

Ministry of Education and
Cultural Affairs of Lower Saxony



The system for the transition between school and vocational training

Support for accessing
vocational training in Lower Saxony

Second revised edition (last revised: April 2022)

BÜNDNIS
DUALE
BERUFS-AUSBILDUNG



Lower Saxony. Clearly.

Foreword

The transition from general education or after full-time programmes at vocational training schools into the professional world poses major challenges for everyone involved. The young people themselves, their legal guardians, advising teachers and other experts from key agencies such as the employment agencies and professional associations: it is important to establish the young person's career orientation early on and then find a suitable training organisation that matches their wishes, abilities and ideas. Dual vocational training also opens up many other development opportunities for girls and boys.

This path is often pleasantly straightforward and well prepared. The vocational training contract is already "in the bag" before they finish their general schooling. At the same time, there can also be many small and larger stumbling blocks along the way.

A wide range of support services are available from various agencies, enabling support to be provided on a very individual basis and tailored to the needs of the young person. However, it is precisely this diversity that often makes it difficult to gain an overview.

This brochure has been produced with the aim of helping young people find the right measure to suit their needs. I would like to thank all partners of the Alliance for Dual Vocational Training for their contributions. However, I am especially grateful for the commitment of those who support young people in various ways with trust and confidence on their path to a career.

Gaby Willamowius

Regional Secretary in the Lower Saxony Ministry of Education and Cultural Affairs (MK)

Introduction

The "Alliance for Dual Vocational Training (BDB)" brings together the organisations and associations involved in vocational training at the regional level, such as the social partners (employers' associations and trade unions), the professional associations, the central municipal associations, the Lower Saxony/Bremen Regional Directorate of the German Federal Employment Agency (BA) and the relevant ministries of the regional government. The aim is to strengthen dual vocational training provision in Lower Saxony. The BDB was founded in 2014 and is part of the Lower Saxony Skilled Workers' Initiative.

Not all young people make the direct transition to vocational training directly after completing general schooling. There may be a gap in their progression for a variety of reasons. The players on the vocational training market, the schools and the Federal Employment Agency offer a differentiated range of services to best meet the needs of young people. The Youth Employment Agencies (JBA) are also helpful, where the employment agency (AA), the job centre (JC) and youth welfare services cooperate with the goal of enabling access to an apprenticeship. The aim of this handout is to provide an easy-to-understand overview of the instruments that exist and are on offer by the various providers. The outline relates to the needs of young people:

1. Young people whose previous orientation and support processes do not yet suggest that it makes sense for them to take up vocational training

- Group 1: not ready for vocational training, special ed. support needs and/or problems in multiple areas
 - Group 2: not ready for vocational training and lack of career orientation
 - Group 3: not ready for vocational training but career-orientated
 - Group 4: limited readiness for vocational training but career-orientated
 - Group 5: has insufficient German language skills, including refugees
 - Group 6: ready for vocational training but not sufficiently career-orientated

2. Young people whose orientation process and applications have not yet directly resulted in dual vocational training being commenced or who are at risk of being unsuccessful in their vocational training

- Group 7: ready for vocational training and career-orientated, but with learning difficulties and/or social disadvantages
 - Group 8: ready for vocational training and career-orientated, but with limited placement prospects (disadvantaged by the market)

3. Young people who need a programme that takes into account issues faced by people with disabilities

- Group 9: young rehabilitants/young disabled people

In addition to the employment agency and the job centre, the professional associations that are responsible for vocational training often offer support for the placement of young people in vocational training.

I. Instruments of entry support

1. For young people whose previous orientation and support processes do not yet suggest that it makes sense for them to take up vocational training

Target groups	Programmes	Programme 1 Youth welfare programmes by the youth workshop	Programme 2 Support for hard-to-reach young people pursuant to section 16h German Social Code Book 2 (SGB II)	Programme 3 Measures under section 45 SGB II (if necessary in conjunction with section 16 (2) SGB II) e.g. in youth workshops (supplemented by 9 hours of youth welfare services) or as activation aids.	Programme 4 Career-orientation measures -BOM-	Programme 4a Career start support -BerEB-	Programme 5 Pre-vocational training measures (BvB)	Programme 5a BvB-Pro	Programme 6 Career entry school language and integration, full-time	Programme 6a Career entry school language and integration, part-time with entry qualifications (EQ)	Programme 7 Career entry school year 1, full-time	Programme 8 Career entry school year 2, full-time	Programme 8a Career entry school Year 2, part-time with EQ	Programme 9 EQ	Programme 10 Integration project: Training in the skilled trades for asylum seekers and refugees (IHAFa)
	Responsible	MS	JC	BA/JC/MS	BA	BA	BA	BA	MK	MK	MK	MK	MK	BA/JC	MW
Target group I Young people who are not ready for vocational training, require support for special educational needs and/or have problems in multiple areas		X			X	X						X			
After completing compulsory full-time education		X	X	X			X	X							
Target group II Young people who are neither ready for vocational training nor sufficiently orientated					X	X					X ¹				
After completing compulsory full-time education							X								
Target group III Young people who are not ready for vocational training but are career-orientated						X						X			
After completing compulsory full-time education							X					X	X	X	
Target group IV Young people who are career-orientated but are not fully ready for vocational training												X			
After completing compulsory full-time education							X					X	X	X	
Target group V Young people without sufficient German language skills, including refugees					X	X			X						X
After completing compulsory full-time education									X	X				X	
Target group VI Young people ready for vocational training but not sufficiently orientated					X	X									
After completing compulsory full-time education							X								

Potentially consulting and placement services offered by the competent agencies

Possible follow-on options	1	2	3	4	4a	5	5a	6	6a	7	8	8a	9 EQ	10
	Vocational training, potential follow-on measure by AA/ job centre/ school-leaving qualification	Therapies, transfer to a competent institution, potential follow-on measure by JC/AA	Vocational training, potential follow-on measure by AA/ job centre (BvB)	Vocational training	Vocational training	Vocational training	Vocational training or employment	Vocational training, potentially continuing education course 6a	Vocational training, potentially integration into the labour market	Year 2, potentially vocational training or integration into the labour market	Vocational training, potentially continuing education course	Vocational training, potentially continuing education course	Vocational training, potentially with recognition of existing qualifications	Primary: vocational training in skilled trades; alternatively: transition to further preparatory measure (e.g. entry qualifications, EQ) or to employment in skilled trades liable to social insurance deductions)

¹ The specialised nature of the educational programmes of the career entry school system in Lower Saxony means that a basic career orientation is required. If a young person is lacking this despite previous attempts at systematic career orientation during general schooling, the young person will decide on a vocational specialisation together with their legal guardians during an admission consultation session at the BBS.

Thanks to the permeability of the new entry system, it is possible to enter dual vocational training at any time and to change vocational specialisations within the first six weeks.

2. For young people whose orientation process and applications have not yet directly resulted in placement in dual vocational training or who are at risk of being unsuccessful in their vocational training

Target groups	Programmes	Programme 5 BvB	Programme 9 EQ	Programme 11 Vocational school (graded, partly jointly run in conjunction with the basic stage of the vocational college)	Programme 12 External training (BaE) (in integrative and cooperative form)	Programme 13 Assisted vocational training (AsA), BvB
		Responsible	BA	BA/JC	MK	BA/JC
Target group VII Young people who are ready for vocational training and are career-orientated, have learning difficulties and/or are socially disadvantaged				X		Preliminary phase: apprenticeship seekers; accompanying phase: apprentices
After completing compulsory full-time education		X	X		X	X
Target group VIII Young people with limited placement prospects (disadvantaged by the market) who are ready for vocational training and are career-orientated.				X		Accompanying phase: apprentices only
After completing compulsory full-time education		X	X			X



Possible follow-on options		Vocational training	Vocational training (potentially with recognition of existing qualifications)	Switch to internal training after vocational qualification: to gainful employment	Vocational training or successful completion of vocational training

¹ abH and AsA will be combined into one instrument as of 1 August 2020 with a transition period until 2021

3. For young people who need a programme suitable for disabled people

Target groups	Programmes	Programme 14 Aptitude assessment/ work experience	Programme 15 BvB rehab	Programme 16 Vocational training (specialist course (FK) II and III)	Programme 17 Participation assistance (THB)	Programme 18 Supported employment	Programme 19 Training budget	Programme 20 Entry procedure and vocational training in a workshop or with another service provider	Programme 21 Career entry school Language/ integration Part-time with EQ
		Responsible							
Target group IX Young rehabilitants/young disabled people		X		X	X		X	X	
After completing compulsory full-time education		X	X	X	X	X		X	X

Possible follow-on options	Case-by-case decision-making	Training, potentially gainful employment	Integration into gainful employment	Vocational training or integration into gainful employment	Integration into gainful employment	Integration into gainful employment	Transfer to the work area of the workshop for disabled people (WfbM) or to a budget for work; integration into the primary labour market	Vocational training in accordance with section 66 German Vocational Training Act (BBiG) or section 42r German Skilled Crafts Code (HvO), integration into the labour market or transfer to the WfbM training area

II. Description of the programmes

Programme 1	Youth workshop
Target groups/individual problem areas	a) Young people who have completed their compulsory education but are unable to enter vocational training due to barriers to integration and require support for special educational needs. b) Students who are reintegrated socially, educationally and vocationally in an out-of-school learning location due to a lack of motivation to learn and a requirement for support for special educational needs can be admitted to a youth workshop to a limited extent.
Objective	<ul style="list-style-type: none"> Supporting the personality development of young people, stabilizing the individual, social integration; promotion of competencies and skills that are the prerequisite for successful educational processes, lifestyle and professional integration in addition to b; personal stabilisation, educational and professional integration as well as completion of compulsory schooling
Duration	6-24 months
Learning locations	Youth workshops with production-related working conditions at voluntary and public youth welfare providers
Concept	Work on specific, production-related assignments is carried out in workrooms. In addition, training content and key qualifications are taught that are required for vocational training or employment. Further, support for special educational needs is provided with the aim of helping overcome individual problem areas (e.g. finding accommodation, debt, delinquency, addiction problems). Youth workshops pursue an individual, holistic approach to support that considers a person's entire life situation.
Effectiveness of the programme	The support programme starts on 1 July 2022. It is evaluated on an ongoing basis. Results are expected from mid-2023.
Competent institution	Lower Saxony Ministry for Social Affairs, Health and Equality (MS)
Follow-on options	<ul style="list-style-type: none"> Follow-on measure by AA/job centre; school-leaving certificate Vocational training

Programme 2	Support for hard-to-reach young people pursuant to section 16h SGB II
Target groups/individual problem areas	Young people who have lost/may lose contact with all care systems, with likelihood of receipt of benefits under SGB II
Objective	Stabilisation and re-establishment of contact with supporting agencies, potentially SGB II-referral, potentially admission to therapy,
Duration	Demand-driven
Learning locations	Outreach and supporting work, cafés and buses as drop-in centres offering food and washing facilities.
Concept	Not specified, but similar in Lower Saxony (café, bus, special needs, psychologist)
Effectiveness of the programme	No statement possible yet on "no one must fall through the cracks".
Competent institution	JC (in coordination with municipal youth welfare services)
Follow-on options	Therapies, SGB II-referral, follow-on measures, ending homelessness through housing programmes....

Programme 3	Measures under section 45 SGB III (if necessary in conjunction with section 16 (2) SGB II)
Target groups/individual problem areas	<ul style="list-style-type: none"> Young people who are not ready for vocational training, require support for special educational needs and may also have problems in multiple areas after completing compulsory full-time education
Objective	<p>Apprenticeship seekers (...) can be supported by measures for activation and professional integration that, among other things,</p> <ul style="list-style-type: none"> introduce people to the vocational training and labour market, or identify, reduce or eliminate barriers to placement. <p>Participation in a measure is intended to motivate and stabilise young people</p> <ul style="list-style-type: none"> for vocational qualification, as well as to enable a flexible transition to more advanced qualification programmes (especially BvB, EQ). Entry into vocational training or work
Duration	<p>Varies, whereby</p> <ul style="list-style-type: none"> a maximum of 6 weeks if carried out by an employer, a maximum of 6 weeks for "activation" measures, and a maximum of 8 weeks for "vocational skills" measures.
Learning locations	<ul style="list-style-type: none"> Training provider/location of measure, as concept dovetailed with 9 hours of youth welfare in youth workshops
Concept	<p>Young people who are not yet eligible for successful qualification, even within the framework of vocational preparation measures, due to manifold and serious obstacles (problems in multiple areas), especially in the areas of motivation/attitudes, key qualifications and social skills, are supported by suitable measures.</p> <p>In particular, the programme prepares students for</p> <ul style="list-style-type: none"> vocational training, strengthens their working and social behaviour, promotes their willingness to learn and ability to perform, and changes their existing outlook. <p>Overall, this is a low-threshold programme on the path to vocational training, qualification and employment.</p>
Effectiveness of the programme	E.g. 50% of the participants in the youth workshop measures go on to vocational training, work or further measures
Competent institution	AA/JC (in youth workshops dovetailed with youth welfare services of the MS)
Follow-on options	<ul style="list-style-type: none"> Follow-on measure of AA/JC (especially BvB, EQ) Vocational training Starting work

Programme 4	Career orientation measures (BOM) pursuant to section 48 SGB III
Target group	Students of general schools, primarily sec. I, but also sec. II, as well as students with special educational needs or disabled students.
Objective	Young people are given an in-depth insight into the world of work and professions and are thus better prepared for choosing a career.
Duration	Usually 1 - 5 days (longer durations are possible in individual cases)
Learning locations	Usually schools and firms
Concept	Practical and theoretical modules are used to impart vocational and business knowledge and experience, so that self-assessment is improved with support for special educational needs and strategies for career choice and decision-making are developed.
Competent institution	BA and co-funders (min. 50 %)
Follow-on options	Vocational training

Programme 4a	Career start support (BerEb) pursuant to section 49 SGB III
Target groups/individual problem areas	Pupils who are likely to have difficulties in achieving the special, lower secondary or equivalent school-leaving certificate and in making the transition from general education to vocational training
Objective	<p>Provide tailored support to students, thereby facilitating career integration. Support begins in the final year of school and continues after leaving general schooling during the search for an apprenticeship and in the initial phase of vocational training. The career entry advisers work with the participants to determine what this support will look like in detail, taking account of personal strengths, interests, and abilities. Career advisers are involved in providing support throughout the full participation period. One of the most important tasks of career start support is to help with</p> <ul style="list-style-type: none"> Attainment of the general school-leaving certificate Career orientation and career choice Search for an apprenticeship Support in the transitional system Stabilisation of the vocational training relationship <p>In addition, it can also provide support in readying young people for vocational training. As a rule, support for participants continues after they leave general education, provided they continue to pursue vocational training. This also applies during participation in measures (e.g. BvB, EQ, assistance during training).</p>
Duration	As a rule, career start support begins during the final year of general schooling and usually ends six months after the start of vocational training. Career start support ends no later than 24 months after completion of general schooling.
Learning locations	<ul style="list-style-type: none"> School, Training provider
Participating schools	Only general education schools leading to a special, lower secondary or equivalent school leaving certificate are involved. This does not include schools that only provide higher school-leaving qualifications.
Competent institution	For external vocational training, however, a minimum of 50% third-party co-financing is mandatory to establish corresponding measures.
Follow-on options	<ul style="list-style-type: none"> Priority: transition to internal training, potentially accompanied by abH or AsA. Lower priority: alternatives for further preparation for internal training, e.g. BvB, AsA, EQ. Alternatively: other vocational training, e.g. school-based vocational training or vocational training in external establishments (BaE)

Programme 5	Pre-vocational training measures (BvB) pursuant to section 51 SGB III
Target groups/individual problem areas	Young people who, after completing compulsory full-time education, are neither ready for training nor sufficiently orientated, or <ul style="list-style-type: none"> who are career-orientated but are not or not yet fully ready for vocational training, or who are ready for vocational training but not sufficiently orientated
Objective	<ul style="list-style-type: none"> Participants can review and evaluate their abilities, skills and interests with regard to their choice of occupation and orient themselves within the spectrum of suitable occupations in order to then choose a career. To provide participants with the necessary skills and abilities to take up initial vocational training or – if this is not (yet) possible – to take up employment, and To integrate participants into the vocational training and/or labour market on as long-term a basis as possible. If applicable, acquisition of the certificate of lower secondary education (<i>Hauptschulabschluss</i>) or an equivalent school leaving certificate
Duration	The maximum total funding period is 18 months; but usually <ul style="list-style-type: none"> up to 10 months (up to 11 months for people with disabilities). Up to 9 months for transitional qualification. Up to 12 months to prepare for the certificate of lower secondary education.
Learning locations	<ul style="list-style-type: none"> Training provider/location of measure
Concept	After an aptitude analysis, young people in need of support (those who have not found an apprenticeship position, those who are disadvantaged, those who have not completed school and young people with a disability or with a migration background) have the opportunity to familiarise themselves with the selected occupation via an internship in a firm, and in doing so to check whether it is suitable. In return, the firm can get to know the young person and his or her skills. This increases the chances of them being taken on as an apprentice afterwards. However, if this is not immediately successful, the basic knowledge acquired will be useful when reapplying to another firm. It is also possible for people who are raising children or caring for family members (at least 20 hours per week) to take part-time courses.
Competent institution	<ul style="list-style-type: none"> BA
Follow-on options	<ul style="list-style-type: none"> Vocational training

Programme 5a	Pre-vocational training measures with a product-orientated approach (BvB-Pro) pursuant to section 51 SGB III
Target group	Young people who are not yet ready for vocational training or suitable for a profession and who face multiple and serious obstacles, especially in the area of key skills, or who have pronounced educational fatigue
Objective	Preparation for integration into vocational training or employment
Duration	Max. 12 months (termination possible at any time due to integration into vocational training or employment or also return to school)
Learning locations	Training providers: production schools, youth workshops
Concept	This production-orientated approach is designed to promote holistic personality development and a positive attitude toward social participation, as well as to develop personal skills and abilities through practical approaches to action in preparation for an informed career choice.
Competent institution	BA together with co-funder (50 %)
Follow-on options	Vocational training or employment

Programme 6/6a	Career entry school a) Language and integration, full-time b) Language and integration, part-time
Target groups/individual problem areas	Newly arrived young people with language support needs who <ul style="list-style-type: none"> a) are between 16 and 18 years old. b) possess an entry qualification contract.
Objective	<ul style="list-style-type: none"> Learning German, Regional studies, Career orientation plus preparation for vocational training or employment in Germany
Duration	1 year
Learning locations	<ul style="list-style-type: none"> Vocational training school (Internship) firm
Concept	Language support in the professional and cross-disciplinary field: <ul style="list-style-type: none"> a) Full-time tuition in the 3 teaching modules <ul style="list-style-type: none"> Language learning Introduction to the region's cultural and living environment, introduction to the professional and working world; if possible, internship in firm. Educational institution has autonomy over the selection of personnel and the development of individual support plans b) Part-time tuition in the 3 teaching modules <ul style="list-style-type: none"> Communication in the living and working environment Promotion of basic knowledge, practical introduction to professional and working life It is possible to switch to a regular programme or dual vocational training at any time.
Effectiveness of the programme	The proven concept of the SPRINT and SPRINT dual project has been consolidated at the career entry school
Competent institution	MK
Follow-on options	<ul style="list-style-type: none"> Training, potentially, further training

Programme 7	Career entry school, year 1, full-time
Target groups/individual problem areas	Young people of compulsory school age who do not have a certificate of lower secondary education <ul style="list-style-type: none"> • who have individual support needs and • who generally are not sufficiently ready for vocational training.
Objective	<ul style="list-style-type: none"> • Individual support, • Targeted vocational training preparation, • "Sticky effect" (follow-on orientation), • Attendance of year 2, certificate of lower secondary education
Duration	1 year
Learning locations	<ul style="list-style-type: none"> • Vocational training school, • Internship in firm
Concept	<ul style="list-style-type: none"> • Dovetailing of theoretical and practical phases in vocational learning situations, • 2 to 3 days of tuition with qualification modules from at least one subject area implemented as curriculum, • Permeability into dual vocational training possible at any time, • Transfer to another subject area possible within 6 weeks, • Conceptually orientated, tailored support by (social) pedagogical specialist staff
Effectiveness of the programme	Continuation of the successful model of the year of pre-vocational training
Competent institution	MK
Follow-on options	<ul style="list-style-type: none"> • Attendance of year 2 • Vocational training, integration into the labour market

Programme 8/8a	Career entry school year 2 a) Full-time b) Part-time
Target groups/individual problem areas	Young people who <ul style="list-style-type: none"> • do not yet have sufficient maturity for vocational training, • Do not usually have a certificate of lower secondary education, • Are generally career-orientated, • Who (b) have an EQ contract
Objective	<ul style="list-style-type: none"> • Acquisition of certificate of lower secondary education, • Targeted vocational training preparation • "Sticky effect" (follow-on orientation)
Duration	1 year
Learning locations	<ul style="list-style-type: none"> • Vocational training school a) Internship b) Firm
Concept	<ul style="list-style-type: none"> • Dovetailing of theoretical and practical phases in vocational learning situations, • 2 to 3 days of tuition with qualification modules from at least one subject area implemented as curriculum, • Permeability into dual vocational training possible at any time, • Transfer to another subject area possible within 6 weeks, • Conceptually orientated, tailored support by (social) pedagogical specialist staff
Effectiveness of the programme	The proven concept of the career entry school is supplemented by the positive experience with entry qualification in the BEST school experiment
Competent institution	<ul style="list-style-type: none"> • MK • BA
Follow-on options	<ul style="list-style-type: none"> • Vocational training, • Integration into the labour market

Programme 9	Entry qualification (EQ) pursuant to section 54a SGB III
Target groups/individual problem areas	<p>Eligibility for support extends to applicants for apprenticeships registered with the Employment Agency or JC after fulfilling their compulsory full-time education</p> <ul style="list-style-type: none"> • who are not yet fully ready for training, • Are career-orientated, but have learning difficulties and/or are socially disadvantaged • and have not found an apprenticeship by September 30 of a given year.
Objective	<ul style="list-style-type: none"> • Preparation for/initiation into internal training • Provision and consolidation of basic knowledge for the acquisition of vocational skills • Acquisition of a certificate from a professional association on successful participation; • Potentially provision of vocational training modules for recognised vocational training occupations (if these have already been developed by the Federal Institute for Vocational Education and Training (BiBB))
Duration	<ul style="list-style-type: none"> • At least 6 months, but up to a maximum of 12 months, • Also possible part-time if raising own children or caring for family members (at least 20 hours per week). • Limited until the end of the month before the start of vocational training (1 August/1 September in a given year)
Learning locations	<ul style="list-style-type: none"> • Vocational college, • Firm
Concept	<p>Young people have the opportunity to get to know the chosen profession closely via an internship in a firm and see whether it is suitable. In return, the firm can get to know the young person and his or her skills. This increases the chances of them being taken on as an apprentice afterwards.</p> <p>If this is not successful, however, the basic knowledge acquired will be useful when applying to another firm.</p>
Effectiveness of the programme	Relatively good chances of finding an apprenticeship with the internship firm
Competent institution	<ul style="list-style-type: none"> • BA/JC
Follow-on options	<ul style="list-style-type: none"> • Vocational training

Programme 10	Integration project: Training in the skilled trades for asylum seekers and refugees (IHAFa)
Target groups/individual problem areas	Mostly younger refugees (but also a few people over 25 years of age) interested in the professional field and, if applicable, who have previous experience/professional practice in the skilled trades in their country of origin.
Objectives	<ul style="list-style-type: none"> • Strengthening integration of refugees in the skilled trades sector into the labour market, where in many cases there are promising long-term prospects for employment and professional development; • Supporting firms in the skilled trades in recruiting and integrating young skilled workers given the growing demographic challenges of filling vocational training and job vacancies in the skilled trades sector.
Duration	<ul style="list-style-type: none"> • The duration of individual support within the framework of IHAFa can cover the entire process of preparation for vocational training, the vocational training period and a follow-on phase; shorter, phased support is also possible.
Learning locations	<ul style="list-style-type: none"> • Vocational training centres of the six chambers of trade and industry in Lower Saxony support the project; • Business premises of the firms in the skilled trades were involved in the project
Concept	<ul style="list-style-type: none"> • For refugees: career guidance/orientation in occupational fields in the skilled trades, measures to determine competencies, placement in internships in firms, support in entering vocational training and integration in the workplace, and in the further working/living environment as personal support/mentoring. • For firms in the skilled trades: preparation for the vocational training (or, if applicable, employment) of refugees with advice on the challenges of the target group in vocational training, or challenges related to integration or refugee status; Support for the establishment and expansion of a welcoming culture in the firm; Support for integration into the workforce, potentially assistance with the selection of supplementary support measures and the use of any public funding available for this purpose <p>In contrast to the BA's regular support instruments (such as abH, ASA, BVB), the region-wide implementation of training in the skilled trades for asylum seekers and refugees (IHAFa) does not follow a standardised support concept across the board. The six chambers of trade and industry in Lower Saxony that jointly support the project set their own priorities with regard to occupational groups, industries and the type of advice and support activities for refugees and businesses. MW supports IHAFa as a model project in labour market policy terms for testing and ongoing development of the project concept in addition to the standard nationwide instruments of SGB III/ II for employment and vocational training promotion.</p>
Effectiveness of the programme	<p>Latest IHAFa project statistics (as of 1 February 2019 to 30 November 2019).</p> <ul style="list-style-type: none"> • Individual support for 1,550 refugees; • 793 advice sessions for enterprises in the skilled trades; • 278 assisted transitions to vocational training; • 177 placements in internships; • 73 transitions to employment liable to social insurance deductions; • 97 transitions to other measures (including EQ, language courses)
Competent institution	Ministry for Economics, Employment, Transport and Digitalisation of Lower Saxony
Follow-on options	<ul style="list-style-type: none"> • Follow-on measure of the AA/job centre (e.g. EQ); • School-leaving qualification; • Vocational training; • Employment liable to social insurance deductions

Programme 8, 11	Vocational school (BFS)
Target groups/individual problem areas	<p>Young people of compulsory school age with at least a certificate of lower secondary education</p> <ul style="list-style-type: none"> • who are generally ready for vocational training • but are not sufficiently orientated or have limited placement prospects despite sufficient career orientation (disadvantaged by the market, socially disadvantaged, learning difficulties).
Objective	<ul style="list-style-type: none"> • Basic vocational training with the aim of obtaining recognition of the first year of vocational training; • Higher school leaving certificate (sec. I secondary school diploma (<i>Realschulabschluss</i>), if applicable an extended sec. I secondary school diploma)
Duration	<ul style="list-style-type: none"> • 1 year (1-year BFS), • Potentially 2nd year (year 2 of the 2-year BFS for entrants with a certificate of lower secondary education and a grade point average of at least 3.0 (equivalent to C) at the end of the 1-year BFS)
Learning locations	<ul style="list-style-type: none"> • Vocational training school, • Internship firm
Concept	<p>1-year BFS:</p> <ul style="list-style-type: none"> • 5 days of tuition at the vocational training school, optionally also in joint instruction with the basic level of the vocational college; • Supervised practical vocational training in a firm (at least 160 hours) <p>Year 2 of the 2-year BFS:</p> <ul style="list-style-type: none"> • 4 days of tuition at the vocational training school • 1 day of supervised practical vocational training in the firm • Theory and practical vocational training in the context of student companies or model companies (in coordination with the school authorities and the regional business community) • Permeability to dual vocational training possible at any time
Effectiveness of the programme	Reliable figures are not yet available.
Competent institution	MK
Follow-on options	<ul style="list-style-type: none"> • Training (potentially with recognition of existing qualifications), potentially further training course

Programme 12	Vocational training in external establishments (BaE) pursuant to section 76 SGB III
Target groups/individual problem areas	<p>Young people who have completed compulsory full-time education,</p> <ul style="list-style-type: none"> • who are ready for vocational training, career-orientated, but have learning disabilities and/or are socially disadvantaged.
Objective	<ul style="list-style-type: none"> • who are ready for vocational training, career-orientated, but have learning disabilities and/or are socially disadvantaged.
Duration	<ul style="list-style-type: none"> • Participants are assigned for the entire duration of the vocational training.
Learning locations	<ul style="list-style-type: none"> • Cooperating firm, • Training provider/location of measures, • Vocational college
Concept	<p>For young people who have not succeeded in obtaining vocational training in a firm or in continuing their vocational training in a firm until they graduate, vocational training in an external facility is a sensible alternative.</p> <p>BaE is implemented in two models (cooperative or integrative):</p> <ul style="list-style-type: none"> • In the case of integrative BaE, the training provider is responsible for both theoretical and practical instruction. The latter is supplemented by internal training phases. • In the case of cooperative BaE, the practical instruction during the internal phases is carried out by a cooperating firm.
Effectiveness of the programme	A large proportion of the participants obtain a vocational qualification with an examination via the relevant professional association.
Competent institution	<ul style="list-style-type: none"> • BA/JC
Follow-on options	<ul style="list-style-type: none"> • Switch to internal training • after vocational qualification, • Transition to employment

Programme 13	Assisted vocational training (AsA) pursuant to section 74–75a SGB III (since summer 2021) new “AsA” concept with integration of the previous abH support/opening for all young people with support needs
Target groups/individual problem areas	Young people (including people with disabilities) who are generally not in initial vocational training and are ready for vocational training, are career orientated and are not subject to compulsory full-time schooling, who are generally under 25 years of age at the time of entry and cannot start, continue or successfully complete vocational training in a firm without support due to personal reasons. Firms are eligible for funding if they wish to take on a participating young person for internal training (preliminary phase), have taken on a participating young person for internal training (accompanying phase).
Objective	Young people who are at risk of not finding an apprenticeship or unsuccessfully dropping out of their apprenticeship can be offered assistance with the assisted vocational training programme to help them successfully complete their apprenticeship and transition to work through individual support.
Duration	Preliminary phase: 6 months full-time (extension of 2 months possible) Accompanying phase: for the entire duration of the vocational training with max. 9 hours of tuition/week
Learning locations	<ul style="list-style-type: none"> • Training organisation, • Training provider
Concept	Contents: the aim in the (optional) vocational training preparation phase is to prepare for the start of internal training and to support the search for internal training. It must not be subject to regional education laws. In the (obligatory) phase that accompanies the vocational training, any remaining language and educational deficits must be rectified, specialist theoretical skills, knowledge and abilities promoted and the vocational training relationship stabilised. This support must go beyond the teaching of standard operational and vocational training content. In addition, there is the aspect of stabilising the vocational training relationship. Entry into this phase of the AsA requires a vocational training contract to have been entered into. In addition, firms that provide internal training to a young person in need of support can receive administrative and organisational assistance in the implementation of vocational training and support to stabilise the vocational training relationship. Firms that pursue the goal of providing internal training to a young person in need of support can receive support as early as the start of vocational training.
Competent institution	<ul style="list-style-type: none"> • BA/JC
Follow-on options	<ul style="list-style-type: none"> • After preliminary phase: transition to internal training; • After accompanying phase: transition to employment

Programme 14	Aptitude assessment/work experience Section 112 (2) SGB III in conjunction with section 49 (4) SGB IX; section 51 SGB IX
Target groups/individual problem areas	(Disabled) rehabilitants pursuant to section 19 SGB III
Objective	Determination of the necessary support requirements in the rehabilitation process
Duration	Aptitude assessment up to 60 days, work experience up to 20 days
Learning locations	Vocational training centre (BBW) or comparable facility pursuant to section 51 SGB IX
Concept	<ul style="list-style-type: none"> • Diagnostic services are carried out to determine occupational aptitude, intellectual and physical capacity, personal, social and occupation-specific skills along with individual rehabilitation needs. • During the course of the aptitude assessment/work experience, an individual occupational goal perspective is developed, taking into account the specific disability, and a recommendation is made for its implementation.
Competent institution	BA
Follow-on options	<ul style="list-style-type: none"> • Vocational training (preparation); • Gainful employment

Programme 15	BvB rehab (see also under programme 5) Section 117 (1) SGB III in conjunction with section (49) (3) no. 2 SGB IX
Target groups/individual problem areas	(Disabled) rehabilitants pursuant to section 19 SGB III
Objective	Preparation for and integration into (preferably internal) vocational training or employment (if it is not possible to take up vocational training for personal reasons).
Duration	Basic: 11 months; extension to 18 months possible (case-by-case decision)
Learning locations	Provider or BBW or other comparable facility pursuant to section 51 SGB IX: BvB rehab services are either purchased in application of public procurement law (BvB2) or carried out as price-negotiated measures in vocational rehabilitation facilities pursuant to section 51 SGB IX (BvB3).
Concept	Each participant is given the opportunity to first orientate him/herself in the multitude of possible professions and to then make a very personal career choice as part of an individual aptitude analysis. The young people are supported in cooperation with training providers that offer various occupational fields for practical qualification.
Competent institution	BA
Follow-on options	<ul style="list-style-type: none"> • Vocational training (preparation); • Gainful employment

Programme 16	Vocational training rehab (see also offer 11) Section 117 (1) SGB III in conjunction with section 49 (3) no. 4 SGB IX
Target groups/individual problem areas	(Disabled) rehabilitants pursuant to section 19 SGB III
Objective	Successful completion of apprenticeship and subsequent integration in work
Duration	Depends on the type of vocational training
Learning locations	Provider or BBW or other comparable institution pursuant to section 51 SGB IX: external training for rehabilitants is either purchased in application of public procurement law or carried out as price-negotiated measures in vocational rehabilitation institutions pursuant to section 51 SGB IX.
Concept	<p>External training (cooperative/integrative rehab training) Integrative model: vocational training at the provider with internal training phases. The transition to cooperative training should be pursued as a goal.</p> <p>Cooperative model: theoretical vocational training at the provider and practical vocational training at the cooperating firm.</p> <p>Every opportunity must be taken to promote the apprentice's transition to an internal training position.</p> <p>Internal training with support (bBA)</p> <p>During internal training, apprentices can receive needs-orientated support from a commissioned service provider. Contents of the support are e.g. support and remedial tuition or guidance based on special needs. Support is provided in close coordination between the contractor, the apprentice and the training organisation.</p> <p>Internal training measures with support for rehabilitants are purchased in application of public procurement law.</p>
Competent institution	BA
Follow-on options	Integration into gainful employment

Programme 17	Participation assistance Section 49 SGB IX
Target groups/individual problem areas	(Disabled) rehabilitants pursuant to section 19 SGB III
Objective	Participation assistance (THB) is a measure to prepare, initiate and stabilise internal training, internal re-training and employment liable to social insurance deductions in the general labour market.
Duration	The duration of the modules depends on individual support needs. THB may cover a period of up to a maximum of six months in each module.
Learning locations	Provider and firm
Concept	<p>THB consists of three modules:</p> <p>Module 1: Career orientation</p> <p>Module 2: Preliminary vocational training, retraining or employment</p> <p>Module 3: Vocational training, re-training or securing employment</p> <p>Procurement is conducted in application of procurement law.</p>
Competent institution	BA
Follow-on options	<ul style="list-style-type: none"> Vocational training (preparation); Gainful employment

Programme 18	Supported employment (Individual internal qualification – InbeQ) section 55 SGB IX
Target groups/individual problem areas	(Disabled) rehabilitants pursuant to section 19 SGB III; especially <ul style="list-style-type: none"> people with learning disabilities bordering on mental disabilities, Mentally disabled people bordering on learning disabilities, Disabled people with mental disabilities and/or behavioural problems (not in the acute stage)
Objective	Employment
Duration	Up to 2 years, extension option by 12 months (depending on individual case)
Learning locations	Provider and firm
Concept	<p>Supported employment (InbeQ) includes three phases with the following objective:</p> <ul style="list-style-type: none"> Acquisition of fundamentally suitable qualification places and trial of the firm to place the participant in the firm on the basis of the identified special support needs (entry/orientation phase); supported familiarisation and qualification in the place best-suited to the individual with employment prospects (qualification phase); <p>consolidation in everyday working life to attain permanent employment in the firm (stabilisation phase)</p> <p>The aim of InbeQ is to establish an employment relationship that is suitable for disabled people and liable to social insurance deductions, which takes special account of the abilities and skills of the disabled person, potentially with subsequent vocational guidance in accordance with section 55 (3) SGB IX (under the aegis of the Integration Office).</p>
Competent institution	BA
Follow-on options	Integration into gainful employment

Programme 19	Budget for vocational training Sections 61a SGB IX
Target groups/individual problem areas	(Disabled) rehabilitants pursuant to section 19 SGB III; mainly mentally disabled people
Objective	Alternative support option to the entry procedure/vocational training area (section 57 SGB IX) or with other service providers, intended to improve the opportunities for people with disabilities and increase the choice options by also allowing them to complete vocational (specialist apprentice) training on the general labour market
Duration	Total duration of the vocational training relationship; no longer than until successful completion of vocational training (section 61a (3) SGB IX).
Learning locations	Firm
Concept	<p>By reimbursing the vocational training allowance and assuming the necessary expenses for instruction/supervision and, if applicable, assuming the costs for carrying out the school-based part of the vocational training in a rehabilitation facility, the completion of recognised vocational training or specialised practical vocational training on the general labour market is made possible for people with limited ability.</p> <p>The budget for vocational training is modelled on the "budget for work" as a funding alternative to the work sector (section 58 SGB IX).</p>
Competent institution	BA
Follow-on options	<ul style="list-style-type: none"> Integration into gainful employment, Transfer to the work area of a workshop for disabled people (WfbM) or another service provider

Programme 20	Entry procedure and vocational training in a workshop for disabled people (WfbM) sections 56/57 SGB IX or with another service provider section 60 SGB IX
Target groups/individual problem areas	(Disabled) rehabilitants pursuant to section 19 SGB III; mainly mentally disabled people
Objective	Transfer to the work area of a WfbM or another service provider and employment in the long term
Duration	Entry procedure usually 3 months; Vocational training programme usually 24 months
Learning locations	WfbM or another service provider
Concept	<p>The task of the entry procedure is to determine the following on a case-by-case basis, taking into account available documents and information, in particular preliminary reports:</p> <ul style="list-style-type: none"> • whether the place of learning is the appropriate institution for participation in working life, • which vocational services for participation in working life and which supplementary services for integration into working life come into question, and • which areas and fields of work in the institution and which employment opportunities come into question. <p>An individual analysis of the performance potential is carried out during the entry procedure by means of individual tests and trials as well as group observations. Performance potential is analysed on the basis of recognised and target group-orientated methods for diagnosing aptitude and includes findings on social competencies and prospects for employment on the general labour market.</p> <p>Within the framework of a holistic educational concept, the task of the vocational training area is to</p> <ul style="list-style-type: none"> • promote the personal development of the participants, • develop their professional and practical life skills in a targeted manner and • prepare them for suitable activities in the field of work or on the general labour market. <p>Vocational qualification in the BBB takes place on the basis of a qualified and continuously updated educational plan (individual integration plan).</p>
Competent institution	BA
Follow-on options	<ul style="list-style-type: none"> • Transfer to the work area of a rehabilitation facility; • Integration into gainful employment
Programme 21	Career entry school: language/integration, part-time
Target groups/individual problem areas	Young people with the need for special educational support who possess an EQ contract
Objective	<ul style="list-style-type: none"> • Integration into the vocational training or primary labour market
Duration	1 year
Learning locations	<ul style="list-style-type: none"> • Vocational training school, • firm
Concept	<p>Part-time tuition in the 3 teaching modules</p> <ul style="list-style-type: none"> • Communication in the living and working environment; • Promotion of basic knowledge; • Practical introduction to professional and working life
Competent institution	<ul style="list-style-type: none"> • MK • BA
Follow-on options	<p>Integration</p> <ul style="list-style-type: none"> • into the primary labour market, • Into training pursuant to section 66 BBiG or 42m HWO, • Into the primary labour market or transfer to the vocational training area of the WfbM.

III. Advisory and placement services for young people provided by the relevant agencies

Each agency responsible for vocational training employs vocational training advisors to advise apprentices and training organisations. Under the German Vocational Training Act and the German Skilled Crafts Code, the competent bodies are obliged to monitor the implementation of vocational training and vocational retraining and to provide support by advising tutors and apprentices or retrainees. Vocational training advisors are usually professionals (full-time employees). In addition, part-time (voluntary) and honorary vocational training advisors can be appointed, especially for special vocational training occupations and tasks. Also, the responsible agencies offer a wide range of services for career orientation, placement in vocational training, qualification of various target groups and quality assurance in vocational training.

1. Medical Association

Competent bodies for the vocational training of medical assistants, dental assistants and pharmaceutical sales assistants (section 71 (6) BBiG)

Contact	Karl-Wiechert-Allee 18-22 30625 Hanover, Germany info@aekn.de
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2. AOK – The Health Insurance Fund for Lower Saxony

Competent bodies in the public sector (section 73 BBiG)

Contact	Bahnhofstraße 6 31157 Sarstedt, Germany empfang.bitz@nds.aok.de
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3. Association of Pharmacists

Competent bodies for the vocational training of medical assistants, dental assistants and pharmaceutical sales assistants (section 71 (6) BBiG)

Contact	Karl-Wiechert-Allee 18-22 30625 Hanover, Germany info@aekn.de
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4. Chambers of Trade

Contact	Regional Representation of the Lower Saxony Chambers of Trades Ferdinandstraße 3 30175 Hanover, Germany Phone: +49 (0) 511-38087-0 info@handwerk-LHN.de
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5. Chambers of trade and industry

Contact	Lower Saxony Chamber of Industry and Commerce (IHKN) Schiffgraben 57 30175 Hanover, Germany info@ihk-n.de
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6. Regional Office for Geoinformation and Land Surveying of Lower Saxony (LGLN)

Competent bodies in the public sector (section 73 BBiG)

Contact	Podbielskistraße 331 30659 Hanover, Germany zustaendige-stelle@lgl.niedersachsen.de
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7. Lower Saxony Agricultural Association

Competent bodies for vocational training in agricultural businesses including rural domestic economy (section 71 (3) BBiG)

Contact	Horticulture division: Hogen Kamp 51 26160 Bad Zwischenahn-Rostrup, Germany lvg.bad-zwischenahn@lwk-niedersachsen.de Agriculture division: Mars-la-Tour-Strasse 1-13 26121 Oldenburg, Germany info@lwk-niedersachsen.de
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8. Celle Bar Association / Bar Association for the Higher Regional Court District of Oldenburg

Competent bodies for the vocational training of legal, patent attorneys' and notaries' clerks (section 71 (4) BBiG)

Contact	Bar Association Celle: Bahnhofstraße 5 29221 Celle, Germany info@rakcelle.de For the Oldenburg Higher Regional Court District: Staugraben 5 26122 Oldenburg, Germany info@rak-oldenburg.de
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9. Association of Tax Consultants

Competent bodies for the vocational training of tax clerks (section 71 (5) BBiG)

Contact	Adenauerallee 20 30175 Hanover, Germany info@stbk-niedersachsen.de
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10. Veterinary Association of Lower Saxony

Competent bodies for vocational training in other occupational and economic sectors (section 71 (6) BBiG)

Contact	Fichtestraße 13 30625 Hanover, Germany mail@tknds.de
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11. Dental Association of Lower Saxony

Competent bodies for the vocational training of medical assistants, dental assistants and pharmaceutical sales assistants (section 71 (6) BBiG)

Contact	Zeißstraße 11a 30519 Hanover, Germany
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Abkürzungsverzeichnis

MS	Ministry for Social Affairs, Health and Equal Opportunities of Lower Saxony
JC	Job Centre
BA	German Federal Employment Agency
MK	Lower Saxony Ministry of Education
MW	Ministry for Economics, Employment, Transport and Digitalisation of Lower Saxony
AA	employment agency
BvB	pre-vocational training measures
AsA	assisted vocational training
BaE	external vocational training
abH	assistance during training
EQ	entry qualifications
THB	participation support
WfbM	workshop for disabled people
BOM	career orientation measures
BerEb	career start support
BIBB	Federal Institute for Vocational Education and Training
IHAFA	Training in the skilled trades for asylum seekers and refugees
BFS	Vocational school
BBW	vocational training centre
bbA	internal training with support
InbeQ	individual internal qualification
BBB	vocational training area

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