

GERMANY

Summary

**Country Report on the Vocational Education and
Training system, REFERNET Cedefop**

and

**Summary report on Vocational Education and
Training (VET) for learners with Special
Educational Needs (SEN)**



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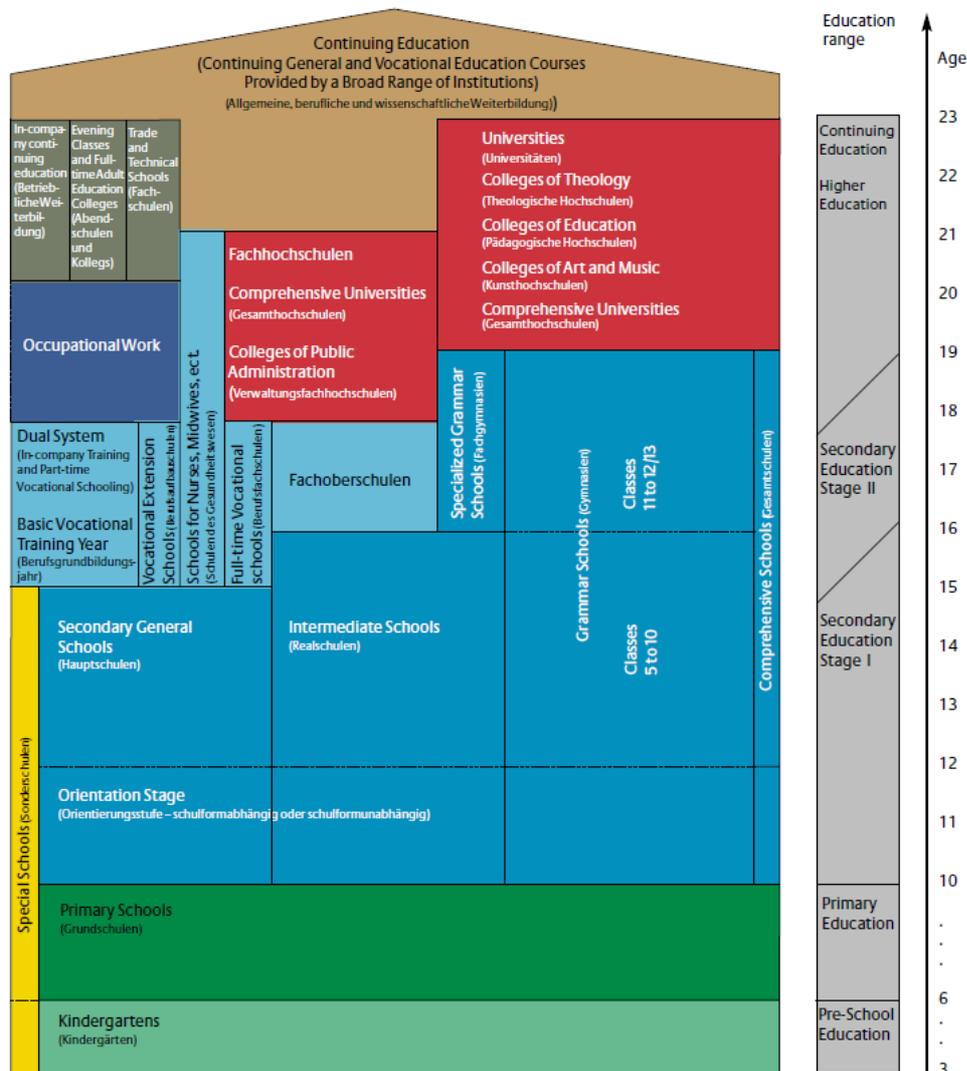
1 VOCATIONAL EDUCATION AND TRAINING SYSTEM

1.1 Diagram of the education and training system



Education in Germany

Basic structure of the Education System of the Federal Republic of Germany



- Diagrammatic representation of the typical structure of the education system of the Federal Republic of Germany. In individual Länder there are variations from the above pattern.
- The age given for attendance at the various educational institutions refers to the earliest possible typical entry.

EDUCATION



1.2 Definitions

Pre-Vocational or Pre-Technical Education (Berufsausbildungsvorbereitung)

Education which is mainly designed to introduce participants to the world of work and to prepare them for entry into vocational or technical education programmes. Successful completion of such programmes does not yet lead to a labour-market relevant vocational or technical qualification. For a programme to be considered as pre-vocational or pretechnical education, at least 25 per cent of its content has to be vocational or technical.

Vocational and Technical Education (Berufsbildung)

Education which is mainly designed to lead participants to acquire the practical skills, know-how and understanding necessary for employment in a particular occupation or trade or class of occupations or trades. Successful completion of such programmes leads to a labour-market relevant vocational qualification recognized by the competent authorities in the country in which it is obtained.

Initial Vocational Education and Training (IVET) (Berufsausbildung)

Initial vocational education and training (IVET) is defined as training undertaken typically after full-time compulsory education to promote the acquisition of the necessary knowledge, skills and competences for entry to an occupation or group of occupation. It can be undertaken purely within a school-based and/or workbased environment. It includes apprenticeship training.

School-Based Programmes (Vollzeitschulische Berufsbildung)

In school-based programmes instruction takes place (either partly or exclusively) in educational institutions. These include special training centres for vocational education run by public or private authorities or enterprise-based special training centres if these qualify as educational institutions. These programmes can have an on-the-job training component, i.e. a component of some practical experience at the workplace.

Alternance Training - Alternierende Ausbildung

Training carried out at two places of learning, i.e. at upper secondary education establishments (Berufsschulen) or institutions at tertiary level (Berufsakademien, Fachhochschulen) and in companies. Trainees either attend the two places of learning alternately or simultaneously.

1.3 Objectives and priorities of the national policy development areas of VET

Training under the dual system is a key element of innovative strength, competitiveness and social cohesion. The **dual system** is the largest provider of education at upper secondary level. In 2008, 64,7% of the school-leavers from general education opted for a dual-system apprenticeship. Its relevance to practical work and its closeness to the labour market enable high transfer rates from vocational training to working life and thus ensure that the economy's demand for qualified workers is met. In order to tackle future challenges and to improve the VET system's structure and transition opportunities, the Federal Minister of Education and Research appointed two task forces, the "Innovation Circle on Vocational Education" (*Innovationskreis Berufliche Bildung - IKBB*) and the "Innovation Circle on Continuing Education and Training" (*Innovationskreis Weiterbildung - IKWB*), in spring 2006 to lay foundations for new structures in IVET and CVET.



1.4 Institutional and legislative framework for IVET

Role of central government Within the Federal Government, the Federal Ministry of Education and Research (*Bundesministerium für Bildung und Forschung - BMBF*) is responsible for policy, coordination and legislation for: out-of-school vocational training and continuing education; training assistance; the general principles of the higher education system; as well as the expansion and construction of institutions of higher education. The Federal Ministry of Economics and Technology (*Bundesministerium für Wirtschaft und Technologie - BMWi*) or the otherwise competent ministry may publicly recognise training occupations via statutory instrument and may issue training regulations for training occupations by agreement with the *BMBF*.

Role of regional/local government The Constitution (*Grundgesetz*) provides that competence for school education lies with the *Länder* Ministries of Education and Cultural Affairs.

Role of social partners The main feature of the German VET system is the close partnership between employers, trade unions and the government. Social dialogue and codetermination are important for the acceptance of reforms

Policies Initial training in enterprises is regulated by a series of federal Laws and regulations. The most significant framework conditions are the free choice and practice of an occupation, as provided for in the Constitution (*Grundgesetz*: Article 12 (1)) and Federal Government competence for legislation for out-of-school vocational training (Article 72 (1), (2) and Article 74 (1)). *Länder* legislation forms the legal basis for school education, including vocational schools and the few private schools. Article 7 (1) in conjunction with Article 30 and Articles 70 to 75 of the Constitution confers legislative competence in these areas on the *Länder*.

1.5 Types of teacher and trainer occupations in VET

Teachers at vocational schools are responsible for the theoretical part of vocational training. They teach part-time courses in their subject fields and assess student (apprentice) performance. Experienced teachers may be promoted to become *Fachleiter* (senior teachers) in their subjects where they can also take part in school management and develop the curriculum within the boundaries provided by the *Länder* authorities. IVET teachers can be divided into two groups:

1. **Teachers for classes in vocational schools/vocational schoolteachers** (teachers giving theory and general job-related lessons): These teachers provide young people with the necessary subject-specific theoretical knowledge and with in-depth and extended general education in the context of their future occupation. They teach both vocational subjects (e.g. metalworking techniques, electrical engineering, home economics, healthcare) and general subjects (e.g. German, English, mathematics, politics, physics).

2. **Teachers teaching vocational practice** (practical skills teachers (*Werklehrer* or *Fachlehrer* in some *Länder*) e.g. in school workshops, builder's training yards, business training offices, school kitchens, laboratories, demonstration workshops):

Their task is to provide young people undergoing in-company training with subject specific practical teaching. They teach in industrial/technical and home economics schools and, in some *Länder*, also in business schools. In vocational schools (industrial/technical schools), state-examined technicians or certified masters are used to teach vocational practice. In home economics schools, specialised teachers teach home economics and crafts. In business schools, specialised teachers are trained to teach word processing and office management



3. IVET trainers

In Germany, the designation ‘trainer’ is used in association with in-company training as an umbrella term. Trainers instruct trainees as their main or secondary job. In small or medium-sized enterprises with few trainees, training is often the trainer’s secondary job.

1.6 Systems and mechanisms for the anticipation of skill needs

The research network “Early Identification of Skills Needs in the Network” (*FreQueNz*). It includes several research institutions, an education organisation, the Federal Institute for Vocational Education and Training (*BIBB*), the German Confederation of Trade Unions (*DGB*) and the German Employers’ Organisation for Vocational Training (*KWB*). The aim of *FreQueNz* is the timely identification of future skills needs and their evaluation in respect of their impact on VET. The emphasis is on recording changes in the market to enable a more rapid reaction to occupational skills trends. The task is to use these requirements to derive or develop models for future skills and occupational profiles.

1.7 Practices to match VET provision with skill needs

Close cooperation between the social partners (employers’ organisations, trade unions and employee’s organisations) and the government is more or less a core element of the German VET system. Social dialogue and co-determination are vitally important means of ensuring the acceptance of reforms in the VET sector. As a rule, the initiative for updating the occupational profile of a training occupation or for developing an entirely new occupation comes from trade associations, employers’ associations, trade unions or the Federal Institute for Vocational Education and Training (*BIBB*).

1.8 Guidance and counselling for learning, career and employment

Guidance and counselling provision in Germany is embedded both in the overall employment strategy as well as in the educational sector and the lifelong learning strategy. Guidance and counselling services in the educational sector mainly focuses on career education in school, advice on educational career paths or individual learning difficulties. It is part of the school’s and higher education institution’s responsibilities. The service varies between the *Länder* and the single institutions. Very recently career education, work preparation and initiatives to ease the transition from school to work have been paid much more attention due to the high unemployment risk of school drop outs and students with poor school performance. Apart from this mainstream guidance provision there are special services for persons with disabilities, for persons with migrant background and in the youth sector for disadvantaged youth who have dropped out of the educational and employment sector

1.9 Funding for initial vocational education and training

The school-based element of dual vocational training is financed by *Land* and *local authority* public funds. The *Länder* bear the costs of internal school affairs (e.g. supervision of schools, implementing curricula, teacher training, teachers’ pay), and local authorities are responsible for financing external school affairs (e.g. construction, maintenance and renovation of school buildings, ongoing management, procurement of teaching and learning resources). Training in a full-time vocational school outside the dual system and special measures to promote VET, such as *Land* programmes to create additional training places, are financed out of *Land* budgets. The way in which research and development is funded means that the highest pro-capita spend of the federal states is in the tertiary sector. In view of the lack of apprentice training places in enterprises, central government also finances various programmes designed to create additional



places and to improve in-company training conditions. An example of this is 'JOBSTARTER - Für die Zukunft ausbilden' (training for the future), launched in 2006 by the Federal Ministry of Education and Research (*BMBF*) to promote innovation and structural development in VET.

Inter-company vocational training centres (*überbetriebliche Berufsbildungsstätten - ÜBS*), in which supplementary instruction of trainees takes place on behalf of SMEs, are funded by mixed financing - subsidies from the Federal Agency for Employment, central government (capital grants from *BMBF* resources) and the *Länder* are added to the resources of the body responsible.

The financing of coherent training structures (*Ausbildungsverbände*) depends on their organisational form. In the 'lead enterprise with partner enterprises' model, the lead enterprise normally finances remuneration of training, while the partner enterprises bear the personnel, plant and equipment costs that arise in their area of responsibility. In the 'training to order' model, in principle each party to the contract can provide training services against reimbursement of costs, but in practice SMEs usually finance the training services contracted out to a large enterprise with a training workshop.

The Federal Employment Agency (BA) is also involved in financing training. In certain cases it gives young people a grant for vocational training or for pre-vocational training measures. As a new instrument to support apprenticeship places for young people who have left school one year or more previously and have since been applying for apprenticeships without success ("repeat applicants"), the training bonus (*Ausbildungsbonus*) was adopted in June 2008. It can be claimed by companies that conclude apprenticeship contracts with repeat applicants requiring special support.

In addition, the vocational training of disadvantaged young people and the training and vocational rehabilitation of disabled persons are also subsidised from BA funds.

1.10 References

Hippach-Schneider, Ute., Toth, Bernadette ., and Schober Karen (2009): VET in Europe. Country Report Germany. Report within the Framework of ReferNet. Cedefop.



2. VOCATIONAL EDUCATION AND TRAINING (VET) FOR LEARNERS WITH SPECIAL EDUCATIONAL NEEDS

2.1 Population

Legal Definition of SEN

The current definition of special educational needs means specific support for disabled pupils. The area of 'special needs education' in the Federal Republic of Germany, with respect to all its organisational aspects, refers to special needs exclusively within the context of disability.

Pupils who experience problems as a result of certain disabilities and/or are in need of additional educational support because of difficult circumstances, together with students with temporary learning difficulties (e.g. slow learners, reading and writing difficulties) are supported by a combination of measures of differentiation within the structure of the general support system. Remedial or individual education programmes based on the general structure make support available where a learner experiences difficulties during the learning process. The Federal Republic of Germany has a comprehensive framework of special measures aimed at providing additional advice and support for all types of situations that might arise in daily school life.

Within the context of Germany's ratification of the UN Convention on the Rights of Persons with Disabilities and the Länder equality legislation, the possibility for pupils with SEN to integrate into mainstream school is currently being extended.

NB: the legal definition has to be so wide because of the varying situations and laws across the different Länder.

Source: KMK – Kultusministerkonferenz

2.2 Organisation and Provision of Vet programmes

2.2.1 IVET system options for SEN learners: lower and upper secondary levels, apprenticeship training and other youth programmes.

According to the joint report of the Federation and Länder *Bildung in Deutschland 2010* (Education in Germany 2010), 34 per cent of all new entrants to the vocational education and training system in 2008 had previously completed pre-vocational courses in a transitional system. The many different courses on offer within the transitional system have a common characteristic, in that they do not provide a vocational qualification. Instead they endeavour to improve the trainability of individuals, as well as sometimes enabling participants to obtain a general education qualification. The primary transitional system course providers are *Berufsfachschulen*, which do not award a vocational qualification, *Berufsschulen*, offering courses for pupils with no training contract, the *Berufsvorbereitungsjahr* at school (a year of pre-vocational training), the *Berufsgrundbildungsjahr* at school (i.e. basic vocational training year), the Federal Employment Agency (*Bundesagentur für Arbeit*) and the Federal Government's special programme for entry-level qualification at the workplace, which provides funding for work-experience placements of between six and twelve months as preparation for apprenticeships.

Attendance at *Berufsfachschulen*, which do not award full vocational qualifications, can nevertheless, under certain conditions, be counted towards a period of formal training required for a recognised occupation and lead to the award of a general education qualification. The *Berufsvorbereitungsjahr* at school and the *Berufsgrundbildungsjahr* at



school enable young people, as a rule, to obtain a *Hauptschulabschluss*. The *Berufsgrundbildungsjahr* at school can, moreover, also be counted towards the period of formal training required for a recognised occupation. Young people with social disadvantages, learning difficulties or disabilities, as well as young people with migrant backgrounds and an inadequate command of German, all need special assistance in order to commence and successfully complete a course of training. There are various possibilities for achieving this. Disadvantaged young people can, for example, attend a *Berufsvorbereitungsjahr* at school (a year of pre-vocational training) aimed at preparing them for the requirements of in-company vocational training. In this context, the Standing Conference of the Ministers of Education and Cultural Affairs (KMK) has passed recommendations on measures that should be in place in vocational schools for young people requiring particular support in the acquisition of professional qualifications, owing to learning difficulties.

Alternatively, the disadvantaged young people can be supported by the Federal Employment Agency within the meaning of the Social Security Code III (*Sozialgesetzbuch III*). These programmes are designed to provide preparation for vocational training to young people who have been unable to secure a training place, to provide parallel training assistance to young people who are currently undergoing in-company training, or to provide young people in institutions outside the school sector with vocational training. German courses are offered to help young people with migrant backgrounds.

Companies can convey training-relevant basic knowledge, as well as initial vocational in-company experience, to disadvantaged or less competitive young people by means of individual preparatory training courses, thereby introducing them to in-company vocational training.

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There is no data available disaggregated by disability or recorded at national level.

2.2.2 Different types of educational/VET settings

All the above mentioned options exist in Germany.

Young people with special educational needs can attend mainstream vocational schools provided that the required special educational assistance, practical support and physical environment are guaranteed. Sometimes special education teachers provide support at *Förderschulen* and at mainstream schools that cater for young people with special educational needs, e.g. by providing mobile assistance and advice and cooperative instruction with another teacher in inclusive classes or cooperative classes.

There are special vocational training schools that focus on the following areas of special needs education:

- education for the blind,
- education for the deaf,
- education for the mentally disabled,
- education for the physically disabled,
- education for children with learning difficulties,
- education for those with speech defects,
- emotional and social development

These schools complement mainstream schools and often work in cooperation with them.



In addition, there are special educational programmes supported by the Federal Employment Agency (*Bundesagentur für Arbeit*) or by private agencies with responsibility for the measures.

2.2.3 The curricula of VET programmes, the assessment procedures, types of qualifications and assessment criteria (e.g. flexibility on curricula composition and individual adaptations, diploma etc.)

The aim of special educational support is to enable young people who are either disabled or facing the threat of disability to exercise their right to schooling and education that is tailored to their personal capabilities. They receive support in the form of individual assistance measures so that they can achieve the highest possible level of integration at school and work, participate in society and lead as much of an independent life as possible.

Furthermore, the aim of special educational support at mainstream schools is to promote the integration of disabled people within mainstream education and provide all pupils, irrespective of their physical and mental capabilities, with the opportunity to have a working life.

All special schools work on the basis of curricula that match those of mainstream schools in terms of educational goals, lesson content and performance requirements. In terms of inclusivity, priorities and guidelines provide for individual support and teaching geared to educational standards, whilst incorporating practical and vocational educational content.

In so far as the type of disability or illness allows, *Förderschulen* award the same qualifications as obtained from mainstream schools (*Hauptschulabschluss, Mittlerer Schulabschluss, Allgemeine Hochschulreife*), provided that instruction was based on the curricula of the respective school type and the educational course was completed successfully. The vocational qualification is sometimes reduced in content, duration and in terms of cognitive demands.

2.3 VET programmes and employment

2.3.1 Strategies and practices used to match the local labour market needs with the skills acquired by learners in the course of the VET programmes

In almost all Länder there is also supra-regional or Land-wide provision for advanced vocational guidance, jointly agreed upon and financed by the relevant ministries and the regional directorates of the Federal Employment Agency.

The advanced vocational guidance at schools providing general education incorporates, inter alia, information on professional fields, exploration of interests, establishment of aptitudes and skills, teaching of decision-making strategies, practical professional experience in companies, and improved reflection on aptitudes, interests and abilities. Systematic skills profiling procedures (e.g. competence analysis, career choice passport [*Berufswahlpass*], skills passport, competence portfolio, *Profilpass* etc) are used in all Länder on an occasional basis or across-the-board for the individual support of pupils.

Moreover, since 2008, the Federation has been promoting vocational guidance measures in inter-company and similar vocational training centres.

Alongside practical testing in vocational training centres, the analysis of potential is also an important component of assisting learners.

The vocational guidance programme is integrated into the *Bildungsketten* (educational links) initiative of the Federal Ministry of Education and Research (*Bundesministerium für*



Bildung und Forschung – BMBF), which also incorporates the nationwide use of careers advisors who accompany pupils in need of particular support.

Learners with SEN get close individualised support from special vocational rehabilitation counsellors (*Reha-Berater*) employed by the Federal Employment Agency.

2.4 Data (relating to learners with SEN aged between 14 and 25 years old and enrolled in VET programmes in the academic year 2010/2011 and relating to their transition to employment)

2.4.1 Data on the number of learners with SEN aged between 14 and 25 years old who are enrolled in VET programmes, at national and/or local level.

There is no data available disaggregated by disability or recorded at national level.

2.4.2 Data on how many of these learners are enrolled in mainstream VET programmes, how many are enrolled in special units within mainstream VET settings and how many are enrolled in special VET programmes.

There is no data available disaggregated by disability or recorded at national level.

2.4.3 Data on the number and percentage of learners with SEN aged between 14 and 25 who are enrolled in VET programmes, in comparison with the number and percentage of the general youth population of the same age enrolled in VET programmes, at national and/or local level

There is no data available disaggregated by disability or recorded at national level.

2.4.4 Brief definition and explanation of “drop out”. Data concerning the drop out rate of learners with SEN aged between 14 and 25 who are enrolled in VET programmes, in comparison with the drop out rate of the general youth population, at national and/or local level.

There is no data available disaggregated by disability or recorded at national level.

2.4.5 Data on the transition rate of learners with SEN from VET to employment in comparison with the transition rate of the general youth population from VET to employment at national and/or local level

There is no data available disaggregated by disability or recorded at national level.

2.5 Legislation and policy

2.5.1 Brief description of existing legislation

The UN Convention on the Rights of Persons with Disabilities was incorporated by the Federal Government through a National Action Plan.

In addition to this signal of commitment, the main laws regulating the provision of VET for SEN can be found in the German Social Code Book.

The right of disabled children to education and training appropriate to their needs is enshrined in the Basic Law (*Grundgesetz*, Art. 3), in equality legislation, in Book

Twelve of the Social Code (*Sozialgesetzbuch XII – Sozialhilfe –*) and in the Länder constitutions. More detailed provisions are set out in the various education legislation of the Länder.

The United Nations Convention on the Rights of Persons with Disabilities entered into force in Germany in March 2009. The Federation and the Länder have thereby undertaken to



- guarantee the human rights of persons with disabilities;
- prevent discrimination against persons with disabilities; and
- take appropriate legislative, administrative and other measures

to achieve the objectives of the Convention.

The development and organisation of special education in the Länder was harmonised through several resolutions adopted by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder (*Kultusministerkonferenz – KMK*) and particularly through Recommendations on the Organisation of Special Schools (*Empfehlung zur Ordnung des Sonderschulwesens*, Resolution of March 1972) and recommendations for the individual types of special education. The current situation is documented in the Recommendations on Special Needs Education in the Schools of the Federal Republic of Germany (*Empfehlungen zur sonderpädagogischen Förderung in den Schulen in der Bundesrepublik Deutschland*, Resolution of May 1994). In Spring 2008 the Standing Conference decided to revise the Recommendations in order to take account of, inter alia, the objectives of the UN Convention on the Rights of Persons with Disabilities in the Länder.

2.5.2 Main objectives and priorities of the national/regional policy relating to VET for learners with SEN and the transition from VET to employment

Within the context of Germany's ratification of the UN Convention on the Rights of Persons with Disabilities and the Länder equality legislation, the possibility for pupils with SEN to integrate into mainstream school is currently being extended. In a resolution of November 2010 on the teaching and legal aspects of the implementation of the UN Convention, the Standing Conference of the Ministers of Education and Cultural Affairs (KMK) found that interaction between general teaching and special teaching is essential to achieving inclusive education. The rate of implementation and the realisation of necessary effective support measures depend on developments at Länder level.

2.5.3 Roles and responsibilities within the institutional framework

At national level, the responsibility of the Federal Government is complemented by the fundamental responsibility of the Länder for education, science and culture. The Vocational Training Regulations (*Ausbildungsordnungen (AO)*) and the Vocational Training Act (*Berufsbildungsgesetz (BBiG)*) are the legal bases of the Federal Government's responsibility, whilst the Länder have competence for vocational training (curricula) provided in schools.

The implementation of VET programmes for learners with SEN involves a difficult and complicated cooperation between a number of actors, as well as the individual differentiation of their roles.

The Ministers of Education and Cultural Affairs of the Länder are responsible for drawing up the curricula. The *Rahmenlehrpläne* (framework curricula) for vocational instruction at Berufsschulen, on the other hand, are developed by the Länder in the Standing Conference of the Ministers of Education and Cultural Affairs (*Kultusministerkonferenz*) and decided upon in a coordinated procedure with the agreement of the Federation, employers' associations and unions, on the basis of the *Ausbildungsordnungen* (training regulations) for on-the-job training. They are structured in accordance with areas of instruction so as to support the acquisition of vocational knowledge, skills and competences. The areas of instruction contain a complex statement of objectives oriented around typical vocational tasks, as well as references and timeframes with regard to content, i.e. references to the duration of the course as well as to the number of lessons.



The knowledge, skills and competences to be imparted in on-the job training for professional qualifications are set out in the training regulations. These regulations are issued for all *anerkannte Ausbildungsberufe* (recognised occupations requiring formal training) by the competent federal ministry with the assistance of the social partners, as well as the Ministries of Education and Cultural Affairs of the *Länder*. This coordinated procedure for issuance ensures that the training regulations take account of what has been learnt from experiences in the working world and in vocational schools, as well as the results of employment and occupational research and the results of pilot schemes of the Federal Institute of Vocational Education and Training (*Bundesinstitut für Berufsbildung – BIBB*).

VET programmes for learners with SEN are also subject to these regulations.

2.5.4 The actors involved in improving standards and evaluating the VET programmes on offer for learners with SEN, relating to the job market

Quality assurance in in-company vocational training is achieved predominantly through laws, regulations and recommendations of the board of the Federal Institute for Vocational Training (*Bundesinstitut für Berufsbildung*). The Vocational Training Act (*Berufsbildungsgesetz*) places a high value on quality assurance and quality development.

The employment agencies have entrusted external certification bodies with the task of inspecting bodies providing vocational continuing education, as required by the Federal Employment Agency (*Bundesagentur für Arbeit*).

The Institute for Employment Research (*Institut für Arbeitsmarkt- und Bildungsforschung, IAB*) is responsible for data collection and legal evaluation with regard to the German Social Code Books II and III. In close cooperation with the Federal Employment Agency (*Bundesagentur für Arbeit*) and the Federal Ministry of Labour and Social Affairs (*Bundesministerium für Arbeit und Soziales*), the results are incorporated into policies.

The German Youth Institute (*Deutsches Jugendinstitut, DJI*) is Germany's largest social science research institute, dedicated to the study of children, youth and families. The institute is mainly funded by the Federal Government and the German *Länder*.

One focus of its research is youth transitions, which includes evaluating programmes for local transition management and carrying out studies on the processes of inclusion and exclusion of young disadvantaged people

There are several other research institutes that, based on their research results, provide expertise and data bases for policy makers and practitioners.

2.6 VET teachers, trainers and other professionals

2.6.1 Information on the VET staff (teachers, trainers, career counsellors, transition officers, etc.)

The various careers for which teachers are trained correspond to the levels and types of school in the *Länder*. In view of the resulting large number of different designations for teaching careers, the following two types of teaching careers can be distinguished for VET: Teachers in vocational subjects at upper secondary level or at vocational schools and teachers in special education.

The study of special education incorporates discipline-specific and cross-discipline components taking into account aspects of joint education of pupils with and without *Sonderpädagogischer Förderbedarf* (special educational needs). The discipline-specific components include special educational focuses (blind, deaf, mentally disabled, physically



disabled, learning difficulties, speech defects). The Länder can also approve other subject areas.

Teachers at all school types are trained in the various aspects of teaching all types of pupils together. The concept of “inclusive education” is defined in teacher training policies but nevertheless, not all front-line teachers receive this training.

The rate of implementation and realisation varies according to the Länder. Making inclusive education a realistic option in vocational training is still a challenge for the future.

2.6.2 Information on the careers/employment guidance and counselling services offered to learners with SEN who are enrolled in VET programmes

Learners with SEN get close individualised support from special vocational rehabilitation counsellors (*Reha-Berater*) employed at the Federal Employment Agency.

2.7 Funding

The *duales System* (dual system) of vocational training functions from two locations, namely within companies and at the *Berufsschule* (vocational school). Vocational training outside the school sector is mainly financed by companies. The public-sector contribution largely consists of Federation and Länder programmes promoting additional in-company and external training places, vocational training assistance from the Federal Employment Agency (*Bundesagentur für Arbeit*) and the promotion of vocational training for disadvantaged young people under Social Security Codes II and III (*Sozialgesetzbuch II und III*).

There is no special financial support and/or incentives for learners with SEN, nor for companies outside of the legal regulations of Social Security Code II and III (*Sozialgesetzbuch II und III*).