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Barriers to SME Apprenticeship Engagement in Germany

Background Report

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Abstract:
The following report will provide the reader with an overview of the German apprenticeship system leading to a better understanding of its structure, who is involved, any areas of good practice and any areas for improvement.

Contents

1. Apprenticeship in German SMEs

Owner-managed small and medium sized enterprises (SMEs) are seen as superior form of organizing business in Germany, where this kind of enterprise is often referred to as *Mittelstand*. It is important to mention, that there is no direct translation for the word into any other language.[1] In general, a German *Mittelstand* firm has no more than 500 employees with a maximum annual revenue of 50 Million Euro[2]. In 2012 about 3.65 million companies were part of the German *Mittelstand*, making 35.3% of the total German revenue.

About 85% of German apprentices were trained in German companies with less than 500 employees. The total amount of young Germans in apprenticeships is close to 60% (2014). Apprenticeship training is economically highly relevant for SMEs as it helps to meet firms' demand for skilled labour[3] which is essential in the light of the prevailing demographic trends. Moreover, apprenticeship training aims to contribute to minimize youth unemployment and thus reduces social spending for the unemployed.

1.1. What does an Apprenticeship in Germany look like?

Most German firms train apprentices in order to retain productive apprentices as skilled employees after graduation of middle school or high school. Therefore training efforts are seen as an investment in future skilled human capital (investment motive). In German owner-managed firms owners make strategic decisions at their own risk. If these decisions e.g. concerning human resources are wrong, they have to bear the resulting costs themselves. Therefore, especially owner-managed firms might use apprenticeships to gather information about potential employees in order to minimize the risk of employing unproductive workers. Moreover, owner managed firms usually are long-term oriented. On the other hand, due to the attractiveness of large employers, trainees might complete their apprenticeships in small firms and then switch to other employers afterwards, thereby counteracting the investment motive of the training firms. Therefore, SMEs may train a relatively large number of apprentices in order to compensate quitting graduates. Additionally, SMEs often have flat hierarchies that might simplify collecting information about potential employees during apprenticeships.

German children may choose at age 10 among an academic high school, a vocational track, or something in between and are therefore prepared at an early age. Still, once a decision for a career is made, change is possible at any time. An opportunity which is taken often (lifelong learning). German apprenticeship training takes place in public vocational schools, teaching theoretical knowledge, and private firms, training apprentices in practical skills. Therefore, the German system is also referred to as dual vocational training system (Duales System). Creating graduates with theoretical and practical knowledge, the German apprenticeship system helps to meet the firms' demand for skilled labour, necessary to produce products and services of high quality. Thereby, the apprenticeship system might contribute to a relatively low

[1] Institut für Mittelstandsforschung (IfM), Bonn
[2] The EU commission suggests a maximum employment of 250 for SMEs.
[3] Federal Ministry of Economics and Technology 2014

youth unemployment rate in Germany. Firms' participation in the apprenticeship system is voluntary. However, once decided to participate, firms are subject to the laws of apprenticeship training. The Chambers of Commerce and Industry or Crafts first check whether firms meet the official training standards to train apprentices. Granted the official permission to train apprentices, firms and trainees sign a temporary contract for the duration of the apprenticeship including the payment of a reduced wage.

Vocational schools and training firms provide job-related skills, covering approximately 360 apprenticeship occupations (Ausbildungsberufe). At the end of the training, apprentices pass an official job-related exam that is provided by the Chambers of Commerce and Industry or Crafts. This official exam aims at ensuring a high training quality and should prevent enterprises from teaching firm-specific instead of mainly general knowledge. According to the investment motive, firms might have an incentive to provide firm-specific knowledge in order to tie graduates to the training firms.

What makes dual training work, are the standardized occupational profiles, or curricula, developed by the federal German government in collaboration with employers, educators, and union representatives. Every young machinist training anywhere in Germany learns the same skills in the same order on the same timetable as every other machinist. This is good for apprentices: It guarantees high-quality programs where trainees learn more than one company's methods, making it possible for those who wish to switch jobs later on.

Apprenticeships in Germany typically last three years, involve at least one day a week of classroom teaching and are rigorously assessed. In 2014 only 27 apprenticeship trainings lasted two years (24 month) and 52 apprenticeship trainings lasted 42 month. The majority of certified apprenticeship trainings (248) lasted three years (36 month).[4]

1.2. How are they funded?

The overall cost will be paid by the company, were the apprentice is being trained. Each German company has a different way of calculating the bill, but the figures range from 15,329 € per apprentice to 21,757 €.[5] School tuitions are covered by the German state. Small companies with 1-9 employees tend to have less costs per apprentice (15.911 €) than larger companies. A company with 10-49 employees has approximate costs of 16.452 € and a company with 50-499 employees 18.111 € per anno and apprentice. There is also a difference in cost among the branches, where industry and commerce as well as the public sector produce the highest costs for apprentices (19.535 €; 19.801€).

The wages have to be paid by the companies and make about 61% of the training cost in general. Wages differ very much between the branches, but also in between the regions (especially East and West-Germany). A West-German bricklayer will earn approximately 999 €, his East-German colleague only 803 €[6]. Among the least payed occupations are hair dresser (469/269),

[4] BIBB Datenreport 2015. S. 128
[5] BIBB Datenreport 2015. S. 281
[6] BIBB. BWP 1/2014. Data from 2013.

baker (550/550) and painter (558/558). If an apprentice cannot afford a living with the paid wages, he or she can apply for extra funding by the German employment agency.[7]

1.3. Industrial sectors covered

According to the BIBB[8] there were 327 apprenticeship occupations in 2014 (329:2013;344:2012), still about 75% of all newly signed apprenticeship contracts belong to 44 different occupations. This means, that only 12% of the available occupations are being used. Interesting to mention is that not future-oriented occupations are being favoured, but rather traditional occupations such as (trained retail) salesmen. Least favoured are *baker* and *painter*.

In 2011, these were the most wanted apprenticeship occupations among German girls and boys.

automobile mechatronics	60,000
Mechanic (Industry)	46,000
Technician	34,000
Plumbing, Heating and air conditioning	32,000
Salesman Retail	30.000
mechatronics	24,000
Metalworker	24,000
IT Specialist	23,000
Merchant in wholesale and foreign trade	22,000
Chef	22,000

Medical assistant	39.000
Office clerk	38.000
clerk in retail	38.000
Industrial clerk	32.000
saleslady	30.000
Dental professional employee	30.000
hairdresser	27.000
Clerk for office communication	25.000
Shop assistant in the food crafts	25.000
Bank clerk	20.000

As demand unfortunately does not always meet supply, some branches struggle with getting enough apprentices, whereas some branches cannot offer enough openings for an apprenticeship. Among the struggling branches are restaurant professional (34% unoccupied), sales person for foods (30%), plumber (28%), butcher (27%), baker (25,9%) and chef (19,6%).

Among the occupations with a lack of open apprentice positions are designer for visual marketing (49,6% searching for a position), zookeeper (48,7%), digital media designer (44,7%), salesperson for sports and fitness (34,0%), photographer (30,9%) and information and communication electrician (27,5%).[9]

[7] Ausbildungsgeld: Berufsausbildungsbeihilfe (BAB)
[8] Bundesinstitut für Berufsbildung
[9] BIBB Datenreport 2015. S. 25.

1.4. How do young people find out about Apprenticeships

About 33% of young apprentices find out about their occupation in the course of an internship, 21% even find the company they will be an apprentice at during an internship. Secondly, parents and relatives help their children in finding an occupation (24%) or even a company (18%). Thirdly, career officers are a great help, as well as friends, school and the occupation information centres (Berufsinformationszentren).

How young people got to know about their apprenticeship[10]

Pupils of German special schools, secondary modern schools and grammar schools will go through a practical internship of 2-3 weeks, depending on the school. The internship helps the pupil to get an insight of social setting, working environment and diversity of the occupation. Usually, interns go through differnt stages (offices) in the company and will get a simple task after a short introduction. The internships are not paid.
Parents and relatives play a vital role in the career path of pupils, much more than internet portals or career advisors. Still the role of a career advisor is ranked as as third important. The main career couseling offices for 14-24 year old Germans are the career information centres (BIZ).

Berufsinformationszentrum (BiZ)
career information centre

In Germany, the Federal Employment Service cover information, guidance and placement services relating to post-school career options; this is designed to complement the school´s responsibilities for vocational orientation both within

[10] Source: BA/BIBB – Bewerberbefragung 2012 (gewichtete Ergebnisse, Fallzahl n = 2.140)

the curriculum and through work-experience programmes, and for guidance on educational choices within the school.

Career advisors from the Federal Employment Service visit the school once every month or two. They usually run one two-hour session with each class in the penultimate year of compulsory schooling, and are also available for further class sessions, for small-group guidance sessions or for short career counselling interviews with individual pupils. Classes are then taken to the service´s career information centre (BIZ) where they are given a further lecture and are familiarized with the centre´s facilities; they can subsequently re-visit the centre and/or book longer career counselling interviews at the local employment office if they so wish, parents are often encouraged to attend these sessions.[11]

As the BIZ usually covers age groups up to the leaving of different schools (16-18), inter-company vocational training centres can apply for a funding by the BOP, an occupation orientation programme targeting also higher age groups of young people (18-24).

Berufsorientierungsprogramm (BOP) des BMBF
occupation orientation programme
of the Federal Ministry of Education and Research

The BOP mainly aims at pupils in the A-levels and includes an analysis of potential (Potentialanalyse) starting in the second half of the 7th grade as well a practical training in the 8th grade (Werkstatttage). The programme was founded in 2008. Since then (until 2014), 360 million Euro were spent for approximately 815.000 pupils.[12] Any inter-company vocational training centre (überbetriebliche Berufsbildungsstätte) can apply for the funding, if they include a workshop.

The potential analysis are usually built up in modules, where job related competencies (technical, crafts, motoric, PC-competencies) as well as the ability to learn and collect social competencies or joined-up thinking and problem solving are evaluated. The preferred assessment tools are DIA-TRAIN and hamet 2.[13]

1.5. Apprenticeship infrastructure in Germany

In Germany the Chamber of Industry and Commerce (IHK) is overseeing and assuring quality of the vocational apprenticeship training. Their specific tasks are:

- Checking suitability of the training organization,
- monitoring the personal and professional qualification of instructors,
- keeping a register of training contracts,
- establishing audit committees (and conducting audits),
- On request: lengthening or shortening training period,
- approval of the audit,
- employing training consultants,

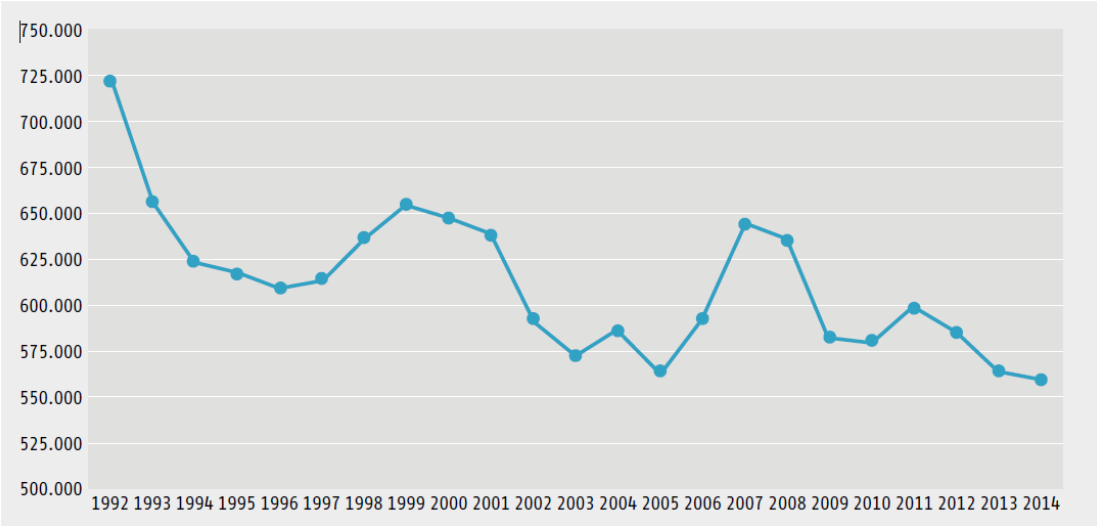
[11] OECD Review of Career Guidance Policies, Country Note Germany (2002)
[12] http://www.berufsorientierungsprogramm.de/html/de/12.php
[13] www.ausbildungsvorbereitung.de/diatrain/ or www.hamet.de

- building vocational training committee.

Once a German company decides to train an apprentice, the training has to be certified by the IHK and the company has to be audited.

2. Current Apprenticeship Picture

A total of 525,900 young people concluded new apprenticeship contracts in 2013 in Germany. This was a decrease of 4.2% compared with a year earlier. The total demand for apprenticeships in Germany shrunk by 1,6% compared to the year 2013 and therefore more than the supply of offers, which is seen in the graph below.



Nationwide development of training places 1992-2014 [14]

The reasons for the drop lie in the current demographic development connected with the continually lower number of young people in Germany.

59,9% of all newly signed apprenticeship contracts have been made with men. Therefore the German trend continues with women more seldom signing contracts for dual apprenticeship training (2014:40,1%, 2013: 40,5%, 2012: 40,7%). Most contracts with men are signed in the area of industry and commerce, crafts, farming and sea navigation, whereas women dominate in the areas of civil service and independent professions.

[14] as of 30. September 2014

2.1. Numbers involved

Characteristics of applicants for VT	2014		2013		2012	
	absolute	in %	absolute	in %	absolute	in %
Gender						
male	316.628	56.6	313.047	55.8	309.755	55.1
female	242.803	43.4	248.121	44.2	252.028	44.9
Graduation						
w/o s. mod. school	8.576	1.5	8.868	1.6	9.341	1.7
s.mod. school [15]	154.313	27.6	156.414	27.9	165.136	29.4
Secondary school	236.566	42.3	237.904	42.4	238.368	42.4
Adv. tech. college[16]	72.364	12.9	71.073	12.7	70.113	12.5
matric. standard[17]	67.317	12.0	65.377	11.7	58.902	10.5
not specified	20.295	3.6	21.532	3.8	19.923	3.5
Visited schools						
General school	289.791	51.8	292.456	52.1	287.081	51.1
Vocational school	233.423	41.7	233.772	41.7	239.307	42.6
Higher s. / academy	22.681	4.1	19.840	3.5	17.056	3.0
not specified	7.833	1.4	9.803	1.7	13.627	2.4
Citizenship						
German	487.886	87.2	492.776	87.8	495.727	88.2
Foreign	70.572	12.6	67.432	12.0	65.083	11.6
Turkish	29.399	5.3	30.309	5.4	30.707	5.5
Italian	5.559	1.0	5.399	1.0	5.398	1.0
Age						
15 and younger	15.744	2.8	15.880	2.8	17.933	3.2
16-18	274.999	49.2	276.611	49.3	273.468	48.7
19-20	127.711	22.8	132.788	23.7	138.560	24.7
21-24	108.683	19.4	109.069	19.4	110.846	19.7
over 25 or not sp.	32.294	5.8	26.820	4.8	20.976	3.7
Total	559.431	100.0	561.168	100.0	561.763	100.0

Source: BIBB Datenreport 2015 (p. 49), BIBB Datenreport 2014 (p. 52)

In the last year 48.5% of applicants began an apprenticeship, whereas 30,3% decided for an alternative to the vocational training. Most favoured alternatives were: secondary education (42.9%) employment (17,7%) and university (6.6%). It is interesting to mention, that the statistical difference between applicants that were placed with the help of job centers and those who were not placed is minimal. The data only varies strongly when one looks at the schools visited and the age. Pupils that visited a general school are underrepresented by 10%, whereas pupils of vocational schools (berufsbildende Schule) are overrepresented by about 10% in the statistics on applicants that were not placed in apprenticeship training programmes.

Among the non-placed applicants were 14.7% foreigners compared to the general group with 12.6%. There is also a noticeable age-difference among the groups with 54.0 % being older than 18 and 29.1% over 20, varying strongly from the general group, in which 48.0% were over 18 and only 25.2% were over 20.

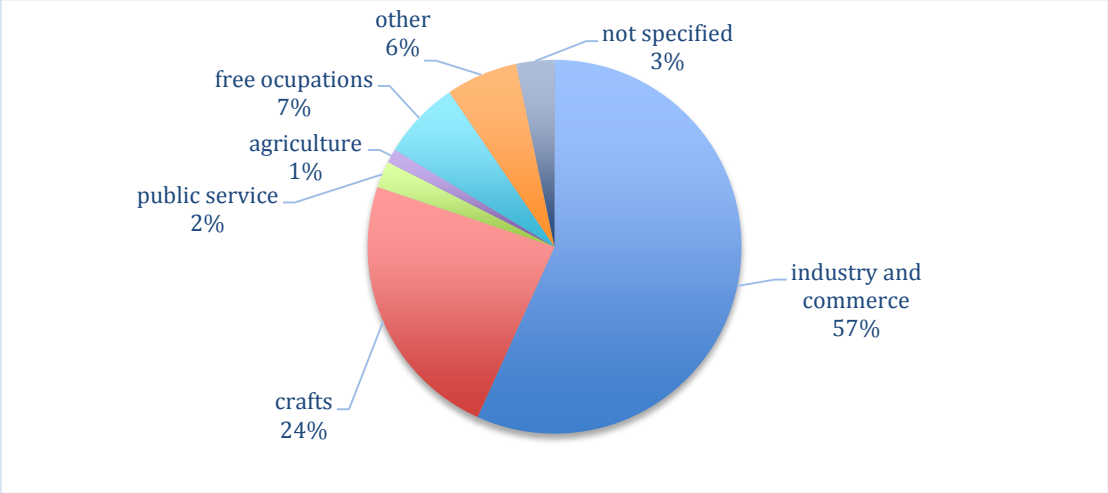
[15] Secondary modern school (Hauptschule)
[16] Fachhochschulreife
[17] Matriculation standard (allgemeine Hochschulreife)

The older an applicant for apprenticeship training gets, the more it is likely that he or she has not achieved a secondary school diploma.

Other statistics indicate that a migration background is still a handicap when it comes to applying for a new job. While 44% of applications from people without a migration background are successful, only 29% of people with migration background succeed in applying for an apprenticeship. [18] Furthermore, people with a migration background are often older than German applicants due to the often complicated transition in vocational training. Still the statistically lower school grades of migrants cannot explain their bad performance in the application process. Young migrants with comparable school grades also were accepted less likely for an apprenticeship in German companies.

2.2. Employer Type

Most of the offered apprenticeship training positions are found in the sector of industry and commerce, making up 57% of the total available places for an apprenticeship in Germany.

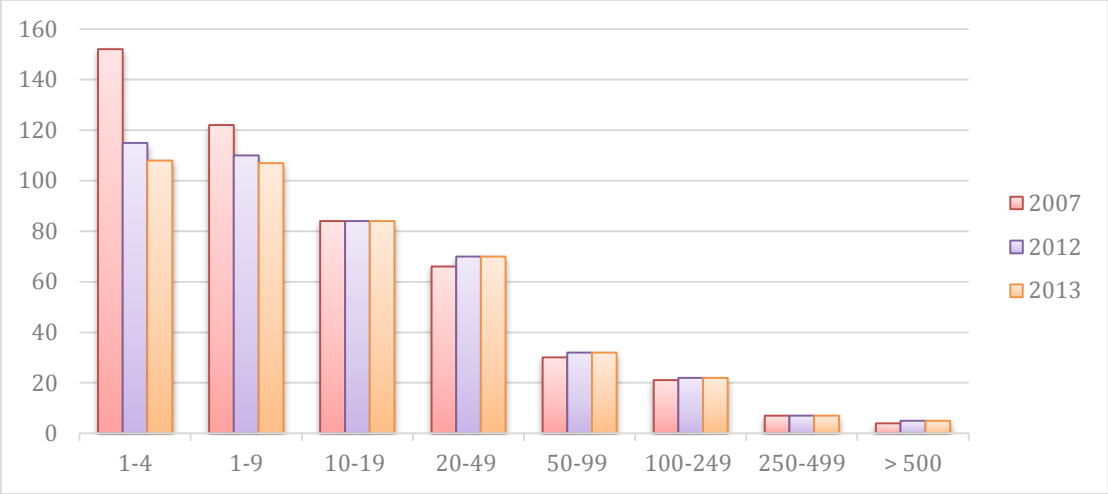


Branches of apprenticeship training[19]

2.3. Employer Size

Of the 2.1 million registered companies with a minimum of one employee, approximately 438.000 took part in the vocational training of apprentices. About half (215.000) of those are very small enterprises with 1-9 employees.

[18] BIBB Datenreport 2015. S. 86
[19] BIBB Datenreport 2015. Page 47.



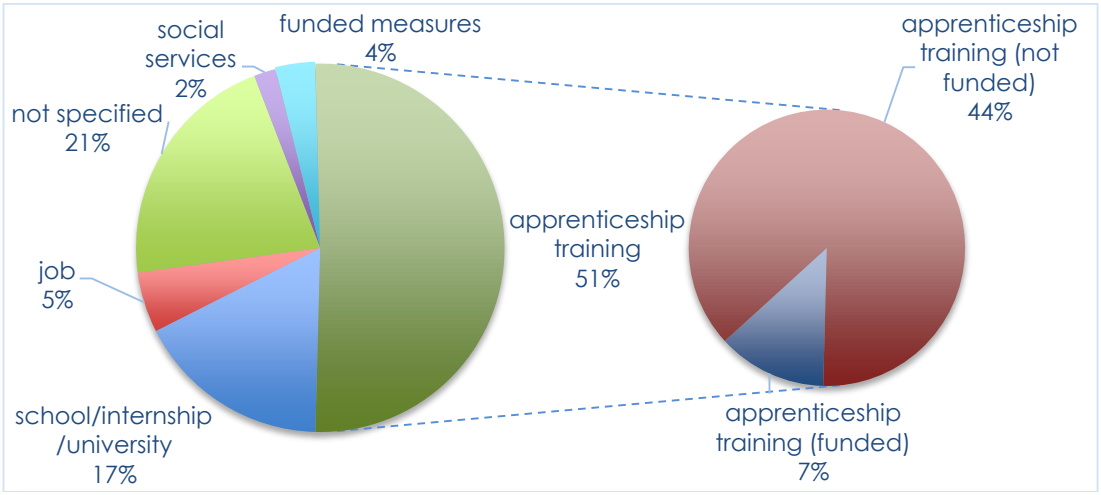
German companies providing apprenticeship training (size)[20]

If the quota (apprentices per employee) is applied, the data shifts into perspective. Among very small enterprises (1-9) and small enterprises (10-49) the quota is 6,0%, for middle sized companies (50-249) 5,3% and for large companies (>250)4,7%.

2.4. Volume of young people going into apprenticeships

One in two young Germans will start an (government non-funded) apprenticeship training after leaving school. Among the government funded apprenticeship training programmes are usually those aimed at people that did not find an apprenticeship in time due to a lack of places, socially disadvantaged young people and people with learning disabilities or mental challenges.

The German government is also funding apprenticeships for occupations which are not carried out by companies, e.g. new professions like technical assistant for regenerative energies. This focuses especially on start-ups that might not have the capital nor the workforce to ensure apprenticeship, but will most certainly need skilled workers in the future.



Career path of young Germans after school[21]

[20] Source: Table A4.10.1-1 Appendix of BIBB Datenreport 2015.
[21] BIBB Datenreport 2015. P. 58.

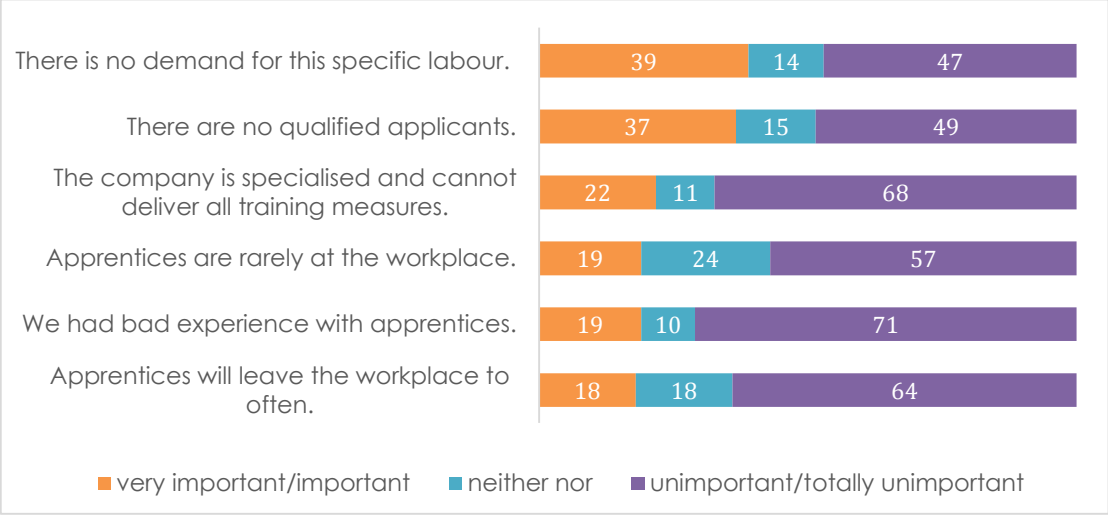
3. Barriers experienced by SME's

When it comes to training apprentices, SMEs face a number of very practical and organisational problems. One of the biggest obstacles is the scarcity of labour. The following chapter should explain, which barriers German SMEs face, trying to attract more qualified young people. SME actors throughout Germany regard the need to improve their innovation capacity and the upgrading of qualification and skills as a crucial challenge. It is also important to note that this challenge is faced not only by larger SMEs but by micro companies and the crafts sector as well.

In most cases, young graduates tend to gravitate towards large companies and are only rarely interested in SMEs. Today, many craft businesses and micro enterprises with jobs, which are not very attractive to employees, are already facing a severe scarcity of labour and personnel. SMEs are often on the cutting edge of innovation; they can offer young employees rapid career advancement, etc. In sectors experiencing recruitment difficulties, a negative image often needs to be corrected.

Here again, social partners' organisations play an important role due to their influence in public policy debates, as well as through social dialogue with political actors and educational institutions at the national and sectoral level.

It is paradox to say that the demand for skilled labour is the most important reason for and against taking an apprentice. When German SMEs are asked for reasons for or against an apprenticeship, the lack or the need of skilled workforce will be mentioned as most important.



BIBB-CBS 2012/2013. REPORT 1 | 2015

On the other hand, there is a lack of qualified apprentices for 37% of the SME managers and hence the reason not to offer any apprenticeship positions. Bad experiences or the fear that the apprentices will leave the company after the apprenticeship is reason enough not to offer apprenticeship training for every fifth German SME.

3.1. Job image

The above studies have shown that young Germans are generally more interested in becoming media designers and hairdressers than bakers or IT

professionals. The latter mentioned do not enjoy a glancing media image and therefore have a worse image among young people. To improve the image of a job, these have to be promoted in the media channels young people use (e.g. social media).

Many of the not favoured occupations carry their image rightfully, as curriculums did not change over the years. Studies show, that (by the IHK) "updated" occupations automatically attract more young people as more practical training is provided with courses and visual training materials within a blended approach.

Some (6) apprenticeships can already be done partly online via E-Learning tools in Germany (E-Learning[22] courses). Among them are salesman for industry, salesman for office management and technical illustrator.

3.2. Social exclusion

Companies are seen as gatekeepers concerning the vocational training market and have a big impact on social selection, as pupils are being accepted in a training program depending on their fitness to the working environment (acquiring knowledge and work specific competencies) and not depending on their grades in school. A study by Kohlrausch states, that the character trait *conscientiousness*[23] is far more important to companies than grades. Furthermore, *perception*, *flexibility* and the *ability to communicate* played a vital role in the companies' selection process.

As most industrial processes are being modernized, people that are able to solve problems are much more needed than those who can turn screws, as the latter is already or soon to be dealt with by robots. Skilled, thoughtful, self-reliant employees who understand the company's goals and methods and can improvise when things go wrong or when they see an opportunity to make something work better are valued much higher.

3.3. Rise in university attendance

Globalization has brought the bachelor's degree and with it, a new, broader interest in attending colleges and universities. The dual system is pressured by the trend to finishing the A levels and completing an academic career first. Therefore an inclusion of academic training and apprenticeship is needed and should start at the level of schools with less academic, more practical, theme oriented, and interactive approaches. If this potential is addressed, a new higher form of qualification can be established. Creating links between SMEs and universities is also a way to make SMEs more attractive to qualified young workers.

3.4. Lack of career opportunity

Many young people do not see a future in an occupation that might generally be of interest, as they quickly want to earn own money and not be reliant on their executives. This can also be linked to a lack of anticipation by human resources in SMEs. By teaching young apprentices about entrepreneurship,

[22] www.bagbbw.de
[23] dt. Gewissenhaftigkeit

recruitment difficulties in sectors like construction, automotive, personal care and catering might solve themselves.

A further education of young people in the areas of accounting, management and marketing will make them become more self-assured and competent for the changing labour market. Additionally they might want to keep working in the company where they did the apprenticeship and evolve there.

3.5. High wage levels expected by candidates

As already mentioned, the company offering the apprenticeship training takes all the risk and costs. In the recent years these net-costs per apprentice rose slightly and might have influenced the declining apprenticeship quota. In some cases a slight change in the net-cost can change the overall cost-value ratio of an apprenticeship to the disadvantage of the company.

In the competition for the best fit apprentice, companies (especially in industry and commerce) are baiting potential apprentices with higher wages, raising the total cost of the apprenticeship. Occupations that are least favoured will be at the centre of this phenomenon more often.

3.6. Missing gender equality

Improving gender equality and equal opportunities for women is an issue which is unfortunately rarely addressed by SMEs, but mainly by larger companies running impressive programmes described in glossy documentation and brochures. Compared with larger companies, where this issue receives more attention from human resource managers (even though inequalities remain fairly high), smaller companies lack tools and sometimes awareness when it comes to gender and equality issues. Some SMEs do gain from experience and use particular methods that illustrate an interest in respect to gender equality at work. However, "old habits die hard." This is why many initiatives' first consideration is how to change people's perceptions and stereotypes.

3.7. Migration background

Pupils with migration background got to know about apprenticeships less often, but contacted more firms to ask for an apprenticeship. About 8% of pupils felt that they were consulted in an appropriated manner, but 36% wished for more support. The study of BIBB concludes that internships and personal consultations are far more effective than internet presentations and platforms.

3.8. Lack of qualified teachers and trainers within SME´s

In some qualifications and regions, there is an acute scarcity of teachers for VET. The consequences are clear: Classes are getting bigger, will be cancelled or must be taught by unqualified personnel.[24]

[24] See also 3.9.4 or http://www.handwerksblatt.de/handwerk/versorgungsluecke-bei-berufsschullehrern-droht-20996.htm (German)

3.9. Current initiatives to address

There are a number of initiatives and projects that aim on improving the situation of apprentices and SMEs in Germany. In general, new and small initiatives are less successful than established long lasting projects like the "girls' day" or the "long night of sciences" (Lange Nacht der Wissenschaften). In the following chapter, a few of the most promising German initiatives to support SMEs in their acquisitions of capable apprentices shall be introduced.

3.9.1. Cooperation with schools

As mentioned earlier, it is already important to start educating about certain stereotypes about gender in working environment at an early age. While few projects focus even on education about occupations in kindergarten, most aim at the school children starting in the 5th grade.

The projects „Fit für die Ausbildung"(fit for apprenticeship) and „INPUT"aim at children in the 9th and 10th grade, that are about to finish their Secondary Education. Each student will have the chance to be consulted individually by an integration coach that will prepare them for an apprenticeship and show possible areas fitting the competences of the pupil.

The programmes work especially well in urban areas, where this kind of preparation is often the only chance for SMEs to acquire youngsters for apprenticeships there. SMEs with a high demand of apprentices will be invited in the school to give a lecture about possible jobs in the region and answer questions. On a few occasions, the pupils will (in groups or individually) visit the company for the introduction.

3.9.2. Support the first steps into apprenticeship

The "Jobstarter" (http://www.jobstarter.de/) projects are an initiative by the German Federal Ministry of Research and Technology to support SMEs together with their regional partners to enhance the managerial circumstances of apprenticeship training. Main goals are:

- Gender equality
- Non-discrimination
- Sustainability

The initiative exists since 2006 and has supported 328 projects since then. Currently there are 402 active projects (2014).

With the increasing number of youngsters starting an academic career comes also an increasing number of students aborting their academic approaches, leaving potential and academic know how. One of the most promising initiatives in this field is carried out by the School of applied sciences in Berlin (HTW[25]), connecting people that aborted their studies with e.g. electronic crafts guild.[26]

[25] www.htw-berlin.de
[26] https://www.htw-berlin.de/karriere/berufsorientierung-berufseinstieg/studienausstieg/

3.9.3. Gaining and supporting apprentices from abroad

The interest for a dual education in Germany is growing among young people from the European Union. The Central International Placement Services (ZAV[27]) was able to help three times as many young people from EU countries to acquire a training course in Germany in 2014 (1.300) than in 2013 (419).[28]

On one side this initiative helps EU countries with high youth employment (Spain, Portugal, Greece, etc.) to get their young people jobs, on the other side the initiative fits the gaps of missing skilled apprentices in certain areas in Germany (Hotel, Restaurants, Butcher etc.).

Those interested in the training were financially supported by the fund MobiPro-EU. The funding opportunities range from language courses in the country of origin to travel expenses and an internship before education in Germany and an increase of the training wages.[29]

With the current refugee crisis in Europe, integration of those who will definitely stay in Germany becomes more important. This also means to integrate refugees through vocational training. The coordination centre for vocational training and migration "KAUSA"[30] supports young people with a migration background as well as businessmen with foreign roots. Cooperation partners are the Federal Institute for Vocational Training (BBIB), the chambers fof industry and commerce and the centres for adult education (Bildungswerke).[31]

Transferring the qualifications from non-EU countries is still one of the big challenges, as vocational training strongly varies, especially in the field of security measures. Since the recognition act of 2012 (Anerkennungsgesetz), it is easier for foreigners to apply for recognition. A Syrian engineer might e.g. have to go through further training concerning the safety of mechanics to be accredited in Germany.[32]

3.9.4. Raising the quality of teacher and trainer qualification

One main success key to improve the quality of apprenticeships and thereby gain better skilled staff for SMEs, is to develop the quality of the further education for VET teacher and trainer. "Qualification for Professionals Quali4Pro" is hence a three-year pilot project of IBBF, started in 2015 with different partner organisations - funded by BIBB – to develop the competences of the professional training staff within (SME) further training companies.[33]

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[27] Zentrale Auslands- und Fachvermittlung

[28] https://www.arbeitsagentur.de/web/content/DE/service/Ueberuns/WeitereDienststellen/ZentraleAuslandsundFachvermittlung/Presse/Detail/index.htm?dfContentId=L6019022DSTBAI691782

[29] http://www.thejobofmylife.de/en/home.html

[30] Koordinierungsstelle Ausbildung und Migration

[31] https://www.bmbf.de/de/alle-massnahmen-im-ueberblick-fluechtlinge-durch-bildung-integrieren-1817.html#3

[32] https://www.bmbf.de/de/die-anerkennung-von-berufsabschluessen-ist-teil-unserer-neuen-willkommenskultur-1475.html

[33] http://www.institut-bbf.de/index.php/projekte/quali4pro

3.9.5 Vocational Education and Training for Sustainable Development

Beyond the UN Education for Sustainable Development (ESD) decade, the UNESCO Roadmap "Towards 2030: a new vision for education" is on the agenda of VET organizations in Germany. A BIBB conference in March 2015 focused on the future targets of VET for sustainable development. The main conclusion was "from projects into structures". Under the headline "Vocational Education for Sustainable Development - Pilot projects 2015-2019" the government defined a framework for the next years. The new funding program targets a structural anchoring of sustainable development in VET. IBBF is working with various partners in research, economy and society on topics of VET for sustainable development.[34]

4. Literature

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http://unesdoc.unesco.org/images/0023/002305/230514e.pdf

[34] https://www2.bibb.de/bibbtools/de/ssl/33716.php