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Germany

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Youth Measures

National Article – G E R M A N Y

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Abbreviations

BA	Federal Labour Agency (<i>Bundesagentur für Arbeit</i>)
BDA	Federal Association of German Employers (<i>Bundesverein Deutscher Arbeitgeber</i>)
BMBF	Federal Ministry of Education and Research (<i>Bundesministerium für Bildung und Forschung</i>)
BMFSFJ	Federal Ministry for Families, Pensioners, Women and Youth (<i>Bundesministerium für Familie, Senioren, Frauen und Jugendliche</i>)
BMWi	Federal Ministry of Education and Research (<i>Bundesministerium für Wirtschaft und Technologie</i>)
DGB	German Federation of Trade Unions (<i>Deutscher Gewerkschaftsbund</i>)
IAB	Institute for Employment Research (<i>Institut für Arbeitsmarkt- und Berufsforschung</i>)
IHK	Chambers of Industry and Commerce (<i>Industrie- und Handelskammer</i>)
pp	Percentage points
SMET	Sciences, Mathematics, Engineering and Technology

1. Introduction

Germany is facing serious demographic challenges with declining young generations, rising shares of migrant population, and continuous ageing. At the same time, the economy is scared about skills shortages as the usual inflow of trained workers from the dual apprenticeship system is becoming weaker. All this puts youth measures at the top of the political agenda.

Germany is well known for its dual apprenticeship training, which vocationally trains two thirds of young people. Nevertheless, youth integration still has to overcome serious obstacles as the dominant approaches are losing their power. The persistently high share of young people without training is difficult to reduce as long as there is no principal reform of lower secondary education. The rising share of migrant youth requires new concepts in both general

education and vocational training. The substantial educational gap includes the risk of deepening the social divide and thus requires investing into the knowledge base of the disadvantaged youth.

In recent years a series of initiatives have been introduced to improve the integrative strength of education and training and to support children in disadvantaged families. This includes the revival of dual training by the National Training Pact, the expansion of university training by the University Pact, the provision of an Educational Package for the children of social benefits recipients. The general target is to raise expenditures for education and training to the level of seven percent of GDP. This would be a considerable increase compared to the present 6.2 %.

In general, youth integration measures appear to be efficient, at least by international standards. Youth unemployment is low compared to OECD average and lies at around 11 % for the 15 to 24 year olds. The unemployment rate only slightly rose during the recent economic and financial crisis. Youth with low education attainment are more likely to be unemployed.

2. Trends

Unemployment rate

Between 2008 and 2009 the unemployment rate among young people aged between 15 and 29 slightly increased by 0.7 percentage points (pp), while the overall unemployment rate increased by not more than 0.2 pp. In 2009, the unemployment rate was 10.9 % for the age group 15 to 19, 11.1 % for the age group 20 to 24 and 9.3 % for the age group 25 to 29. These rates were significantly above the overall unemployment rate of 7.8 %. The share of the low-skilled unemployed (with qualifications below ISCED level 3) was high in these age groups as young people are either in education and training or unemployed. The German youth unemployment rate was low compared to other countries: the worldwide youth unemployment rate was 13 % at the end of 2009; comprising around 81 million unemployed people between the ages of 15 and 24 (ILO 2010).

Level of education

The OECD's 2003 PISA study showed the character and extent of the educational shortcomings in Germany. In a reading test measuring the ability of 15 year old pupils to construct, expand and reflect on the meaning of what they have read, more than 20 % of German students are at or below Level 1 (on a scale from 1 to 5). According to the subsequent studies, only a minor improvement could be identified (OECD 2007).

In 2009 around 15 % of young adults in Germany between the ages of 20 and 29 did not hold a *Berufsabschluss* (vocational qualification). This group includes early school leavers and low-skilled people who terminated their apprenticeship training without certification. The amount has decreased by 1.1 pp since 2005 (BMBF 2008).

The number of graduates with *Abitur* (A-levels) and students at tertiary institutions has risen in recent years: in 2008 31.7 % of young people between the ages of 18 and 21 passed their A-levels, which was an increase of 3.4 pp from 2004 (BMBF 2010a). In the 2009/2010 winter term around 2.1 million students were studying at tertiary institutions, which corresponds to

an increase of 4.7 % compared to the previous year.¹ The number of first-year students rose by 23 % between 2006 and 2009, and was historically high with 422 700 students (BMBF 2010a).

Apprenticeship training

In 2009 around 560 000 contracts for dual apprenticeship trainings were concluded which were 50 000 less than in 2008 (-8.2 %). The decline was only partly influenced by the financial crisis. It is more the demographic change which is particularly important in this context. The amount of applicants is decreasing and will continue to shrink over forthcoming years, while the supply of training places is slightly increasing (BMBF 2010b). There are a high volume of vacant apprenticeship training places. This is partly affected by the decreasing number of applicants but also by the inadequate education level of the applicants.

3. Measures taken to promote youth employment

3.1 School education and training policies

Promotion through Education

In January 2008 the Federal Government introduced the qualification initiative, *Aufstieg durch Bildung* (Promotion through Education), in order to increase the educational opportunities in Germany. The initiative comprises measures for the promotion and support of lifelong learning, beginning with early childhood education and up to vocational training at work (BMBF 2009). Several measures have been initiated since January 2008:²

Table 1 The elements of the Promotion through Education initiative

Target area	Measures
1. More and better education opportunities for children younger than six years	<ul style="list-style-type: none"> • Increase of childcare supply by 35 % until 2013 • Early promotion of language competences
2. Every education path leads to graduation	<ul style="list-style-type: none"> • <i>Ausbildungsbonus</i> (Apprenticeship Bonus) for employers offering dual vocational training to applicants who apply for the second or third time. The bonus adds up to around EUR 6 000 and will offer around 100 000 additional apprenticeship places. • Until 2012 the programme <i>Perspektive Berufsabschluss</i> (Perspective Vocational Qualification) supports young people with special assistance needs, such as migrants for example. The focus lies on preventive measures to ensure the graduation of these young people or to promote <i>Nachqualifizierung</i> (post-qualification or graduation). • <i>Jobstarter Connect</i> aims to improve the transition of young people from school to dual vocational training and to support sustainable

¹ Federal Office of Statistics (2010).

² The details of all measures can be found in BMBF (2009) and at the BMBF Homepage, *Maßnahmen*. Internet: <http://www.bmbf.de/de/12745.php>

	<p>integration into the labour market.</p> <ul style="list-style-type: none"> • The dual training programme ‘Jobstarter’ targets an increase in training place offers.
3. Promotion through education	<ul style="list-style-type: none"> • Increase in BAföG – the main education and training allowance: in 2008 the eligibility criteria was loosened. The income limits of the means-tested programme have been raised by 10 %. Additionally, the criteria for Meister-BAföG (the support for qualified workers with a completed apprenticeship) will be improved. • The Aufstiegsstipendium (Promotion Studentship) assists professionals or employed persons who are extraordinarily gifted to start a university course to upgrade their qualifications.
4. Facilitating the transition from school to university	<ul style="list-style-type: none"> • Establishment of a service agency for the placement of students. • Promotion of eastern Germany as a location for studies.
5. More attention for technical and natural sciences	<ul style="list-style-type: none"> • The Junior Parameter aims to analyse the causes for the lack of junior staff in SMET subjects in order to recommend ways to increase their attractiveness.
6. Improving chances for women	<ul style="list-style-type: none"> • Promotion of women in SMET occupations. • Promotion of women to become professors • Improved reintegration into work. • Promotion of self-employment.
7. Promotion of continuing vocational training	<ul style="list-style-type: none"> • Bildungsprämie (Education Grant) for the promotion of vocational training.

Source: BMBF 2009, BMBF Homepage, *Economix*

In October 2008 the Federal Government and the German Länder Governments decided on the ‘Qualification Initiative for Germany’ to support the ‘Promotion by Education’.³

National Training Pact

The ‘National Pact for Training and Junior Skilled Workers’ was initiated by the Federal Government and employers in 2004 to ensure the supply of skilled workers. Since then many measures have started which helped to offer more dual training places and to improve the transition from school to training for young people with a migration background (BMWi 2007). The initiative comprises commitments by employers; the Federal Government and the Federal Labour Agency (BA) (see Table 2). In 2009 the partners of the Pact gave a positive summary of it stating that the targets could be fulfilled despite the economic crisis. The pact was prolonged for a further three years (2007-2010) and will expire by the end of 2010. A continuation is planned and the new actions will be published in autumn 2010.

³ BMBF (2009), pp. 26-27.

Table 2 Targets of the National Training Pact

Actor	Targets
Employers	<ul style="list-style-type: none"> • Attract on average 60 000 new apprenticeship places per year. • Attract 30 000 new companies to take on apprentices. • Offer 40 000 Entry-Level Vocational Qualifications⁴ and ensure a high succession rate.
Federal Government	<ul style="list-style-type: none"> • Promote 40 000 Entry-Level Vocational Qualifications (25 000 were promoted up to 2007). • Support disadvantaged young people during the preparation and carrying out of dual training with help of the Employment Promotion Act⁵. • Increase the amount of apprentices in the Federal Administration to 7 % of registered employment. • Continuation of the Ausbildungsprogramm Ost (Training-Programme East) to promote 22 000 apprenticeships in eastern Germany. • Financial support for the ‘Jobstarter’ programme to acquire more companies to take on apprentices. • Promotion of adequate apprentices to small- and medium-sized enterprises. • Increase the promotion of foreign apprentices with BAFÖG and the Berufsbildungsbeihilfe (Dual Vocational Training Grant).
BA	<ul style="list-style-type: none"> • External apprenticeship training for disadvantaged youth • Financing of additional 7,500 apprenticeship trainings for migrants • Increasing the support for disadvantaged persons, especially migrants and disabled persons • Measures for the training preparation of disabled • Support of the Entry-Level Vocational Qualification by social-pedagogical help, if needed • Increase of vocational preparation at schools with support of the Länder

Source: BMWi (2007)

Moreover, the placement of applicants for dual training will be improved by the continuation of cooperation between the BA, the Chambers of Industry and Commerce (IHK), the Chamber of Crafts and associations. The Pact also encourages trade unions to create incentives for training and to reduce barriers within collective agreements. It encourages

⁴ The Einstiegsqualifizierung (Entry-Level Vocational Qualification) is a special programme which was initiated by the Federal Ministry to offer training to people who have placement barriers (Vermittlungshemmnisse).

⁵ With support of the Arbeitsförderungsgesetz (Employment Protection Act) a higher level of employment should be realised, employment structures improved and economic growth promoted.

Länder, communities and local partners to support the implementation of the National Training Pact.

Hochschulpakt (University Pact)

In June 2007 the University Pact 2020 was established by the Federal Government and the Länder Governments. In the first phase between 2007 and 2010, altogether 91 370 additional first-year students were assisted to start studying. The Federal Government provided EUR 11 000 per student to the Länder distributed over four years. Moreover, research projects of the Deutsche Forschungsgemeinschaft (German Research Community) were additionally supported by 20 % of the assistance sum.⁶

In the second phase between 2011 and 2015 a further 275 000 additional first-year students will be assisted. The Federal Government then provides EUR 13 000 per student. The higher amount of funding will be used to improve the quality of teaching. Additionally, the Länder Governments will improve the supply of SMET subjects and the graduation of women. Moreover, the Federal Government will fund research with EUR 1.7 billion.

The target numbers for the first phase were already achieved in 2009. According to the Education Report 2010 (BMBF 2010a) the first-year students' rate was 43.3 % and thus clearly exceeded the target value of 40 %.

Education initiative by the Hartz reform

The Federal Government was charged by the Federal Constitutional Court in February 2010 to recalculate the amount of Unemployment-II-benefits⁷ (UB II) until January 2011. Within this context participation in education and training of children living in needy families has to be reconsidered (*Teilhabebedarf*). From January 2011, children of UB II recipients have the right to receive education benefits. The additional benefits will be delivered to the children by the provision of services rather than financial transfers.⁸

The Bildungspaket (provisional Education Package) comprises four components.⁹

- i. Lernförderung (learning assistance) for children, including financial support for tutoring.
- ii. Promotion of cultural and sports activities; financial support can be used for music classes, after school youth work, sports, or comparable cultural free-time activities.
- iii. Schulbasispaket (Basic School Package) ensures that children have the appropriate equipment for school classes. The adults will receive EUR 70 on the 1st August and EUR 30 on the 1st February to cover the costs of school materials.
- iv. Grants for warm food in schools and day care centres for children.

⁶ BMBF Homepage, *Hochschulpakt*. Internet: <http://www.bmbf.de/de/6142.php>

⁷ Unemployment benefits in Germany are currently divided into unemployment benefit I and unemployment benefit II. The unemployment benefit is paid for 12 months to the unemployed person who has at least paid for 12 months into the unemployment insurance. Otherwise unemployment benefit II is paid.

⁸ BMAS Homepage, *Von der Leyen: Halbe Milliarde Euro ist ein Vertrauensvorschuss*. Internet: http://www.bmas.de/portal/46618/2010_07_05_vdl_bildungsausgaben_fuer_kinder_hartz4.html

⁹ BMAS Homepage, *Mehr Transparenz und ein großes Plus bei Bildungschancen für bedürftige Kinder*. Internet: <http://www.bmas.de>

The implementation of the Education Package is temporary. It provides vouchers from the Job Centres: in the medium term the introduction of Bildungskarte (Education Cards) is planned, which can be charged at the Job Centres.

Stimuli packages and further investments

In the course of the financial crisis the Federal Government decided upon two stimuli packages.¹⁰ Within the second stimulus package it was decided that around EUR 11 billion would be invested in additional education and innovations between 2009 and 2010 (BMBF 2009). The use of in-company dual vocational training was also facilitated by the second stimulus package: between August 2009 and December 2010 the obligatory participation in vocational preparation courses for in-company dual training is, in exceptional cases, no longer needed for disadvantaged young people (BMBF 2010b).

The Federal Government also decided to increase the expenditures for research and education over following years by providing an additional EUR 12 billion in 2013 (Federal Government 2010).

3.2 Labour market and employment-related policies and access to benefits

As a consequence of both the limited quality of primary education and the continuous shortage of dual training places, a huge waiting list has accumulated over the last decades. In 2009, 45.7 % of applicants to dual training were so-called Altbewerber (old applicants) who did not succeed in finding an appropriate dual training place at earlier applications (BMBF 2010b). This initiated a series of measures which are outlined below.

Vocational Preparation

A common vocational preparation for dual vocational training by the Federal Labour Agency is the Entry-Level, which supports the transition from school to apprenticeship training. Two out of three young people start apprenticeship training after their participation. Since August 2009, disadvantaged young people who participate in the Entry-Level Vocational Qualification can additionally be assisted through the Ausbildungsbegleitende Hilfen (Training-Support Scheme) (BMBF 2010b). Other programmes for vocational preparation comprise:¹¹

- the Vocational Preparation Year, which is a one-year school-based preparation programme for apprenticeship training;
- the Vocational Basic Education Year, which is a one-year occupational-based preparation (for example in electrical engineering).

Promotion of apprenticeship training

¹⁰ These sum up to an amount of around EUR 100 billion.

¹¹ BMBF Homepage, 2.3.1 *Berufsvorbereitungsjahr, Berufsgrundbildungsjahr, Berufsfachschulen*. Internet: <http://www.bmbf.de/de/9850.php>

The Federal Labour Agency assists companies which take on apprentices with particular needs. They can benefit from the following measures:¹²

- i. Ausbildungsbonus (Apprenticeship Bonus) - if they additionally employ young people who have been searching for apprenticeship training for longer than one year. Since June 2009 the Education Bonus also applies to companies which take on apprentices of other companies which became insolvent or had to be closed.
- ii. Ausbildungszuschuss (Education Grant) - for training people with disabilities.
- iii. Training-Support which aims to ensure successful training or an Entry-Level Vocational Qualification and thus provides special lessons or, if necessary, special education for the depletion of language and learning deficits.
- iv. Ausbildungsmanagement (Education Management) - companies can receive benefits if they want to train young people with learning disabilities or social disadvantages.

Moreover, there are benefits for applicants whose financial situation jeopardises their participation in apprenticeship training.

In addition the Federal Labour Agency assists disadvantaged youth through:

- i. Ausbildungskampagne 2010 (Education Campaign 2010) - the labour offices advise young people and employers in the context of apprenticeship training and give support. The campaign, with its message of 'Ich bin gut' (I am good), aims to promote the talents of young people¹³.
- ii. Hauptschulabschluss (catch up on secondary school qualification) - since 2009 the legal right exists to catch up on the secondary school qualification and this is implemented by the labour offices in combination with continuing vocational training.¹⁴

Contribution to the social insurance system

Apprentices receive a so-called *Ausbildungsvergütung* (training income), which is taxable. Incomes above EUR 325 per month are subject to social contributions including health insurance, unemployment insurance and pension insurance. Apprentices who earn less than EUR 325 are exempted from social insurance contributions. The employer pays a lump sum.

3.3 Addressing problematic features of youth employment

As stated above, around 15 % of young adults between the ages of 20 and 29 do not hold a vocational qualification. This poses negative consequences for the individuals as they are often affected by unemployment. The at-risk groups are young people without any school graduation certificates, who in many cases are people with a migration background. These

¹² BA Homepage, *Finanzielle Hilfen*. Internet:

http://www.arbeitsagentur.de/nn_27608/Navigation/zentral/Unternehmen/Hilfen/Ausbildung/Ausbildung-Nav.html

¹³ BA Homepage, *Ausbildungskampagne 2010*. Internet: http://www.arbeitsagentur.de/nn_27794/zentraler-Content/A01-Allgemein-Info/A016-Infomanagement/Allgemein/Ausbildungskampagne-2010-Arbeitgeber.html

¹⁴ BA Homepage, *Anspruch auf Nachholen des Hauptschulabschlusses*. Internet: http://www.arbeitsagentur.de/nn_26822/zentraler-Content/A01-Allgemein-Info/A016-Infomanagement/Allgemein/Institutionen-Informationen.html

people need to be individually supported and assisted. This is partly fulfilled but needs to be strengthened.

Young people who have not graduated

In 2008 around 65 000 pupils left school without graduating. The number declined between 2004 and 2008 from 8.5 % to 7.5 %, mainly due to demographic change. The figure is higher in eastern than in western Germany and higher in rural areas than urban areas. However, around 35 % of the young people who left school without graduating in 2004 caught up on their graduation at a later point in time (BMBF 2010a).

There are several opportunities to graduate on different courses of education. Moreover, there are also measures which assist with catching up on graduation. Since May 2008 the BMBF programme, Perspektive Berufsabschluss (Perspective Vocational Qualification), has aimed to improve the structure of assistance measures for the transition from school to dual vocational training. This includes post-qualification of low-educated young people.¹⁵

Youth with migration background

Germany is a country with a high number of migrants and the share is increasing with demographic changes. The integration of young migrants in education and training therefore becomes more and more important as they represent the skilled workers of the future (Sachverständigenrat deutscher Stiftungen für Integration und Migration, 2010).

Nonetheless, educational opportunities for young people with a migration background are still more limited than for others. A lower proportion of young people with a migration background hold university entrance qualifications and also proportionally more hold a secondary school qualification or have no graduation certificates at all (BMBF 2010a). The participation rate of young people with a migration background in dual apprenticeship training was 32.2 % in 2009 compared to 68.2 % for those without a migration background.

The integration of migrants has found its way into the political mainstream but education-related integration remains a challenge. In this context the improvement of German language skills is particularly important. According to a study by the Institute for Employment Research (IAB), the integration of immigrants strongly depends on their language skills (IAB 2010).

The Federal Ministry for Families, Pensioners, Women and Youth (BMFSFJ) provides a direct assistance programme for young people with a migration background. The programme, Jugendmigrationsdienste (Youth Migration Services), supports integration through individual offers and professional support. Around 400 of these services exist in Germany which promote school to work transition for migrant youth between the ages of 12 and 27 (BMBF 2010b).

3.4 Roles of the labour market actors

The German Federation of Trade Unions (DGB) claims to abolish the inequality of educational opportunities which are caused by social background. Moreover, a higher level of integration of migrants is needed.

¹⁵ BMBF Homepage, Perspektive Berufsabschluss. Internet: <http://www.perspektive-berufsabschluss.de/de/215.php>

The Federal Association of German Employers (BDA) supports the existing educational policy and reforms for the improvement of the educational system. Companies and employers are aware of their responsibility for education and some of them contribute by providing training. They also act as cooperative partners for schools and universities.¹⁶

The Industrie- und Handelskammer (IHK) (Chambers of Industry and Commerce) have carried out many activities for the acquisition and the placement of apprenticeship training places. Up until August 2010 around 1 000 activities were already being performed or are planned.¹⁷

4. Conclusion

The integration of young people in the labour market is an important subject of policy making as the youth of today are the labour force of tomorrow. A lot of different measures already exist which promote young people on their path to education.

Nevertheless, there are still a high number of young people without vocational graduation or even without a school certificate. The number of young people with a migration background is high and their chances of receiving a dual vocational training or higher level of education are low. There is an urgent need to address the integration of young migrant generations effectively, as they will be an important share of the future labour force.

A second issue is the persisting fact that educational opportunities in Germany strongly depend on the social status of parents. This is a major barrier to upward social mobility during whole professional careers, not only during education. Social inequalities are thus amplified and human resources are inadequately used. The situation is sharpened by the rising share of migrants. Germany therefore needs a broad debate – and effective measures – to improve social mobility rather than the current debate on the risks of integration.

In the course of the financial crisis the situation for young people has not deteriorated substantially. Unemployment only slightly increased between 2008 and 2009. The system of apprenticeship training still works effectively to integrate them in the labour market. The risks for apprenticeship training are coming from other angles – the demographic reduction in the number of applicants and the trend towards higher education. The dual system therefore needs continuous reform to adjust to these trends.

Finally, the declining share of public expenditures for education and training is a matter of concern. When other countries have continuously increased their human capital investments, Germany needs to follow rapidly, if it does not want to run the risk of losing international competitiveness.

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¹⁶ BDA Homepage, *Bildung*. Internet: http://www.bda-online.de/www/arbeitgeber.nsf/id/DE_Bildung

¹⁷ An overview of activities can be found at the Homepage of the IHK, *Ausbildungspakt vor Ort*. Internet: <http://www.dihk.de/pakt/>

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<http://www.dihk.de/pakt/>

Annex

Table 1: YOUTH EMPLOYMENT / UNEMPLOYMENT TRENDS (Q1 data)									
Data	Age group 15-19			Age group 20-24			Age group 25-29		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
Employment rate (%)	29.8	27.7	27.2	65.0	63.9	62.6	75.2	75.3	74.9
Unemployment rate (%)	10.2	10.9	10.7	10.8	11.1	11.4	9.1	9.3	9.7
Long-term unemployment as a % of unemployed	23.7	27.4	24.3	29.5	28.6	29.6	39.2	31.9	34.5
Youth unemployment to population ratio	3.4	3.4	3.3	7.9	8.0	8.1	7.5	7.7	8.0

Source: Eurostat, Labour Force Survey

- : Data not available

Data in brackets not reliable due to small sample size.

Table 2: YOUTH UNEMPLOYMENT TRENDS (Q1 data, %)						
Data	Age group 15-24		Age group 20-24		Age group 25-29	
	2009	2010	2009	2010	2009	2010
Unemployment for the low-skilled (ISCED 0-2)	13.9	13.7	15.3	18.6	23.7	25.3
Unemployment for the medium-skilled (ISCED 3-4)	9.1	9.0	9.1	9.0	8.5	8.8
Unemployment for the high skilled (ISCED 5-6)	0.0	0.0	4.8	5.9	3.8	4.4

Source: Eurostat, Labour Force Survey. Data non-seasonally adjusted

Table 3: YOUTH TEMPORARY CONTRACTS (% OF EMPLOYEES (Annual data))			
Data	Age group 15-19	Age group 20-24	Age group 25-29
	2009	2009	2009
Temporary work as a % of employment	77.6	45.6	19.6

Source: Eurostat, Labour Force Survey. Data non-seasonally adjusted

Table 4: NEITHER IN EMPLOYMENT NOR IN ANY EDUCATION OR TRAINING (NEET) (Annual data)		
Data	Age group 15-19	Age group 20-24
	2008	2008
NEET rate (% of the age group) (annual averages)	3.8	12.6

Source: Eurostat, EU Labour Force Survey, Annual averages

Table 5: EARLY SCHOOL LEAVERS* (Annual data)		
Data	Age group 18-24	
	2008	2009
Early school leavers (% of the age group)	12.1	11.4

Source: Eurostat, Labour Force Survey

* Percentage of the population aged 18-24 having attained at most lower secondary education and not being involved in further education or training.

Table 6: DIFFERENCE IN YOUTH UNEMPLOYMENT RATE BETWEEN Q4-2009 AND Q4-2007		
Data	Age group 15-19	Age group 15-24
Difference in youth unemployment rate between Q4-2009 and Q4-2007	-1.6	-0.7

Source: Eurostat, Labour Force Survey. Data non-seasonally adjusted