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Regional Requirements and Competence Assessment in Germany

KompetenzStark – LdV Vocational Integration Support
- Project Workshop Copenhagen, 24-25 March 2011 -

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PART I: NATIONAL / REGIONAL REQUIREMENTS

I.1 Short characterisation of the target region

I.2 Size, structure, particular problems of the target group „young people / migrant background“

I.3 Typical path of VET in Germany

I.4 Existing VET policies for disadvantaged young people / existing integration policies for young migrants

I.5 Providers of competence assessment

I.6. Diversity of concepts and methods of competence assessment

I.7 → Needs of regional institutions involved in education and training of target groups

I.1 Short characterisation of the target region (1/2)

	Total	%
Berlin population, 2009 *(Source: Amt für Statistik Berlin 2009)*	3 442 675	100%
Share of population with migration background in Berlin, 2009 *(Source: Statistisches Bundesamt 2009)*	836 000	26% (Germany: 19%)

I.1 Short characterisation of the target region (2/2)

	Total	%
Unemployment in Berlin, 2009	2 370 534	14.1% (Germany: 8,2%)
Longterm-unemployment in Berlin, 2009 (share of the long-term unemployed among the unemployed population)	78 800	33.3% (Germany: 29.7 %)

(Source: Agentur für Arbeit)

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I.2 Size, structure, particular problems of the target group (1/3)

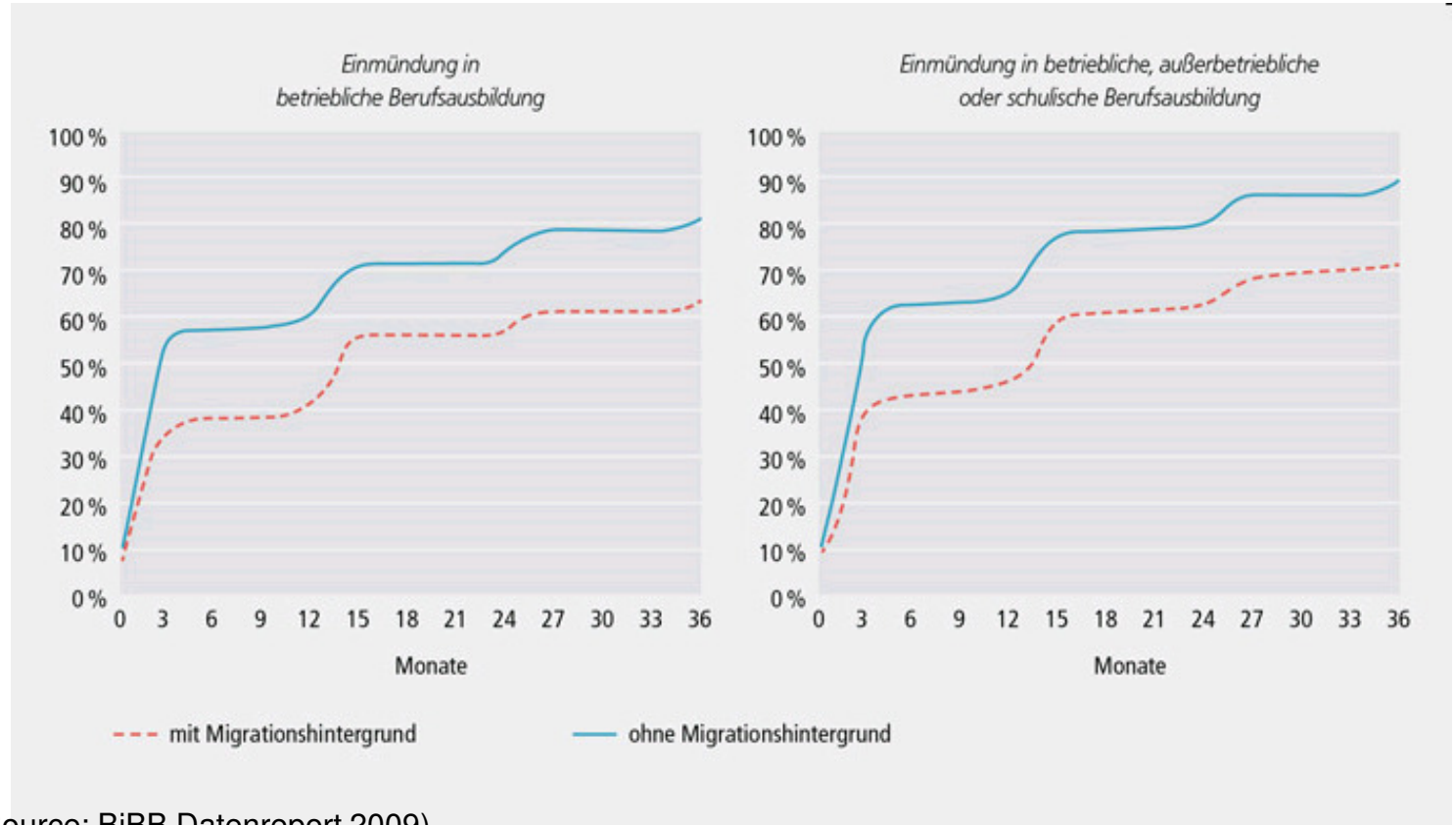
8th grade students with migration background in secondary schools in Berlin in 2008/2009, by school type

SCHOOL TYPE	N	%
Comprehensive schools	7390	32.0%
„Hauptschule“	2621	46.5%
„Realschule“	4837	36.7%
„Gymnasium“	9977	21.1%
All school types	24 825	30.1%

(Source: Amt für Statistik Berlin-Brandenburg; Senatsverwaltung für Bildung, Wissenschaft und Forschung)

I.2 Size, structure, particular problems of the target group (2/3)

Transition into dual apprenticeships / VET with or without migration background



(Source: BiBB Datenreport 2009)

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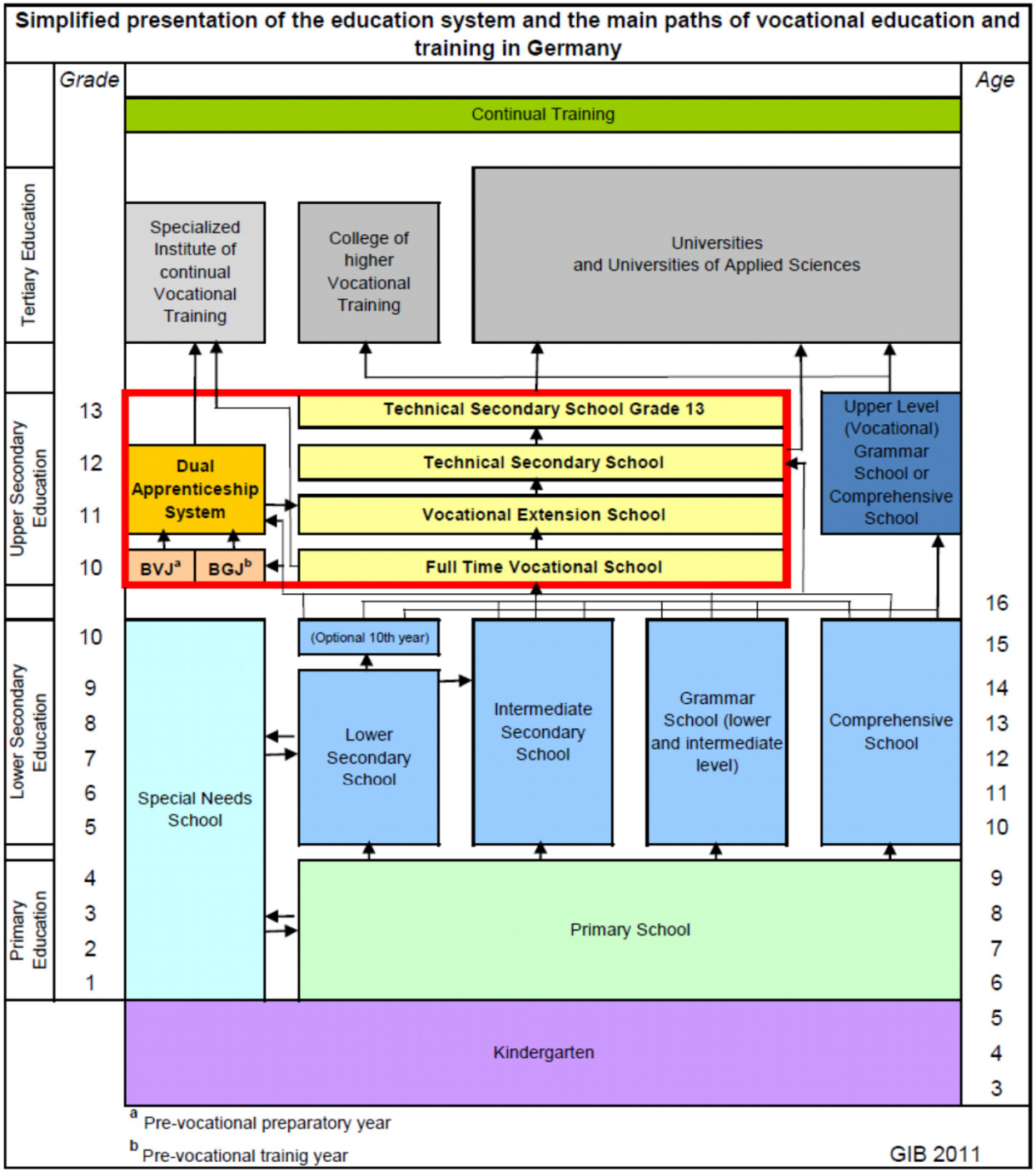
I.2 Size, structure, particular problems of the target group (3/3)

- frequently from social backgrounds **without high esteem for formal education**
- frequently individual **social problems**
- **German language problems** → bad school results → lower chances entering VET
- hardly any **social networks** that could be relevant for entering VET
- **support offers for vocational integration** are adjusted to German cultural and linguistic backgrounds
- **recruitment procedures for apprenticeships** do not consider special competences that members of the target group can offer

I.3 Typical path of VET in Germany



I.4 Existing VET policies for disadvantaged young people / existing integration policies for young migrants

Regular transition into VET: Direct transition from school into the dual system, a full-time (specialized) vocational school, or into the system of higher education

Possible reasons for failure:
structural problems (lack of apprenticeship positions)
social / personal disadvantages

→ „Transition system“

Large variety of policies and programmes:
- vocational orientation
- delayed school leaver examinations
- vocational preparation
- compensatory training measures
- substitutional vocational training (apprenticeships) outside firms

I.5 Providers of competence assessment (1/2)

Reasons for variety of policies and programmes on the institutional level:

- Distribution of legal responsibilities between the federal state and the „Länder“
- Policies and progammes are partly based on law, partly based on supplementary programmes funded by the federal state, the „Länder“, the European Union, …
- Different levels of implementation of policies and programmes for disadvantaged youth:

a) national employment agency

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b) for-profit or non-profit educational institutions or welfare associations

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I.5 Providers of competence assessment (1/2)

Providers of competence assessment:

a) national employment agency

b) for-profit or non-profit educational institutions or welfare associations:

- Large number and high importance of such organisations in the German welfare state
- Act on behalf of the national employment agency and carry out independent work
- Depend in parts on public financial support
- Berlin: Especially large number of such organisations, acting both independently and cooperating in larger projects

I.6. Diversity of concepts and methods of competence assessment

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- A **large number** of concepts and methods of competence assessment is available; high degree of **overlap** between different methods
- Most methods are composed of different **modules**
- A **systematisation** or standardisation of concepts and methods hardly exists
- Majority of methods of competence assessment are dedicated to **larger target groups**
- A method of competence assessment dedicated to **young disadvantaged people with a migration background** hardly exists

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I.7 → Needs of regional institutions involved in education and training of target groups

- **Systematisation** of existing concepts and methods
- Development of a **differentiated** method considering the particular needs of our target group – disadvanted young people with migration background
- **Requirements** regarding the method to be developed:

  → Profound consideration of **language problems** and cultural background

  → **Simple structure** and measurable results

  → **Duration** well under 10 days

  → **Training requirements** for personnel should not be too high