

Seminar “Vocational education and training (VET) and social integration of refugees and immigrants in Israel and Germany“

**Background on Germany’s policy on integration of immigrants and refugees
through VET**

by

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Current situation

- 21% of German population has a migration background
- The number of refugees and asylum seekers has skyrocketed:
 - 2015: approx. 890,000
 - 2016: approx. 280,000
- Main countries of origin of refugees (asylum applicants) in 2016: Syria, Afghanistan, Iraq, Iran, Eritrea
- Demographic structure: 74% are under 30, almost two thirds are men (this proportion rises to 76% of those aged 18-25)

Challenges and potential

- Humanitarian responsibility is first priority: accommodation, provision of food and health care
- Civil society: high level of individual voluntary commitment
- Companies need qualified workers
- High motivation of refugees to enter vocational education and training

Political priorities for vocational education and training

- Integration of refugees into the apprenticeship system
- Recognition and certification of qualifications
- Qualification programmes

Adopted measures I

- Federal Government: joint strategy of the Federal Government to coordinate refugee situation
- Coordination between federal government and state authorities
- Long-term challenge: integration of those likely to remain. Key approach: **Integration through education**
- Coordination unit within the BMBF
- Short-term measures: adapting the asylum system, reception processes, registration procedures, various funding instruments etc. for the huge number of refugees

Adopted measures II

- Guiding principle: “support and challenge”
- Overall Federal Government strategy on the promotion of language learning and integration in three core “areas of integration”:
 - (1) Language learning;
 - (2) Integration into training, employment and (higher) education;
 - (3) Social integration
- General support e.g. assisted apprenticeships
- Opportunity to finish apprenticeship in case of rejection of asylum application -> made possible by new Integration Act
- “Companies Integrate Refugees” network enables exchange of experience
- Welcome guides for finding internships and apprenticeships

Specific measures of the Federal Ministry of Education and Research (BMBF)

- (1) Initiatives to promote language and reading skills
- (2) Assessment of skills and potential
- (3) Access to and integration into vocational training, higher education and employment (including orientation and preparation)
- (4) Funding for research projects: enhancing our knowledge on integration and migration

Example no. 1: “Education Chains” – successful instruments

- Partners: Federal Ministry of Labour and Social Affairs (BMAS), BMBF, Federal Employment Agency (BA), *Länder* (federal states)
- General objective: Consolidate successful funding instruments in a holistic, nationwide and coherent funding system for career orientation and transition periods
- Specific objectives: Assessing potential (adjusting initial assessment tools); career orientation (expansion)

Example no. 1: “Education Chains” – importance of interfaces



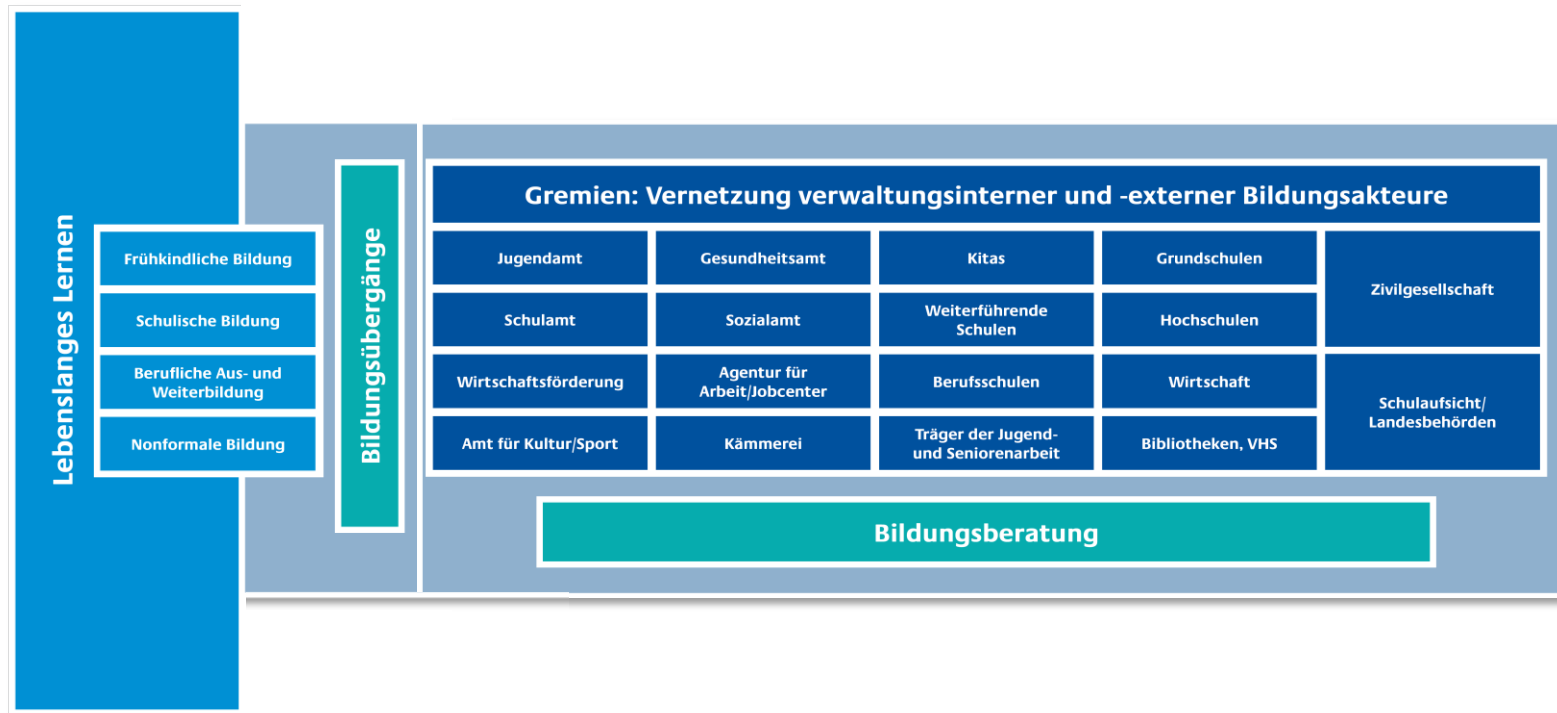
Example no. 2: “Pathways into vocational education and training / Career orientation for refugees (BOF)”

- Partners: BMBF, Federal Employment Agency (BA), German Confederation of Skilled Crafts (ZdH)
- Technical career orientation and vocational language training: Prepare refugees to start training in a crafts and trades business
- Goal: help 10,000 young refugees to start training by the end of 2018
- Importance of coordination, interfaces

Example no. 3: Local coordination of education and training opportunities for new arrivals

- Immigration presents the municipalities with particular challenges and starting points
- Funding of staff to coordinate education/training opportunities for newcomers
- Pool local capacity; concerted action of all stakeholders in education
- Voluntary work and civil society play a major role
- Goal: Enhance education management across the field of “Integration through Education”

Example no. 3: Local coordination of education and training opportunities for new arrivals



Example no. 4 Research

- Political action requires research basis
- Examine the situations of refugees: Corroborate social and economic data
- Integration of young refugees in our education and training system: Creating an empirical data base
- Improve the success and sustainability of integration measures
- Stock-taking, networking within the research community, pooling knowledge



Thank you for your attention!

