

# Labour market information in lifelong guidance

AO/RPA/PMDFON/LMI in Guidance/007/14

## Case study visit focusing on Berufsinformationzenter BIZ (Agentur für Arbeit), Germany

prepared for CEDEFOP – European Centre for the Development of Vocational Training

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*This text is presented in its original form.*

*It has neither been revised nor edited by Cedefop.*

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# 1. Background information for the case study

This section starts with a short introduction of the focus of the case study and the field-visit to Germany as well as the presentation of the host organisation that have been crucial in organising the field-visit.

## 1.1 Field-visit identity

The following Table 1 summarises the main elements of the field-visit, namely the host organisation that facilitated the activities during our visit, the main contact persons and the timing of the visit:

**Table 1: Main elements of the field visit**

<b>Country in focus</b>	Germany
<b>Host organisation</b>	Bundesagentur für Arbeit
<b>Focus of the case study</b>	<b>Berufsinformationzentrum (BIZ)</b>
<b>Location(s)</b>	(a) Agentur für Arbeit Berlin Nord (b) Agentur für Arbeit Regional Direction Berlin Brandenburg
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<b>Dates of field-visit</b>	30 June - 1 July 2015

The present section follows with a short description of the objectives and operations of the two main organisations that we visited in Germany.

## 1.2 Background on the host organisation

The organisation that hosted the field visit to Germany is the **Federal Employment Agency** (Bundesagentur für Arbeit, Agentur für Arbeit). The German Federal Employment Agency is the largest labour market service provider in Germany. It has a network of more than 700 agencies and branch offices nationwide. The most important tasks are job and training placement, career counselling and providing benefits replacing employment income such as unemployment benefit and insolvency payments. The Family Benefits Office (Familienkasse), which provides child benefit, is also part of the Federal Employment Agency. (<http://www.arbeitsagentur.de>). More specifically, the study team was hosted by the career information center in the agency of Berlin Nord and the office of the regional direction Berlin-Brandenburg.

The case study visit was organised with the help of the German **National Guidance Forum in Education, Career and Employment** (<http://www.forum-beratung.de>). The National Guidance Forum for Education, Career and Employment is an independent network in which all institutions and organisations, relevant research and training institutions for guidance practitioners, governmental authorities and non-governmental agencies dealing with, offering or financing guidance and counselling as well as organisations of guidance users and consumers can collaborate. The Guidance Forum promotes the professional delivery and further development of guidance provided for individuals in education, vocational training and employment sectors.

## 1.3 Background on labour market and labour market information

### 1.3.1 General context of LMI in Germany

The organisation of lifelong guidance in Germany reflects the **division of competences** in the field of education, training and employment between the federal government, the Federal states (Länder) and municipalities. Education and culture including school counselling and career education in schools, fall under the responsibility of the Länder. The federal government is responsible for employment policies and vocational training including career guidance. Local municipalities play a role in career guidance through training guidance for adults and through social welfare work.

The overall performance of the **German labour market** is strong with rising employment and low unemployment. However there is a scope to increase labour market participation of women and older workers, and to activate long term unemployed and people with a migrant background. In addition, Germany is trying to attract and better integrate skilled workers from abroad (EC, 2015).

The main **providers of labour market information** in Germany are the Federal Employment Agency, its research institute IAB <sup>(1)</sup> and the Federal Institute for Vocational Education- BiBB <sup>(2)</sup>. BiBB is responsible for research on vocational education and provides labour market information such as information on occupations, statistics on education outcomes and dropouts.

Many other LMI providers exist but their information is less comprehensive and more specialised in certain areas (sectors, professions etc.).

Below we describe the main components of the **labour market information system of the Federal Employment Agency** as it is being used in the region of Berlin Brandenburg. The system has two main pillars. There is a quantitative labour market monitor including regional forecasts. There is a comprehensive occupational labour market information system supporting the lifelong guidance provided by the Employment Agency.

The labour market monitor is a labour market information tool enabling labour market analysis at national, regional and local level. A comparative analysis with other EU countries is possible (until NUTS-2 level). The tool focuses on employment, unemployment and vacancies, sectors and occupations. Evolutions over time can be visualised. It has options for personalising preferences and for creating groups and communities. The monitor is to analyse regional labour market structures and assists policy makers in detecting opportunities and risks. The labour market monitor also includes regional forecasts. Every year a forecast for next year's evolution of employment and vacancies is calculated. The forecast includes outlooks by region, by local agency and by sector. Starting from a national forecast, regional directions refine the forecast

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<sup>(1)</sup> <http://www.iab.de>  
<sup>(2)</sup> <http://www.bibb.de>

for their region. The final regional forecast is based on calculations and on dialogue with local employers, unions and other social economic stakeholders. The forecasts are important because they are amongst others used to determine what kind of vocational education paths will be sponsored. Priority is given to sectors where employment increases and/or where important recruitment bottlenecks are expected. The decision about the training support programme is not only based on the forecasts but also on a dialogue with regional and local stakeholders.

The occupational information system from the employment agency is developed to support study and job choices for students and adults. In the next chapter we explain how the career information centres use these tools. The general register of professions ordered by occupational field forms the baseline of the system. It is a complete system with a unique number for each profession. <http://berufenet.arbeitsagentur.de/berufe/>. For each vocational occupation, a detailed fiche is available covering the following themes: job content, vocational training, final qualification, interests, skills, regulatory aspects, other information sources (such as professional associations), history and trends of the occupation, link to vacancy and traineeship search sites, sometimes alternative job and course options, film presenting the occupation. The information is developed and maintained by a subcontractor of the Employment Agency. Frequent updates are foreseen. New professions can be entered while the Information about inactive or obsolete professions remains available for counsellors.

This information is presented in different ways, depending on the target public of the counselling and guidance services. The main target groups and corresponding tools are:

(a) students in lower vocational secondary schools: <http://www.planet-beruf.de/>; <http://berufenet.arbeitsagentur.de/>;

(b) students in general secondary schools: <http://www.abi.de/>;

(c) adults: <http://berufenet.arbeitsagentur.de/berufe/> counting about 300 occupations.

Next to the occupational information system, there are tools for choosing the right study, for looking for vocational apprenticeships in the dual learning system, career development tools (eg. <https://ben.arbeitsagentur.de/ben/faces/index?path=null>) and interest profiling tools (eg. <http://entdecker.biz-medien.de/>).

### 1.3.2 Overview of career guidance in education and employment

This section focuses on the German policy context for providing career guidance and career education from a lifelong perspective <sup>(3)</sup>. We describe the guidance system in education and employment <sup>(4)</sup>. Below we provide more details on the provision of career guidance and education in schools and in employment, and on quality aspects of career guidance.

The system of career guidance in education is quite elaborated in Germany. It helps advising students and parents on the choice of school type and changing between types, the school level and subjects, possible learning paths. Activities for pupils are diverse: career classes, individual counselling, two or three weeks of work experience, visits to career information centres etc.

In schools, guidance services are provided to students by specially trained teachers, social workers, school psychologists and vocational guidance practitioners from the Employment Agency. In addition to individual guidance, some municipalities have established special centres offering educational guidance. There is also online information available for pupils and parents.

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<sup>(3)</sup> Based upon Career guidance in the life course. Structures and services in Germany, National Guidance forum in Education, Career and Employment on behalf of The Federal Ministry of Education and Research.

<sup>(4)</sup> Annex I presents an overview of the German educational framework

Because of the importance of the dual vocational education system in Germany the Employment Agency plays an important role in the provision of career guidance and vocational choices through their career information centres (BIZ). The reason is that choosing a career and an occupational field linked to in-company training is more effectively done by counsellors who have expertise in labour market issues and are closely connected to training companies and employers. The counsellors of the EA go to schools or receive schools and students in the Agency. The role of the career information centres will be further analysed in the case study (see chapters 2 and 3).

Higher education institutions provide information and guidance to candidates and students and collaborate with other actors in the field. These guidance activities may include also career counselling for graduates and foreign exchange support.

It is important to distinguish between vocational guidance and education guidance. Vocational guidance is provided by the Employment Agency in schools and in the EA offices (BIZ). Vocational guidance focuses on labour market information and the world of work. Education guidance considers education options taking into account the intellectual capacity of students, learning problems etc. and is provided usually in schools by teachers, or other instructors. Whereas vocational guidance follows a systematic and structured approach organised by the Employment Agency, educational guidance is more diverse and fragmented in approaches.

The Employment Agency is required to offer career guidance as a public service to all citizens regardless their age, education status or individual living and working conditions. There are specialised counselling services for unemployed persons and jobseekers, long term unemployed jobseekers and young unemployed under 25. The Employment Agency advises on job perspectives and on training opportunities, however they cannot recommend a specific training provider.

Other career guidance services are provided by chambers of commerce and crafts (dual vocational education system) and trade unions. There is a growing activity of private career guidance providers.

Companies can receive support for career development and further training of their employees through specific programmes. The Employment Agency assists companies in HR development and labour market information.

Overall, the following issues are policy priorities in the field of lifelong guidance: improving access to guidance for continuing education, improving the quality of career guidance, improve the early career orientation in schools and facilitate the transition from school to work.

In order to tackle the needs of individuals with special needs a wide variety of publicly funded services has been developed. An important group at risk on the labour market are disadvantaged young persons. Their problems are related to issues such as dropping out of school, low qualification levels, social or family problems. Most programmes try to improve their skills, increase self-confidence and enhance their chances on the labour market. Educational coaches support students in schools. There are two programmes, one by the Federal Ministry of Labour and Social Affairs and one by the Federal Ministry of Education and research. For young persons that cannot be reached through mainstream programmes, there is a nationwide programme of Competence Agencies support by the Federal Ministry of Family Affairs, Senior citizens, Women and Youth.

There are guidance and support services for persons with a disability both at school, in higher education and in employment. An example is the rehabilitation team of the Employment Agency.

People with a migration background have access to all career guidance but in order to meet their needs better specialised services such as the youth migration service and the information and qualification network have been established. People with a migrant background will need more context information compared to individuals that are born in Germany.

As the quality standards for guidance in education, career and employment were quite heterogeneous; the National Guidance Forum in Education, Career and Employment in cooperation with the University of Heidelberg started an open process of coordination to develop commonly agreed quality standards. This process was funded by the Federal Ministry for Education and Research. The process resulted in quality standards for good guidance, a quality development framework and a competence profile for practitioners, which have been published in 2015 (**BeQu Konzept**) <sup>(5)</sup>. Currently, the standards and the competence profile are beginning a process of implementation with first providers committing themselves to those. The use of labour market information is integrated in the quality standards <sup>(6)</sup>.

The Federal Employment Agency added to its quality assurance system a concept for guidance with the aim to enhance the quality of career guidance in the Employment Agency. It currently trains all its counsellors to work following this guidance concept (**BeKo**). In the BeKo Guidance Quality Concept of the Federal Employment Agency labour market information is an integral part of guidance for labour market integration. It involves the assessment, supplementing and, if necessary, correction of the LMI the client already has in regards to his/her professional goals. Here LMI is a dimension in itself as part of profiling <sup>(7)</sup>. The use of LMI however is included in certain phases of the guidance process. Additionally, there are a number of methodological advices and indications on the use and teaching of LMI in guidance for labour market integration.

The federal states (Länder) determine the requirements and qualifications for school based guidance and counselling. It usually requires teacher training and some guidance related further training. School psychologists have a master's degree in psychology and sometimes a teaching qualification in addition.

The Federal Employment Agency runs its own University of Applied Science where career counsellors follow a three year bachelor programme. There is in-house training and further education for EA employees from different academic backgrounds taking up career guidance activities.

Student counsellors in higher education usually have a master's degree and sometimes additional training in counselling.

Guidance in continuing education is usually provided by lecturers holding pedagogic qualifications but mostly not having received additional training in guidance provision.

There are professional associations of career guidance and education professionals taking care of the professional development of their sector such as Career Service Network Germany (<http://www.csnd.de>).

Overall, it is observed that there is a variety in the skills level and LMI background of career practitioners. The counsellors of the Employment Agency are all well trained due to the training programmes and skills requirements for the career counsellors. The capability of counsellors in other organisations can vary.

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<sup>(5)</sup> <http://www.beratungsqualitaet.net> or printed summary: Nationales Forum Beratung (nfb)/Forschungsgruppe Beratungsqualität am Institut für Bildungswissenschaft der Ruprecht-Karls Universität Heidelberg. Professionell beraten mit dem BeQu Konzept - Instrumente zur Qualitätsentwicklung der Beratung in Bildung, Beruf und Beschäftigung. Berlin/ Heidelberg, wbv: 2014

<sup>(6)</sup> <http://bequ-konzept.beratungsqualitaet.net/qualitaetsstandards/gesellschaft/g1/>

<sup>(7)</sup> Diagram of the counselling concept available (in German)

## 2. Initiative in focus: BIZ, Berufsinformationzentrum (career information centre)

### 2.1 Objectives

The purpose of the career information centres is to provide guidance in career choices related to study choice and job choice. As it is very important to have the right qualification for the occupation you want to work in, guidance for career choice is very well developed in Germany. The career information centres have been targeting students and young people since 1976. Their scope has been expanded to adults five years ago. They provide information on:

- (a) work and occupations;
- (b) education and training;
- (c) applying for apprenticeships and jobs;
- (d) foreign countries (what can immigrants do with the educational qualifications from their homeland, information for potential foreign students for the German dual learning system).

Respecting the basic freedom of professional choice, they provide the best possible neutral information on career options for a broad audience.

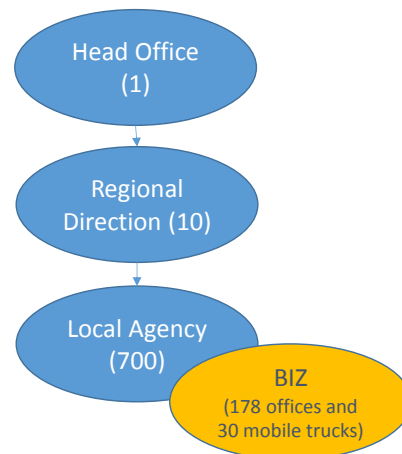
### 2.2 Implementation

As mentioned before the career information centres or BIZ of the Employment Agency have a longstanding tradition in Germany. BIZ is a nationwide initiative.

The place of BIZ in the structure of the Employment Agency is presented in the opposite picture.

The regional directions cover up to three Federal States (Länder). There are about 700 local agencies, more or less in each city.

BIZ are located in the local agencies of the Agentur für Arbeit. There is a network of 178 BIZ and 30 mobile BIZ for rural areas. The mobile BIZ is a truck with PC's and information material that can be used as a mobile BIZ office.



The activities at each BIZ reflect three working areas:

- (a) management of career guidance information tools (print and online);
- (b) management of guidance and information provision;
- (c) management of exhibitions, fairs, events.

Each BIZ needs to adapt its career guidance services to the regional and local reality. BIZ can take into account regional needs and develop activities different from other BIZ. Each BIZ has his own network of local partners where they elaborate activities with e.g. local employers, local social organisations, etc. The funding of the BIZ is provided by the Employment Agency. For



specific projects with external partners on national, regional or local level additional funding can be received. One example is the BioTechnikum truck (<http://www.biotechnikum.eu/das-biotechnikum.html>) in partnership with the national Ministry of Education and Research. Because BIZ needs to maintain a neutral position towards all sectors and occupations, funding issues are carefully considered.

The personal guidance activities are provided in group or individually. There two main ways of career guidance provision:

(a) An **open office** for all: each BIZ is accessible for all during week days. There is an open office room with pc's and printed media. The printed media are career information magazines and information maps describing a group of related professions (professional group). Also on offer are flyers about events, trainings for adults and other career development related activities. The room is divided into five sections: vocational students, general students (abi), adults, foreign countries and labour market information. The room has PC's for consulting the internet and using the labour market information tools and separate PC's and printers for job or apprenticeship applicants. There is always a counsellor in the room in order to provide personal assistance. There are open consultation hours for all and for specific groups such as women reentering the labour market, single parents etc. Individuals with special needs can make an appointment for further personal counselling;

**Picture 1: Open office of BIZ Berlin Nord**



(b) Provision of **professional guidance for schools** based on contracts between the schools and BIZ. Career counselling in vocational schools is obligatory. It starts in the 8th class (12 to 13 years of age) and continues in the ninth and 10<sup>th</sup> class. There is a career guidance programme for younger pupils of the seventh class (Komm auf Tour) but this is not obligatory. After the 10<sup>th</sup> class, students start their vocational dual learning in higher secondary education. There is also counselling in general secondary schools.

The team of a BIZ consists of a coordinator, specialists, vocational education counsellors and counsellors for general education. There are approximately 12 persons in the BIZ team of Berlin Nord.

We provide now more details on the role of the career counsellors and their background and qualifications.

With respect to their role and tasks, we can conclude that the job of a career counsellor is challenging and shows a lot of variety. The following aspects can be highlighted:

(a) counsellors are specialised in vocational guidance or guidance for general schools. They also participate to the counselling activities in the open office (consultation hours, etc.). For the vocational career counselling, there is programme for the seventh, the eighth, the ninth and the 10<sup>th</sup> class (lower secondary education). The guidance comprehends group activities in school, personal guidance at school and class visits to the BIZ. The programme gradually introduces more personal guidance. In the ninth class personal guidance focuses on the occupational choice, in the 10<sup>th</sup> class personal guidance aims to assist students in finding an apprenticeship place.

(b) each counsellor has a portfolio of schools where they implement the career guidance activities for the different classes. The career counsellor is a familiar face in the school.

(c) counsellors implement activities based on an annual plan with schools

(d) they combine activities in school, personal guidance in school and class visits to BIZ.

(e) there is a central 'suitcase with methods' for the guidance activities. In addition to this each counsellor develops his own approach and supporting tools (powerpoint presentations, games etc). Counsellors exchange among themselves and within the broader network of BIZ

Content of the career guidance activities (vocational guidance):

(a) learning about the labour market and occupations;

(b) introducing the world of work;

(c) learning about the labour market information tools and how to use them;

(d) informing about vocational educational options;

(e) career education;

(f) learning how to apply for an apprenticeship, showing the tools that can be used;

(g) helping individuals to make a vocational choice, discussing with them about the possibilities;

(h) assisting individuals in finding an apprenticeship if necessary;

(i) giving special attention to pupils that have more difficulties in making a choice.

Considering the background and qualifications the BIZ team members have an educational degree in social sciences (bachelor or master), and often a bachelor in career guidance as provided by the institute of the Employment Agency (as explained earlier). Most of them have been working as employment counsellors in the past. They follow half a year of training when they start in BIZ. Other internal trainings are provided for example. when new tools are introduced. The BIZ team specialists are responsible for knowledge management. They follow up trends in the labour market, in tools, in guidance and pass it on to the counsellors.

Concerning the integration of LMI in guidance, we conclude that there is a relatively high degree of integration because the production of information, the development of tools and the career guidance for a broad audience is under one roof, that of the Employment Agency. The counsellors use the online labour market information tools developed for different target groups at central level. BIZ counsellors learn individuals how to use these LMI tools. Next to this, BIZ

provide guidance based on labour market information. They try to promote vocational education leading to occupations with better labour market perspectives.

## 2.3 Results and SWOT

All guidance activities of the Employment Agency are subject to general client satisfaction surveys. Moreover, there are studies and evaluation on the results of guidance activities <sup>(8)</sup>. Overall, the Employment Agency, the clients and the employers seem quite satisfied with the LMI supported system of lifelong guidance.

According to the interviewees, there are about 300 possible occupations in the occupational information system. Individuals' interest is concentrated in about 15 of them whereas labour market needs are definitely much broader. The career guidance provided by the Employment Agency in general and specifically by BIZ plays an important role in closing the gap between individual's interests and labour market needs. In line with regional needs equivalent but less obvious occupational alternatives are presented <sup>(9)</sup>. Regional needs are continuously monitored and have an impact on guidance activities.

From the perspective of the career guidance activities of BIZ, the following aspects are important.

A first element is the quality and effectiveness of the guidance activities of BIZ. Measuring the results and impact of information and guidance activities is not an easy task. For the career counsellors, the following questions are important:

(a) are schools satisfied? They usually are, and the service can be improved through the annual work agreement between schools and BIZ;

(b) are students satisfied with the guidance and did they make a good choice? Are parents satisfied with the guidance provided? Counsellors do not have a full overview of these effects but in general they receive positive feedback from students and parents (informally).

A second element refers to the quality of the set of online tools for career guidance. The question is if they reach sufficiently the main target groups. Moreover, all tools should be screened regularly in order to check if they are still up to date taking into account fast changing habits of users and technological possibilities. The EA monitors their use and adapts them if necessary.

With respect to the career events organised by BIZ, the evaluation must take into account quantitative and qualitative information. Some events attract a lot of participants but do not seem to have results in terms of occupational choice or matching between employers and apprentice students while other events reach a smaller public but lead to more matches.

The initiative of mobile BIZ is under evaluation. The purpose is not to reduce the career guidance services in the areas covered by mobile BIZ but to consider alternative options for the provision of the services.

The following table summarises the main conclusions that the team has derived from the case study in the form of a SWOT (Strengths-Weaknesses-Opportunities-Threats) analysis.

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<sup>(8)</sup> <http://www.forum-beratung.de/aktuelles/news/2015-07-02-elgpn-seminar-zur-evidenzbasierung-lebensbegleitender-beratung.html>

<sup>(9)</sup> Besides the career guidance system and its LMI integration, other important factors contributing to the alignment of labour market needs and individual's interests are: self regulation effect because individuals cannot find an apprenticeship for jobs that are too popular, the importance of the right professional occupation to enter a job and the cost of obtaining a second vocational qualification for persons that cannot find work according to their original qualification

**Strengths**

- (a) Integration of production of LMI, development of LMI tools and career guidance under one roof. There a systematic and coherent approach implemented by the Employment Agency;
- (b) The Employment Agency has a neutral position towards sectors and occupations, and watches over this neutrality;
- (c) The career guidance is based on labour market knowledge developed by a combination of quantitative labour market analysis and regional stakeholder dialogue;
- (d) Differentiated approach according to needs of target group (age, disability, social situation);
- (e) Accessible career guidance services free of charge and without appointment.

**Weaknesses**

- (a) There are many options for vocational education and training. Moreover there are many different orientation and information tools. This creates a rather complex system, making it difficult to select the right information for people that do not make use of personal assistance;
- (b) In terms of labour market information, the evolution of vacancies is important in order to asses which jobs become more important, which jobs are characterised by hard to fill vacancies. The labour market monitor from EA is based on the vacancies registered by the EA, however these vacancies only cover a part of the complete vacancies. One way to adjust is the regional dialogue model that is used to fine-tune training support programmes;
- (c) Low integration between vocational guidance and educational guidance.

**Opportunities**

- (a) It is the ambition to reinforce further the BIZ guidance for adults (stronger relation between LMI tools and personal guidance services);
- (b) As a minority of schools thinks career guidance is not so important, it is necessary to make sure all schools find career guidance important and work together in a constructive way with BIZ.

**Threats**

- (a) It is difficult to measure the results and impact of the career guidance activities and the effectiveness of the information provided, this will need further attention in the coming years.

### 3. Transferability and developments towards the future

The German context for the integration of LMI in lifelong guidance is a rich context. There is a **long tradition in providing vocational career guidance for students**. BIZ was introduced in 1976 and gradually expanded his scope including now career guidance activities for all age groups.

The **career guidance strategy** is strongly linked to the professional qualifications needed on the labour market and to the structure of the educational system. According to the interviewees, employers are very satisfied with the system as described in this case study. So for many countries it is worthwhile considering potential elements for transferability. The following elements are in our view especially interesting in the approach of the German federal Employment Agency:

(a) the **coordinated approach** connecting the production of labour market information, the development of labour market information tools and the provision of career guidance;

(b) there are **high quality standards** for each of these three elements. The quality standards for counselling (BeQu and BeKo) refer specifically to the use of labour market information and knowledge and skills needed to use LMI in guidance;

(c) there is a systematic approach to **regionalise** labour market forecasts and data involving dialogue between EA and regional and local stakeholders;

(d) the **regional dialogue model** is also used to adopt annual vocational training subsidies programmes;

(e) career practitioners find a **balance** between a rational approach to career guidance based on objective labour market information while respecting the freedom of professional choice;

(f) staff in BIZ is **competent, specifically trained, experienced and motivated**. Most of them took a specialised bachelor programme for career and employment counsellors. Career counsellors need to be experienced counsellors and need to continue to follow training eg when new LMI tools are introduced.

A major ambition of the Employment Agency is to reach all target groups sufficiently. A major challenge is to keep LMI tools and guidance services up to date and relevant. There are continuous evaluations and **innovation projects** in order to improve the reach. The new tool for occupational interest profiling for young students is a result of this work (<http://entdecker.biz-medien.de>). It is a very accessible tool based on pictures of different work environments. In the near future, the Employment Agency will explore how serious games could be used as a tool supported guidance activities. Serious games could be an interesting way to better reach young people.

## **Annex I- Educational framework**

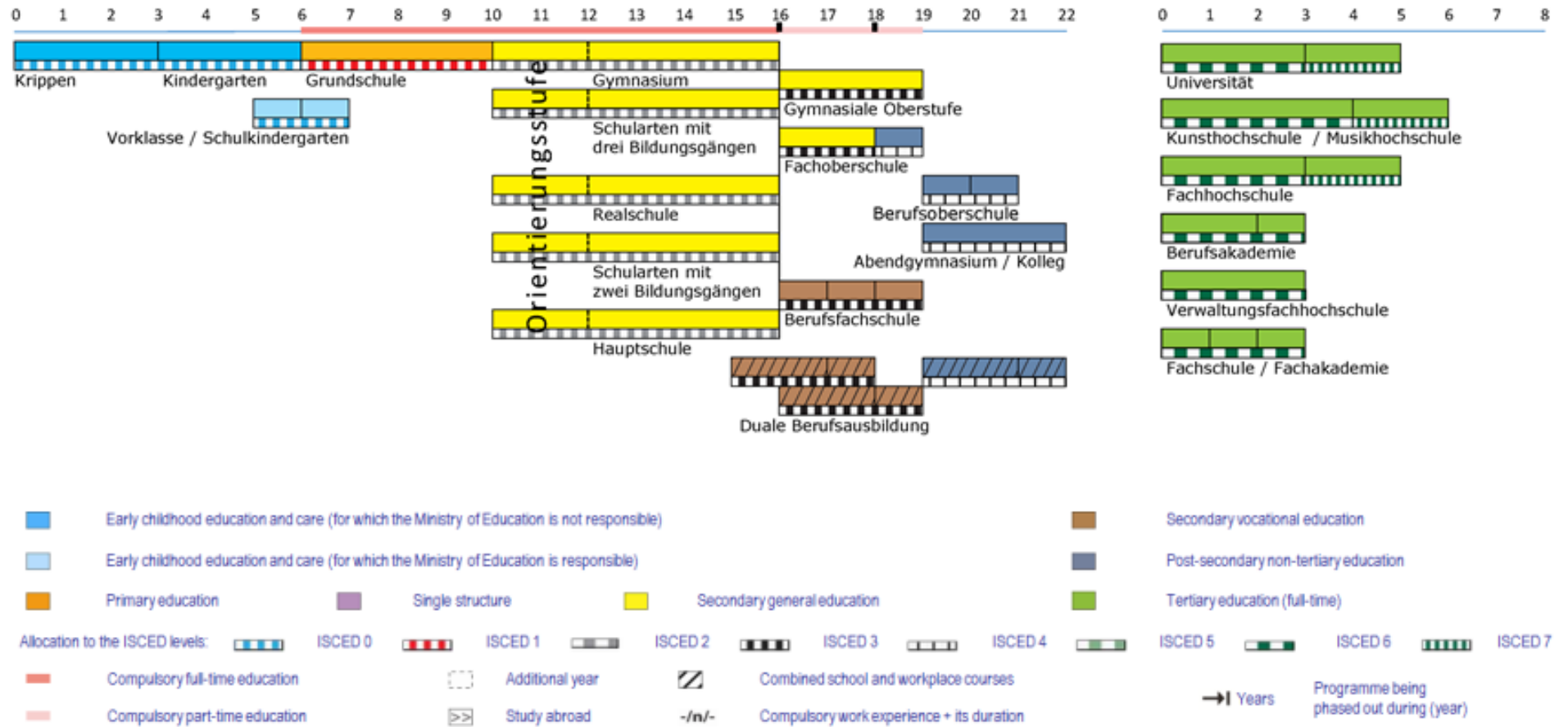
The scheme below shows the structure of the German education system. This is a general overview. Deviations from this scheme occur according to the region.

After primary education, compulsory full time education ends at lower secondary education level. Thereafter, students can continue upper secondary education in different systems: full time general education, full time vocational education or the dual working and learning vocational educational system for which Germany is well-known. 63,3% of persons aged 25 to 35 obtained a certificate from the dual vocational education system (2012).

Students can enter higher education after passing the A-level examination at the end of upper secondary education. This final examination can be obtained in intermediate secondary schools, grammar schools or comprehensive schools and in some vocational secondary schools.

Many persons continue to follow courses in the continuing education system (49% of persons aged 19 to 64 participated in 2013).

Figure 1: The German educational system



Source: Eurydice

## Annex II - Agenda of the field-visit

<b>Day 1 – Wednesday 1 July 2015</b>	
08.00-10.00	Agentur für Arbeit, Berlin Nord, Berufsinformationzentrum (interview and demonstration of tools) <ul style="list-style-type: none"> <li>- Mrs. Sabine Fritsche, career counsellor</li> </ul> The observation of guidance activity in the center was foreseen but cancelled.
10.00-12.00	Agentur für Arbeit, Berlin Nord, Berufsinformationzentrum (visit to the BIZ and interview) <ul style="list-style-type: none"> <li>- Mrs. Bettina Roseman, specialist</li> <li>- Mr. Mike Goltermann, team leader</li> </ul>
13.30 -16.30	Agentur für Arbeit, Regionaldirektion Berlin Brandenburg (interview and demonstration of tools) <ul style="list-style-type: none"> <li>- Mrs. Anette Vogel, expert</li> <li>- Mr. Stefan Groffik, counsellor Arbeitsmarktmonitor</li> <li>- Mr. Peter Braune, specialist Berufsbildung und Medien</li> </ul>
<b>Day 2 – Tuesday 11 August 2015</b>	
	Forum Beratung <ul style="list-style-type: none"> <li>- Mrs. Judith Langner, Forum Beratung</li> </ul>



## Annex III - References – sources of information

- Agentur für Arbeit.<http://www.arbeitsagentur.de>
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