



# Career entry supervision

INCREASING STUDENTS' CHANCES OF SECURING APPRENTICESHIPS

(ALSO KNOWN AS CAREER ENTRY SUPPORT PROGRAMME)

Publication date: October 2015  
Updated: December 2019

## GERMANY

The goal of the practice is to facilitate school-to-work transition and to increase young persons' participation in apprenticeships. Against the background of the high numbers of young unemployed workers without a secondary school diploma, 'career entry supervision' was designed as a specific programme aiming to reduce dropout rates in secondary school education and to facilitate the career planning and start of young people who are at risk of dropping out of school. For this purpose, participating young people receive counselling and supervision from experienced professionals, typically social workers, during the last year of their secondary school education. The aim is to motivate, direct, and prepare them for their school-to-work transition. Since 2012, career entry supervision has been a standard instrument (§ 49, Social Code Book III) and can be provided at all general schools. This makes it a central accompanying instrument for the transition of pupils with special support needs; the target group is limited to a selection of young people.

Name of the PES	Bundesagentur für Arbeit Federal Employment Agency
When was the practice implemented?	2009-ongoing.
Which organisation was involved in its implementation?	Training providers that have been assigned by the BA are in charge of the actual operation of the practice. The other organisations involved are PES at the regional level, regional governments and the participating schools.
Which groups were targeted by the practice?	<ul style="list-style-type: none"> <li>▶ Youth.</li> <li>▶ Pupils (generally aged 15-16) at risk of failing to achieve at least a basic secondary school diploma, because of either poor performance (defined as low grades in major subjects, e.g. German, English, Maths) or excessive absenteeism.</li> </ul>
What were the practice's main objectives?	The objective of the practice is to support students at risk of dropping out of secondary school and to increase their chances of securing apprenticeships. The practice, which also covers the initial stages of participants' apprenticeships in order to support them in their adaptation to their workplaces, usually ends six months after the beginning of the apprenticeship.
What activities were carried out?	<p>Young people receive counselling and supervision from experienced professionals, typically social workers, starting from the last year of their secondary school education. The aim is to motivate and prepare them for their school-to-work transition.</p> <p>The practice is advertised through teachers, who receive information on the practice from the responsible regional governments, via their schools.</p> <p>Before the start of the practice, participants' individual problem-solving and social skills are assessed. Based on this assessment, career entry supervisors identify the main skills gaps that need to be addressed, in close cooperation with participants' teachers and parents.</p> <p>Together with the participants, career entry supervisors subsequently develop a joint strategy for improving participants' skills levels, for instance through work placements. This process is supposed to lead to the definition of a realistic career plan.</p>

<p>What resources and other relevant organisational aspects were involved?</p>	<p>Another key role in the initial phase of the practice (i.e. for as long as participants continue to attend secondary school) falls to participants' headteachers. They must ensure close cooperation with other partners (careers guidance, employment services) in order to exchange relevant information, and they must make available meeting rooms where career entry supervisors can meet the supervised young people.</p>
<p>What were the source(s) of funding?</p>	<p>Last start of new measures in 2018: 50 % social contributions and 50 % European Social Fund (ESF). From 2019 (no longer in all federal states): 50 % social contributions and 50 % regional funding (partly ESF of the federal state). BA can only support the measure if a third party contributes at least 50 % of the costs. After ESF co-financing has expired, new measures can only be launched where a co-financier can be found (usually the federal state).</p>
<p>What were the outputs of the practice: people reached and products?</p>	<p><u>People reached:</u> In the period 2009-2018, participants who have joined so far (1st - 5th cohort): approx. 127 000 participants</p> <p><u>Products:</u> N/A</p>
<p>What outcomes have been identified?</p>	<p>In the exploratory pilot period 2009-2011, no quantitative targets were set. Less than 5 % left school without a certificate of successful graduation (which compares to an overall dropout rate of 5.6 % for the same year). Even though the difference may seem minimal, it must be judged positively, since the practice targets pupils who are most at risk of leaving school without a certificate. Additionally, the evaluation report on the practice found that 25.7 % of the 48 513 participants had been able to secure an apprenticeship contract 6 months after leaving school. Another 26.3 % had signed up for vocational training, and 36.5 % still attended secondary school, partly in order to achieve better qualification certificates. Roughly 6 % of former participants were registered as not in employment, education or training (NEET).</p>
<p>What are the lessons learnt and success factors?</p>	<p>The period immediately after participants leave secondary school has been identified as the most critical phase of the practice. On the one hand, this is due to a stronger focus on successful secondary school graduation than on the actual transition into a subsequent occupation. On the other hand, this problem seems to be the result of a more complicated coordination process once the participant leaves the highly institutionalised environment of secondary school education. While the former problem seems to have been addressed by supplementing the 'career entry supervision' programme with the 'Chains of education' (Bildungsketten) initiative, there is no information on proposed remedies for the latter problem.</p> <p>According to the survey developed, the practice was generally positively assessed by participants. In 2011, more than two-thirds of participants (and their parents) declared their satisfaction with the aims and the implementation of the practice. Though subjective and scarcely quantifiable, satisfaction considerations are important, as personal stabilisation and support in taking difficult personal decisions are defined as explicit targets of the practice.</p>



#### Contact details for further information

Name: THATE, Evelyn

Email: [evelyn.thate@arbeitsagentur.de](mailto:evelyn.thate@arbeitsagentur.de)

Telephone: +49 911 179 2368