.2 %) and is at a historically low level (since 1990). Despite the decline in the number of contracts, the training opportunities for young people deteriorated only slightly compared with the previous year due to the negative demographic development. But, now as before, a significant number of interested young people have no access to the dual system of vocational education and training. The beginner quota of young people with migrant backgrounds levels at 29.4 % (2012) which is only half of German beginners. Despite extensive support measures, they are still strongly underrepresented.

At the same time, many companies face growing problems in actually filling their training places. Analyses of the training behaviour of young people show that the interest of school-leavers in dual vocational education and training is receding. There is a tendency to higher education and thus a change in the structure of the school leaving population.

The employment opportunities of young people interested in dual education and training have improved.

The rate of trainee hiring, i.e. the rate at which successful graduates of vocational education and training are hired by the companies, was 66 % in 2011.

Of the group of single parents from 16 to 24 (2011), 47% of young mothers and 31% of young fathers are neither at school/ training nor with a completed professional training and represent a high, non-used potential.

On the whole, the training market situation worsened at the burden of the young people and there is a big challenge of integration of all young people (able and willing to be trained) into initial vocational training.

1.6 Adults and IVET: Second chance for drop-out youngster.

Rate of unemployed young adults, neither participating in training nor in further training (Eurostat 21-07-2014)

2013	20-24	25-29	30-34
EU (27)	18.5	20.9	20.4
Germany	9.5	13.0	15.0
Italy	32.0	32.9	30.3
Netherlands	7.8	11.1	12.7
Poland	19.4	22.7	20.5
UK	18.5	17.1	15.6
Switzerland	9.0	8.7	10.5

Germany

Completed initial vocational education and training reduces the risk of unemployment and low wages immensely. The chance of earning a gross hourly wage above the low wage threshold is three times higher for persons with a completed dual vocational education and training than for those without formal qualifications.

The data situation about “second-chance” training applicants is poor. The previous learning background is not homogeneous. The reasons for not having completed a formal vocational training are most different (wrong choice of profession, learning motivation, pregnancy, unskilled employment, university drop-outs etc.) The number of potential “second chance” students is estimated at about 50,000.

Typical “second chance” clients are young people with partial qualifications (formal, informal, non-formal) with only limited interest in a full initial training course (3 years). They have exceeded the typical training age and ask for a professional qualification without starting from the very beginning again.

Employment and livelihood security by own earned income are important for this target group. They ask for individually designed training models that are incorporated into their ongoing employment, take existing skills and competences into account (e.g. from discontinued training, job experience) and lead in an effective way to a final professional degree.

2. INFORMATION ON MACRO LEVEL INITIATIVES AND POLICIES

Please describe what are active labour market and VET policies in favour of the target group of young adult (<24) in your country. For example, policies and measures to support: early school leavers, dropouts, re-starting and completion of vocational training pathways, integration in the job market, etcetera.

Please describe the legal framework and basis (if any) in the field of VET policies, tools and measures at your national or regional level (referred to your region). (Max. 1500 char)

References and links to the legislation / regulations

National Pact for Training and Young Skilled Staff (2010–2014)

Securing adequate training and qualification opportunities for all young people willing able to undergo training is a declared goal of the Federal Government. This applies equally to both high-achieving and lower-achieving young people, because only with both will Germany's demand for skilled staff be secured. In June 2004, the Federal Government together with central German business associations therefore agreed to set up the "National Pact for Training and Young Skilled Staff" to promote more commitment to training and additional efforts by public authorities. In October 2010, the Training Pact was extended by another four years with new focuses. The Conference of Ministers of Education and Cultural Affairs of the Länder (Kultusministerkonferenz – KMK) and Federal Government Commissioner for Migration, Refugees and Integration were included in the Pact as new partners with their own contributions to make. One important fact in the Pact's continuing development was that the starting situation has fundamentally changed since 2004. Instead of a shortage of training places, there is now a shortage of applicants in some industries and regions due to demographic developments. At the same time, a considerable number of applicants still do not who immediately succeed in making the transition from school into training, among them unplaced applicants from previous years, young people from migrant backgrounds and socially and educationally disadvantaged young people and those with disabilities. Working under the motto of "making use of all potential", the extended Training Pact will offer these young people in particular increased opportunities to access vocational training. This will entail improving the maturity of school leavers completing secondary general and intermediate school at an early stage, providing more intensive support for low-achieving young people, opening up effective qualification courses and prospects to young people in the transition system and integrating young people from migrant backgrounds into training. The new Pact will tackle a wide range of measures, central among them the BMBF initiative "Educational chains leading to vocational qualifications" ("Abschluss und Anschluss – Bildungsketten bis zum Ausbildungsabschluss"), a comprehensive bundle of measures aimed to qualitatively improve the transition from school into dual training, and the 10,000 company-based introductory courses a year designed especially for young people in need of extra support (EQ Plus) that industry has promised to provide. To secure a supply of skilled workers, the new Pact agreement also aims to attract more high-achieving young people into company-based vocational training. To this end, the Federal Ministry of Education and Research (BMBF) and BMWi started the "Berufliche Bildung – praktisch unschlagbar" ("Vocational training – practically unbeatable") information campaign in November 2011. Its goal is to highlight the attractiveness of dual training and the diverse opportunities offered by vocational training to a wider public and address high-achieving young people in particular. The Pact partners again submitted an interim review of their activities in 2012 and the main results of their funding and support measures are described below. The Federal Government systematically reviewed Federal programmes for funding and supporting young people, modernising its instruments in the area of labour promotion law, orienting them towards individual needs for action and strengthening preventative measures. Career start coaches

now supporting students at around 2,000 schools from their penultimate year of school nationally to successfully manage the transition from school into training as defined under the terms of Volume III of the German Social Code (SGB III) and the “Educational chains” initiative. Career start coaching and intensified (expanded) careers orientation measures, after being trialed as models, were established as standard instruments. The vocational orientation programme (Berufsorientierungsprogramm – BOP) was continued at its high standard and the number of intermediaries involved in targeted placement was doubled. To increase the participation rate of young people from migrant backgrounds, the Federal Government held national and regional training conferences, which were also specifically designed to address parents and involved the Federal Commissioner for Migration, Refugees and Integration, as well as youth forums with young people from migrant backgrounds as part of the “Jobstarter” programme. Yet many lower achieving young people are still not successfully directly entering training. In this context, the Training Pact Partners adopted the joint declaration, “Targeted support of young people at the transition into in company training” in November 2012. It aims to better coordinate the diverse range of support offered in the transition system and bundle measures where this would be beneficial. The overall goal is to integrate young people quickly into training and guide them towards a vocational qualification. Company-based pre-training measures should also be more widely available to young people who need special support. The Pact partners appeal to young people to inform themselves about the many offers of help available, such as the more than 10,000 introductory training (EQ) places and EQ-Plus places for young people in need of extra support.

Please describe legal basis (if any) in the field of Active Labor Market policies, tools and measures at your national or regional level (referred to your region). (Max. 1500 char)

References and links to the legislation / regulations

Measures and programmes for improving careers orientation and the maturity young people need for training, and individual mentoring of young people

The “educational chains leading to vocational qualifications” (“Abschluss und Anschlussbildungsketten bis zum Ausbildungsabschluss”) initiative (2010–2014)

Funding volume: 460 million EUROS (including the career start coaching special programme, potential analysis, careers orientation programme and VerA) Internet: www.bildungsketten.de

The goals of the BMBF’s “Educational chains leading to vocational qualifications” (“Abschluss und Anschluss – Bildungsketten bis zum Ausbildungsabschluss”) initiative, an integral part of the National Pact for Training and Young Skilled Staff 2010 to 2014, are to comprehensively ensure young people’s success in education and training, prevent dropouts, and the successive development of a structured and coherent funding and support policy in the transition system by Federal and Länder governments. To achieve these goals, the BMBF has integrated various programmes and activities focused on the transition from school into dual training into the initiative, in particular the “Vocational orientation in inter-company vocational training centres and comparable institutions” (‘Berufsorientierungsprogramm in überbetrieblichen und vergleichbaren Berufsbildungsstätten’ – BOP), the training structural programme JOBSTARTER, JOBSTARTER CONNECT and Vocational Qualification Perspective (Perspektive Berufsabschluss). The initiative is accompanied by the voluntary mentoring of young people in the “Verhinderung von Ausbildungsabbrüchen” (VerA) (preventing training dropouts) and coach@school initiatives. An accompanying Federal-Länder group of representatives from all the Länder and the Federal government ministries of

education and cultural affairs discussed the initiative’s structural elements, instruments and topics and set a long-term agenda on topics such as careers orientation, career start coaching, potential analyses, voluntary coaching and involving companies. The Federal and Länder governments then worked out agreements on quality standards and a consistent implementation of instruments. There was also a transfer of successful individual Länder concepts beyond Länder borders. The accompanying group has thus made a major contribution to ensuring more synergy and efficiency in structuring measures. The BMBF has also concluded bilateral Federal-Länder agreements on the general anchoring of “Educational chains” instruments in standard systems with the Länder. The Federal government’s objective (in coordination with the Länder) is to expand the initiative to more schools and establish the instruments in the long term. An Educational Chains service office (“Servicestelle Bildungsketten”) was set up with the BIBB to provide accompanying research and public relations for the initiative. The service office coordinates exchanges of ideas and experience among participating actors and transfers best practice to other areas.

Who take care of these initiatives (stakeholders, role of the social partners, national, regional and local bodies, public and private sectors, etc.)?

Definition of Institutional and legal frameworks
 Federal Ministry of Labour and Social Affairs
 Bundesagentur für Arbeit (Federal Employment Service)
 Ministries of Laender
 Social partners at all levels
 Municipalities, Jobcenters etc.

Implementation of initiatives

Monitoring and evaluation

3. INFORMATION ON MESO/MICRO-LEVEL INITIATIVES / POLICIES

Please describe some good practices implemented in your country (at least 1, maximum 3 for each country / region).

Programme/ Scheme, aims, results etc. (max. 1 page)

Title

Vera Initiative for preventing premature training termination (2008-14)

Funding volume: 5.9 million EUROS

VerA is a joint Initiative of the BMBF and major German business associations (The German Association of Skilled trades – ZDH, the Association of German Chambers of Industry and Commerce – DIHK and the Federal Association of Liberal Professions – BFB) and was launched in 2009. The Senior Expert Service in Bonn (SES) carries out the initiative, which supports young people considering terminating training. VerA is based on a mentoring approach. Volunteer senior experts mentor young people who have problems in training, providing 1:1 guidance. They are trusted representatives and offer orientation and a diverse range of support, helping young people to help themselves and informing them about the standard offers of the Federal Employment Agencies (Bundesagentur für Arbeit) and Jobcenters. Trainees are initially accompanied in this way for one year, but this period can be extended until they successfully gain a training qualification if necessary. This service is offered all over Germany, with a coordinator, also a volunteer, active in every region. The initiative is also carried out in close cooperation with relevant authorities. Senior Experts undergo two days of training to prepare them for their tasks.

Programme/ Scheme, aims, results etc. (max. 1 page)

Title

Programmes for optimising transition management, the transition system and innovative approaches to training for adults without vocational qualifications

The “Vocational Qualification perspective” structural programme (2008–2013)

Funding volume: 67 million EUROS, ESF co-financed

Training policy goals:

Through its “Vocational Qualification Perspective” programme, the BMBF is establishing and reinforcing effective structures to facilitate the transition from school into vocational training and promote vocational qualification of young adults without vocational qualifications in 48 regions after the end of the first round of funding in 2012. In funding priority 1, “Regional transition management”, 28 projects preventative funding projects to help young people attain educational and vocational qualifications for which local government was responsible were implemented. The 20 projects funded in funding priority 2, “Qualifying modular training for adults with no vocational qualifications”, create regional and industry-specific qualification structures to help attract skilled workers.

Results: funding priority 1 (“Regional transition management”)

Regional transition management covers all the institutions and services that prepare, accompany and carry out young people’s transition from school into vocational training. Regional coordination offices have set up structures and developed processes to make the

supply and demand situation in the transition system transparent, accompany decisions and ensure regional coordination of the various actors in this area by improving cooperative ventures and the work of committees.

Experience from the 49 projects in the first round of funding, which ended in 2012, show that the programme has significantly improved understanding on a range of goals and measures involved in the transition system from school to work.

The following effects are among those mentioned by actors in the transition system:

- improved coordination of decision makers in the area of vocational training
- increased transparency of regional consulting, support and funding services
- optimised careers orientation in schools,
- an improvement in parents' efforts to support their children in making career choices and gain a recognised vocational qualification
- the establishing of education and training commissioners in migrants' organisations,
- a raised awareness among companies of young people with fewer opportunities,
- more targeted placement in final qualifications due to precise, specific counselling,
- fewer young people in 'holding patterns' and
- an increased proportion of secondary general school leavers in dual training.

It has been shown that constant coordination at the municipal level is necessary in helping young people manage the transition from school into vocational training. As providers, independent towns and districts have the best preconditions for achieving this. Only the strong involvement of political organisations and heads of administrations will enable local authorities to play a role, with other actors in the transition system, as neutral, but committed mediators.

Funding priority 2 ("Qualifying modular training for adults with no vocational qualifications")

To establish structures for training adults without vocational qualifications, targeted networking is carried out, services and training courses for adults without vocational qualifications established and expanded and the public better informed about vocational training opportunities for adults with no qualifications. The goal is to make increasing use of external examinations. Transparency in the regional funding and support landscape has been ensured through reviews of services and measures. Binding regional quality standards have been set and consistent, modularised training concepts for adults without vocational qualifications established as standard programmes in coordination with the relevant authorities, companies and other labour market stakeholders. Internetbased databases on training for adults with no vocational qualifications have been established to make it possible for these adults to evaluate training courses designed for them, sorting them according to Federal Länder, occupational areas and recognised occupational profiles.

This industry and target group-specific approach has been specifically funded and supported in the programme's expansion in 2010. The industries have been selected in recognition of the need for skilled staff in the healthcare, logistics and IT sectors. Three projects in the area of geriatric

care take the particular conditions in this sector into account. A further goal is to strengthen regional labour markets and make a major contribution to securing a supply of skilled workers through structural improvements. As part the "Unterstützung regionaler Projekte zur Nachqualifizierung zu Fragen der Zulassung zur Externenprüfung" (support for regional training projects for adults without qualifications on issues of the admission to external examinations) programme, a recommendation has been drafted in form of guidelines by the main vocational training stakeholders that aims to access and make better use of the unutilised potential of specialist workers in the skilled

trades. Projects in the "Vocational Qualification Perspective" programme have combined with industry and labour market policy stakeholders to form Länder networks to anchor training for adults with no vocational qualifications into regulatory structures as a way of attracting skilled workers at a national level. By committing and involving the relevant decision makers and

actors in existing or future strategic-cooperative networks, the regions have succeeded in establishing modular vocational training structures as an important training policy instrument of their regional and industry-related canon of funding measures. The “Qualifying modular training for adults with no vocational qualifications” fund-ing priority of the “Vocational Qualification Perspective” programme is making a sustainable training policy contribution to promoting vocational training structures and strengthening regional labour markets and by securing a future supply of skilled staff in the project regions.

Programme/ Scheme, aims, results etc. (max. 1 page)

Title

The JOBSTARTER training structural programme (2006–)

Funding volume: 125 million EUROS, ESF co-financed

Training policy goals:

Through its “JOBSTARTER – training for the future” training structure programme, the BMBF is supporting innovation and structural development in vocational training. The programme is planned so that it can flexibly and actively respond to current developments with variable funding priorities.

Results of the federal funding and support:

Because it is a ‘learning’ training structure programme, JOBSTARTER has constantly adapted to the training market’s changing needs, from its start in 2006 until today. In the programme’s early years, its main goal was to increase the number of company-based training places. With around

62,600 training places created and 43,400 young people placed in training nationally (as of January 2013), the more than 280 regional JOBSTARTER projects contributed substantially to achieving this goal. What is particularly noteworthy is that 38,500 of these training places represent extra training possibilities. These places were opened up in companies that were providing training for the first time, increasing their training activities, starting training again after a longer break, or offering training in a new or a re-organised occupation. The training market situation has changed in most regions of Germany in recent years. Small and medium-sized enterprises in particular are increasingly experiencing problems in filling the training places they offer. At the same time, many

young people still end up in the transition system. These changes to the training market were taken into account in the programme’s development and other target groups, such as high-achieving young people, focused on as potential applicants for dual training, by developing dual courses of study or additional qualifications. Lower-achieving young people or those experiencing more difficult training conditions are also taken into account in the JOBSTARTER projects. Innovative approaches are being trialed and implemented, such as collaborative training, consistent national training modules, part-time vocational training, the accrediting of previous vocational training as part of a training course or admission to a final examination after completion of a training course in a vocational school or other vocational training organization. In future too, the JOBSTARTER programme will deal with the situation and development of the training market and improve regional training structures through networking and projects. This programme will be continued in the next ESF funding period. The programme’s concept is currently being developed. Activities are responding to two central megatrends in the ongoing development of vocational training:

- equivalence, accreditation and transfer opportunities in and between training systems and
- modernisation and innovation in vocational training

The three funding streams in the 6th round of JOBSTARTER funding, whose projects started in September 2013, are oriented towards these trends and their priorities,

- improvement of the transition into training
- making use of all potential skilled staff
- integration of training and advanced training aim to address current problems and central areas in company-based vocational training.

Part-time vocational training in JOBSTARTER.

The programme promotes part-time training through project work and public relations. 11 projects advise companies and young people, create new part-time training places and anchor them in training structures by networking all regional stakeholders. By December 2012, 274 part-time training places had been created and young people with family responsibilities provided with vocational prospects. The main challenges facing part-time training are securing financing and childcare. This form of training is also not well known enough among young people or companies, so information and awareness-raising measures are required here. The JOBSTARTER programme office helps raise the profile of part-time training among vocational training stakeholders and brings good-practice examples to a wider public through lectures, workshops, conferences and specialist publications. There is strong demand for these publications.

Berlin Initiative „Initial vocational training for young adults“ Zukunftsprogramm – „Fachkräftepotenzial – Junge Erwachsene von 25 bis unter 35 Jahren“(2013)

- Challenge: Growing demand in skilled workers vs. unemployed without profess. degree
- Target group: 25 to 35 and without final prof. degree = 2/3 of all unemployed of age group
- for young adults with problems in training placement after school (barrier “school - training”)
- More degree oriented training offers, mainly enterprise based
- Integrated application of labour market measures (SGBII+III)
- Approach: Identification of suitable young persons - Advice and information - Coaching, Competence assessment and motivation - Development of appropriate promotion offers – Acquisition of enterprises

Please insert any other relevant information / comment on the local situation, particularly considering micro-level initiatives: beneficiaries, impacts, teachers, trainers and coaches involved, etcetera (max. 3000 char)