IB409 -Seminar Week 2

1. What kinds of problems does the German apprenticeship system currently face?

2. What are the causes of these problems?

3. What are potential remedies?

4. Who should take responsibility for addressing these problems—the state, employers or apprentices?

5. What would you recommend as a way forward?

Gegenmaßnahmen- counter measures

Beneiden- envy

Wertgeschätzt- value

Studienabbrecher- dropouts

Daneben- In addition

1)

* Lack of skilled workers- DIHK President Eric Schweitzer called for various countermeasures, "Some of the vocational schools are in a dilapidated state, they have been neglected for years. At grammar schools there must also be nationwide vocational orientation for vocational education and training. (1/2)
* For 56 percent of the companies in the current surveys of the DIHK, the lack of skilled workers is the greatest business risk.
* Problems in logistics- For example, there are too few professional drivers and too few inland waterway skippers available. "For this reason, companies are currently hardly getting any additional transport capacities within Germany.
* **FORMAL RECOGNITION Of Migrant workers**- Not the problem. More about individual support. Eg. Language courses, coaching, internship placement.
* Immigrants training not recognized as they are not EU or German citizens, can not make up modules.
* Tens of thousands of skilled workers are being held back by the German bureaucracy.
* Training vacancies remain unused + applicants are unsuccessful in receiving places of training. In principle, the greater the number of training places offered in the region to young people interested in undergoing vocational training, the more likely it is that there will be problems filling training places, and the greater the competition between training place providers will become.

2)

* Some of the vocational schools are in a dilapidated state, they have been neglected for years.
* **Lack of recognizing skills of migrant workers. The country of origin is theoretically irrelevant for the recognition of a vocational qualification. But there are many exceptions: For example, only Germans and EU citizens can work as doctors here. There are also differences in the partial recognition of qualifications. If EU citizens lack only a few modules for the equivalence of training, these can be made up. Immigrants from third countries and late repatriates are not allowed to do this, their training is not recognized. Also differs from state to state.**
* Part of the growing supply problem is attributable to the fact that the ratio between the number of in-company training places on offer and the number of demanders deteriorated again in some regions. In addition, the number of "extra-company" training places, most of which are publicly financed, has been greatly reduced in recent years - in some cases to such an extent that it was no longer able to compensate for the declining supply of in-company training places
* **A large proportion of the recruitment problems that have risen again recently are probably attributable to a change in young people's career choice behavior. The motivation to apply for a particular occupation depends on the incentive (attractiveness of the occupation) and the assumed probability of success. It can therefore be assumed that the large occupational variance in the demand behavior of youths interested in undergoing vocational training - recognizable from the strong dispersion of the calculated supply/demand ratios in the individual occupations - is related to correspondingly different motivations of youths to disregard or consider certain occupations. If young people now rate their chances of success on the training market higher than before, they apply for occupations that they consider to be more attractive (with a higher incentive) and increasingly refrain from applying for less attractive occupations**
* **If there is little demand for occupations in a particular region, there is a danger that young people will leave the region despite the fact that the supply of training places is good in quantitative terms. Conversely, a training market region with very attractive training places increasingly attracts young people from outside the region, even if the supply situation in this region is not particularly good.**

3)

* 1/3 of students drop out of bachelor’s degrees- inform them of binary training as an alternative form to studying.
* Above all, need more skilled workers, thus need more integration of skilled immigrants to improve the economy, but will not suffice in the long run
* Schweitzer also called for considerable investment in infrastructure, in digital broadband expansion, as well as uniform e-government across all administrative structures.
* **Hundreds of thousands of migrants live in Germany whose academic degrees are not recognized. Why not simply recognize the qualifications and end the shortage of skilled workers in one fell swoop? 300,000 more skilled workers could be available to the labor market as early as 2011.**
* Provides for the removal of a number of bureaucratic regulations that particularly affect migrants from non-EU countries- "right to evaluation and certification"
* **Assisted training anchored in SGB III**-bridge the gap between companies' requirements and young people's requirements by supporting regular in-company vocational training with comprehensive preparation and support services.
* Assisted training creates access to regular training for young people with different prerequisites and supports the successful completion of training. In company training, more tailored.
* **The aim of the policy is** therefore to reduce the number of people who remain unknown. If this succeeds, the number and proportion of unsuccessful training place seekers will increase. Hamburg is an example of this. In 2009, 26.7% of all registered training place applicants remained unknown here. By 2011 their share had fallen to 21.0% and by 2013 to only 12.1%
* **An indirect solution is to develop additional training place demand and additional training place supply in addition to young people who are already interested in undergoing vocational training and enterprises that are already interested in undergoing vocational training. With the development of interest and the ability of new groups of youths to find training places, the chance of companies that are already interested in providing in-company vocational training being able to fill their places increases. In mirror image terms, an expansion of the number of training places on offer increases the chances of applicants who are already interested in undergoing vocational training successfully completing their search for a training place.**
* In contrast to companies that cannot change their location so quickly, young people - provided their level of development does not speak against it - are in a better position to adapt to training market conditions through regional changes.
* Another way of making better use of the existing but unsuccessful training interest on the part of applicants is to strengthen the incentive to apply in occupations that have so far been ignored or avoided. Companies with a very good image can therefore largely compensate for the negative image that may be inherent in a particular occupation.
* **the central challenge is to increase the overall attractiveness of dual vocational training.**
* this requires industry-specific advertising campaigns especially for those occupations that suffer particularly from occupation problems. they should make it possible to integrate them into vocational orientation measures at general schools.
* A nationwide expansion of the vocational orientation programme at grammar schools would probably be helpful for the increased recruitment of school leavers. Further target groups could be won, among other things, through the expansion of educational programmes in which, in addition to a vocational qualification, higher education entrance qualification can also be acquired.
* Finally, the creation of youth employment agencies along the lines of the Hamburg model should also help to open up further groups of interested parties, as the increased transparency will also make it possible to target those young people who have so far often remained unknown
* it is also advisable to recruit more young people from other European countries (e.g. by expanding the MobiPro-EU programme) in regions that are increasingly unable to fill training places

4)

* However, mere statements of **one's own interest in training are often inadequate** without additional self-representation measures. This is particularly the case when the relevant training occupations are considered to be unattractive. In order to optimize one's own chances of filling training places, it is therefore important not only to reflect on the repertoire of one's own market behavior to date, but also to find out how aggressively competing companies on the training market inform themselves about their training interests and about themselves. Measures aimed at strengthening the market presence of training place providers who have so far been unsuccessful could - depending on the needs and possibilities of the company, but also on the time remaining until the start of the new training year - range from intensified counselling to the transfer of their own market activities to external recruitment management.
* Risk of hiring unsuitable applicants.
* Just as dynamic support may be needed for the information behavior of some companies, applicants who have not yet been able to find a training place despite the progress made in the placement year should also be given **greater support** with the help of "external application management"
* On the one hand, the aim must be for **young people** to inform themselves comprehensively about training place providers and their offers. On the other hand, it is also a matter of ensuring that they also inform others, i.e. that they express their interest in training to as many companies as possible, be it through phone calls, personal contacts or written applications. In addition **to career counselling, career entry support** already offers an established instrument for supporting young people in their search behavior.
* Accordingly, young people should be supported in not developing an overly optimistic picture of their own abilities, nor an overly pessimistic one. In addition, it is important for the vocational choice decision that the young people are given a realistic, sober picture of their actual chances of success on the training market. If the picture of the training market situation is too positive, there is a danger that applicants will overestimate their chances of further success and as a result will no longer be interested in supposedly less attractive occupations with de facto good application prospects, but will continue to concentrate solely on the success of applications in occupations in which their chances are below average

1. - Declining interest among youth

* Lack of basic skills among school leavers
* Matching problems, supply and demand, ‘Passungsprobleme’
* Regional differences, low mobility among apprenticeships in comparison to uni graduates.
* Similar variations across occupations

1. (3)- skills of migrant workers not recognized, facilitate recognition of foreign qualifications, although some companies may not want to incur the business cost of developing these migrant workers eg. Training, language, expectations, cultural differences.

* Audi looking at other competences for people wanting to do an apprenticeship, to extent of having assessment centers to facilitate this as they need apprentices. ‘fachlich, social, entrepreneurial, individual’- besides grades.
* ‘Assistierte Ausbildung’
* Immediate solution- address matching problem
* Mediate solutions- increasing attractiveness