



GERMANY

YOUNG PEOPLE ARE SUPPORTED TO PREPARE AND INTEGRATE INTO VOCATIONAL TRAINING (WITHIN THE FRAMEWORK OF VOCATIONAL PREPARATION TRAINING MEASURES (BvB))

Vocational preparation training

Publication date: March 2024

The BvB strategy was modified in 2021-2022 in response to developments in the labour and training markets (digitalisation, new/changing occupations, disparities, etc.) and associated changing requirements for applicants for training places, as well as the changing support needs of young people.

The modifications reflect the changing needs of young people, inclusion, digital transformation, heterogeneity, and the diversity of needs in transitioning from school to work, the requirements of the world of work.

Modifications included extending the funding period, expanding part-time participation, and adapting learning formats and methods. A (stronger) focus was placed on promoting basic skills, language support and digital skills, as well as expanding company orientation and company formats.

External and internal network partners collaborated on the development, as well as participants and graduates of a vocational preparation training course. Their feedback and insights were incorporated into the revised BvB strategy.

Name of the PES

German Federal Employment Agency (BA) (German PES)

Scope of measure (a pilot project or a national reform)

National strategy
BvB is offered under the employment provisions of the Third Book of the Social Code (SGB III, §§ 51ff)

When was the practice implemented? (including start and end date for pilot projects)

Ongoing practice
Vocational preparation measures have been in place since the 1960s, with the 2022 update focusing primarily on participants' individual support needs.

What was the driver for introducing the practice? Was it internal or external?

A key trigger for the introduction of these measures originally was the recession of 1966-1967 and the increasing proportion of young people leaving school without qualifications and struggling to integrate into training. Since then, the BA has promoted vocational preparation measures to prepare young people to take up training or work. The term 'pre-vocational training measure' was introduced in the Employment Promotion Act on 1 January 1988.

The underlying laws and design have since changed several times, but the basic intention of preparing young people for training and integrating them into the training market remains the same.

In 2004, the BvB concept was substantially revised to provide separate offers for disadvantaged young people, young people with market disadvantages, and young people with disabilities.

The professional concept was modified in 2022, with a stronger orientation (in content and offer) towards participants' individual support needs.

Which organisation was involved in its implementation?

The Federal Ministry of Labour and Social Affairs (BMAS) is responsible for implementing new legal foundations in employment promotion. The BA contributes its expertise to legislative procedures related to the promotion of employment.

Once the corresponding legal bases enter into force, the BA is responsible for realising the measures. Measure providers are commissioned to realise the BvB regionally.

Which groups were targeted by the practice?

The target group includes young people who:

- ▶ Lack the necessary skills, competencies or qualifications to start a vocational training course.
- ▶ Have completed state-regulated helper/assistant training in order to change their career direction.¹

Young people must have completed compulsory full-time schooling according to the laws of the federal states. Young people who have left school without a lower secondary school leaving certificate (or equivalent) can complete their education within the framework of BvB.

For young people with disabilities who require special services (Sections 117 et seq. of SGB III), supplementary rules on the content of the measures and the individual support options apply. Rehabilitation-specific measures are available to them (BvB 2, BvB 3).

<p>What were the practice's main objectives?</p>	<p>BvB aims to prepare and integrate young people into vocational training, or, where they are unable to take up vocational training for personal reasons, to prepare them for employment.</p> <p>One of the most important tasks is to give the participants the opportunity to:</p> <ul style="list-style-type: none"> ▶ Expand, review and evaluate their interests, skills and abilities with regard to a possible career choice. ▶ Orientate themselves in the spectrum of suitable professions and choose a career suited to their interests, aptitude, performance, etc. ▶ Continuously develop and consolidate their basic competences. ▶ Acquire the knowledge and skills to take up initial vocational training (or to obtain a lower secondary or equivalent school leaving certificate) or employment. ▶ Integrated as sustainably as possible into the training and/or labour market.
<p>What activities were carried out?</p>	<p>Vocational orientation takes place at programme provider workshops or at companies and institutions. This allows participants to try out different occupational fields and find an apprenticeship that suits them.</p> <p>Design and implementation of the BvB is guided by several premises:</p> <ul style="list-style-type: none"> ▶ The initial skill analysis is the basis of successful individualised support and qualification planning. ▶ Forms of learning are appropriate and inclusive. ▶ Gender-sensitive vocational orientation, free of stereotypes. ▶ Promotion/preparation of girls and young women for dual science, technology, engineering, and mathematics (STEM) training. ▶ Promotion of basic competencies to underpin the further development of life and occupational competence. ▶ Strengthening personal responsibility and promoting self-determination of people with disabilities. ▶ Job acquisition and placement in internships, training or employment. ▶ Compulsory attendance at vocational school (where needed). ▶ Participants usually receive a financial subsidy through the vocational training allowance (§ 56 SGB III) and are reimbursed for their travel and application costs.
<p>What resources and other relevant organisational aspects were involved?</p>	<ul style="list-style-type: none"> ▶ The BA is responsible for the introduction and implementation of the measures and the development of the BvB. ▶ After a call for bids, education providers are commissioned to realise the measure. ▶ Vocational schools provide vocational instruction. ▶ Work placements are offered by employers and institutions.
<p>What were the source(s) of funding?</p>	<p>Funding is provided from unemployment insurance contributions.</p>
<p>What were the outputs of the practice: people reached and products?</p>	<p>About 32,000 young people annually participate in BvB, of whom some 20,000 participated in a general BvB (BvB 1) and 12,000 in a rehabilitation-specific BvB (BvB 2, BvB 3).</p>
<p>What outcomes have been identified?</p>	<p>According to the latest statistics, more than half of the participants (53.7%) find a job that pays social security contributions or training within six months of leaving the BvB programme.</p>
<p>What are the lessons learnt and success factors?</p>	<p>The offer should be tailored to participants' specific needs and provide individual guidance. It should demonstrate how it can benefit participants in their personal and professional development. Finally, it should encompass different stages that help young people apply what they have learned in different contexts.</p>

¹ Vocational training programmes that prepare participants to work as helpers or assistants in various fields such as healthcare, social work, education, or administration.



Contact details for further information

BA (Federal Employment Agency)

European Representation of the Federal Employment Agency

E-mail: Zentrale.INT21@arbeitsagentur.de