

Appendix 1

Country Name: **Germany**

Country team (names, positions, email addresses, telephone numbers)

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Section 1	A brief outline of your country – demographics, population and career service provision – target groups and providers (maximum 300 words)
Geography - Political System	
Federal Republic with 16 Federal States (Länder) in the heart of Europe neighboured by 9 other countries (Denmark, Poland, Czech Republic, Austria, Switzerland, France, Luxembourg, Belgium and The Netherlands). The Educational Sector (school system and higher education) including career education in schools is under the responsibility of the Federal States.	
Demography	
Population : 81,8 million (2009)	
Foreign population: 7,2 million (2008)	
Age structure (2008): Under 25 years 25,0 50 years and older 39,3	
Demographic trend: 2010:18% under 20; 21% 65 plus; 2020: 17% under 20; 23% 65 plus; 2050: 15% under 20; 32% 65 plus (Bundesinstitut für Bevölkerungsforschung 2008, p.16)	
Labour market	
Labour force (2010) : 40,4 million	
Labour participation rate (2009): 76,9 %	
Unemployment rate (2010): 7,7 %	
Youth Unemployment – 15 to under 25 years (2010): 6,8 %	
Education	
Highest level of school leavers (2008): Certificate for HE entrance: 44,2 % Intermediate School Certificate: 50,8 % Certificate of Basic secondary education: 28,5 % Without any certificate: 7,5 %	

HE entrance rate – age group 18-22 years: 46 %

Continuing Education participation (2007 - age 19 to 64)

Total participation: 44,0 %

In-company VET: 29,3; Individual vocational training: 13,3 %; general continuing education: 10,1 %

Main national career guidance services

Career service provision:

Guidance provisions for all citizens at all stages of their lives available but guidance provision is highly differentiated and complex and not easy to oversee even by experts. Different legal responsibilities for guidance between Federation, Federal States (Länder) and local authorities - but in general:

- educational guidance (*Bildungsberatung*) by institutions of the educational system (schools, HE, Adult education institutions)
- vocational guidance on VET, work and the labour market (*Berufsberatung*) by the 178 Employment Agencies including school leavers and students (most comprehensive law on career guidance); formal agreement on joint guidance activities
 - for guidance in VET and continuing vocational education and training for workforce chambers of crafts, industry and commerce responsible

In addition to public guidance services there are also private providers of guidance.

Specific provisions for special target groups in all guidance sectors (migrants, people returning to work, disadvantaged youth, people with disabilities etc.) and a wide range of ICT tools.

A wide variety of information and guidance is offered on the internet – some also for specific regions and target groups – by public and private providers.

More on the German guidance system: <http://www.forum-beratung.de/english/career-guidance-in-the-lifecourse-services-germany.html>

Section 2	Taking each of the four general symposium themes (see below), describe the two greatest strengths and two greatest weaknesses relating to each theme in your country (maximum 100 words for each strength and weakness; therefore maximum 400 words per theme and maximum 1,600 words in this section).	
Theme 1: Political, economic and social changes and the changing role of career guidance and career guidance policies		
Strength 1	Weakness 1	
<p>In general the role of Career Guidance as an instrument to promote Lifelong Learning strategy and the furthering of employability of the work force is widely recognised. Germany is an aging society and more and more it has to combat a shortage of skills in the near future. Thus, guidance can play an important role to meet these challenges.</p>	<p>Although there are many attempts to co-ordinate and further develop the career guidance system there is still no common national career guidance strategy in Germany which includes all sectors of education, youth, family and labour. This is also due to the different legal responsibilities between Federation, the Federal States and the municipalities.</p>	
Strength 2	Weakness 2	
<p>Guidance therefore became a high priority for the Federal Government and the Government's Lifelong Learning Strategy (2008) recommended improvements in guidance provision and the increase of quality and professionalism. Better coordination and cooperation within the guidance system, improved transparency of services and regular further training of practitioners are part of these future challenges.</p> <p>Accordingly the Ministry of Education and Research initiated and funded various programmes for the development of guidance activities on a regional and local level.</p>	<p>Some of the valuable activities and programmes can legally only be financed temporarily/initially by the Federal Government and sustainable structures through the participation of the Länder or foundations need to be develop.</p>	

Theme 2: Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities

Strength 1	Weakness 1
<p>In Germany especially the PES (Federal Employment Agency FEA) is legally responsible for securing a high level of qualification of the workforce and the supporting of vocational further training according the needs of the labour market. Also vocational guidance of young people in transition from school to work and for the unemployed is a task of PES. In addition it provides also consultancy for employers and enterprises in matters of skills and qualification needs.</p>	<p>According legislation the PES is obliged to bring their users as soon as possible back to work. Therefore a quick reintegration of the unemployed into the labour market has priority against a more sustainable strategy of qualification development of the labour force. The task is influenced by avoiding transfer payments. This might hinder to further a lifelong guidance strategy in a wider context of a Lifelong Learning strategy.</p>
Strength 2	Weakness 2
<p>The “Committee on Innovation in Continuing Training“ (2008) proposed to develop a more coherent system of guidance with more transparency of guidance offers and quality assurance of services.</p> <p>The Federal Ministry of Education and Research has commissioned a consortium in co-operation with some Länder to develop a proposal for a nationwide “Educational Guidance Service Telephone and Internet Portal” to facilitate access and support transparency for users.</p> <p>Since 2004 the Federal Government cooperates with the employers organisations and Chambers of Crafts and Industry in a national ”Pact for vocational training and skills development” which includes vocational guidance.</p> <p>For a better transition of young people at risk to drop -out from school or vocational training a programme for educational coaches is supported by the Ministry of Education and the Ministry of Labour.</p>	<p>In Germany we have a highly differentiated and heterogeneous system with different legal responsibilities for guidance provision between Federation, Federal States and PES. Because of the different responsibilities it is difficult to formulate an integrated guidance policy but the need for more co-operation between the sectors is recognised and activities for more transparency and co-ordination are on the way.</p>

Theme 3: The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners

Strength 1	Weakness 1
<p>Quality criteria, a competence profile for practitioners and a quality development frame for guidance services are being developed and piloted during the last 2 years in an open process of coordination on quality development and quality assurance in career guidance. This is carried out by the German National Guidance Forum together with the University of Heidelberg (funded by the Federal Ministry of Education and Research). In a follow up project a basic curriculum for practitioners training and training material will be developed and piloted.</p>	<p>In the case of quality assurance there is no legal regulation of qualifications, training and professional status of career guidance practitioners and counsellors. Each sector or provider of guidance defines its own requirements. Therefore the recent quality development project is of high importance because it tries to bring together all stakeholders and providers. One big challenge of this project will be that many providers commit themselves to accept and implement the common agreed standards.</p>
Strength 2	Weakness 2
<p>A continuing training course programme for guidance practitioners is offered by the Network of regional training Centres in Educational Guidance (RQZ), which has been set up as a part of the „Learning Regions Programme – Supporting Networks” by the Federal Ministry of Education and Research. In addition HE institutions offer Bachelor and Master Programmes in guidance with various focuses. PES has a three years multi-disciplinary Bachelor programme for counsellor training in its own University of Applied Sciences in addition to in-house training and further training for guidance practitioners.</p>	<p>Again, there are no legal requirements for qualifications, training or professional status of career guidance practitioners. Each sector or provider of guidance defines its own requirements.</p>

Theme 4: Evidence-based practice; evidence-based policies

Strength 1	Weakness 1
<p>Hard indicators for guidance Outcomes in PES: Evaluation, quality assurance and evidence basis are issues which recently have gained importance in Germany. Measuring the impact however depends on the goals and objectives set by the government or by the institutional providers of guidance services. And these differ substantially between the services. The German Federal Employment Agency FEA has successfully implemented 2 success indicators for their guidance services:</p> <ul style="list-style-type: none"> - Percentage of customers integrated into jobs and/or vocational training - Customer satisfaction index based on a yearly surveys 	<p>Lack of transparency for the guidance field as whole : Despite the efforts of PES and in any other sectors in recent years it is again difficult to oversee and to compare the wide range of activities in Germany. There exists no complete overview and common basis for these questions in ensuring a high quality and effective career service. The design of evaluation studies is very diverse and especially longitudinal and quantitative data is missing in order to assess the situation. Therefore, there is an urgent demand for more research on impacts and economical outcomes of guidance in Germany to feed an evidence-based guidance policy.</p>
Strength 2	Weakness 2
<p>In general research on outcomes, impacts and economic benefits of career guidance in all fields of guidance provision is seen as important and necessary– especially by experts and in the scientific community. Some Länder, public authorities and municipalities have introduced obligatory standard systems of quality assurance for the services they fund. Some providers are doing evaluation of their services including users surveys. There is an emerging development of research on guidance also in universities.</p>	<p>Little consensus on outcomes and impact of guidance: The discussion about how to evaluate career services among policy-makers, scientists and practitioners is emerging, but there is still too less research and no consensus yet on what the outcomes and the impacts of guidance services should be among policy makers, service providers, stakeholders and practitioners. There is no systematic research approach of evaluation of the guidance system as a whole. Also the data collection is difficult as in the nationwide comparable educational management data on guidance are not yet collected.</p>

Section 3	Looking at the themes, prioritise them according to the most important ones for your country team to explore further and learn about at the symposium. (1 = most important – 4 = least important)
Political, economic and social changes and the changing role of career guidance and career guidance policies	<p style="text-align: center;">Priority</p> <p style="text-align: center;">1 2 3 4X</p>
Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities	<p style="text-align: center;">Priority</p> <p style="text-align: center;">1 2 X 3 4</p>
The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners	<p style="text-align: center;">Priority</p> <p style="text-align: center;">1 2 3X 4</p>
Evidence-based practice; evidence-based policies	<p style="text-align: center;">Priority</p> <p style="text-align: center;">1X 2 3 4</p>

Section 4	Thinking about the themes, describe up to three high-level key public policy and/or practice initiatives currently being advanced or considered in your country (write no more than 100 words on each). If it is possible, please say to which of the themes each initiative is most closely linked.
<p>High-level key public policy/practice initiative 1</p> <p>In 2009, the German National Guidance Forum in Education, Career and Employment (<i>nfb</i>) initiated an “open process of co-ordination for quality development in career guidance” in order to develop quality standards and a competence profile for counsellors in the field of career guidance, in collaboration with relevant actors and stakeholders from policy, research and practice. The project is being carried out in co-operation with the Institute for Educational Science at the University of Heidelberg. The process aims to develop a common accepted quality standards, a competence profile for counsellors and quality development frame. It is funded by the Federal Ministry of Education and Research.</p>	
<p>Linked most closely to Theme 3 ..”Skills and competences of guidance practitioners...</p>	

High-level key public policy/practice **initiative 2**

In 2008 the Federal Ministry of Labour and Social Affairs (BMAS) initiated a programme for **educational coaches** which aims at easing the transition from school to training for pupils who may have difficulties entering the labour market or vocational training for reasons of low school achievement or social risks. Starting from the 7th grade, the 1.000 **educational** coaches support pupils in their career choice and application process. They are based at lower secondary schools and work in co-operation with all local actors involved in career education and guidance, with employers and with voluntary mentors. The FEA organises the programme and commissions suitable organisations to run.

Within the programme “**Educational chains**” the Federal Ministry of Education and Research 2010 complements and expands this FEA programme of **educational coaches** with the same aims. It combines new and existing instruments. The starting point is an analysis of potential, which also takes account of out-of-school or spare-time interests and talents. Thus, together with the FEA programme mentioned above, 2.000 coaches and 1.000 senior experts (experienced, often retired trainers) will be involved in the programme.

Linked most closely to Theme 2 “..lifelong guidance and integrated human development strategy...”

High-level key public policy/practice **initiative 3**

Within the framework of the lifelong learning strategy, the Federal Government has initiated and funded several programmes which promote continuing vocational training and related guidance activities. The programmes **Learning Regions – Supporting Networks** (2001-2007) and the current programme **Local Learning** (2009–2012) focus on specific aspects to promote the establishment of local educational guidance services.

Another programme initiated and funded by the Federal Ministry of Education and Research BMBF in order to strengthen lifelong learning is the **Further Education Grant** which is designed to **promote continuing education and training** for employed persons through financial assistance. A voucher up to about 500 € is accompanied by special guidance in this context provided by certified non-governmental or private institutions.

Linked most closely to Theme 2“..lifelong guidance and integrated human development strategy...”

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Section 5	Future Focus – what are the key elements of your team’s overall vision for career policy, practice and research in your country? (write no more than 30 words).
<ul style="list-style-type: none">- Working for a coherent lifelong guidance system- Further development of quality and professionalism through common guidelines- Strengthening research on guidance outcomes, impact and economic benefits	