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This project is co-funded by the European Union

<i>Project title:</i>	Innovative Response for Facilitating Young Refugees Social Support
<i>Project acronym:</i>	I.Ref.SoS
<i>Project no:</i>	2017-2-EL02-KA205-003219
<i>Relevant IO Title:</i>	German Labour Market Integration for Young Refugees
<i>Sub-Title:</i>	Background Report
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German Labour Market Integration for Young Refugees

Background Report

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List of Abbreviations

abH	Training-accompanying aids <i>Ausbildungsbegleitende Hilfen</i>
AFAD	Turkish Agency for Disaster and Emergencies Management
AsA	Assisted Training <i>Assistierte Ausbildung</i>
BAMF	Federal Office for Migration and Refugees <i>Bundesamt für Migration und Flüchtlinge</i>
BOF	Vocational Orientation for Refugees <i>Berufsorientierung für Flüchtlinge</i>
DIW	German Institute for Economic Research <i>Deutsches Institut für Wirtschaftsforschung</i>
EQ	Entry Qualification Training <i>Einstiegsqualifizierung</i>
IAB	Institute for Employment Research <i>Institut für Arbeit und Beschäftigung</i>
KompAS	Competence assessment, early activation and language acquisition <i>Kompetenzfeststellung, frühzeitige Aktivierung und Spracherwerb</i>
SME	Small and Medium Sized Enterprises
PerF	Perspectives for Refugees <i>Perspektiven für Flüchtlinge</i>
UAS	University of Applied Science

1 Introduction

According to the Federal Office for Migration and Refugees (BAMF), nearly one million people were registered as asylum-seekers in Germany in 2015. In the same year, 476,649 first applied for asylum in Germany. Since 2016, the number of annual asylum applications has been declining again, as illustrated in the following chart.¹

The reasons mostly given by asylum seekers for choosing Germany as a destination country include respect for human rights, the German education system, the feeling of being in Germany, the state / social welfare system, the economic situation in Germany, the German asylum procedure and the fact that already family members are living in Germany.²

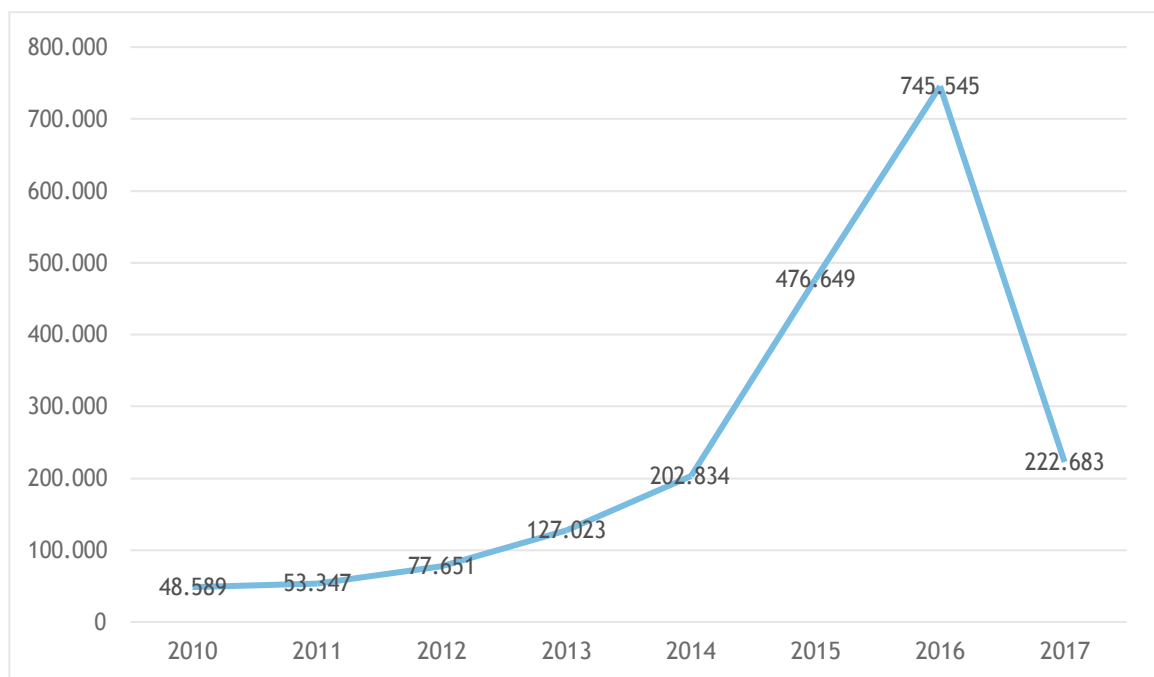


Figure 1: Development of annual number of asylum applications in Germany since 2010 (see BAMF 2018: 3 f.)

Refugee migration to Germany has thus reached its provisional peak since the foundation of the reunified Germany. It is assumed that the majority of those refugees living in Germany will be recognized in the context of the asylum procedure under the Geneva Refugee Convention and will thus probably stay in Germany for several years or even permanently³. Accordingly, there is the social claim to integrate these people in the longer term. As part of this integration effort, Germany faces an immense political, social and logistical challenge to give those refugees the perspective of a self-determined life. Both, education and training and work play a crucial role in this integration

¹ see BIBB 2016: 269.

² see IAB-BAMF-SOEP survey of refugees 2016.

³ see BAMF 2018.

⁴ see Granato et al., 2011: 10.

⁵ <https://mediendienst-integration.de/migration/flucht-asyl/syrische-fluechtlinge.html>

Since 2014, Syrians have been the largest group of those seeking protection in Germany. In total, around 700,000 Syrians have fled to Germany since the beginning of the civil war in 2011 (as of November 2017). This number also includes people of "unexplained" nationality, such as Kurds and Palestinians from Syria.⁵ In 2016, 68% (204,000 people) of all asylum-seekers with Syrian nationality were under the age of 30. 27% (81,000 people) were minors (under the age of 18). In 2016, women accounted for around 36% (96,800 people). As many as 30% of all refugees coming to Germany were between the ages of 16 and 24, and thus in the right age to start a vocational training programme.⁶

Disagreement prevails in Germany over the existing qualifications of the incoming Syrians. There are different (research) results and opinions on this issue. However, there is no representative data on the qualifications of incoming refugees in Germany. According to one representative study, Syrian refugees have above-average school qualifications compared to other refugee groups. For this investigation, the Institute for Employment Research (IAB), the Federal Office for Migration and Refugees (BAMF) and the German Institute for Economic Research (DIW Berlin) interviewed refugees who applied for asylum in Germany between 2013 and 2016. For example, 72% of Syrian refugees have a general school diploma, 31% have graduated from high school or have completed an apprenticeship programme and only 8% have not attended school at all.⁷ 37% of the Syrians who participated in the study have applied for a formal recognition of their degree.⁸

In contrast, the Ifo Institute has published that about 60% of Syrian refugees have no or only basic educational knowledge. The survey is based on a survey by the Turkish Agency for Disaster and Emergencies Management (AFAD), which in 2013 examined the educational background of Syrian refugees in the Turkish refugee camps. Only one fifth of the Syrians surveyed were able to specify having completed more than 9 years of schooling. A total of 11% had a degree comparable to the German *Abitur* (High School diploma) and almost 9% had a degree from a university. In the same report, the Ifo Institute warned against overestimating the educational background of refugees from Syria. Nearly 50% of them have not completed basic education and 16% are illiterate. Another study compares the results of the TIMSS test from 2011, in which foreign students were tested and compared with the results of German students. In this study, Syria scored poorly with a 39th place out of 42 participating countries. According to Wößmann (2016), the result can be converted in such a way that the Syrian pupils lag behind the comparative German age group by about five class levels.

⁴ see Granato et al., 2011: 10.

⁵ <https://mediendienst-integration.de/migration/flucht-asyl/syrische-fluechtlinge.html>

⁶ IAB, BAMF, SOEP, [Befragung](#) von Geflüchteten 2016, Seite 20. And Bundesamt für Migration und Flüchtlinge, Das [Bundesamt](#) in Zahlen 2016, Seite 22.

⁷ <https://mediendienst-integration.de/migration/flucht-asyl/syrische-fluechtlinge.html>

⁸ IAB, BAMF, SOEP, [Befragung](#) von Geflüchteten 2016, Seite 49.

Overall, labor market integration of refugees in Germany has been sluggish in recent years. Some refugees find work very soon after their arrival, but for most of them the way into the labor market is a long one, leading from learning the German language to professional further education or vocational training. Overall, however, refugees coming to Germany have a high motivation to enter the labor market. According to the IAB, 78% say they are "quite sure" about wanting to take up formal employment and 15% are likely to do so. However, actually finding work usually fails because of a lack of knowledge of the German language, a lack of formal qualifications or an insufficient match between individual skills and company requirements. According to the IAB-BAMF-SOEP refugee survey, only 6% of the refugees who came to Germany in 2016 are formally employed. As the length of their stay increases, so does the proportion of working people among the refugees. However, even those who came to Germany in 2013 are still just over two thirds without work. According to the German Federal Employment Agency, about 56,000 Syrians are formally employed (as of September 2017). The number of Syrians in employment has thus more than doubled compared to the previous year. Around 292,000 Syrians are registered with the Employment Agency as seeking work. Of these, 103,000 are considered "unemployed" - that is, they are available to the labor market.⁹

Almost one fifth of workers with an asylum status work in the "Other economic services" sector (21.7%). These include among others the security services, the building services as well as gardening and landscaping. Overall, the employment rate of all employees subject to social insurance in Germany in this area is only 7.2%. As a result, people from asylum-receiving countries are clearly disproportionately represented here.

Almost 9% of all employees with an asylum status work for temporary employment agencies, which are also part of the services sector (all employees: 2.6%). Temporary work represents a good option for them to enter the job market for the first time and the industry has a lot of experience in the accompanying qualification and language development of their employees. Employees with an asylum status are also strong in the hospitality industry (16.9% to a total of 3.2%) and in trade (excluding maintenance and repair of motor vehicles) (12.4%). Almost one in ten employees with an asylum status is employed in manufacturing (11.3%) or health and social work (10.1%). Currently, about the same number of employees with an asylum status are employed as specialists, ie as persons with a minimum of two years' vocational training (43.5%), and as assistants without completed vocational training (42.7%).¹⁰

⁹ Bundesagentur für Arbeit, [Auswirkungen der Migration](#) auf den deutschen Arbeitsmarkt, November 2017, Seite 18.

¹⁰ see IW 2017: More than just helper activities.

2 Key issues

So far, the group of refugees are only marginally considered in the recruitment processes of German companies; Especially dual training as an employment form for young refugees is little considered by employers. According to the DIHK Business Survey 2016, only 11% of the responding companies currently employ refugees¹¹.

In February 2018, the refugees were:

Seeking employment	477.000
In employment subject to social insurance (focus: main countries of origin)	209.000
unemployed	179.000 (7% of all unemployed in Germany)

On the other hand, young refugees do not yet substantially ask for dual training¹². According to a BIBB study, 70% of the companies surveyed stated that their training offer had not yet been in much demand with young refugees.¹³ However, companies do not view dual training as the most viable employment for refugees, compared to internships, auxiliary work or permanent employment, which they would prefer.¹⁴

One reason for the restrained offer of dual training for young refugees of the companies is relatively obvious: In many cases, the requirements of the companies to start a dual training are not fulfilled by the young refugees. For example, companies have corresponding expectations (eg factors of maturity for training such as language skills and educational background) that they apply to all applicants. These prerequisites must be fulfilled for the companies with a view to an investment-oriented training, otherwise the training places will remain unoccupied.¹⁵ The rather heterogeneous group of refugees now brings along factors such as the (lack of) training maturity, which applies equally to the group of young people without a refugee background, as well as specific conditions that could be regarded as either strengths as well as weaknesses and risks. On the other hand, companies do have an interest in offering refugees a training place, but due to their refugee background there are specific concerns, expectations on the side of the companies as well as the need to fulfil formal requirements.¹⁶

Across all current research studies, insufficient knowledge of German is mentioned as the main obstacle for hiring refugees, as the minimum level is the language level B 1; However, in demanding training occupations this level is no longer sufficient.¹⁷ According to a survey conducted by the

¹¹ see DIHK 2017b: 1.

¹² See Winnige et al., 2017.

¹³ see Ebbinghaus 2017: 5 f.

¹⁴ see Flake et al 2017b: 9

¹⁵ see Gericke et al 2009, BIBB 2015: S: 393 ff.

¹⁶ see Charta der Vielfalt eV 2016: 9; Johansson 2016: 5; Knuth 2016: 3 et seq., Elm et al., 2016.

¹⁷ see Gürtzgen 2017: 1, DIHK 2016 : 24; Garnitz / Wohlrabe 2016: 3 f.; Flake et al. 2017b: 10; Baic et al. 2017; DIHK 2016; Ebbinghaus 2017; Geis et al. 2016; Werner 2016; NUIF 2017.

DIHK¹⁸, 90% of companies see sufficient German language proficiency as a basic prerequisite for company training, followed by a secure residence status for planning security, which is emphasized by three quarters of the companies surveyed. Further obstacles to hiring are a lack of professional knowledge, complicated procedures or high bureaucratic efforts, lack of transparency of qualifications acquired abroad, habituation to the German work mentality, virtues such as punctuality, the care required, missing or unpredictable previous education / professional qualification, problematic recognition of school / college and vocational qualifications, difficulties in contacting or recruiting apprentices, cultural barriers, missing funding offers or missing information on existing funding offers and legal regulations such as employment restrictions.¹⁹

Nevertheless, chances for refugees to enter into a qualified employment relationship are generally good, since (even taking into account the massive immigration in 2015) "medium-term population growth will not be sufficient to tackle long-term bottlenecks in the area of expertise"²⁰ if current educational and employment behaviour is continued. Refugees can thus play a decisive role in terms of the demand for skilled workers (eg vacant apprenticeships). Especially for small and medium sized enterprises (SMEs), which are increasingly struggling to fill their vacancies with suitably qualified specialists, the integration of refugees therefore also represents an opportunity.²¹ The current integration of refugees into the education and labour market is in many cases still far from the so-called matching process of directly matching labour supply and labour demand. For the refugees, it is first of all necessary to learn the German language, to orientate oneself professionally and to acquire occupational skills or have them formally recognized. On the employers' side, legal uncertainties and the existing expectation that refugees already have the requisite competences at the time of recruitment are a hindrance to directly bringing together people and vacant jobs.

For the labour market integration of refugees in Germany, the situation outlined means that effort, patience and time are needed. Refugees must take the trouble to learn German and acquire professional qualifications. Employers need patience if a refugee needs a longer period of training because he/she first has to learn more than other employees and is not yet familiar with the processes in a German company. It will be some time before many of the refugees who have come to Germany in the last few years and are yet to come have qualified sufficiently for the labour market and employers are more than just willing to actually train and hire refugees. However, many people have the desire or pressure to earn money quickly after arriving in Germany to pay the cost of the escape, to support the family in their country of origin, or to live independently of state support. The aspirations polarize between an academic career through a college education

¹⁸ 2016: 4

¹⁹ see Geis et al., 2016; 4; NUIF 2017; DIHK 2017b: 3; Werner 2016; Baic et al. 2017

²⁰ Maier et al. 2016: 1.

²¹ see Flake et al 2017: 4; BMBF 2017: 21

and a quick opportunity to earn money. In the light of the described requirements on qualifications and language skills, however, swift placement on the part of the employment service is predominantly possible in the field of helper activities, as language skills often do not play the most important role in these jobs.

Unfortunately, the local labour market usually does not provide enough of these jobs to serve the refugees' desire to work. For this reason, it is difficult for the group of refugees, which has a rather low level of education compared to the German-based working population, to be integrated into the German labour market.

Another problem regarding the integration into the dual training is the lack of knowledge about the German VET system. Many refugees are unfamiliar with the dual training system in Germany. They are mostly in close contact with their own families, who often do not know the German education system either. A vocational training system in the German understanding does not exist in Syria and hardly plays a role in the expectations of the refugees.

A study by the IAB has examined, how the first contact of refugees with the German labour market generally looks like. The first contact of refugees with the working world in Germany takes place mainly in micro enterprises; Also, one third of the large companies (with over 500 employees) in Germany have gained experience with refugees. 15.7% of companies actually plan to hire refugees. At the end of 2016, 8.1% of all companies planned to train refugees (considering that only 20% of all companies do offer dual training at all). Companies that have already gained experience with refugees are more willing to hire more refugees.

3 Vocational Education and Training in Germany

In Germany, organisation of the educational system lays with the sixteen different federal states (*Bundesländer*). They are in control of all educational facilities within their state and their teaching personnel. The school year in Germany starts around August, depending on the federal state, as they also determine the beginning and end of the summer break.

3.1 German educational system (overview)

Children aged three to six may attend kindergarten. Elementary school starts at the age of approximately 6, depending on the proximity of the child's birthdate to the start of the school year. From grades 1 through 4, children attend elementary school (*Grundschule*), where the subjects taught are the same for all. After the 4th grade, students attend one of the following three different kinds of schools: *Hauptschule*, *Realschule* or *Gymnasium*. Elementary school teachers recommend a particular school form based on such things as academic achievement, self-confidence and ability to work independently. However, in most states, parents have the final say as to which school their child attends following the fourth grade.

The *Hauptschule* (grades 5-9) teaches the same subjects as the *Realschule* and *Gymnasium*, but at a slower pace and with some vocational-oriented courses. The *Realschule* covers grades 5-10 in most states. It is now possible for students with high academic achievement at the *Realschule* to switch to a *Gymnasium* on graduation. The *Gymnasium* leads to a diploma called the *Abitur* and commonly prepares students for university study. In recent years, many federal German states have changed the curriculum so students can get the *Abitur* at the end of the 12th grade. Other States are making the transition but may still require a 13th grade.

The *Gesamtschule*, or comprehensive school, is only found in some of the states but is getting more and more popular. It takes the place of both the *Hauptschule* and *Realschule*. It enrolls students of all ability levels in the 5th through the 10th grades. Students who satisfactorily complete the *Gesamtschule* through the 9th grade receive the *Hauptschule* certificate, while those who satisfactorily complete schooling through the 10th grade receive the *Realschule* certificate. It is possible to switch to *Gymnasium* after successfully completing the *Realschule* certificate, depending on academic achievement. Students are required to study at minimum one foreign language for at least five years. A second foreign language is required in the *Gymnasium*.

No matter what kind of school a student attends, he/she must complete at least nine or ten years of education, depending on the federal state (see annex 1). The number of years spent in school is not to be confused with the number of class levels attended: For a pupil who, for example, had to repeat a grade, full-time compulsory education ends at the end of the 8th or 9th grade after nine or ten years of schooling. Skipped classes, on the other hand, are recognized so full-time compulsory

education can end up in grades 9 and 10 respectively, even though the school was only visited for eight or nine years.

A student dropping out of a *Gymnasium*, for example, must enrol in a *Realschule* or *Hauptschule* until nine or ten years have been completed.

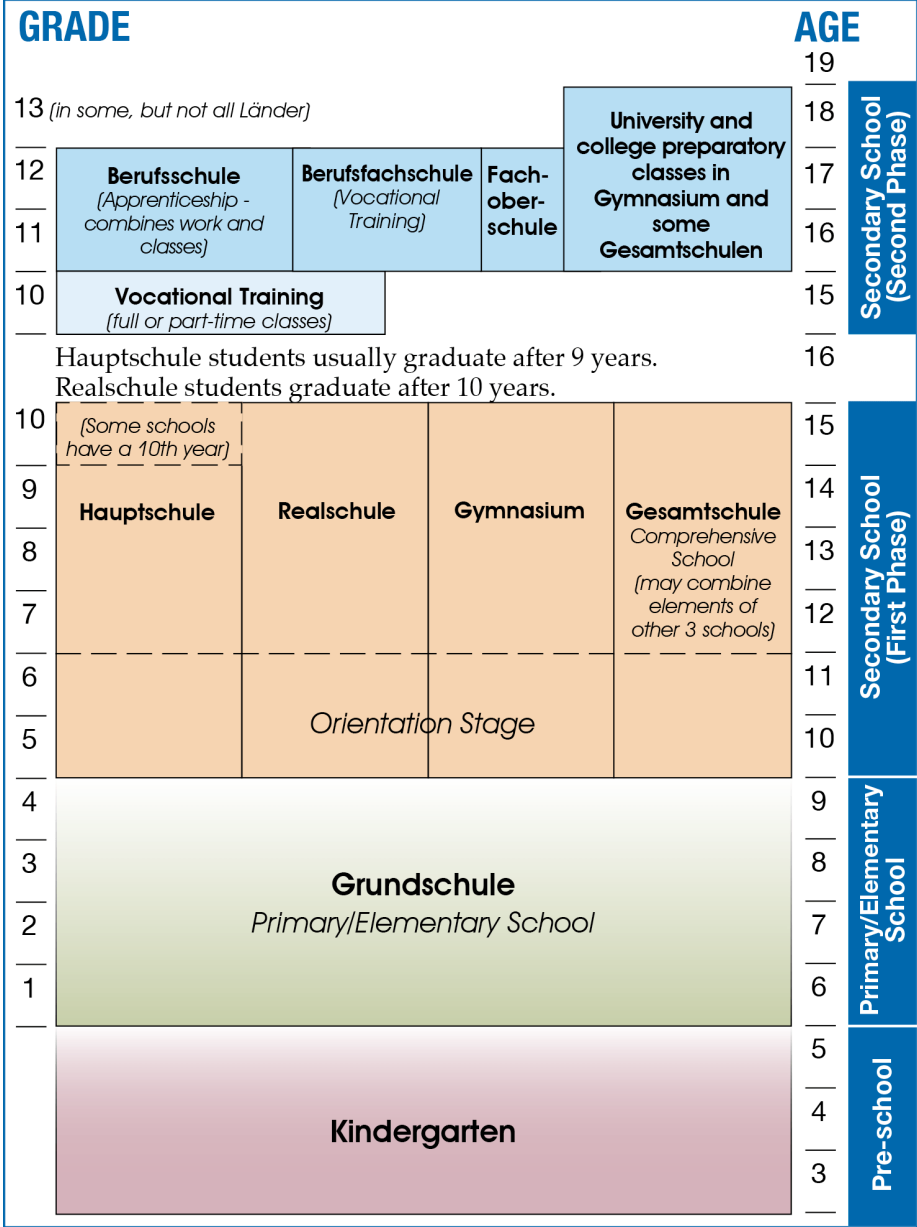


Figure 2: The German education system (source: How to Germany)

There are several varieties of university-level schools. The classical universities, in the tradition of Alexander von Humboldt, provide a broad general education. In the past years, Germany has made the transition to the Bachelor/Master system and most subjects are offered in these formats. A Bachelor usually takes four years, a Master one to two years (full-time). The Technical Universities (*Technische Hochschulen*) are more aimed at training students for technical careers. The Abitur is required to study at Universities and Technical Universities. So-called *Fachhochschulen* (Universities of Applied Sciences - UAS) are tertiary educational facilities that specialize in topical areas such as

engineering or business administration and focus on teaching professional skills. The major difference to classical universities is that UAS do not award doctoral degrees and as a rule only appoint professors with a professional career of at least three years outside the university system. There are also universities for art and music.

General education in Germany is free of charge. Language of instruction is mostly German. There are however also many private schools (at the general education and university level) that offer various programs in a variety of subjects. Many of these schools offer instruction in English and will charge a tuition fee which varies from school to school.

3.2 Vocational education and training (overview)

There are basically two options for vocational training in Germany: a dual programme or a school based training programme. There are currently around 350 occupations requiring formal training in Germany.

The dual system is firmly established in the German education system. The main characteristic of the dual system is the cooperation between companies, on the one hand, and publicly funded vocational schools, on the other. This cooperation is regulated by law. The Vocational Training Act of 1969, which was amended in 2005, introduced this close alliance between the Federal Government, the federal states and companies with a view to providing young people with training in nationally recognized occupations which is then documented accordingly by means of a certificate issued by a competent body, i.e. a chamber of industry and commerce or a chamber of crafts and trades. As a result, training, testing and certificates are standardized in all industries throughout the country. This ensures that all apprentices receive the same training regardless of region and company. Moreover, employers have trust in these certificates as they provide evidence of what an individual knows and is able to do.

Dual training programmes usually start in August or September each year. They comprise on-the-job training at a company and classes at a vocational school (*Berufsschule*). Around two thirds of the classes at the *Berufsschule* specifically focus on subjects that are important for the future occupation but also include German, English and social studies.

There are no special admission requirements to start a dual education in Germany: Neither is it officially necessary to supply a school leaving certificate, nor are other formal qualifications stipulated. The decision on who will be given an apprenticeship is entirely up to the company. In practice, however, at least one qualifying secondary school diploma is usually required to have a realistic chance of finding a training place. The trainee applies to a selected company and, once accepted, is considered an employee of that company for the length of the training programme. He/She receives a small salary and will spend usually three days a week in that company. The other two days will be spent at a vocational school. In some programmes, trainees alternate between

working full-time and going to school full-time. Dual training usually lasts two to three-and-a-half years.

After the first half of the training programme, students will sit an examination to assess what they have learned at school and how they have been able to apply this knowledge at their company. Students will also sit final exams at the end of the training programme. As a rule, exams are held in German.

School-based vocational training differs from dual training in that students will spend less time training at a company. Students will learn theory and practice of their future occupation at a vocational school, called either *Berufsfachschule* or *Berufskolleg*. This will be complemented by extended periods of on-the-job training at a company or social institution where students can apply the knowledge they acquired at school. This form of vocational training is very common in nursing, in the design/creative industry, and in the fields of business and engineering.

School-based vocational training usually lasts between one and three years. It is offered by state and private schools. Private schools often charge fees. In contrast to dual training programmes, students will not receive a salary during school-based vocational training. The only exception is healthcare/nursing where trainees will work in hospitals or nursing homes for extended periods of on-the-job training. These trainees will receive a salary for the entire course of their training programme.

School based programmes are full-time programmes where students go to school full-time and acquire the practical skills during internships in different companies. These programmes are limited to certain occupations, mostly in the health sector and in so-called assistant occupations. Students apply to the schools and are accepted by them. Many of these schools will charge a tuition.

The admission to a school based training (for example as health professional) is usually linked to the proof of a school leaving certificate (*Realschulabschluss*). It is therefore important for young refugees, who want to complete an apprenticeship, either to obtain a school degree in Germany or to have their school leaving certificate acquired in their country of origin recognized. Adolescents who are still required to attend school attend a regular school and can graduate there. As a rule, they will be included in the regular classes after special preparation or integration classes have been attended (note: the name of these classes differs from state to state). In the preparatory classes, they are taught general education subjects and German as a foreign language. The duration of the visit of the preparation classes depends on the individual learning progress and the regulations of the countries.

3.3 Maturity for vocational education and training (*Ausbildungsreife*)

As is the case on the job market, people interested in dual training and companies usually find each other through employment advertisements, applications for these ads and subsequent company selection procedures. A first selection is often made on the basis of academic performance characteristics. School leaving qualifications, school grades, assessments of work and social behaviour and unexcused absences at school are still widespread selection criteria. Following the evaluation of the application, candidates deemed to be eligible will normally be invited to a job interview and / or recruitment test.

In the application process, companies in Germany usually check whether the applicants are ready for training. Educational readiness is a general requirement that enables young people to take up and successfully complete vocational training. The concept of training maturity was developed jointly by employers, employees and labour market experts and consists of the following five feature areas:

- basic school knowledge (e.g. spelling, basic mathematical knowledge);
- Psychological features (e.g., language proficiency, endurance skills);
- Physical characteristics (age-appropriate stage of development and health conditions);
- Psychological characteristics of work behaviour and personality (e.g., reliability, ability to criticize);
- career choice (self-assessment and information literacy).

If the respective characteristics are evaluated positively by the company, the applicant will usually be hired. In the event that a young person is unable to obtain an apprenticeship from the company due to his or her lack of training maturity, companies have the opportunity to use various instruments to improve the training maturity of the applicants: for example (long-term) internships, training partnership with schools, internships of teachers in the company, buddy / mentoring programs, assisted training (*Assistierte Ausbildung - AsA*), offers of tuition in the company, use of training-accompanying aids (*Ausbildungsbegleitende Hilfen - abH*), offers for in-company qualification (*Einstiegsqualifizierung - EQ*) and use of 2-level training models²².

Assisted Training (*Assistierte Ausbildung - AsA*)

Point of contact:	Jobcenter Federal Agency of Employment (<i>Bundesagentur für Arbeit - BA</i>)
Target group:	Young people interested in a dual training programme who might not have reached training maturity yet and/or might not successfully complete a dual training due to problems at school and/or other problems
Entry requirements:	Nomination by Jobcenter or BA

²² see Beyer 2015: 15, DIHK 2016: 17.

Fees:	None
Aim:	Successful start or completion of a dual training programme
Duration:	As long as needed

With assisted training, companies and trainees will be intensively supported before or during the dual training. Both the company and the apprentice receive support - individually adapted to the respective needs. The trainee receives support in form of:

- tuition;
- language training;
- help with problems in their social environment.

Training-accompanying aids (*Ausbildungsbegleitende Hilfen - abH*)

Point of contact:	Jobcenter Federal Agency of Employment (<i>Bundesagentur für Arbeit - BA</i>)
Target group:	Eligible are apprentices who require special help due to school, educational or social problems or whose degree is endangered.
Entry requirements:	Nomination by Jobcenter or BA
Fees:	None
Aim:	<ul style="list-style-type: none"> • Securing the training success; • Avoidance of dropouts; • Entry into professional life.
Duration:	As long as needed

Training-accompanying aids are aimed at apprentices whose training success is endangered. The participants receive subject-specific lessons as a result of their occupation and year of training, as well as continuous social-pedagogic support.

The trainees receive support in form of:

- Special education in small and vocational learning groups;
- Additional German lessons;
- Intensive exam preparation;
- Teaching techniques ["Learning to learn"];
- Strengthening the key competences;
- Computer and application training;
- Social-pedagogic support.

Entry Qualification Training (*Einstiegsqualifizierung - EQ*)

Point of contact:	Jobcenter
Target group:	<ul style="list-style-type: none"> • Applicants with individually limited prospects of finding a training place for dual training;

	<ul style="list-style-type: none"> • Young people who are interested in starting a dual training but do not have the necessary training maturity yet; • Learning-impaired and socially disadvantaged young people; • Young people who have not yet completed compulsory full-time schooling cannot be supported in an EQ.
Entry requirements:	Nomination by Jobcenter or hiring company
Fees:	None
Aim:	Starting a dual training programme
Duration:	6 to 12 months; starting in October

The program includes a long-term internship from at least 6 to a maximum of 12 months in a specific occupation. The program aims at providing young people who are interested in starting a dual training program with the necessary skills to find a suitable training place; the specific aim is that participants will start a dual training at the same company where they are doing their internship during this program. The participants will receive a small salary during this measure to be agreed upon with the hiring company.

It is possible to participate in the *AbH* measure at the same time.

4 Labour market integration for refugees in Germany

4.1 Labor market analysis

Over the past years, the employment rate has steadily increased in Germany. With an unemployment rate of 3.6% (December 2017), Germany now has one of the lowest unemployment rates in Europe, where the average unemployment rate is 8.6%.²³ Unemployment in Germany varies significantly though depending on the occupation, the qualification level and also the geographic region. Figure 3 shows the employment rate per federal state.

²³ <https://de.statista.com/statistik/daten/studie/160142/umfrage/arbeitslosenquote-in-den-eu-laendern/>

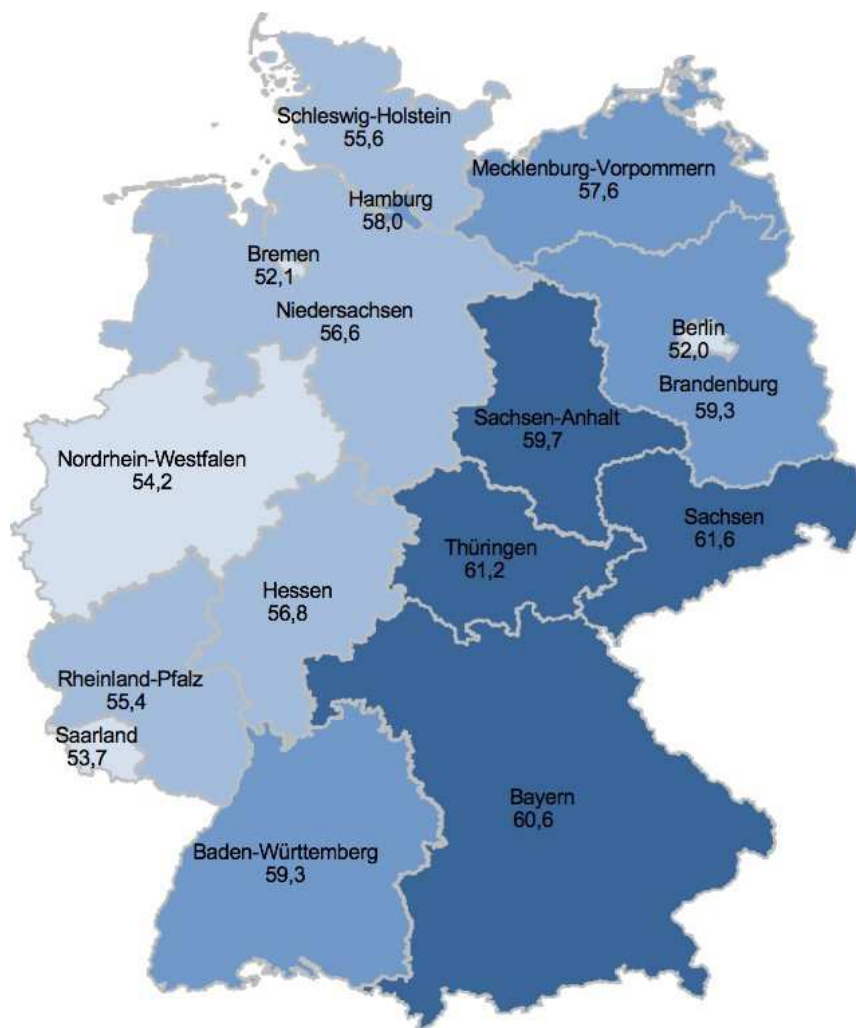


Figure 3: Employment rate in the federal states (January 2017) (Source: Arbeitsagentur: Regionale Strukturanalyse)

The demographic change, the rising willingness to hire of companies and the steadily increasing employment rate in recent years, as well as the advancing digitization are increasingly turning the focus on the skilled labor situation in Germany. On the one hand, employers signal that the filling of vacancies is becoming increasingly difficult. On the other hand, around 2.6 million people were registered as unemployed in Germany in 2017 and about 1 million people were in labor market programs or temporary incapacity for work.

In 2015, about 13% of jobs in Germany were on the helper level; the share is declining and will continue to decline slightly until 2030. Among the unemployed, 46% have no completed vocational training. The unemployment rate of unskilled workers is four times higher than that of persons with completed vocational training and eight times that of academics. The German labour market foresees mostly marginal positions for persons without vocational training and despite a high demand for labour and rising employment still has a structural surplus of unskilled workers who are unable to find employment.

The German Federal Employment Agency (BA) analyses each year where there is a shortage of labour in Germany.

Technical Professions:

The occupational group automotive, aerospace and shipbuilding technology shows a shortage of skilled workers, especially among engineers in automotive engineering and aerospace engineering. The skills shortage is particularly evident in the states Hamburg, Lower Saxony, North Rhine-Westphalia, Bavaria and Baden-Württemberg. Due to the economic structure in these states, there is an above-average demand for engineers (automotive locations, aviation industry, etc.).

In IT professions, there is a lack of experts in the IT user consulting and software development and programming. The shortage of skilled workers is evident in almost all federal states. In Hamburg, Lower Saxony and Saxony, the situation is not quite so tense. There is no shortage of professionals in this field in Berlin.

Furthermore, there are bottlenecks in some technical occupations at the level of skilled workers and specialists, especially in mechatronics and automation technology. There is also a dramatic shortage of specialists in energy technology, which has been increasing over the past years. This shortage is evident in all federal states. In addition, there is a shortage of skilled personnel for the monitoring and maintenance of the railway infrastructure as well as in the vehicle management in rail transport. In contrast to the other bottleneck occupations, however, the railway occupations are a small segment of the labor market dominated by the *Deutsche Bahn*.

Construction Industry

The good economic situation and the pursuant rush of orders in the construction sector have also increasingly revealed a shortage of skilled labour in the construction industry in recent months. While there has been a shortage of skilled workers and specialists in professions such as plumbing, plumbing, heating and air-conditioning technology as well as in the finishing trades for some time now, since summer 2017 there has also been a shortage in building construction and civil engineering.

Health Professions

Demographic change is becoming increasingly visible in Germany. Therefore, despite an increasing number of physicians in private practice and increasing employment in healthcare

and nursing professions, there are clear bottlenecks in almost all federal states. At the expert level, general medicine (without dentistry) and pharmacy are affected. At the level of skilled workers and specialists, there is a shortage of registered health workers and nurses, physiotherapists and professionals in the elderly care.

There is also a lack of podiatrists as well as specialists in orthopedics, rehabilitation technology and hearing aid acoustics.

The shortage of skilled workers in the care of the elderly focuses on qualified specialists and is shown without exception in all federal states. Specialists in geriatric care include specialist care staff with additional training in, for example, clinical geriatrics, rehabilitation, palliative care, oncology.

4.1.2 VET/apprenticeship demand and supply

Demographic change remains a key challenge for social and economic development in Germany. Due to declining numbers of school leavers, the economy is increasingly coming under pressure. This also affects vocational training. On the one hand, the decline in school leaving graduates at lower secondary school levels causes a decline in the number of pupils enrolled in the transition system, but on the other hand, the demand for company-based training places is falling. In 2016, 546,258 training places were filled by companies, but the number of applicants for apprenticeship places and the number of people interested in training (2009: 867,000; 2016: 803,613) has declined steadily; At the same time, the training rate (2007: 6.5%, 2015: 5.1%) of companies is declining also.²⁴ Due to the slowdown in demand, it is therefore inevitable that in some sectors, training occupations and regions there will be a shortage of (qualified) applicants for training places; This particularly affects small and medium-sized enterprises.

Already it is difficult for some companies to fill their training places. For example, many companies complain that they cannot fill their training places due to a lack of demand and the often lacking training maturity of applicants. According to the DIHK training survey²⁵ in 2016, 31% of companies were unable to fill their apprenticeships offered. The main reason for these recruitment difficulties, according to the interviewed companies, was the lack of suitable applications.

At the same time, however, many young people find it difficult to find an apprenticeship position: in 2016, 80,603 young people who were interested in dual training did not receive an apprenticeship²⁶. There is thus a matching problem on the training market in Germany: companies are searching

²⁴ see BIBB 2017: 16 ff.

²⁵ 2017: 9

²⁶ see BIBB 2017: 16

unsuccessfully for suitable candidates; Trainees and school leavers are looking for an apprenticeship without success.

Another problem is the mismatch between the vocational aspirations of the young people and the training offers of the companies. Many companies have difficulties attracting trainees for occupations such as restaurant specialist, specialist salesman, plumber, butcher, baker or cook. In 2017, there was a significant lack of applicants for training places in the following occupations²⁷:

- Retail Salesman (*Kaufleute im Einzelhandel*)
- Food Specialist Salesman (*Lebensmittelfachverkäufer_in*)
- Butcher (*Fleischer_in*)
- Specialist for System Catering (*Fachmann, -frau für Systemgastronomie*)
- Restaurant Specialist (*Restaurantfachmann, -frau*)
- Salesman (*Verkäufer_in*)
- Cook (*Koch_in*)
- Plumber (*Klempner_in*)
- Concrete Builder (*Stahl- und Betonbauer_in*)
- Scaffolder (*Gerüstbauer_in*)
- Hotel Trader (*Hotelfachmann, -frau*)
- Building Cleaner (*Gebäudereiniger_in*)
- Baker (*Bäcker_in*)

On the other hand, the lack of success of applicants is also due to a still significantly low level of training provision in some regions. In fact, the training place offers vary considerably depending on the geographic region. Thus, for example, in many employment agency districts in Bavaria, Brandenburg and Thuringia, but also in some regions in Baden-Württemberg, Mecklenburg-Western Pomerania, Saxony and Saxony-Anhalt, there are much more than 100 training places offered compared to 100 applicants; In some regions - for example Recklinghausen, Oberhausen, Hameln or Gelsenkirchen - there are not even 80 training places available for each 100 applicants.²⁸ Accordingly, migratory movements also

²⁷ Bibb: Berufsbildungsbericht 2017, p. 72.

²⁸ see Matthes et al., 2017.

have different effects on the regions.²⁹ The following map of Germany (Figure 4) shows the problem on the basis of the regional supply-demand ratio of vocational training places:

Schaubild A1.1.2-3: Regionale Angebots-Nachfrage-Relationen im Jahr 2016 (erweiterte ANR)

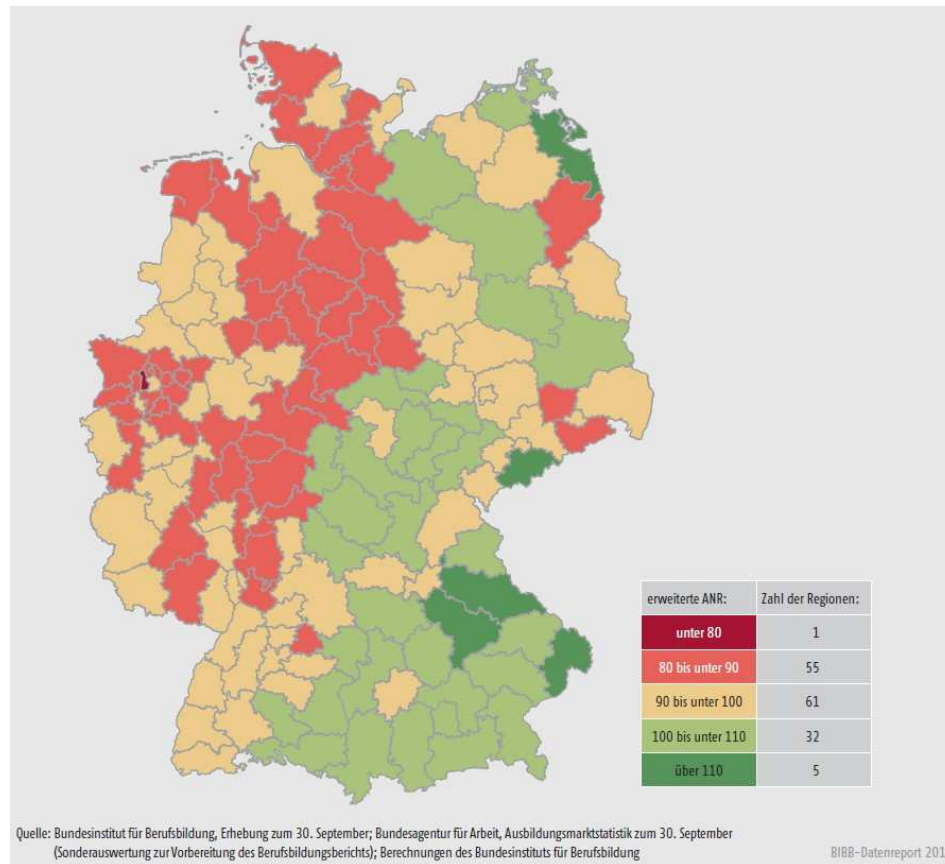


Figure 4: Regional supply-demand-relation in the year 2016 (Source: BIBB 2017: 20)

These matching problems are exacerbated by the future qualification requirements (keywords: knowledge society, Industry 4.0 or 4.0): The increasing demands concerning new qualifications and skills of employees in many occupations due to these developments are passed on to the field of vocational training, so that the demands on the training occupations are increasing. The tendencies for exclusion of certain applicants who lack a certain training maturity shown above are likely to continue despite the decline in applicants as a result of demographic change.

The opportunities on the training market for higher qualified young people are therefore very good; they are likely to remain difficult though for the low-skilled applicants. The described mismatch on the training market results partly from the increasing heterogeneity of applicants for training places (partly due to the many refugees on the training market). Thus, the training and teaching staff in the

²⁹ see, for example, for East Germany: Vogel 2018.

companies and schools are increasingly dealing with a group of young people who have different learning prerequisites.

4.2 Labor market integration in Germany

The IAB's study "Refugees are increasingly coming to the labour market" summarizes that the proportion of companies that have gained experience with the group of refugees in 2014/2015 increased from 6% in the second quarter to almost 10% in the fourth Quarter of 2016. Refugees in companies that already have a lot of experience with employees with a migration background have the greatest success in finding their way into the world of work.

Legal insecurity arises when the asylum application has not yet been decided and the permanent residence status and the issue of a work permit are unclear. Before asylum-seekers or those who are tolerated refugees can be recruited as workers or apprentices, permission is required from the Immigration Office, and in some cases the approval of the Employment Agency is required. The data of the Federal Employment Agency show a special commitment of small and medium-sized companies in the employment of refugees. While well over two thirds of all employees are employed in small and medium-sized enterprises (SMEs) in Germany, three quarters of all employees from asylum-receiving countries work there. In large companies, however, the proportion is significantly lower: while a total of every third employee is employed there, it is among the employees from asylum-based countries just barely one in four. In practice, however, there is a good division of labour in many places: many refugees become fit for the job market in internships and introductory training in large companies and then switch to training or employment in SMEs.

4.2.1 Stakeholders

There is a good number of public organizations that are concerned with the labour market integration of refugees in Germany. The main public body concerned with all aspects of immigration is the:

Bundesamt für Migration und Flüchtlinge (BAMF) - Federal Office for Migration and Refugees

<http://www.bamf.de>

Information Hotline (German and English): +49 30 1815 1111 (The hotline is available from 9:00 a.m. to 3:00 p.m. CET, Monday through Friday)

The website of the BAMF provides information on the most important topics concerning immigration in Germany. It is available in German and English. The arrival centres and Regional Offices are the main entry point when it comes to all the necessary steps in the asylum procedure. All incoming

4.2.2 Legal aspects

The legal framework for the labour market access of refugees is still very confusing and difficult to understand. Both the structure of the legal framework and many of its elements still follow the traditional logic that Germany is not an immigration country and that nationals must be protected from foreigners in the labour market (e.g. priority review). The institutional framework for residence in Germany, access to the labour market and education and promotion of labour market integration for refugees is formed by the Asylum Act (*Asyl Gesetz - AsylG*), Residence Act (*Aufenthaltsgesetz - AufenthG*), Employment Ordinance (*Beschäftigungsverordnung - BeschV*), Asylum Seekers Services Act (*Asylbewerberleistungsgesetz - AsylbLG*) and the relevant books of the German Social Code (*Sozialgesetzbuch - SGB*). Due to multiple references in the laws and inconsistent language usage, the legal matter is very difficult to access and short-term changes or improvements increase the confusion and inconsistency.

Access to the labour market, training and promotion depends on several parameters³³:

- Long-term perspective of permanent residence in Germany depending on the country of origin ("safe countries of origin": people who come from countries of origin with a high protection rate have a good residency perspective. In 2017, these countries were: Eritrea, Iraq, Iran, Syria and Somalia);
- Length of legal residence;
- Work permit;
- Leaving the initial reception center (*Erstaufnahmeeinrichtung*);
- Recognition as a person entitled to asylum, refugee or subsidiary entitled to protection;
- Responsibility of employment agencies and job centers for the promotion of labour market integration;
- Integration courses and language level.

Depending on the level of fulfilment of these parameters (eg residence in an initial reception center), access to the labor market might be denied. Access to the labour market then depends on the country of origin and the decision of the Immigration Office. Asylum seekers and tolerated people can start vocational training after three months at the earliest. With the recognition of the asylum application, all labour market restrictions are eliminated though; Recognized asylum seekers have immediate access to work.

Refugees differ from other migrants in facing larger institutional barriers to their integration into the labour market, education system and society. As with other investments, legal certainty plays an

³³ see Knuth 2016.

important role in entering into employment, because companies and employees must invest in human capital. It is true that asylum-seekers and those who are tolerated (with the exception of refugees from safe countries of origin who have applied for asylum after 31 August 2015) can take up employment three months after their arrival. Nevertheless, there is uncertainty about the future residence status of the refugees, so that there are often realistic chances of integration into the labour market after successful completion of asylum procedures. Although the legal situation in Germany has improved significantly, it must nonetheless be assumed that longer-term employment contracts will only be established after the successful conclusion of the asylum procedure due to the uncertainty about the future residence status.

The Integration Act has created the possibility that when entering into a training relationship, a right of residence is initially granted for a period of three years. Upon successful completion and employment, the right of residence may be extended by two years (3 + 2 rule).

4.2.3 Recognition of qualifications

Informally acquired professional competences that are exploitable and could be recognized would have to be identified through competence assessment procedures, which are completely underdeveloped in the highly formalized German system. The initial efforts of the refugees to integrate into the German employment system will therefore be directed in part to the beginning or continuation of studies, partly to the subcontracting market for helper activities.

Refugees who have already obtained a school degree in their country of origin can have it recognized in Germany. The respective certificate recognition authorities of the federal states decide on the recognition. There are no official recognition procedures for academic achievements that have been completed in the state of origin but have not yet been completed. Here, the respective school decides on the classification of young refugees. Refugees who have already completed vocational training in their home country can also have their degree recognized. The recognition of professional qualifications is always helpful, in some professions, the so-called regulated professions, it is even a prerequisite for being allowed to practice the profession in Germany. The regulated professions include, but are not limited to, a medical doctor, nurse, lawyer and attorney, a teacher, educator and an engineer.

An application for recognition of their professional qualifications can be made by refugees regardless of their residence status. The competent authorities can be found on the recognition finder on the website anerkennung-in-deutschland.de. Refugees who wish to

receive advice on the subject of recognition and qualification should contact the Recognition and Qualification Counseling Centers of the Integration through Qualification (IQ) network.³⁴

4.3 Existing labour market integration measures and access

The Federal Employment Agency (BA) is primarily responsible for arranging work or training. Together with municipalities, social partners and educational institutions, the BA has developed new programs to help refugees get into work or training faster.

The Federal Ministry of Education and Research (BMBF) has launched an initiative together with the Federal Employment Agency and the German Confederation of Skilled Crafts, which will enable apprentices to train around 10,000 young refugees by 2018. The "Pathways to Vocational Training for Refugees"³⁵ initiative is aimed at young refugees who are no longer required to attend school and who have already completed an integration course. The offer consists of several stages:

Integration Courses

Point of contact:	BAMF
Target group:	All incoming migrants, refugees, asylum seekers
Entry requirements:	None
Aim:	Language course German B1-Level and orientation course on legal system, culture and recent history of Germany
Fees:	Up to € 1.950
Duration:	Approximately 7 months

The general integration course consists of two parts, the language course and the orientation course. In the language course, participants learn the vocabulary needed for speaking and writing in everyday life. These include contacts with authorities, talking to neighbours and at work, writing letters and completing forms. The orientation course provides information about life in Germany. Participants can learn about the legal system, the culture and the recent history of the country. The general integration course: Language course with 600 lessons (one lesson takes 45 minutes) and one orientation course with 100 lessons. The language course consists of six course sections, each with 100 lessons. The first 300 teaching units are called the basic course followed by the 300 teaching units Advanced Language Course.

There are also special integration courses, for example for women, parents, adolescents and for people who cannot read and write properly. The course for adolescents for example contains topics

³⁴ <https://www.jobstarter.de/de/voraussetzungen-fuer-den-einstieg-von-gefluechteten-in-ausbildung-2710.php#Rechtliche%20Rahmenbedingungen>

³⁵ Official link: <https://www.berufsorientierungsprogramm.de/angebote-fuer-fluechtlinge.html>

Information material is available in German, Arabic, Farsi, French and English on the following website: <https://www.bibb.de/de/62186.php>

which are of particular interest to young people, for example application training and vocational training. The duration of these special courses is 1,000 lessons (900 lessons language course + 100 lessons orientation course).

Those who learn particularly fast can attend an intensive course. The duration is 430 lessons. There will be an exam at the end of both the language and the orientation course. The Integration Courses are commonly full-time, but can be visited part-time in some cases (for example if the participant is working or going to school).

People who have obtained their residence permit after 1 January 2005 and meet the following requirements, have a legal right to participate in the integration course:

People who:

- live permanently in Germany,
- have received their first residence permit after 1 January 2005,
- are in Germany: as employee, for the purpose of family reunification, for humanitarian reasons or as long-term resident according to § 38a Residence Act (*AufenthG*) or
- stay permanently in Germany and have for the first time received a settlement permit according to § 23 Abs. 2 *AufenthG*.

A claim to participation in the integration course does not exist,

- among children, adolescents and young adults undergoing schooling in Germany,
- with a recognizably low integration need,
- if the person already speaks enough German (can still take part in an orientation course).

For those who have obtained their residence permit after January 1, 2005, and who cannot communicate in German in a simple or sufficient way, participation in an integration course is obligatory. The Immigration Office determines the obligation to participate when it issues the residence permit.

For each lesson of the integration course, participants have to pay 1.95 Euro (contribution of costs).

A general integration course consists of 700 hours. Therefore, this course costs 1.365 Euro. The amount does not have to be paid all at once, but can be paid for each lesson of 100 lessons. The cost contribution for the special courses is higher (for example, 1,950 euros for 1000 lessons).

If the participant receives unemployment benefit or social assistance, he/she will be released from the cost contribution on request. One can also be exempted from the cost contribution if the payment of the cost contribution is particularly difficult due to one's economic or personal situation.

PerJuF - Perspectives for young refugees (*Perspektiven für junge Flüchtlinge*)

Point ofcontact:	Jobcenter
Target group:	Young people under the age of 25 who aspire to participate in a vocational training programme
Entry requirements:	See below
Aim:	Orientation in the German vocational training system
Fees:	None
Duration:	4 - 6 months

The program gives young refugees orientation in the German education and employment system. The target group of the measure is young people under the age of 25 who aspire to participate in a vocational training programme in the future and who are

- Asylum seekers or tolerated persons with access to the labour market or
- Persons with a recognized right of asylum and recognized refugees

and who

- the due to their personal situation (eg. refugee background, missing orientation in the German education and employment system, missing motivation to take up an education in an unfamiliar education system) have obstacles or rather need special support in order to motivate them for a vocational training programme or further vocational qualification and gradually introduce them to the training market,
- have completed full-time compulsory education,
- have not completed an initial vocational training recognized in Germany,
- have little or no professional experience,
- have language skills that allow them to follow and understand the content of the measure and
- so far could not be integrated into the labour market without this measure.

The aim of this measure is to give young refugees orientation in the German training and employment system, giving them adequate knowledge of access routes, the structure and functioning of the German training and job market so that they can make their own career choices and, more importantly, decide to participate in a vocational training programme. The individual participation period is usually four to six months. The number of weekly hours is in principle 30 hours including possible mandatory vocational school lessons where applicable.

The measure is structured as follows:

- Introductory phase (the first two weeks of the individual participation period): a first assessment of barriers to integration and an assessment of existing language skills of the participants is to be gained.

- In the further course of the program, the participants should practically experience working with different materials used in crafting. The aim of this project phase is that the participants can experience and test their suitability and inclination with the materials wood, metal and paint as well as in the field of home economics.
- The aim of the operational phases is for the participants to be able to practically test the theoretical and practical knowledge and experience they have acquired. During this phase, the participants will complete an internship in a company.

Throughout the entire program, participants are individually supported in terms of language training, development of key competencies, and socio-pedagogical support. In addition, they get to know the German training and employment system and receive an application training. After this program, the young people can enter directly into a dual training program or participate in the program "Career Orientation for Refugees" (BOF).

BOF - Vocational Orientation for Refugees (*Berufsorientierung für Flüchtlinge*)

Point of contact:	Jobcenter
Target group:	Young people under the age of 25 who aspire to participate in a vocational training programme
Entry requirements:	See below
Aim:	Selection of a suitable training occupation
Fees:	None
Duration:	Up to 26 weeks

The first step in this program is a series of workshop days for in-depth career orientation. The workshop days take place in the workshops of inter-company vocational training centers of craft organizations or their cooperation partners. There, the participants have the opportunity to intensively study one to three training occupations in which they can imagine completing an apprenticeship. For a period of nine to a maximum of 18 weeks, they test whether the selected occupations really correspond to their personal suitability and inclination.

During the workshop days, they will also learn more about the structure and content of the dual training in the selected occupations and are prepared for the requirements of the vocational school.

During the second phase, the participants get the opportunity to test the desired occupation in a company. On the basis of their experiences during the workshop days, the participants decide on a training occupation, which they continue to test during the operating phase in an actual enterprise.

Here, for four to a maximum of 8 weeks, they apply the previously acquired competencies in company setting. They experience work processes first hand and get to know the company.

Conversely, the company gets to know potential trainees.

During the workshop days, the participants receive an intensive general and professional language training. In the subsequent phase of operation, the technical and language skills in the work process will be further deepened.

Participation in BOF is also possible part-time. This ensures that, for example, young women and men who have children to look after, can participate in the program.

If a direct transition to a dual training program is not possible, participants may be further qualified in a continuing activity (for example, in an initial qualification or an occupational orientation internship) until the beginning of the training.

PerF - Perspectives for Refugees (*Perspektiven für Flüchtlinge*)

Point of contact:	Jobcenter Employment Agency
Target group:	The main target group is unemployed asylum seekers and persons with access to the labor market as well as persons entitled to asylum and recognized refugees. Access is also possible for asylum seekers with good prospects of stay (currently refugees from the countries of origin Eritrea, Iraq, Iran, Somalia and Syria) if there is still no labor market access.
Entry requirements:	Participants should have language skills that allow them to follow the content of the measure. This is usually the case after attending an integration course.
Aim:	Selection of a suitable training occupation
Fees:	None
Duration:	12 weeks

The program runs for a total of twelve weeks and is divided into three phases. In the first four weeks, the participants will first receive information about the German education and employment market as well as the possibility of recognizing foreign qualifications. The second phase lasts six weeks and will be spent in one company. Selected companies accept the refugees and enable the identification of knowledge, skills and potential under real working conditions. Finally, the participants receive a two-week application training and job search assistance. Occupational German skills are taught throughout the entire duration.

KompAS - Competence assessment, early activation and language acquisition (Kompetenzfeststellung, frühzeitige Aktivierung und Spracherwerb)

Point of contact:	Jobcenter Employment Agency
Target group:	<ul style="list-style-type: none"> Asylum seekers with a good residency perspective and a permit from the Federal Office for Migration and Refugees (BAMF) to participate in an integration course and

	<ul style="list-style-type: none"> • Migrants receiving the benefit of the Jobcenter; including recognized refugees and tolerated from 18 to 50 years.
Entry requirements:	Eligibility to participate in an integration course
Aim:	Experiencing and testing inclination and abilities, motivating for vocational qualification, eliminating barriers to placement, introduction to training or job market.
Fees:	See above fees for Integration Course
Duration:	7 months

KompAS enables the simultaneous participation in an integration course and a vocational activation measure. Parallel to the German lessons, professional experience can be acquired over a period of up to three months. This includes training measures and internships as well as the gathering of professional competencies.

5 Company survey: requirements for the integration into VET

As part of a research project to promote the integration of refugees into dual training from an enterprise perspective, five major companies were asked about the conditions for a successful integration of refugees into company-based training. The results show the great commitment of German companies in this field and illustrate the interest to enable refugees to gain access to qualified training; On the other hand, the results also describe the ongoing legal and bureaucratic challenge for companies.

The surveyed companies have designed their own concepts for the integration of refugees into vocational training or adapted existing concepts to the new group and thus made efforts to bring refugees to dual training in different ways and to successfully complete them. A surveyed company also offers retraining for refugees. The commitment of all companies is great, but was partly disappointed by legal and regulatory restrictions. For the most part, companies have succeeded in integrating first refugees into dual training through their measures. The number of refugees diverged from two to four refugees per company in the respective cohorts. A direct entry into the dual training system is generally not possible according to the interviewed companies. The participating refugees usually have to complete an internship, language courses or an initial qualification (EQ) first.

Motivation & Requirements

The motivation or intention of companies to include refugees in their vocational training or in a dual training course was most commonly justified with the companies' social responsibility. The companies have referred here to their long-standing commitment to the promotion of disadvantaged groups. A possible shortage of skilled workers / shortages or problems with the

recruitment of suitable applicants have played no role according to feedback from the companies. However, refugees are, of course, also regarded as resources for securing skilled labour.

The language and here in particular the professional language represents the biggest challenge of the integration of refugees into the dual training programs of companies. The language requirements must be considered according to the occupational profiles; In the commercial occupations the required language level for example is certainly higher than in the industrial-technical occupations. The companies criticize the legal framework conditions which are not always compatible with the needs of the companies. This mainly concerns the long-term perspective to stay in Germany as well as the asylum status with regard to access to support measures for trainees, retraining or funding support for retraining by the BA and Jobcenter. While the "3 + 2 rule" is described as beneficial, it could be extended to other branches of VET (eg retraining or initial qualifications). In addition, companies report a high level of bureaucracy, especially when applying for measures and funding. Insofar as bureaucratic hurdles seem too high for companies, they set up their own measures. For example, if access for companies to measures such as Accompanying Training Support (see above - abH) for their trainees is not achievable without high bureaucracy, self-designed tuition is offered in the company instead. However, if the bureaucratic effort allows it, state-sponsored funding will be applied for and accepted by the companies.

The recruitment strategies and procedures of refugees vary from company to company and regional situation. It is a common feature of companies that they rely on the support of external partners (eg social clubs, BA / JobCenters, municipalities, language schools, vocational schools) and that without this support their commitment would be very limited. The external partners initially take on the task of recruiting the refugees; sometimes the external partners even carry out a (pre-)selection process, so that the companies only have to take in some of the selected refugees. For the most part, companies are not in a position to deal with legal conditions and bureaucracy, and therefore rely on external partners. On the part of the companies, however, selection criteria are defined (for example language command). However, the criteria of the companies are not very pronounced and are usually limited to a minimum of German language skills as well as a certain interest in the job description.

In the companies themselves, the coordination of the respective measures for the integration of refugees is usually carried out by the human resources department in cooperation with the trainers on site. However, human resources input for such measures varies: most of the companies make available adequate human resources, and one company even has its own coordination center, which is solely responsible for the refugees in the company.

After feedback from the companies, the training of refugees in the companies is predominantly positive. Abandonment is not reported. The employment of the refugees promotes the diversity of

the enterprises and contributes to the intercultural climate in the enterprise. Negative experiences are not reported.

However, the requirements of vocational education are seen as problematic. In many cases, the textbooks and examination papers are written at a level C1 that the refugees cannot learn in this short period of time. According to the companies, the training success is mostly jeopardized by the requirements of the vocational school and the written final exam; the practical parts of the training would be mastered by most of the refugees.

6 Recommendations

The commitment of German companies to hire refugees is generally great. Besides the bureaucratic hurdles, there are recommendations for those who want to improve their chances for finding employment in Germany.

The first recommendation for anyone seeking employment in German is to learn the German language. Employers generally do not expect a fluent level of German, but applicants should be able to communicate in basic German with colleagues and co-workers, be able to understand safety instructions in the workplace and understand explanations about the work and the processes in operation. There is support for German language classes by the German government (see above) as well as other institutions, which offer German language classes.³⁶

With the new Integration Act of August 2016, asylum seekers as well as foreigners can take up (dependent) employment in Germany within three months. This includes vocational training. The official procedure is complicated but necessary. For those who have a residence permit, the Jobcenter is responsible; For those who are tolerated, the Federal Employment Agency is responsible.

A considerable amount of refugees has found employment in so-called helper activities, most probably because there are no or only minimal requirements for those jobs. They are also paid worse and mostly do not offer very good long-term perspectives. The economy in Germany is characterized by the division of labor and the intensive use of modern technologies. The companies are therefore highly specialized. They offer more jobs for skilled workers than for unskilled helpers. It is therefore recommendable, especially for those seeking a longer-term perspective in Germany, to find employment in a regulated job, as they offer long-term job prospects, better job opportunities and better earning potential. For those who already have completed a training of any kind and who have earned a degree, the recommendation is to have that degree recognized by the German authorities.

³⁶ See especially: Goethe Institut (<http://www.goethe-institut.de>) and the Volkshochschulen (www.

Especially young refugees, who have not completed training or would like to start a formal training, there are good opportunities to start a dual trainee program in Germany. It is highly recommendable to inform oneself about the German dual training system and to find out about regional openings and professions which lack applicants for training programs (see above). In contrast to working as an unskilled helper, training is a long-term investment. Although trainees will earn less money during training than an unskilled helper, in that time trainees will be learning a trade in return and gaining new skills, abilities and expertise.

Another advantage of doing a vocational training, is that trainees can usually stay in Germany for the duration of the training. After successful completion of the training, they can then stay for up to six months to find a suitable job in Germany. If they are taken over by the training company or if they take up employment in the training profession, they will receive a residence permit for two years.

Digital information and support:

- Refugeeguide: <http://www.refugeeguide.de>
Helps with first orientation, includes useful tips and information in living in Germany, available in many languages.
- Ankommen (App): <https://www.ankommenapp.de>
Refugees can learn German, includes a lot of information on Germany, especially cultural information. Gives most important information about the asylum process. Free of charge.
- Information for Refugees: <http://www.ard.de/home/ard/guide-for-refugees-wegweiser-fuer-fluechtlinge/Guide-for-refugees/2214428/index.html>
The website of the German Public Television (ARD) for refugees. News in English and Arabic, videos for children, information on life and culture in Germany.
- Welcome Grooves: <http://www.welcomegrooves.de>
Free German lessons
- Basic German: <http://hueber.de/erste-hilfe-deutsch>
The 800 most important words in German
- The first words for children in German: <http://www.willkommensabc.de>
- Sendung mit der Maus (Popular TV show for children):
<http://www.wdrmaus.de/sachgeschichten/maus-international> In Arabic, Dari and English

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Project title:	Innovative Response for Facilitating Young Refugees Social Support
Project acronym:	I.Ref.SoS
Project no:	2017-2-EL02-KA205-003219
Relevant IO Title:	German Labour Market for Young Refugees. Background Report.
Sub-Title:	Analysis Grid
Prepared by:	Katja Kalusch

Analysis Grid

I. Relevant aspects for labour market integration of young refugees in Germany and recommendations for a counselling /guidance output

Aspects	Stakeholder
Players in the Germans integration policy	Federal states, Municipalities, Federal Office for Migration and Refugees Federal Employment Agency, Companies, Caritas, Rotes Kreuz, Diakonie Civil society actors
Legal aspects and requirements <ul style="list-style-type: none"> - Rights of unaccompanied minors (< 18 years) - Residence status (recognised refugees, permit for residence: 3 years; status of subsidiary protection: 1 year with the option for renewal for 2 years) - perspective of stay in Germany 	Youth welfare service Federal Office for Migration and Refugees Federal Employment Agency
Labour market structure and shortage occupations <ul style="list-style-type: none"> - Shortage occupations https://www3.arbeitsagentur.de/web/wcm/idc/groups/public/documents/webdatei/mdaw/mjc5/~edisp/16019022dstbai777367.pdf 	Federal Employment Agency



<p>Access to measures of labour market integration</p> <ul style="list-style-type: none"> - Access to the labour market - Access to initial educational qualification - Access to internships 	
<p>Educational System (rough overview)</p> <ul style="list-style-type: none"> - Extension of compulsory education from 18 to 25 years (for refugees) - Recognition of school certificates <p>German dual VET System (rough overview)</p> <p>Integration of refugees into the VET system</p> <ul style="list-style-type: none"> - Access to VET for: <ul style="list-style-type: none"> (1) recognised refugees without restrictions; (2) asylum seekers from 4th month of residence in Germany, (3) refugees with a “tolerated” residence status from the 1st day on of designation of their status - Readiness for educational training and aptitude (Education mature) - Measures: PerjuF /Occupational language support / Integration courses 	<p>In Germany, education is regulated by the individual “Bundesländer” (Federal States). In Germany existing 16 different school laws and a range of administrative regulations.</p> <p>Federal Employment Agency, Federal Office for Migration and Refugees, Companies</p>
<p>Validation and recognition of knowledge, skills and competences in Germany</p> <ul style="list-style-type: none"> - “Bundesqualifikationsfeststellungsgesetz” (Law for Validation and Recognition) - regulated and unregulated occupations 	<p>Chamber of crafts, Chamber of Trade</p>
<p>Employment opportunities for refugees from the companies point of view</p> <ul style="list-style-type: none"> - maturity for vocational education and training 	

II. Maturity for vocational education and training of youth

a) Educational maturity

A person may qualify as a maturing trainee if he or she meets the general education and work ability and has the minimum requirements for entry into vocational training. The occupations are delimited from the specific requirements of individual professions that become the subject of suitability for the profession in question (professional suitability).



The assessment of the educational maturity is therefore to assess whether a young person has the general characteristics of ability to educate and work (school knowledge and skills, physical and mental resilience, managing an 8-hour day, life skills, the condition for participation at work) and the general requirements for training occupations with less complex requirements.

b) Vocational aptitude

A person can be referred to vocational aptitude if she/he possesses characteristics and attributes which are preconditions for conformance of the occupational requirements. Vice versa the occupation, the occupational activities or the occupational position has to possess the attributes and characteristics which are preconditions for the occupational satisfaction for the person.

In contrast to the assessment of vocational maturity, the assessment of career choice is one or more concrete (vocational) occupations or a specific occupational field. For the aptitude test, the specific requirements and attributes for a profession are specifically consulted. Special features of the respective companies in terms of job requirements are not included in this assessment. Nevertheless, the aptitude assessment thus takes place in order to a possible overwork or under-challenge by the profession.

c) Job placement

A person can be defined as employable if she/he possesses the vocational aptitude and does not hold vocational constraints which are suitable to restrict or prevent occupational activities. Such restrictions may be market dependent and operational or industry related, but they may also be in the person or their environment.



Key characteristics for maturity of vocational education and training in Germany

Range of key characteristics	Characteristics / Attributes
Basic academic knowledge	Spelling
	Reading (Handling with text and media)
	Speaking and Listening
	Mathematical basics
	Economic basics
Psychological characteristics	Command of language
	Arithmetical thinking
	Logical reasoning
	Spatial Sense
	Retentiveness
	Speed of Operation
	Ability to be intent
Physical characteristics	Age-based stage of development
Psychological characteristics of work habits and personality	Power of endurance and frustration tolerance
	Communication skills
	Conflict ability
	Critic faculties
	Commitment
	Self-organisation
	Accurateness, diligence
	Capacity of teamwork
	Modes of behaviour
	Sense of responsibility
	Reliability
Maturity of career choice	Competence of self-assessment

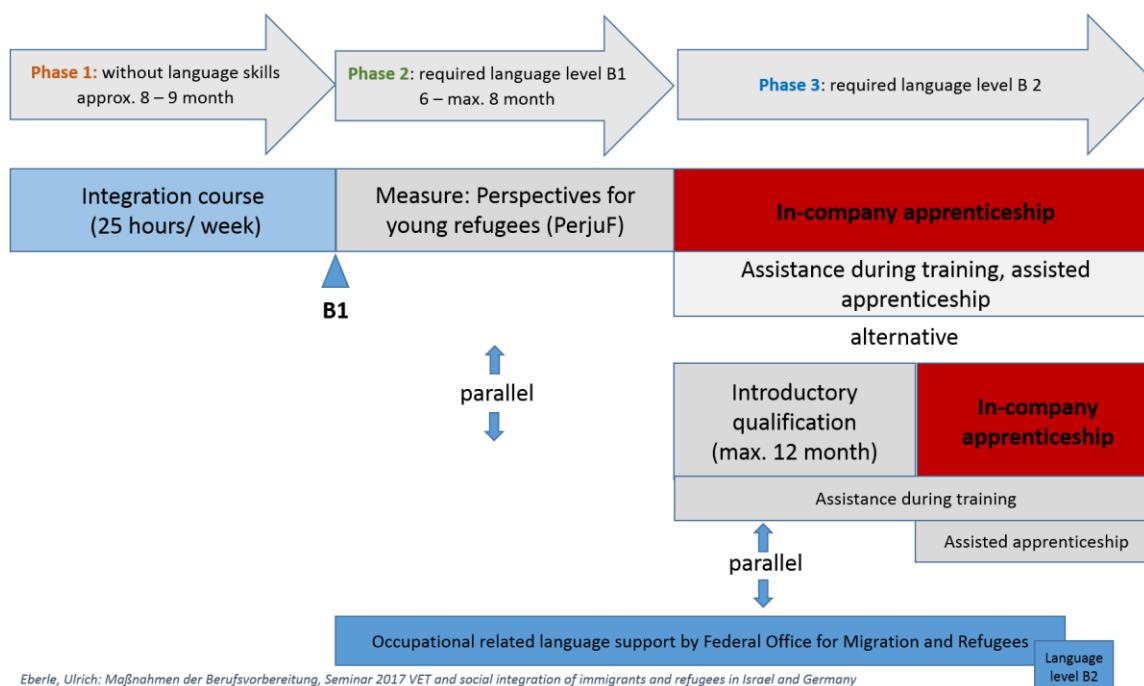


III. Recommendations for a counselling/guidance output

- Establish preconditions for participation in VET (basic and occupational language skills, psychological counselling, family related counselling, etc.)
- Work place culture in Germany
- Early assessment of skills and potentials
- Career guidance / occupational orientation
- Counselling about legal claim for recognition of prior learning
- Labour market structure and the importance of qualification and training in Germany
- Motivation to conduct a three years dual apprenticeship
- intercultural competence /conflict management
- Democratic rule of law
- Elimination of uncertainties in regard to authorities

IV. Integration of migrants and refugees into dual Vocational Education and Training System in German - Model

Model for German Vocational Education and Training - acquisition of language, training and qualification (step by step)



Eberle, Ulrich: Maßnahmen der Berufsvorbereitung, Seminar 2017 VET and social integration of immigrants and refugees in Israel and Germany

(Own translation)



V. Projects and good practice models and integration policies - Short description

(1) Perspectives for young refugees (Perspektiven für Junge Flüchtlinge, PerjuF)

https://con.arbeitsagentur.de/prod/apok/ct/dam/download/documents/whitelist_ba015790.pdf

The program has an individual duration of four to six months. In the two-year admission phase, a competence analysis or location determination is carried out. In the further course of the program, the participants should learn practical materials in practical use. The knowledge is written in a subsequent practical phase in the company. Throughout the program, the individual needs in terms of language and lifestyle are promoted. The German training and employment system is to be known and maintained. Afterwards, you can train the young people directly in an in-company training or participate in the program "Career Orientation for Refugees" (BOF).

Target group: Recognized refugees, asylum seekers with good prospects of stay and those with access to the labor market between 18 and 25 years of age who are seeking vocational training

(2) Young Refugees Need Integration, Erasmus+, 9/2016 – 8/2019

<http://www.yourni.eu/>

This project concentrates on the integration of young refugees in the VET-sector, and it wants to build up a network and connect stakeholders in order to share experiences and best practices.

This project addresses various aspects when it comes to second language learning with young refugees and best practices of different countries about how to help refugees enter the labour market.

(3) Real-World Laboratory: Asylum Seekers

<http://www.reallabor-asyl.de/reallabor-asyl/ueber-uns.html>



In Real-World Lab projects prevalent social issues and their possible solutions are investigated and scientifically evaluated. This enables the region's knowledge-base to be widened, the effectiveness of measures to be investigated and best-practice recommendations to be developed.

(4) Allianz für Aus- und Weiterbildung (Alliance for initial and continuing vocational training) (BMW, BMAS, BMBF, IntB)

www.aus-und-weiterbildungsallianz.de/

The dual vocational training system is a factor driving the success and competitiveness of Germany's economy. The training provided is so close to actual working life that it sets young people up well for the world of work and, via further training options, opens up a variety of prospects for their careers and lives. This means that vocational training is an important foundation and precondition for meeting the skills requirements of the German economy.

(5) Career guidance / occupational orientation

www.berufsorientierungsprogramm.de/

The objective is to offer to school pupils all over Germany a vocational orientation process that will enable them to develop a realistic idea of their own abilities and interests and to gather practical experience in a variety of occupational fields.//

The Vocational Orientation Programme focusses on pupils attending schools of general education. Funding is provided for an analysis of potentials (Potenzialanalyse), which usually takes place during the second half of seventh grade and for workshops in eighth grade. The analysis of potential enables pupils to arrive at an initial assessment of their own predispositions and competences. Following this, the two-weeks internships (Werkstatttage) provide them with an opportunity to familiarise themselves with at least three occupational fields.

(6) KAUSA- Development of guidelines for preparation/placement in dual vocational education and training

www.jobstarter.de/de/kausa-servicestellen-100.php



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JOBSTARTER plus" supports the goals of the national Alliance for Initial and Further Training 2015-2018 and is part of the Federal Government's Skills Development Initiative to strengthen educational opportunities and increase the permeability of the education system. It also forms part of the "Education Links to Obtain a Training Qualification" initiative. The "JOBSTARTER plus" programme centres on the following goals: strengthening in-company vocational training and unlocking new skilled labour potential. The programme sponsors innovative training strategies and services that help SMEs to recruit skilled labour and tap into new target groups. This also includes the development of close-to-enterprise strategies to improve the transition from school to vocational training. The funded regional projects within the JOBSTARTER plus programme test current VET policy topics in practice.

(7) Modellprojekt "Gemeinsam in der Ausbildung" (BMWi) (Pilot project: „Joint apprenticeship“)

This project secures skilled workers in Germany and has helped more than 50 young people (with fewer opportunities and refugees) to start in to work life.



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<https://www.jobstarter.de/de/voraussetzungen-fuer-den-einstieg-von-gefluechteten-in-ausbildung-2710.php> (12.12.2017)



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This project is co-funded by the European Union

Mangelberufe (o.J): Mangelberufe für Fachkräfte? <http://www.mangelberufe.de/facharbeiter/> (13.12.2017)

Perspektiven für Flüchtlinge (PerjuF):

<https://www.kofa.de/themen-von-a-z/fluechtlinge/initiativen/detailseite/initiative/perspektiven-fuer-junge-fluechtlinge-im-handwerk-perjuF-h>

Polte, Alexander (2017): Hier werden händeringend Azubis gesucht.

<https://www.jumpradio.de/thema/unbeliebte-ausbildungsberufe-100.html> (13.12.2017)



Project title:	Innovative Response for Facilitating Young Refugees Social Support
Project acronym:	I.Ref.SoS
Project no:	2017-2-EL02-KA205-003219
Relevant IO Title:	List of the most wanted professions related to the integration of young refugees in Germany (as of May 2018)
Sub-Title:	Description of professions/ specialisations
Prepared by:	Katja Kalusch, DEKRA Akademie GmbH (katja.kalusch@dekra.com)

List of the most wanted professions related to the integration of young refugees in Germany (as at May 2018)

Language skills for all occupations: absolute minimum B1 EQR

1. Automotive mechatronics - SP Passenger Car Technology, Commercial Vehicle Technology, System and high-voltage Technology, Body technology (Training)

Duration of Training: 3.5 years

Profile of professional capacity

Diagnosing vehicle faults and malfunctions, performing service and maintenance, disassembling, repairing and assembling components, subassemblies and systems, conducting inspections of legal vehicles, operating vehicles and systems, decommissioning and commissioning of vehicle systems, measuring and testing of systems, removal, conversion and retrofitting of vehicles, planning and preparation of work processes as well as checking and evaluation of work results, operational and technical communication, implementation of quality assurance measures

Occupational fields of activity

Automotive mechatronics work in vehicle manufacturers and service companies in the planning, maintenance, testing, diagnostics, repair, upgrading and conversion of motor vehicles in the focal areas of passenger car, commercial vehicle, system and high-voltage technology or bodywork technology.



What school-leaving qualifications are expected?

No specific school education is required by law. In practice, companies mainly provide trainees with an intermediate level of education.

Requirements

Care (e.g. when inspecting components and assemblies on commercial vehicles)

Awareness of responsibility (e.g. when adjusting and maintaining safety-relevant components such as brake systems)

Craftsmanship and eye-hand coordination (e.g. when equipping and converting commercial vehicles)

Technical understanding (e.g. determining the causes of errors, malfunctions and damage)

School subjects

Plants/technology (e.g. for disassembly and assembly of very complex assemblies)

Mathematics (e.g. for calculation of setting values and interpretation of measured values)

Physics (e.g. in locating and correcting faults in vehicle electronics)

How much does an apprenticeship earn?

Exemplary training allowances per month:

2. Mechatronics Technician for Refrigeration Technology (Training)

Duration of Training: 3.5 years

Profile of professional capacity

Assembly and commissioning of systems, installation of electrical and electronic plant components, implementation of insulation, corrosion protection and fire protection measures, programming of measurement and control devices, performing functional and safety tests, plant maintenance, systems and components of refrigeration and air conditioning technology, optimization of refrigeration and air conditioning systems according to economic and ecological aspects, dismantling of systems, systems and components of refrigeration and air conditioning, supply of refrigerant, refrigerants and refrigeration oils reuse or environmentally sound disposal.

Occupational fields of activity

Mechatronics for refrigeration and air conditioning technology are predominantly employed in craft trades in the assembly, conversion and maintenance of refrigeration, air conditioning and heat pump technology.



What school-leaving qualifications are expected?

No specific school education is required by law. In practice, companies mainly employ trainees with an intermediate level of education.

Requirements

Manual skill and eye-hand coordination (e.g. when laying pipelines, assembling and wiring small components)

Care (e.g. when measuring systems for functionality and tightness)

Technical understanding (e.g. when analyzing functional relationships in mechatronic systems)

Caution (e.g. when complying with safety and environmental regulations)

School subjects

Physics (e.g. for getting to know how refrigeration and air conditioning systems work)

Mathematics (e.g. for calculating refrigeration requirements)

Plant/Technology (e.g. when operating machines and devices)

3. Scaffolder (Training)

Duration of Training: 3.0 years

Profile of professional capacity

Construction of length and area oriented working and protective scaffoldings, substructure scaffolding including foundations, work platforms, suspended scaffoldings, meteorological shelters and enclosures, special purpose scaffolding, maintenance, storage and transport of scaffolding components, assessment of loadbearing structures and Ensuring load-bearing capacity, anchoring scaffolding, checking and recording anchorages, assembling and operating elevators and lifts, instructing users, planning and preparing work procedures, obtaining and analyzing information, applying technical documentation, planning and coordinating work, setting up , securing and clearing construction sites, working on materials, handling and maintaining tools, equipment, machinery and technical equipment, performing survey work, implementing quality assurance measures and getting started carrying out reports, operating and maintaining equipment and machinery, independently carrying out work on the basis of technical documentation and work assignments, mainly in teams and in cooperation with other trades, setting up workplaces and taking measures for safety and health at work as well as for environmental protection, checking the work for flawless execution, documenting the work, performing quality assurance measures and calculating the service provided.

Occupational fields of activity

Scaffolding workers in the construction and construction industries find employment in scaffolding companies and other companies that build scaffolding or similar constructions.



What school-leaving qualifications are expected?

No specific school education is required by law. In practice, companies mainly employ trainees with a lower secondary school leaving certificate.

Requirements

Good physical condition (e.g. when lifting and carrying scaffolding parts)

Craftsmanship (e.g. drilling holes for tie bars)

Body control and freedom from dizziness (e.g. when working on ladders and scaffolding)

Ability to work in a team (e.g. when bracing scaffolding)

School subjects

Mathematics (e.g. for making measurements, for calculating material quantities)

Working/Technology (e.g. in the processing of materials; technical drawing)

4. Plumber (Education)

Duration of Training: 3.5 years

Profile of professional capacity

Covering and servicing roof and wall surfaces of structures of metals and plastics, making and installing equipment for the discharge of rainwater and ventilation equipment, installing energy collectors and energy converters, applying sustainable energy use systems, installing capture equipment and discharges for external lightning protection Manufacture of joints and thermal insulation and sealing measures for heat, cold, sound and fire protection, fixing of components and assemblies in masonry, concrete and wood, surface treatment and protection, setting up work and protective scaffolding, customer-oriented Order processing, planning and controlling of work processes, controlling and evaluating the work results and applying quality assurance measures, advising the customers in relation to products and services of the company, taking into account economic and oil ecological aspects.

Occupational fields of activity

Plumbers are mainly active in the trades of the building installation industry, e.g. in plumbing or in plants of the ventilation installation construction. In addition, in factories specializing in the processing of metal in civil engineering, e.g. in roofing firms or façade construction companies.

What school-leaving qualifications are expected?

No specific school education is required by law. In practice, companies mainly employ trainees with a lower secondary school leaving certificate.



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Requirements

Craftsmanship and eye-hand coordination (e.g. during assembly and installation work)

Care (e.g. for precisely fitting forming of sheet metal, tubes and profiles)

Body control and freedom from dizziness (e.g. when working on ladders and scaffolding)

Good physical condition (e.g. when assembling heavy workpieces)

School subjects

Plant/Technology (e.g. in the operation of machine tools)

Mathematics (e.g. for calculating the material requirements for an order)

Physics (e.g. for the assessment of the load capacity of sheet metal components)

5. Concrete and Reinforced Concrete Paver (Training)

Duration of Training: 3.0 years

Profile of professional capacity

Manufacture of framework, large-area and special formwork for foundations, rectangular columns and beams, articulated components as well as for flat and curved walls and ceilings, building, stiffening and unclamping of components, producing visible concrete formwork, conical shapes, column heads, pedestals, straight and spiral staircases, manufacture and installation of reinforcement and prefabrication of reinforcement units, installation of prestressing steels with anchoring elements, testing of fresh and hardened concrete, conveying, placing, compacting and after treating concrete and working the surface by hand and with the aid of machinery, processing concrete surfaces according to design aspects, undertaking building parts, sealing concrete and reinforced concrete structures against non-pressing water, producing exterior and interior walls with different stones and slabs in different types of dressing, installing insulating materials for the laundry Thermal, refrigeration, sound and fire protection, testing of concrete surfaces for damage and performing maintenance and repair work on concrete and reinforced concrete components, performing adjacent work in the civil engineering and civil engineering work, carrying out the work on a stand-alone basis from technical documentation and work assignments alone and in cooperation with others, planning and coordinating the work, coordinating with those involved in the construction, setting up construction sites, taking measures to ensure the work process, safety and health at work, and environmental protection the construction site, checking the work for faultless execution, documenting the work, performing quality assurance measures, calculating the performance and handing over the cleared construction site, equipment and machinery, assembly and disassembly of working, protective and supporting frameworks and calibration of Structures n and components.

Occupational fields of activity

They work predominantly in building construction or precast construction, e.g. for housing, office, administrative and commercial buildings. Apart from the construction industry, concrete and



reinforced concrete workers can also be employed in the production of concrete and prefabricated parts.

What school-leaving qualifications are expected?

No specific school education is required by law. In practice, crafts businesses mainly provide apprentices with industrial companies select approximately equal numbers of trainees with a lower secondary school leaving certificate*, higher education entrance qualification or intermediate education certificate

Requirements

Good physical condition (e.g. when lifting and carrying building materials)

Craftsmanship (e.g. when fitting finished concrete parts)

Body control and freedom from dizziness (e.g. when working on ladders and scaffolding)

Teamwork skills (e.g. when transporting and installing large precast concrete elements together)

School subjects

Mathematics (e.g. for determination of building material requirements, area calculations and the creation of oversizes)

Working/Technology (e.g. for working with tools, machines and equipment on site; technical drawing)

Physics (e.g. for the correct assessment of the properties of materials and the effect of forces and lever types)

6. Electronics Technician for Information and Telecommunication System (Education)

Duration of Training: 3.5 years

Profile of professional capacity

Informing and advising customers on the use of information and telecommunication equipment and systems, installing and configuring information and telecommunication equipment and systems, installing power supply and checking electrical protection measures, installing networks and wireless transmission systems, installing information devices - and telecommunications technology, taking into account ergonomic aspects, performing maintenance on equipment and systems of information and telecommunications technology, use of expert and diagnostic systems for troubleshooting, instructing users in the operation of the systems, billing for services, performing work as Electricians in the sense of accident prevention regulations.

Occupational fields of activity

IT system electronics technicians work in companies offering information and telecommunication technology products and services. You will find employment with manufacturers and operators of



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telecommunications equipment and networks, security technology installers and retailers offering custom hardware configurations. In addition, they also work in engineering offices that plan networks.

What school-leaving qualifications are expected?

No specific school education is required by law. In practice, companies mainly employ trainees with an intermediate level of education.

Requirements

Care and concentration (e.g. during troubleshooting or soldering of cables)

Technical understanding (e.g. when carrying out interference suppression measures on electrical equipment)

Customer and service orientation (e.g. when instructing customers in electronic devices and systems, when responding to customer requirements)

Skill (e.g. when assembling small components such as microprocessors)

Caution and freedom from giddiness (e.g. when working on roofs)

School subjects

Mathematics (e.g. for determining and displaying electrical quantities)

Physics (e.g. when selecting line paths and device locations taking electromagnetic compatibility into account)

Computer science (e.g. for access to programming and computer-aided work processes)

Working/Technology (e.g. when assembling information technology components and preparing circuit and cabling plans; technical drawing)

7. Electronics Technician for Industry (Training)

Duration of Training: 3.5 years

Profile of professional capacity

Undertaking electrical installations, designing plant modifications and upgrades, setting up and clearing workstations / construction sites, organizing plant erection, monitoring the work of service providers and other trades, assembling and installing wiring systems, information lines and power lines, including general utility lines, installing and setting up machinery and drive systems including pneumatic / hydraulic components, assembling and wiring of switchgear and automation systems, programming and configuration of systems, checking the function and safety devices of the systems, monitoring and maintaining the equipment, performing periodic inspections, analyzing faults, taking immediate actions and repairing the equipment, transferring equipment, instructing users in the operation and providing services, also working with German-language documentation and communication also in English, assignment to electricians in the sense of the accident prevention regulations.



Occupational fields of activity

Electronics technicians for industrial engineering work in particular for manufacturers of industrial process control devices, e.g. of programmable logic controllers or systems of measurement and control technology. Electrical installers installing technical building equipment or utilities also offer employment opportunities.

What school-leaving qualifications are expected?

No specific school education is required by law. In practice, companies mainly employ trainees with intermediate education or university entrance qualifications.

Requirements

Craftsmanship (e.g. when installing and wiring switchgear)

Skill and eye hand coordination (e.g. when installing and adjusting sensors)

Care (e.g. when evaluating system, diagnostic and process data)

Technical understanding (e.g. when assembling and maintaining individual components of automation systems)

Flexibility (e.g. adapting to changing work locations when repairing and installing systems)

School subjects

Mathematics (e.g. for the determination and representation of currents, resistances and capacities)

Plants/technology (e.g. for operating programmable logic controllers as well as measuring, control and regulation devices; technical drawing)

Computer science (e.g. for access to programming and computer-aided work processes)

8. Electronics Technician for Machines and Drive Technology (Training)

Duration of Training: 3.5 years

Profile of professional capacity

Analyzing customer requirements, designing drive systems; Setting up of manufacturing machines, recording and cataloging of machine and winding data, production of windings; Disassembly and assembly of electrical machines, installation of cables and other equipment, assembly of mechanical, pneumatic, hydraulic, electrical and electronic components, commissioning of electrical machines; Mounting and wiring of control cabinets, including measuring and control devices, mounting of drive systems; Creating, modifying and monitoring the programs of the control technology; Parameterizing the frequency inverters, commissioning the drive systems; Systematic search for faults in electrical machines and complex drive systems and repair; Servicing and monitoring of electrical machines and drive systems in the field, performing remote diagnostics; Work also with English-language documents



and communicate in English, assignment to electricians in the sense of accident prevention regulations.

Occupational fields of activity

Electronics technicians for machines and drive technology work mainly in companies of the electrical engineering industry and in electrical industry companies.

What school-leaving qualifications are expected?

No specific school education is required by law. In practice, companies mainly provide trainees with an intermediate level of education.

Requirements

Care and responsibility (e.g. when testing the safety and protection functions of electrical systems)

Skill and eye-hand coordination (e.g. when installing small components or making electrical connections)

Technical understanding (e.g. when integrating new devices and systems into existing systems)

Caution (e.g. when working on live components and voltage connections)

School subjects

Mathematics (e.g. for the calculation of electrical quantities)

Computer science (e.g. for access to programming and computer-aided work processes)

Machining/Technology (e.g. for machining materials by means of drilling, countersinking, thread cutting, reaming, turning and milling; technical drawing)

9. Plant Mechanic (Training)

Duration of Training: 3.5 years

Profile of professional capacity

Planning of tasks on the basis of process data, technical regulations, design drawings, assembly and maintenance plans, manufacturing of components and joining to assemblies, apparatus and installations, testing and adjusting functions on assemblies or on apparatus and installations, controlling the work performed and Implementation of rework, application of machines, assembly aids, means of transport and tools, co-operation with upstream and downstream areas and participation in the process chain of process assurance, compliance with quality standards and measures for the continuous improvement of process flows, manufacturing quality and occupational safety, carry out the necessary adjustment, care and maintenance work on the equipment, machines and tools used, carry out maintenance work or change equipment.



What school-leaving qualifications are expected?

No specific school education is required by law. In practice, companies mainly employ trainees with an intermediate level of education.

Occupational fields of activity

Plant mechanics are involved in the manufacture, expansion, conversion or maintenance of plants in the field of plant, apparatus and container construction, supply engineering and ventilation technology. Typical areas of application are plant construction, apparatus and container construction, maintenance, pipe system technology and welding technology.

Requirements

Craftsmanship and technical understanding (e.g. when installing measuring and control systems, carrying out maintenance and repair work)

Care and responsibility (e.g. during welding work or the inspection of welding seams)

Surefootedness and head for heights (e.g. when working on ladders and scaffolding)

Caution (e.g. when connecting boilers)

School subjects

Working/Technology (e.g. in the application of metalworking and joining techniques)

Mathematics (e.g. when calculating material requirements; reading design documents)

Physics (e.g. to understand how technical systems work)

German (e.g. when documenting order execution)

English (e.g. for reading English documents)

10. Hotel Industry Expert (Training)

Duration of Training: 3.0 years

Profile of professional capacity

Receiving and advising guests, conducting guest correspondence, calculating and creating offers, creating guest invoices, managing the hotel cashier, developing and executing marketing activities, controlling the results of marketing activities, controlling and refurbishing the guest rooms, creating area-related personnel schedules, serving meals and drinks.

Occupational fields of activity

Mostly hotel professionals work in hotels, inns or guesthouses.

What school-leaving qualifications are expected?

No specific school education is required by law. In practice, companies mainly provide trainees with an intermediate level of education.

Requirements

Flexibility (e.g. to adapt to the respective tasks and work situations in the areas of restaurant service, kitchen, administration or reception)

Customer and service orientation and willingness to make contact (e.g. responding to the wishes and needs of guests)

Good physical condition (e.g. carrying heavy serving trays)

Ability to work in a team (e.g. working together with kitchen and house staff)

School subjects

Mathematics (e.g. for creating invoices, for cashing)

German (e.g. for correspondence and guest contact)

English and other foreign languages (e.g. for dealing with customers from other countries of origin)

11. Management Assistant for the Hotel Industry (Training)

Duration of Training: 3.0 years

Profile of professional capacity

Creating invoices and conducting payment transactions, evaluating operational metrics, maintaining operational statistics, calculating costs and revenues, calculating sales prices, editing procurement processes, executing personnel planning, editing personnel operations, conducting correspondence, advising guests and conducting guest interviews

Occupational fields of activity

Hotel clerks work in hotels.

What school-leaving qualifications are expected?

No specific school education is required by law. In practice, most companies hire trainees with university entrance qualifications.

Requirements

Commercial thinking and negotiation skills (e.g. calculating accommodation prices, negotiating volume discounts with suppliers for hotel operations)

Communication skills, customer and service orientation (e.g. advising customers when making reservations, taking their wishes and ideas into account)

Organisational skills and flexibility (e.g. planning events, adapting to changing work requirements in the office, in hotel rooms or at trade fairs etc.)

Intercultural competence and willingness to make contact (e.g. dealing with cultural peculiarities in dealing with new foreign-language guests)



School subjects

- Mathematics (e.g. for accounting, purchasing and administration)
- German (e.g. for correspondence with customers)
- English and other foreign languages (e.g. for dealing with foreign customers)
- Economy (e.g. for planning purchases, for warehousing, for making investments)

12. Baker (Education)

Duration of Training: 3.0 years

Profile of professional capacity

Manufacture of bread and biscuits from various cereal products, including using sourdough, manufacture of pastries made from Viennese mass, biscuit, sand, fire, macaroon and roast masses, and puff pastry, muesli, yeast and gingerbread doughs, Manufacture of Bakery snacks made from a variety of raw materials and doughs, making party, salt, cheese, long-life pastries and dietetic bakery products, preparing small dishes using fresh raw materials, mastering planning and implementation of labour and baking techniques and observing quality assurance methods Applying rules of food hygiene, food law and health and safety, taking into account nutritional, economic and environmental aspects, mastering the basics of business calculation, working out of product-related product proposals.

Occupational fields of activity

Bakers work both in the food industry and in the food industry, e.g. in large bakeries. They also find employment in specialty and diet bakeries as well as in catering and catering.

What school-leaving qualifications are expected?

No specific school education is required by law. In practice, companies mainly employ trainees with a lower secondary school leaving certificate.

Requirements

- Skill and sense of aesthetics (e.g. when decorating pastries)
- Awareness of responsibility (e.g. when complying with food law regulations)
- Good physical condition (e.g. when lifting heavy baking trays)

School subjects

- Mathematics (e.g. when weighing ingredients, converting weights, calculating mixing ratios)
- Chemistry (e.g. for monitoring the fermentation of sourdough by lactic acid bacteria and yeasts)



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