



**POLICIES FOR INFORMATION, GUIDANCE AND COUNSELLING
SERVICES**

NATIONAL QUESTIONNAIRE

FINAL VERSION

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Answers of the Federal Employment Service
Division Ia1

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Background

In Autumn 2000 the OECD's Education Committee and its Employment, Labour and Social Affairs Committee endorsed a new activity on policies for information, guidance and counselling services. The principal objective of the activity is to understand how the organisation, management and delivery of these services can help to advance some key public policy objectives: for example the provision of lifelong learning for all and active labour market policies.

The activity will gather information in several ways: through this questionnaire; through national visits by small teams of experts, in association with the OECD secretariat; through commissioned papers; and through meetings of national experts and policy makers. The questionnaire thus forms an important part of the activity, and will provide important background and contextual material for the national visits. It asks about key policy issues in information, guidance and counselling services and about the types of policy initiatives that countries are taking. It seeks some basic information on how countries organise, manage and provide information, guidance and counselling services, in order that the context of policy initiatives can be better understood. It will provide a unique comparative database to help understand how countries differ in their approaches to information, guidance and counselling services and how they are trying to solve the challenges that they face. With the agreement of participating countries completed questionnaires will be available on the OECD web site as a common resource for OECD countries.

Completing this questionnaire

It will be unlikely that any one organisation, Ministry or group will have all of the information required to complete this questionnaire. National co-ordinators in participating countries are therefore asked to ensure collaboration between all relevant Ministries, as well as the involvement of researchers, employers, trade unions, private sector organisations, and information, guidance and counselling professional associations in completing the questionnaire¹. Forming a national steering committee might be one way in which this can be done.

Involving a number of stakeholders in the completion of the questionnaire could result in several perspectives being obtained for some questions. A key task of national co-ordinators will be to consolidate these different perspectives in order to provide the OECD secretariat with a single, integrated response.

In many cases countries will not have all the information asked for by the questionnaire. Where this is the case, countries are asked to answer it to the best of their ability, using the best available information. Countries are not expected to undertake original surveys or research in order to complete the questionnaire. Where the information needed to answer a question is not available, please indicate this in your response.

In completing the questionnaire, please try wherever possible to refer to the source(s) of any data: research articles, literature reviews, surveys, publications, administrative data and similar.

Where possible, please provide copies of key documents, particularly those in English or in French.

Your responses to individual questions should not be lengthy. In general, please try to limit responses to each question to no more than one page. Additional information can be provided in Annexes.

¹ Countries in which National Resource Centres for Educational and Vocational Guidance have been established under the Leonardo da Vinci programme might like to include them among the stakeholders involved in the preparation of the questionnaire.

Countries should feel free to provide additional information, over and above the questions asked, where they feel that this would be helpful in increasing understanding of their national arrangements.

Countries with Federal systems of government

Where countries have Federal systems of government it will be important for the information provided to reflect differences between states or provinces, as well as differences that might exist between policies and practices adopted by the national government and state or provincial governments.

A key definition

The term “information, guidance and counselling services” refers to services intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and career choices and to manage their careers. It includes a wide range of activities. For example activities within schools to help students clarify career goals and understand the world of work; personal or group-based assistance with decisions about initial courses of study, courses of vocational training, further education and training, initial job choice, job change, or work force re-entry; computer-based or on-line services to provide information about jobs and careers or to help individuals make career choices; and services to produce and disseminate information about jobs, courses of study and vocational training. It includes services provided to those who have not yet entered the labour force, services to job seekers, and services to those who are employed.

The scope of this questionnaire

This questionnaire, and the OECD activity of which it is a part, focuses upon career information, guidance and counselling services: in other words services intended to assist individuals with their career management. These often overlap with other forms of personal services. Job placement, personal counselling, community-based personal mentoring, welfare advice and educational psychology are examples. Frequently these other services are delivered by people who also deliver career information, guidance and counselling. Where this overlap exists, please include these services when answering this questionnaire. However where separate guidance services exist that do not provide career information, guidance and counselling, these separate services should be ignored when answering the questionnaire.

Organisation of the questionnaire

The questionnaire contains twelve sections:

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|--|-----------------------|
| 1: Overview | 7: Delivery settings |
| 2: Key goals, influences, issues and initiatives | 8: Delivery methods |
| 3: Policy instruments for steering services | 9: Career information |
| 4: The roles of the stakeholders | 10: Financing |
| 5: Targeting and access | 11: Assuring quality |
| 6: Staffing | 12: The evidence base |

1. OVERVIEW

Here we would like a brief overview of arrangements for information, guidance and counselling services in your country.

- 1.1 Please provide a brief (no more than one page) overview of national arrangements for career information, guidance and counselling services in your country.

***In answering this** please describe the principal service providers, and indicate the extent to which the provision of career information, guidance and counselling overlaps with or is integrated with other services. Indicate how responsibility both for managing and for funding information, guidance and counselling services is divided: between different Ministries (for example Education and Labour); between different levels of government; and between governments and other providers. If possible, include as an Annex the contact details and homepages of key players and main providers of services. (Note: questions that allow more detailed descriptions of services can be found elsewhere in the questionnaire).*

In Germany, there is a **statutory mandate** for education and career information, guidance and counselling in the following areas:

- Education information, guidance and counselling is provided by school psychologists, school counsellors and teachers (in the stricter sense), who counsel on school career and vocational orientation. Responsibility and financing lies with the school authorities of the *Länder*.
- In the area of higher education, as **study counselling** by higher education institutions (Central Academic Advisory Service and Academic Advisory Service for Guidance on Courses) for students and those interested in taking up studies, regulated e.g. in the Framework Act for Higher Education and in the Higher Education Acts of the *Länder*; under the responsibility of the Ministries of Education and Cultural Affairs of the *Länder* and the individual higher education institutions.
- In the area of the Federal Employment Service (BA), as **career counselling for young people and adults by the employment offices**, regulated in the Social Code III (§§ 29 ff. SGB III) as a nationwide service to all persons either participating or wanting to participate in the labour force.
The BA has concluded a binding framework agreement with the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* (KMK) and agreements at *Länder* level with individual Ministries of Education and Cultural Affairs on cooperation between schools and career counselling services in helping to prepare pupils for their career choice. These agreements are constantly updated.
- In the area of social and youth welfare offices of the municipalities, for recipients of social assistance according to the Federal Social Assistance Act (BSHG) and for recipients of (vocational) assistance for children and young people according to the Child and Youth Services Act (KJHG); There are recommendations for cooperation between the employment offices and the municipalities with regard to vocational integration of benefit recipients (particularly on the integration of the long-term unemployed and disadvantaged young people)
- At municipal level, there are training and continuing education counselling programmes financed by or on behalf of the municipalities, providing information and advice on local (continuing)

education and training opportunities (e.g. at the *Volkshochschulen* (adult education centres) or regional training centres)

Furthermore, numerous private and public institutions offer counselling services, e.g. private education providers, chambers and industrial associations, some private career counselling firms, personnel and management consultants, etc. In individual cases, these institutions are also commissioned by the employment offices or the municipalities.

2. KEY GOALS, INFLUENCES, ISSUES AND INITIATIVES

Here we would like you to provide information about the broad goals for information, guidance and counselling services, about the influences that are shaping these services, about the key issues in their organisation, management and delivery, and about important recent initiatives.

- 2.2 What are the key objectives and goals of national policies for information, guidance and counselling services in your country? Please describe differences in objectives and goals that might exist between Ministries. Where a legislative basis exists for these objectives and goals, please provide details.

Information, guidance and counselling services have the task to recommend to each child/young person a school and career pathway which is most suitable for his or her level of performance, learning and development. Transfers between different education systems are possible, i.e. pupils can change from one type of secondary school to another if or when their level of performance, learning and development permits or requires such a change, and they can acquire entrance qualifications for secondary schools also through vocational training.

For the area of the Federal Employment Service (Aims of SGB III):

- improved counteraction of market fluctuations
- avoidance/termination of unemployment (youth unemployment/long-term unemployment)
- avoidance/shortening of receiving of compensation for pay/other benefits of labour promotion
- improved training and employment opportunities for disadvantaged persons looking for training or work
- equal opportunities of women and men on the labour market
- strengthening of individual responsibility and initiative of the partners on the labour market (employers and employees)
- improvement of young peoples' competence to choose a career and of their self-marketing skills
- improved qualification structure of employees and entry-level job seekers, reduction of the percentage of people without formal qualifications
- preference for integration into the first labour market

Within the framework of the EU Employment Guidelines and the Federal Government's National Action Plan 2001:

- reducing long-term unemployment and youth unemployment
- implementing measures on lifelong learning (EU Memorandum 2001)

- 2.3 What are the major social, educational and labour market influences that are currently shaping national policies for information, guidance and counselling services?

- securing the trainability of all pupils – whether weak or highly gifted – before they enter the school-to-work transition phase – and successful completion of qualified vocational training.
- internationalization and globalization
- structural change and development of a service and knowledge society

- demographic development:- growing numbers of school leavers until 2005, then a dramatic slump in the potential labour force in the long term
 - ageing of the population
- stagnating participation in education;
- shortage of skilled labour and simultaneous high unemployment
 - currently in scientific and technical occupations and the IT sector
 - in the long term in all areas due to the demographic development
- integration problems regarding poorly qualified, socially disadvantaged young people and adults in vocational education and employment
- integration problems regarding migrants

2.4 What are the most important issues facing policy makers in your country in the organisation, management and delivery of information, guidance and counselling services?

For the area of the Federal Employment Service (BA)

- abolition of the monopoly on career counselling (since 1998) and increasing privatization and pluralization of counselling services
- cooperation with third-party providers, coordination and networking
- use of modern information and communication technologies/new media for information and counselling services
- new client demands and new information behaviour of clients
- leaner government services and scarcity of resources

For the area of schools

- restriction of the choice of company training places offered for vocational training

2.5 Please describe any recent (last five years) initiatives and changes that are of particular significance for the organisation, management, funding, staffing, or delivery of information, guidance and counselling services.

For example you might like to describe initiatives such as:

Government reports that have recommended new approaches or new priorities.

New methods and philosophies of providing services: for example within the context of lifelong learning

New or proposed legislation or regulations

New or upgraded services or the down-sizing or elimination of existing services

Changed priorities for access to services

Changed responsibilities between agencies for the provision of services

New education and training requirements for staff

Initiatives to engage citizens in the planning and delivery of services

Initiatives to raise public awareness and use of services

Changes in the involvement of the private sector

Technological developments that have made a real difference to the ways in which services are delivered and/or accessed

For the area of the Federal Employment Service (BA):

- organizational reform "Employment Office 2000": reorganization of the work of the employment offices with the aim of strengthening "client orientation, employee orientation, effectiveness and efficiency"
- introduction of a new management model in connection with "Employment Office 2000" for planning, management and control of corporate goals and the quality of services
- introduction of a graded concept ("supply concept") for the counselling and placement of unemployed persons: graded services ranging from self-information to assisted self-information and group information to intensive counselling and intensive placement
- There are plans for a reform of the Social Code III ("Job-AQTIV-Act"), which will require the employment offices to do a "profiling" for persons who cannot be integrated into the labour or training market without special assistance, and on this basis to conclude a binding integration agreement with the person seeking advice. The implementation of such an agreement would then be continuously monitored and adapted.
- Regulations on career counselling for young people were complemented by organizational measures on improved client guidance, reduced waiting time and improved accessibility of the counselling staff in person or by phone. Free-access office hours without previous appointments for career counselling in schools and employment offices were extended. Appointments for comprehensive career counselling are no longer made automatically but only after a previous contact of the counsellor with the young person concerned during office hours and after establishing the young person's needs as well as the amount of time needed.
- **Computer-based self-information** on training, study courses, occupations and activities, on the employment offices' services and on the financial assistance and services available, as well as on vacant training places and jobs, was extended and is now available to all citizens through the **Internet and PC workstations at the employment offices' job information centres**: www.arbeitsamt.de (KURS-the database for training and continuing education, SIS-job information service, asis-training place information service, AIS-employer information service, www.studienwahl.de, BERUFEnet).
- Currently, all 181 employment offices of the BA are being equipped with **Internet centres** in order to provide access to important job-related Internet information to clients who do not have the necessary technical and financial means.
- The BA supports the introduction of Internet cafés based at private providers of youth welfare services with the aim of reaching disadvantaged young people with integration problems and in order to motivate them to take up training/qualification measures.
- For some years, in addition to the traditional print media, the BA has made available teaching material and information online and on CD-ROM for teachers and pupils in classes preparing

for career choice at schools, e.g.: www.machs-richtig.de, www.was-werden.de, www.abimagazin.de, www.unimagazin.de, "Fit for Europe".

Vocational orientation in schools

- Over the past years, various direct contacts and **collaborations between individual schools and individual companies/enterprises** have developed with the aim of intensifying and improving vocational orientation in schools. These collaborations are also funded from the public purse:
 - In all *Länder* of the Federal Republic of Germany, programmes for fostering cooperation between schools and industry were implemented with the aim of facilitating the transition from school to work and vocational education, supporting the career choice and making available training places in companies.
 - Measures to increase trainability, Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* (KMK), brief description of the *Länder* activities of September 15, 2000.
 - **Programme "School - Industry/Working Life"** of the **Federal Ministry of Education and Research (BMBF)**: www.swa.de (funding 2000 – 2005)
 - The project **"Transjob"** of the **Foundation of German Industry (*Stiftung der deutschen Wirtschaft*)** pursues similar aims and is partly funded with resources from the programme "School - Industry/Working Life": www.transjob.de

Vocational orientation for *Abitur* holders, students in higher education and academic graduates

- In April 2001, establishment of a **network "Pathways into Higher Education"** with representatives of industry, the labour administration, higher education institutions, the student services organizations and parents with the aim of encouraging *Abitur* graduates to embark on higher education studies and in order to eliminate the shortage of young professionals in certain academic occupations: organization of fairs and other information and orientation events (www.wege-ins-studium.de)
- Establishment of a total of **60 higher education teams of the employment offices** in cities with major universities: a special new service offered by the employment offices for counselling, orientation and placement of higher education students and graduates (www.arbeitsamt.de/.....).
- Recently, projects for vocational preparation and for vocational orientation, as well as **Career Services** or **Career Centres at higher education institutions** have increasingly been set up in order to prepare students for the transition to the labour market and to establish and foster contacts with industry and potential employers – partly in cooperation with the higher education teams of the employment offices and local industry (www.forum-berufsbildung.de/.....).

3. POLICY INSTRUMENTS FOR STEERING SERVICES

Here we wish to know about the key policy instruments that are used to steer information, guidance and counselling services, and about how policy goals are translated into service delivery.

- 3.1 How important is legislation in steering information, guidance and counselling services in your country? Please briefly describe the main pieces of legislation that directly affect information, guidance and counselling services. More complete details and examples can be provided in an Annex.

For the Federal Employment Service (BA)

Social Code III is the most important steering instrument in order for the BA to fulfil its statutory mandate, also with regard to the provision of career counselling and vocational orientation: The BA is in a relatively autonomous position and not subject to government instructions in fulfilling this statutory mandate.

• Career counselling by the Federal Employment Service (SGB III Sections 29 ff.)

"The employment office has to provide career counselling to young people and adults who participate or wish to participate in the labour force. The type and scope of its services depend on the career counselling requirements of individuals looking for advice. Career counselling includes providing information and giving advice

- on career choice, professional development and change of occupation,
- on the situation and development of the labour market and occupations,
- on the possibilities of vocational education and training,
- on finding training places and jobs,
- on services of labour promotion.

..... Career counselling also includes providing information and giving advice on questions of training assistance and school education, in as far as they are important for choosing a career and for vocational education and training.

..... Career counselling has to take into account the inclination, aptitude and performance of those seeking advice as well as employment opportunities. Even after an apprentice or employee has taken up training or work, the employment office can continue to monitor and advise him or her if he or she gives his/her consent and in as far as this is necessary for stabilizing the training or work contract.

..... The employment office is to give young people and adults, subject to their consent, a medical and psychological examination and assessment, if this is necessary for determining their aptitude for a specific occupation or employability.

..... In order to prepare young people and adults for their career choice and in order to inform people looking for training or work, as well as employees and employers, the employment office has to provide vocational orientation. In companies, administrations and on the labour market, it is to provide information on occupations as well as requirements and prospects, on ways of and support for vocational education and training as well as on relevant important developments.

..... In counselling, placement and vocational orientation, self-information facilities are to be used.

• Provisions governing career counselling by third parties (SGB III, Sections 288a ff.):

..... The employment office provides its information and placement services free of charge.

.....

..... The employment office has to prohibit – partly or entirely – natural or legal persons or partnerships (*Personengesellschaften*) providing career counselling (career counsellors) from doing so, if this becomes necessary in order to protect the persons seeking advice.

..... The career counsellor who safeguards the interests of an employer or an institution is obliged to communicate the latter's identity to persons seeking advice; he/she has to point out that the safeguarding of interests can influence the counselling. The obligation to disclose relevant facts also exists if the career counsellor is liaised with an institution and if this might be important to a person seeking advice in order to assess the counselling.

.....A person seeking advice may be required to pay for counselling and such payment may be accepted by the career counsellor only if he/she is not simultaneously providing a service of placement for training places or jobs and if no relevant placement agency is operating on related premises.“

• **School laws of the *Länder* for school career counselling**

School career counselling and vocational orientation are often combined in the *Länder*

The Federal Employment Service and the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany concluded an agreement on cooperation between schools and career counselling services on February 12, 1971. The agreement states that

- the framework agreement of the Conference of *Länder* Ministers of Education and Cultural Affairs on cooperation between schools and career counselling services of February 5, 1971 was concluded in mutual agreement
- the Ministers of Education and Cultural Affairs of the *Länder* and the Federal Employment Service will take the measures which are necessary for implementing the agreement and
- a Standing Contact Commission with representatives of both sides will be established in order to foster cooperation on the basis of the framework agreement.

Effective collaboration between schools and career counselling services was established by the agreement and the framework agreement at national and *Länder* level. Both agreements are of paramount importance for the development of a concept to prepare for career choice agreed between schools and career counselling services, for the development of measures based on partnership and cooperation and for a joint strategy for the future.

Ordinances, administrative provisions

The number of ordinances, announcements, etc. on vocational orientation, which complement the "Framework Agreement on Cooperation between Schools and Career Counselling Services" or the subsequent agreements of the *Länder* with the *Länder* employment offices, varies greatly from one *Land* to another. Some *Länder* consider their *Land*-specific agreement on cooperation between schools and career counselling services to be sufficient, others regulate some areas only, such as the organization of visits to local companies, practical placements, etc.

It has to be taken into consideration that a delimitation of the content of "vocational orientation" is made in different ways. Some *Länder* define vocational orientation more precisely in curricula but provide vocational information on the Law on the Protection of Minors at Work and on social insurance within the framework of vocational orientation. Others argue that all instruction in subjects like "careers education" or "work-industry-technology" contribute to vocational orientation.

Vocational orientation in subjects and learning areas of the curriculum

Vocational orientation has become an integral part of teaching in all types of schools. The focus is usually on the last two years in all school types. However, vocational education is often started much earlier.

General goals and main content of instruction

The global aims of vocational orientation are skills with regard to school career and occupational choice as well as the ability and maturity to choose a career. These goals require key qualifications, i.e. basic insight, attitudes, abilities and skills which better enable young people to determine their individual life and their participation in political action in society.

- Framework Act for Higher Education (section 14) for study counselling at higher education institutions

3.2 What other instruments are normally used for the political steering of information, guidance and counselling services and to monitor implementation?

For example you might like to describe the use of instruments such as outcomes targets, mandatory or voluntary service quality standards, mandatory or voluntary competency standards and qualification standards for staff, competitive tendering for services and the like.

Federal Employment Service (BA):

- At political level, activities are steered by the joint self-administration of the Federal Employment Service (one third employers, one third employees, one third public authorities). In addition, the so-called "Alliance for Jobs, Training and Competitiveness" (a consensus body of the Federal Chancellor consisting of representatives of the social partners and other relevant groups) also has a certain steering influence on the career counselling services of the BA. Contractual agreements with the *Länder* Ministers of Education and Cultural Affairs and of Science, the University Rectors' Conference at federal and *Länder* level and further cooperation partners complement the global steering instruments.
- Aims, content, procedures, service and organizational forms of career counselling and orientation are regulated in a binding form by central directives (official journal circular orders) of the main office of the BA in Nuremberg to the employment offices (cf. annexes RdErl 3/93, RdErl 4/99, RdErl 37/99; RdErl 30/01). The most recent version of the counselling concept and methods is laid down in the "Fachliche Arbeitshilfe: Methodik der beruflichen Beratung" of December 1992. A revised and enlarged edition with regard to the concerns of career counselling for adults seeking advice and unemployed adults is about to be published.
- Within the organisation, the career counselling services and the service quality are steered through the "New Steering Model" of the BA, e.g. by means of a service catalogue with defined quality standards and targets and suitable measuring tools and code numbers for business segment controlling as well as by means of target agreements between employee teams and management (cf. annex: service catalogue). Supervision by superiors, quality circles of employees and regular client and employee surveys complement the steering activities. In order to assess long-term effects, evaluation studies are made from time to time by external scientific research institutions (cf. MatAB 3/96 and 2/98 in annex).

- The Federal Employment Service supports the professional ethical standards for educational and vocational guidance (cf. annex) adopted by the International Association for Educational and Vocational Guidance (IAEVG).
- The training of career counsellors in Germany was determined for a long time by the monopoly of the BA on career counselling, which existed until 1998, because officially there were no other career counsellors than those employed by the BA. There are the following training pathways for career counsellors and work counsellors within the BA
 - 3-year first-degree study course at a university of applied sciences (*Fachhochschule*) for work and career counsellors at the BA-run *Fachhochschule* (*Beratungsanwärter*)
 - 3-year study course at a university of applied sciences with the qualification of administrative inspector at the BA-run *Fachhochschule* (*Verwaltungsinspektorenanwärter* + work at the BA + internal 6-month further training for counsellor)
 - special career counsellors for the disabled/rehabilitation counsellors undergo a specific further training in addition to their basic training as career counsellor.
 - career counsellors for *Abitur* holders and counsellors in higher education teams (for students and academics) need a degree from a scientific higher education institution (university) and are given a 9-month trainee programme at the BA.
- It can be expected that the abolition of the BA's career counselling monopoly and the establishment of career counselling services outside the BA will lead to the establishment of separate training and study courses. Relevant approaches and ideas exist at Mannheim University (Professor Peter Hofer), at Dresden Technical University (Professor Frank Nestmann) and at the BA *Fachhochschule* in Mannheim for a postgraduate study course.

3.3 Please describe how government regulation, funding and provision of information, guidance and counselling services are related to one another. Is the same (government) body typically responsible for all three, or are they carried out by separate agencies?

For career counselling in the area of the Federal Employment Service (BA):

The public career counselling services are regulated by Social Code III (SGB III), and are under the responsibility of the Federal Employment Service and its regional employment offices (181 employment offices nationwide with more than 800 branch offices). The Federal Employment Service is a corporation under public law with self-administration, and not a subordinate authority of the Federal Government. The role of the Federal Ministry of Labour is limited to legal supervision. The self-administration of the BA consists of one third each of representatives of the employers, the trade unions and government (Federal Government, *Länder* and municipalities). On all three levels of the tripartite organization of the BA (central office, *Länder* employment offices, employment offices), there are self-administration organs (central, regional, local). The BA budget is not tax-financed but comes 50% from employees' and 50% from employers' contributions to the Federal Employment Service (unemployment insurance). The rate is currently 6.5% of gross remuneration. Expenses for career counselling and vocational orientation are also paid out of the BA budget. The BA has therefore sole responsibility for all three tasks listed in the above question.

School career regulation and vocational orientation form part of school instruction. Within vocational orientation, counselling and information on occupations is a responsibility of the Federal Employment Service.

- 3.4 What mechanisms, if any, exist for co-ordinating information, guidance and counselling services: between different Ministries; between different levels of government; between governments and other parties such as employers, trade unions, the private sector, and community groups; between services for youth and for adults; and between the different agencies that provide services? What barriers exist to co-ordination of services and to networking among providers?

For the area of the Federal Employment Service (BA):

By means of the self-administration bodies of the BA at central, regional and local level, the government, employers and employees, as well as the municipalities – as providers of social assistance and youth welfare services and therefore in their capacity as counselling service providers for the clients of youth services and social welfare – are involved in the business policy of the BA and the individual employment offices. Coordination at political level is mainly done through the self-administration bodies. In addition, specific coordination and ad hoc cooperation is achieved by the participation of the employment offices in municipal bodies, such as the Youth Welfare Committee, the Social Welfare Committee, the Economic Promotion Committee or at so-called round-tables and in other counselling and coordination bodies.

Cooperation with schools in vocational orientation and career counselling of pupils takes place on the basis of the framework agreement with the Conference of the *Länder* Ministers of Education and Cultural Affairs by local agreements and personal arrangements between schools/school management/teachers and career counsellors.

- 3.5 What barriers exist to co-ordination of services and to networking among providers?

As a rule, cooperation and coordination are good. From time to time, particular or conflicting interests of individual groups hamper cooperation. Due to the growing number of private providers of career counselling services, there is a certain competition with public services. This creates difficulties in particular if or when private service providers also pursue commercial interests – either in order to attract young employees for themselves or in order to attract clients in a targeted way.

4. THE ROLES OF THE STAKEHOLDERS

Here we wish to know about the roles played some key stakeholders other than government Ministries -- such as employer organisations and trade unions -- in information, guidance and counselling services.

Employer organisations

- 4.1 What role do employer organisations play in regulating or funding information, guidance and counselling services?

For example by participating in advisory and co-ordination bodies; by contributing to common funds for information, guidance and counselling services; through providing employee leave to take part in career guidance; or through participation in programme management committees.

For the area of the BA:

The employers are represented on the self-administration bodies of the BA and are therefore included in the political and administrative steering of the career counselling services of the BA (cf. answers to questions 3.3 and 3.4)

In principle, no leave is granted for employees' participation in career counselling services; exceptions may apply

- 4.2 What initiatives do employer organisations take to help provide information, guidance and counselling services?

For example: involvement in career information programmes in schools and tertiary education; the provision of guidance and counselling; organising careers fairs and exhibitions; or the production of career information.

Employer organizations, chambers and individual companies have always participated in certain activities of career counselling by the employment offices, such as careers fairs, exhibitions, exchanges for training places, exchanges for jobs, continuing training fairs, etc. Representatives of companies, occupations or chambers often give talks on occupation-related topics at vocational orientation events of career counselling in the job information centres of the employment offices.

For some years, employer organizations and companies have stepped up their commitment to vocational orientation in schools. They participate in specific school projects, establish sponsorships with schools, organize projects and placements in companies, excursions and more. The "Stiftung der deutschen Wirtschaft" ("Foundation of German Industry") (www.sdw.de) has launched the nationwide project "Transjob", which implements projects on vocational orientation and preparation of career choice at 95 schools (www.transjob.de). In addition to interesting young people in specific occupations, the aim of these activities is also to increase economics education at general schools and to anchor entrepreneurial thinking in young people's minds.

Within the framework of training under the dual system, it is a legal obligation of the chambers to offer training counselling for training companies and apprentices under the dual system. As a rule, this counselling covers questions of training in companies or of the adequacy of training within a company, less often questions of career counselling for individuals. Beyond this, employer

organizations or chambers as a rule do not have their own education and career counselling services.

The educational organizations of industry as private education providers often offer training and career counselling services to their own as well as external participants in addition to their training and continuing education programmes. Usually, these are geared to adult employees or unemployed persons, less often to young people or pupils. If, within the framework of assistance under SGB III, an educational organization also offers prevocational programmes for young people (BvB) or extra-company training (BüE) or support during apprenticeship training (abH), as a rule it also offers career and education counselling services for this group of persons.

4.3 Does employer involvement in information, guidance and counselling services tend to be:

Seldom		Occasional		Regular
1	2 X	3	4	5
Local	Mostly local, but some national	50-50	Mostly national, but some local	National
1 X	2	3	4	5

In answering this question please tick the box that best applies. You might also like to add some descriptive material in support of your response.

Trade unions

4.4 Do trade unions play a role in regulating or funding information, guidance and counselling services?

For example through participating in advisory and co-ordination bodies, or in programme management committees.

The trade unions are represented on the self-administration bodies of the BA and are therefore involved in the political and administrative steering of the career counselling services of the BA, like the employers (cf. answers to questions 3.3 and 3.4.)

4.5 What initiatives do trade unions take in providing information, guidance and counselling services?

For example involvement in career information programmes in schools; providing guidance and counselling; or producing career information. Here also describe any initiatives taken by trade unions to provide information, guidance and counselling services to their own members.

Under the programme "workshop zukunft" (workshop for the future), the German Trade Union Federation (DGB) participates in the programme "School-Industry/Working Life" of the Federal Ministry of Education (BMBF), (www.workshop-zukunft.de). Some trade unions (e.g. IG Metall) run attractive Internet programmes for young people who have to take a career choice (www.).

Trade unions frequently run and co-finance unemployed associations or unemployed initiatives, which offer e.g. career counselling to young people or the unemployed, but also debtor counselling or counselling of returnees to the labour force, etc.

4.6 Does trade union involvement in information, guidance and counselling services tend to be:

Seldom		Occasional		Regular
1	2	3 X	4	5
Local	Mostly local, but some national	50-50	Mostly national, but some local	National
1 X	2	3	4	5 X (Internet)

In answering this question please tick the box that best applies. You might also like to add some descriptive material in support of your response.

Other stakeholders

4.7 Please describe ways in which policies encourage other stakeholders -- such as parents, associations of students, alumni, community organisations, educational institutions or the end-users of services -- to play a role in information, guidance and counselling services.

For example through roles that are expressed in legislation; through policies to contract service provision to non-government organisations; through membership of advisory bodies; through membership of programme management committees.

By active work with parents (in cooperation with schools), the career counselling services of the employment offices try to win parents' participation in the career choice preparation of their children. They organize parents' information evenings, parents' information days, etc. Parents are also invited to accompany their children to the counselling services of the employment offices (some 35% of young people seeking advice at the BA career counselling services are accompanied by their parents).

Student associations are usually active in giving advice to students. At nearly all higher education institutions, there are student initiatives of this type.

The German Student Services Association (*Deutsches Studentenwerk*) and the student services associations at the higher education institutions offer various counselling services, mainly with regard to financing, accommodation and social affairs, but also psychotherapeutic counselling of students.

Alumni associations are a relatively recent institution in Germany. Higher education institutions started to set up such associations a few years ago and are asking them to engage in orientation and counselling of students and graduates, e.g. within the framework of the newly established Career Services at higher education institutions.

Providers of youth and social welfare services are called upon by joint recommendations of the BA and the relevant central organizations to cooperate with the employment offices and municipalities (enclosures).

From time to time, associations and other groups which actually pursue other purposes (e.g. sports clubs, Rotary clubs) are also active in the vocational orientation, career counselling or vocational integration of young people.

5. TARGETING AND ACCESS

Here we want to know about priorities for access to information, guidance and counselling services. This section also asks about how services are provided for adults.

- 5.1 Please describe any priorities or target groups for information, guidance and counselling services, including how priority needs are established.

For example target groups might include: school students; young people; adults; unemployed people; those receiving social welfare benefits; tertiary education students; employees; refugees and members of ethnic minorities.

For the area of career counselling at the BA:

- a) Career counselling for young people:

Target groups:

- pupils of secondary level I and II in their last two grades before their school leaving examination
- young people up to the age of 25 with no formal qualifications
- people looking for training and people interested in taking up study courses
- young people with disabilities who need special assistance in taking up training or for their integration into the labour market
- young people of foreign origin/migrants
- parents of all the above-mentioned groups
- teachers and other multipliers in the process of career choice

Priorities:

- **pupils** are reached everywhere through the services of career counselling at schools, which are offered by the employment offices. The compulsory minimum service of career counsellors at schools includes
 - a **two-hour vocational orientation class** per grade in the last grade but one (information on services is provided, personal counselling is offered, offer to participate in events on vocational orientation, talks, career choice seminars and seminars to teach pupils how to apply to a company, etc., fairs and exhibitions at the job information centre),
 - another **classroom lecture at the job information centre (BIZ)** of the employment office and
 - regular, demand-oriented **office hours** of the career counsellor at schools for personal counselling (active counselling offer).
 - pupils are given **leave** for comprehensive counselling at the employment office (counselling by appointment)
 - the **counselling services** of the employment offices are geared to **all members of the target group** and include open office hours at the employment office (no appointment needed) as well as counselling by appointment with a clearly set timeframe (there are often waiting periods for this service)
 - for certain similar questions, the career counselling services offer **group counselling** (8-10 people)
 - **topic-oriented vocational orientation events** usually address specific target groups

(pupils of specific types of schools, students in higher education, people interested in specific occupations or types of training), which are specifically invited to these events.

b) Counselling and placement of adults

Target groups:

- students at higher education institutions and university graduates
- **employees** who are looking for a change of occupation, want to take part in continuing education or retraining and are seeking financial support by the employment office
- **unemployed persons** or persons threatened by unemployment who are looking for a new job or want to take part in continuing training or retraining,
- **returnees to the labour force** who want to be re-integrated into the labour market (including qualification measures)
- **severely disabled people and people in rehabilitation** who need special assistance for their integration into the labour market

Priorities

The service concept for the counselling and placement of adults includes a graded concept, which covers self-information services, group information, assisted placement, intensive counselling and intensive placement for those who are in need of personal assistance. This setting of priorities is to guarantee that, in the face of scarce staff resources, those people are given extra assistance who are most in need of this support.

- **the first contact** at the employment office for people looking for work and for unemployed people is the placement officer, who does a so-called profiling for the placement and concludes an integration agreement with the unemployed person or person looking for work. According to the client's concerns and the difficulty of the case, the placement officer decides on transferring the client to a career counsellor
- **Detailed career counselling** is provided at a personal appointment with a career counsellor, who also advises on possibilities of financial support for continuing education according to the SGB III.
- For similar needs, **group counselling** is sometimes offered.

For the area of schools: pupils

5.2 How are any such priorities or targets expressed?

For example give details of any legislation that provides rights or entitlements to services for particular groups.

The entitlement to career counselling and vocational orientation is laid down in SGB III (section 29 ff.). It includes young people and adults who participate or wish to participate in the labour force, irrespective of their status. For the counselling of young people, priorities with regard to target groups are not as specific as those for the counselling and placement of adults.

5.3 Where such priorities exist, what active steps are taken to ensure that access to services is possible for target groups?

For example “one-stop-shops”; drop-in services that do not require appointments; telephone help-lines; use of community organisations for service delivery; targeted advertising.

Career counselling for young people:

In order to guarantee all-time access for all young people, the following measures are taken:

- compulsory presentation of the services in all schools in the last grade but one
- regular office hours at schools
- regular office hours at the employment office, drop-in service
- accessibility by phone of career counsellors
- nationwide telephone help-line for career counselling
- information on material on the preparation of career choice available free of charge in schools
- information through the Internet (www.arbeitsamt.de)
- accessibility of career counselling services via email
- advertisements in the regional press

5.4 Typically, are different methods used to provide services for different target groups?

In order to address target groups which are difficult to reach (e.g. marginalized young people, school drop-outs), youth and community workers are charged with reaching out to these young people in order to motivate them to take advantage of career counselling or participate in education programmes.

The establishment of Internet cafés at the providers of youth welfare services on behalf of the employment offices also serves the purpose of reaching out to young people who are difficult to reach or difficult to motivate.

Special services of career counselling for young women (information events, career choice seminars, etc.) are to broaden the range of careers considered by young women and are to interest them in future-oriented technical occupations (e.g. in the IT sector). These measures pursue the aim of eliminating gender-specific discrimination on the labour market by means of changes in the career choice behaviour of young women.

Young people and unemployed adults are specifically invited to participate in group information and training measures where they are provided with specific information or where a differentiated aptitude test is carried out.

5.5 Do examples exist in which individuals are required to take part in guidance and counselling?

For example to continue to receive social security benefits or pensions; or to avoid expulsion from school.

The SGB III stipulates an "obligation to cooperate" for people seeking advice and for job applicants. Those benefiting from labour promotion measures according to the SGB III (including counselling, placement and financial support) are under an obligation to cooperate. In individual cases, this can include the obligation to participate in a counselling session. However, this measure becomes effective only when financial support is granted. As the majority of young people making a career choice do not receive financial benefits (social assistance benefits or unemployment benefits), participation in career counselling is voluntary.

If a young person receives social assistance or unemployment benefits or participates in a training

programme financed by the employment office, he/she can be asked to participate in a counselling session and will then have to do so.

For unemployed people, participation in a counselling session or group information session is obligatory. Otherwise, financial support can be reduced or suspended ("period of disqualification")

5.6 Do policies for information, guidance and counselling services favour:

a comprehensive approach (so that services are universally accessible and meet a wide range of needs);

In the area of vocational orientation and career counselling for young people, there is a comprehensive approach which addresses the entire potential target group in an active way and offers counselling services, irrespective of whether or not the young people go to the employment office; or

a targeted approach that favours those in greatest need;

Target groups of labour market policy are addressed in a targeted way with targeted offers, in particular the long-term unemployed and other benefit recipients as well as young people with a disadvantage in social or educational terms; or

both of these approaches.

Both of these approaches

5.7 Please describe the major gaps, if any, in the provision of information, guidance and counselling services. Are there any groups whose needs appear to be met less effectively than others?

Gaps exist mainly in the education and career counselling services for employees who do not receive benefits according to SGB III; i.e. general job and career counselling for adults or general continuing training counselling which is not oriented to SGB III support are basically not offered by the BA although it would be possible under the statutory mandate. In practice, due to the continuously high number of unemployed, there are no personnel resources available.

Services offered by private personnel and career counsellors in this area are insufficient and are, as a rule, too expensive for people earning an average income. They are therefore more geared to employees at executive level.

Services for adults

5.8 Please describe how information, guidance and counselling services are organised and provided for adults in your country.

For example: which agencies (educational institutions, community organisation, the public employment service) typically provide services for adults; are these different from the agencies that provide services for youth; how are different agencies co-ordinated; what priority do services for adults have compared to services for youth; what recent initiatives have been taken to provide services to adults.

Cf. also answers to questions 5.1 –5.7.

Career counselling for adults is a responsibility of the employment offices, more precisely the department for work placement and career counselling (AVuAB) or, after the "Employment Office 2000" re-organization, of the teams for the client group "labour market partners". If possible, clients are assigned to just one contact person offering all services as a one-stop-shop. In special cases, particularly in the case of successful retraining or rehabilitation, the medical and psychological service of the employment office can be asked to give an expert opinion. A special client team at the employment office is responsible for persons undergoing rehabilitation.

In contrast to career counselling for young people, who are always counselled by a trained career counsellor and also placed in training places or education programmes, the "normal" counselling and placement of people looking for work or of unemployed people is done by a work placement officer who has not been trained in career counselling. In more difficult cases or when financial support for continuing training or for any other integration programme is considered, the client is sent to a career counsellor who has received training in counselling.

A so-called service concept was developed for career counselling and placement of unemployed adults, which mainly fosters initiative and personal responsibility in those looking for work and provides them with comprehensive self-information services on occupations, qualification possibilities, vacant positions, benefit entitlements and possibilities of funding, etc. Personal counselling services focus on those who require special assistance and on those for whom assistance with personal initiative and the self-information services of the BA are insufficient. By means of a system of "intensive counselling and intensive placement" those needing personal counselling and support are to be given both as early and as intensively as possible.

A reform of SGB III planned for 2002 ("Job-Aktiv Act") will make it a binding rule for all individuals registering as unemployed to immediately undergo a profiling procedure so that the placement officer can identify those persons who are likely to have problems with job integration and placement. An integration agreement is to be drawn up for these unemployed persons and its implementation is compulsory.

There are no different priorities at the BA with regard to career counselling for young people and career counselling for adults; for years, the reduction of youth unemployment and of long-term unemployment have both been given the highest priority in BA policy.

6. STAFFING

Here we wish to know about the types of staff that provide information, guidance and counselling services in your country, and about their qualifications and competencies.

In answering this section, please describe differences between staff in the different settings in which information, guidance and counselling services are provided: for example schools, tertiary education, community organisations, public employment services.

- 6.1 What types or categories of staff are employed to provide information, guidance and counselling services in your country?

For example information librarian, classroom careers teacher, school counsellor, public employment service counsellor.

Federal Employment Service (BA):

The staff at the career counselling services of the BA consists of the following groups of persons (figures rounded):

- 200 assistant information desk officers in the job information centres (BIZ)
- 8.000 placement officers for unemployed persons/people looking for work
- 1.750 career counsellors for unemployed persons/people looking for work
- 480 career counsellors for rehabilitation/severely disabled persons
- 2.040 career counsellors in general for young people at secondary level I
- 330 career counsellors for disabled young people
- 800 career counsellors for *Abitur* graduates and counsellors in the higher education team for young people at secondary level II and students/university graduates

For schools: teachers for the subject area labour/economy/technology (secondary level I) and for the subject area society/politics/economy/technology/natural sciences (secondary level II) with special training as counsellor

- 6.2 What is the best information that can be provided on the number of staff, by type or category, who are employed to provide information, guidance and counselling services in your country? Please indicate if information on their age, gender and equity group structure is available.

There are no exact figures available. Estimate: the percentage of women is more than 50% for career counsellors, but significantly lower for the remaining staff and work counsellors.

For schools: the number of teachers according to curricula and number of pupils in the relevant grades

- 6.3 What education and training qualifications are the different types or categories of career information, guidance and counselling staff required to have? (Where qualifications are required, please indicate whether it is government or a professional association that requires them, and describe relevant professional licensing bodies).

For example teaching qualifications, university degrees in psychology, special diplomas in guidance and counselling, post-graduate qualifications, completion of in-service courses and so on. Please describe the length of the education and training and the type of qualification that it

leads to. Please describe any differences in requirements between the different settings in which services are provided.

Federal Employment Service (BA)

There are three different career pathways to counselling in the labour administration:

- a) Study course for trainee counsellor (*Berateranwärter*): Requirement: *Abitur* and completed training and at least 2 years of work experience outside the BA
3 year study course at the labour administration department of the *Fachhochschule des Bundes* (federal college of public administration)
- b) Internal continuing training of employment office employees (*Verwaltungsinspektor*); duration 6 months
- c) Degree from a higher education institution, work experience and 9-month internal trainee programme of the BA. These persons become career counsellors for *Abitur* holders or counsellors in the higher education team of the employment offices for students and university graduates.

The title "career counsellor" is not protected by law. Anyone can call himself/herself career counsellor without having acquired any formal qualifications.

In answering this question, you might find a grid such as the example below to be a useful way to organise your response. Note: This is only an example to help guide your response.

Federal Employment Service (BA)

		Level of Education and Training					
		<i>Fachhochschule</i> study course higher intermediate service (<i>Verwaltungsinspektor</i>)	<i>Fachhochschule</i> study course trainee counsellor (<i>Beratungsanwärter</i>)	<i>Fachhochschule</i> study course higher intermediate service (<i>Verwaltungsinspektor</i>) plus 6 months continuing training as counsellor	university degree (all disciplines) plus 9 months trainee programme at the BA	in-service, internal BA training courses	others
Type of staff position	assistant information desk officer	X				X	
	placement officer	X				X	
	career counsellor		X	X			
	general career counsellor		X	X			
	career counsellor for <i>Abitur</i> holders, counsellor in higher education team				X		

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For schools: Teachers with teaching qualification for the different educational careers (minimum of 8 semesters academic studies with state examination plus 2 years practical training) *Further training as counsellor.*

6.4 What, typically, are the types of competencies (or knowledge and skills) that these different types or categories of workers are required to have?

For example communication skills, group facilitation skills, individual and group assessment skills, labour market knowledge, knowledge of career development theory.

In answering this question, you might find a grid such as the example below to be a useful way to organise your response. Note: This is only an example to help guide your response.

Federal Employment Service (BA)

		Competence					
		Communication skills	Group facilitation skills	Individual and group assessment skills	Labour and education market/education system knowledge	Knowledge of career development theory	ICT skills, media skills
Type of staff position	assistant information desk officer	X	X				X
	placement officer	X	X	X	X		X
	career counsellor	X	X	X	X	X	X
	general career counsellor	X	X	X	X	X	X
	career counsellor for <i>Abitur</i> holders, counsellor in higher education team	X	X	X	X	X	X

6.5 How are the competencies or knowledge and skills required of those who provide information, guidance and counselling changing, and why? What is being done to meet these changing knowledge and skill needs?

Federal Employment Service (BA)

a) Constant changes on the education and labour market, changes caused by information technologies (increasing automatization of equipment), media skills, organization and participation in networks, counselling methodology (e.g. systemic counselling approaches), organizational changes, changes of legal provisions, increasing demand for better client orientation, more PR activities

b) central instructions of the central office and the *Länder* employment offices to the branch offices (ordinances), internal updating training, staff meetings, self-organized studies, publication of support material and regular information services ("ibv – Information for Counselling and Placement Services at the BA" – cf. "INFOnet" at www.arbeitsamt.de); other literature

6.6 What opportunities exist for information, guidance and counselling service staff to update their knowledge and skills?

For example: Do industrial agreements allow time for recurrent education and skills upgrading? What time, and what programmes, do government agencies provide for the purpose? What recurrent education and skills upgrading courses are provided by tertiary institutions?

Federal Employment Service

There are no industrial agreements for continuing training. The *Länder* have different "Educational Leave Acts" regulating the right to educational leave.

On average, employees in the counselling sector participate for 1 to 2 weeks annually in internal BA continuing training programmes. These are not continuing training programmes strictly on counselling but rather ICT and organizational training programmes.

The BA assigns some 10% of the working hours for self-organized studies, staff meetings, continuing education programmes, etc. As a rule, tertiary institutions are not included in continuing training programmes.

6.7 Please describe any policies that exist to systematically make use of groups such as alumni, parents and local employers in delivering services.

For example by acting as mentors, or by visiting classes to provide information on careers.

Cf. answers to 4.1 – 4.7; from the BA's point of view, there are no additional policies to make systematic use of these groups.

7. DELIVERY SETTINGS

Here we would like to know about the delivery of services in different settings.

Schools

- 7.1 Are separate career education lessons a normal part of the school curriculum? If so, for each school grade, please indicate whether or not such lessons are required and the mandatory number of hours per year.

Depending on the goals of the school types *Hauptschule* (secondary general school), *Realschule* (intermediate school), *Gymnasium* (academic secondary school) up to 5 hours per grade or integrated within the whole range of subjects.

In the following, the minimum participation of the career counselling services of the employment offices within the framework of in-school preparation for career choice is listed. As regulations vary between the 16 *Länder*, the table gives an average of the number of hours which can vary greatly between the *Länder*.

	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13
Mandatory in		schools sec. level I	schools sec. level I	schools sec. level I	schools sec. level II	schools sec. level II	schools sec. level II
Hours		2	2	2	2	2	2

- 7.2 If separate career education lessons are not provided, are policies in place to integrate career education into other subjects? Details can be provided in an Annex.

- ***Career counselling and school career counselling in subjects and areas of learning of the curriculum***

Vocational orientation has become an integral part of the curriculum. It has to be taken into consideration that the term "vocational orientation" is not used in a standardized way. No *Land* offers "vocational orientation" as an individual subject. In some *Länder* there is no subject with a clear focus on vocational orientation. Some *Länder* assign content of vocational orientation to just one or a few subjects, other *Länder* have cross-subject concepts including as many subjects as possible.

Pivot subjects in teaching vocational education are mainly subjects from the area of social policy, economics and technology and science.

In addition to an embodiment of vocational education content in the syllabus for certain subjects, there are also special forms, such as the "Working Group on Vocational Orientation" or electives as well as extracurricular activities.

In secondary level I, the focus is usually on the last two grades of the different types of schools. At the *Gymnasium* (academic secondary school), the focus is usually on grades 9 and 10 as well as the

Oberstufe (last three years of secondary education). However, first approaches to vocational orientation are made in lower grades already.

7.3 Are periods of work experience² required as part of the secondary school curriculum? For each school grade please indicate whether or not such experience is required, and how many hours per year are required.

- ***Company visits and practical placements***

Exploratory company visits are an integral part of vocational orientation in all *Länder*. The concept of aspect-oriented company visits seems to be prevailing and has replaced the former practice of mere company visits. In a number of *Länder*, company or workplace visits with a vocational education focus are mandatory before a practical placement.

The implementation of exploratory company visits depends of course on the local or regional possibilities. Companies seem to increasingly realize how important contacts are between schools and industry in order to provide practice-oriented training in an easily understandable way. For this reason, in conurbations in particular, there is a growing number of partnerships between *Gymnasien* and companies.

Exploratory company visits are mainly planned in the pivot subjects of vocational orientation, but increasingly also in other subjects, such as chemistry, physics, German or geography.

In individual cases, practical placements can also be spent in other European countries. They mainly pursue the aim of making pupils familiar with the practical side of vocational training and work in the Member States of the European Union. Another special form is the "work experience" which is possible with schools in Great Britain and is implemented within the framework of international pupils' exchanges.

Practical placements are offered in nearly all *Länder*. As a rule, there are extensive provisions for legal and insurance-related reasons. Usually, these provisions also include tips on organization and preparation in class.

As a rule, practical placements last between one and three weeks, depending on *Länder* provisions. Often, minimum and maximum periods are indicated, such as "a minimum of five, a maximum of ten working days".

Several *Länder* do not plan to introduce mandatory practical placements, because local conditions as well as other school types have to be taken into consideration. Particularly in the new *Länder* the economic structure obviously limits the possibilities of practical placements. Several *Länder* have published comprehensive teaching guides and didactic support material on practical placements.

2. This refers to periods that students are required to spend in workplaces in order to assist their career decision making and in order to understand the world of work. It does not refer to those periods of workplace experience that are included in vocational education programmes in order to allow students to develop or practice the work-related skills and competencies included within the vocational education curriculum.

- 7.4 What other types of career information, guidance and counselling services are typically provided for school students (that is, apart from career education lessons and work experience)?

For example careers fairs; personal counselling; access to career libraries; alumni programmes; parent involvement programmes; internet or computer-based programmes.

Extensive information on staffing for career counselling services at the employment offices was given in [question 5](#) above; media, computer and Internet-based services are listed in [question 9](#).

The public employment service

- 7.5 What information, guidance and counselling services are provided by the public employment service?

For example: what is the relative balance between career and job information services and guidance and counselling; what types of clients typically seek and receive assistance; how are these services related to overall national labour market and employment policies?

The services offered by the public employment services (Federal Employment Service; employment offices) were described in all previous questions. The employment offices not only offer counselling and placement services but also have a statutory mandate under SGB III to implement and use the tools of labour market and employment policy. There is therefore a close interrelation between the measures of labour administration and public employment and labour market policy.

At the interfaces of school, education and study counselling and continuing training counselling, the Federal Employment Service and the employment offices cooperate with the responsible counselling services (public and private) and align services if possible.

Tertiary education

In answering this section, please separately describe services in university-level tertiary institutions (those offering programmes at ISCED-97 levels 5A and 6) and in non-university-level tertiary institutions - such as community colleges and polytechnics (those offering programmes at ISCED-97 level 5B).

If applicable, also describe services in post-secondary non-tertiary institutions (those offering programmes at ISCED-97 level 4) and in institutions offering continuing education or further education and training programmes.

- 7.6 Please describe information, guidance and counselling services that are provided within tertiary education.

For example: Are they a normal and standard service within tertiary institutions or are they only provided in some institutions? Are they normally provided separately from or together with personal

and study counselling services? Are they normally provided separately from or together with job placement and graduate recruitment services?

General study counselling and counselling on specific study courses (Information provided by KMK/BMBF)

Federal Employment Service (BA)

Within the framework of their statutory mandate, the employment offices provide career counselling for students at higher education institutions and for higher education graduates as well as assistance for taking up a job (placement, support, training to learn how to apply for a job, assessment centre, additional qualifications, etc.). Special "higher education teams at the employment offices" were established at major higher education institutions. They cooperate closely with the internal higher education counselling services or – if present – with the career services at higher education institutions.

The private (for-profit) sector³

7.7 What is known about career guidance and counselling services provided by the private (for-profit) sector: such as management consultants, outplacement services or private practitioners?

For example describe their client base, the level of their fees, the sorts of services that they provide, and what is known about growth in these services over time.

Private career guidance and counselling services are subject to no legal regulations or limitations, with the exception of Section 288a SGB III. Therefore, there is no reliable data on the number of providers outside the Federal Employment Service which provide exclusively career guidance and counselling services, nor is there any data on the number of their clients.

The *Deutscher Verband für Berufsberatung e.V.* (German Association for Career Counselling) (www.dvb.de) has established a so-called "career counsellor register" in 2000, where public and private career counsellors or institutions offering career counselling services can register. Prerequisites are certain formal qualifications, certified professional experience and regular continuing training (annex). Until August 2001,..... persons or institutions had registered.

The sole right for job and training placements of the Federal Employment Service was abolished in Germany in 1994. Ever since, natural and legal persons have been allowed to provide training and job placement services for profit or free of charge. Fees may only be charged to the employer, not to the persons seeking placement. The prerequisite is a permit by the Federal Employment Service (Section 291 ff. SGB III), which is linked to certain conditions (personal aptitude, reliability, orderly financial circumstances and adequate business premises) and can be withdrawn in the case of infringements of statutory provisions. "The performance of services also includes all those services which are necessary for the preparation and implementation of placements, particularly the assessment of the knowledge of persons looking for a training place or for work, as well as the career counselling linked to placements." (Section 296 SGB III). Certain institutions under public law (municipalities, chambers, social insurance providers, etc.) are exempted from the obligation to obtain a permit. Statistical data on private job and training placement must be provided to the

3. Section 8 asks about the role played by the private sector in producing educational and occupational information for use in information, guidance and counselling services.

Federal Employment Service which in turn publishes official statistics providing information on the number of placements and people seeking advice/applicants and vacant positions:

Permit holders in June 2001:	some 5,500
Job and training placements in 1999	some 140,600
for profit	some 58,200
free of charge	some 37,500
not classifiable	some 44,800

(For comparison: The BA accounts for some 5 million job placements annually,..... of them for employment of over 7 days.)

The data provides no information on whether these placements also include career counselling services. Private placement service providers are joined together in the *Bundesverband privater Vermittler* (Federal Association of Private Placement Service Providers) (www.bpv-info.de).

As the provision of career counselling services (without training or job placement) does not require a permit and as there are no legal admission and quality standards for this activity nor protection of the profession or defined qualification requirements, there is no information on the scope of private career counselling or career counselling outside the BA apart from the information listed in the dvb career counselling register.

The BA employs a total of about

- 3,300 career counsellors and
- 2,000 job counsellors as well as
- 8,000 placement officers.

- 7.8 Please describe any steps that governments have taken to try to encourage private (for-profit) organisations to provide guidance and counselling services or to regulate the ways in which such services are provided.

For example by providing vouchers that can be used to purchase services; by changing legislation; by contracting out services; by setting staff qualification levels; by regulating fees that can be charged.

No activities except the abolition of the BA's monopoly; also no setting of minimum standards or qualification requirements for staff.

Other organisations

- 7.9 What role do other organisations -- for example in the community sector -- play in providing information, guidance and counselling services? What types of clients do they serve? What types of needs do they attempt to meet?

Providers of public and free youth welfare services, welfare organizations, municipalities (social welfare offices) provide free career counselling and work/training placement services for their clients (social welfare recipients, clients of youth welfare services). They usually cooperate closely with the employment offices. Some of them work on behalf of the BA. They usually serve

difficult-to-place long-term unemployed clients and other groups of persons which are difficult to place.

- 7.10 Have governments attempted to increase their role (for example by contracting out services)? If so, why? Have they attempted to regulate the ways in which they provide services?

Due to political intervention, recommendations for improved cooperation between employment offices and social welfare offices and between employment offices and providers of youth welfare services have been developed. Currently, a number of pilot projects are under way on cooperation between employment offices and social welfare offices. The main purpose of these pilot projects is to test how to accomplish their tasks more efficiently and more economically and how to speed up integration of unemployment benefit recipients and social welfare recipients into the (first) labour market. Another goal is to prevent benefit abuse. Improving counselling services is of secondary importance. However, employees working in the pilot projects are also given additional counselling training.

8. DELIVERY METHODS

Here we would like to know about delivery methods, including the ways in which they are influenced by government policies.

8.1 Career information, guidance and counselling services can be delivered in a variety of ways. In the last five years, how have these been influenced by government policies? (These might be policies to improve the use of resources, policies to increase access, policies to better meet client needs, policies to encourage equity, or other types of policies. To guide your answer, a list of some of the ways in which information, guidance and counselling services are delivered is given below).

- Batteries of psychological tests
- Telephone information, guidance and counselling
- CD-ROM-based self-exploration and career-finding packages
- Internet-based self-exploration and job-search packages
- Careers fairs and exhibitions
- Educational experiences such as transition years
- Group guidance and counselling sessions
- Individual face-to-face interviews
- The systematic use of community members such as employers, parents or alumni: for example as sources of career information or as mentors and role models
- Career information libraries
- Paper-and-pencil self assessment techniques: for example the Holland Self-Directed Search
- Organised workplace experience or community experience

Federal Employment Service (BA)

The **methods** used in career counselling by the employment offices include the following programmes and services:

- individual counselling with previous appointment at the employment office (as a rule 1 hour per interview)
- individual counselling without previous appointment during the office hours of the career counsellors in schools or employment offices, usually shorter, mainly in order to establish contact and to explain the needs, to determine further strategies or, in urgent cases, to provide support or crisis intervention, e.g. in the case of imminent or recent training/study drop-out
- individual counselling is usually provided in direct "face-to-face" counselling
- counselling by phone is also offered, but usually only as follow-up to quickly clarify specific questions, less often as initial counselling. Under the EU LEONARDO programme the BA participates in an international project on the development of a methodology for "distance counselling".
- online counselling via the Internet (e-mail, chat room, video conferencing, Internet freecall) is currently being tested at different locations, but has not yet been introduced systematically and nationwide. The aim of the BA is to provide such counselling services in the future.
- group information or group counselling, where people seeking assistance in similar cases and with difficulties with regard to career choices jointly develop individual solutions in small groups moderated by a counsellor
- in particularly severe cases, request of a medical or psychological examination to assess aptitude or other questions relevant to the occupation

- team counselling in difficult cases with the participation of the psychological or medical service of the employment office for clarifying more complex problems of aptitude
- in particularly difficult cases, psychological counselling or medical counselling by the psychological or medical service of the employment office may be recommended.

Prior to individual counselling or even after counselling, there are a number of **self-exploration programmes** and test programmes, which people seeking advice can use at the job information centres on the so-called BIZ computer, at school or at home

- BIZ computer programme "Interests – Training – Occupation"
- BIZ computer programme "Interests – Studies – Occupation"
- BIZ computer programme "Overview of Occupation"
- BIZ computer programme "Application for a Training Place"
- Media combination "DO IT RIGHT" with teachers' folder, workbooks for pupils and CD-ROM "Recognizing Interests – Exploring Occupations" (also online: www.machs-richtig.de)
- Additional online self-exploration and testing procedures are currently being developed. They will also be used when ready.
- Currently, the use of the German version of the "Self-Directed Search" (dSDS) by Dr. John L. Holland is being tested in career counselling at the employment offices (paper-pen-version): adaptation by Zürich University, Professor Stoll, and the publishing house Huber/Hogrefe, Bern.

People seeking advice and wanting to test their aptitude for a specific occupation or a study course can take certain objective **psychological tests** at the psychological service of the employment office and on the recommendation of the career counsellor. The tests are conducted on the computer-based testing place system DELTA:

- BWT (career choice test) for pupils in secondary level I on about 400 occupations requiring successful completion of secondary level I
- MOT – test series for *Abitur* holders
- SFT (study-area related counselling test), currently on the study areas philology/linguistics and economics; SFT for additional study areas are being developed (computer science/mathematics, natural sciences, engineering, law)
- ETS – test series for adults (particularly questions of retraining or rehabilitation)

Within the framework of **vocational orientation services** of the employment offices there are the following media-based services:

- free access to and use of all media without previous appointment at the job information centre (BIZ) in all employment offices, with media centre, BIZ computer, occupation folders, films and slide series on occupations (www.arbeitsamt.de/hst/services/bsw/biz/index.html)
- careers fairs and exhibitions at the BIZ, where companies show their training and work places
- training place exchanges and job exchanges at the BIZ or other locations, usually in cooperation with companies, chambers and education institutions
- lecture series on career awareness, with representatives of the occupations and experts from all occupational areas and from companies presenting occupations and training or study courses including content and demands
- practical placements in companies to explore occupations and workplaces

For young people with learning difficulties or who are socially disadvantaged or not yet mature enough for the labour market, **one-year prevocational education programmes** are offered and funded, in order to increase the maturity of these young people for choosing a career and improve their prospects of vocational integration (<http://www.arbeitsamt.de/hst/services/bsw/foerdausb/bbvor1.html>). More than 100,000 young

people annually participate in these programmes. In addition, there are special career choice programmes for disabled young people, which are attended by some 36,000 young people annually.

Länder

For pupils who do not find a training place after general school, the *Länder* have as a rule established one-year prevocational programmes. The goals of these prevocational programmes are to introduce these to young people of different occupation areas and to offer pupils without a leaving certificate from a general school the opportunity to still earn such a certificate. The number of pupils in these prevocational programmes is more than 100,000 annually.

8.2 Please describe any recent or current initiatives to develop Internet-based information, guidance and counselling services.

The Federal Employment Service is developing a "self-information platform" for the Internet, which will bring together on one platform all education, occupation and labour market-related information as well as assistance with vocational orientation, self-exploration, job searches and counselling. Currently, there are already a large number of individual modules of this platform on the Internet. These will be extended and brought together in a self-information platform (www.arbeitsamt.de).

Currently, the **following modules** are available on the Internet (all at www.arbeitsamt.de or at the addresses given in addition):

- BerufeNET
- KURS
- SIS
- ASIS
- AIS
- labour market portal (different specialized online job fairs, also of external providers at: http://www.arbeitsamt.de/hst/markt/internetcenter_extern/internetcenter.html)
- occupation/study choice/training search including all specific offers for young people making career and study choices, including:
 - MACH'S RICHTIG (www.machs-richtig.de)
 - ABI magazine for career choice (www.abi-magazin.de)
 - UNI magazine – prospects of studies and labour market (www.uni-magazin.de)
 - Was Werden (www.was-werden.de)
 - Study and Career Choice (www.studienwahl.de)

In addition to the info modules provided centrally by the central office of the BA, the *Länder* employment offices and employment offices provide **regionally important information** and orientation support for career choices on the Internet, some on their own homepage (for example for the Munich employment office: <http://www.arbeitsamt.de/muenchen/index.html> or for the *Land* employment office of North Rhine-Westphalia: http://www.arbeitsamt.de/laa_nrw/index.html), some in cooperation with the *Länder* Ministries of Education and Cultural Affairs on the education servers of the *Länder* (example: *Land* employment office of Lower Saxony-Bremen at: <http://db.nibis.de/db/laansb/s-wdev>)

Personal counselling via the Internet is being tested at different locations. An introduction is planned but will take some more years. On a larger scale, there is currently only the provision of information

and information transfer via e-mail between counselling experts and people seeking advice/clients of the employment offices.

- 8.3 Can examples be provided of the use of screening tools to match client needs or client type to the type of service provided? If such screening tools exist, please describe the reasons for developing them, and describe where they are used.

There are no such tools.

9. CAREER INFORMATION

Here we wish to know about the educational and occupational information that is used in information, guidance and counselling services.

9.1 What is the public sector's role in producing career information?

For example indicate which Ministries are responsible for its production; how it is produced; whether it is produced on a national level or at the regional/provincial/state level. Also indicate if governments legislate to control how information is classified, distributed or stored.

Federal Employment Service (BA)

The public sector plays an important role. The Federal Employment Service is the largest single producer/publisher of occupational and career information in Germany. The compilation/publication of such information is the result of the statutory mandate of the BA with regard to vocational orientation (SGB III Section 33) and the provision of self-information facilities to support counselling and placement (SGB III Section 41): Most of the information is gathered and published centrally. In addition, regionally important information is published by the *Länder* employment offices and the employment offices.

In addition to the BA, the *Länder* and federal ministries, mainly of education, labour and economic affairs, publish additional but not nation-wide job and career information. The ministries for youth and women also publish information with relevance to their target groups.

Information is usually gathered by commissioning private companies (publishing houses, agencies, etc.), which develop and collect the necessary material, prepare it from a didactic aspect and develop the media in editing and technical terms. The subcontractors are found in a (sometimes Europe-wide) competitive call.

Legislated control of information production and administration takes place only in as far as the training courses and occupations which are regulated by law must be published in the official legal gazettes.

9.2 What forms does career information typically take?

For example: printed guides containing information on a large number of jobs and courses; individual leaflets or information sheets; CD-ROMs; Internet-based services.

Federal Employment Service (BA)

Career information is published in the form of target-group specific media as

- print media (leaflets preparing for career choice, encyclopaedias with information on a large number of occupations and study courses and continuing education goals, detailed occupation descriptions, topical leaflets, teaching guides and didactic support material)
- CD ROM and
- Internet services (cf. detailed information in question 8.3 above)

- Target-group specific self-information media play a special role and are available to everyone in the 181 job information centres (BIZ) of the BA free of charge at any time. The BIZ services include a number of topical print media on career awareness and vocational orientation with nationwide, regional and local information

- self-exploration programmes to explore vocational interests and abilities
- films, slides
- information on Europe
- Internet-based services for training place and job search
- databases on vocational and school programmes for training and continuing education

(A detailed description of media on career awareness and vocational orientation of the BA is included in the annexed list of publications)

Comprehensive and regularly updated information on career awareness and careers is available on the BA web site at www.arbeitsamt.de. Under the title "Career choice/study course/search for training places", extensive information is available to persons making career or study course choices (cf. also information on question 8.3), which is grouped as follows (September 2001):

<p><u>Search for training place/ training placement</u> types of training training places</p>	<p><u>Counselling</u> individual/group/team counselling office hours European career counselling centres</p>	<p><u>Job information centre (BIZ)</u> occupation and work meeting place information and events BIZ-mobil</p>
<p><u>Application/Test</u> application documents selection tests job interviews</p>	<p><u>Education/Job information</u> educational pathways training occupations and study courses occupations</p>	<p><u>Training support</u> support before and during vocational training Emergency Programme to Reduce Youth Unemployment</p>
<p><u>Studies and labour market</u> study course choice study organization/practice employment prospects</p>	<p><u>Media</u> training, occupations and study courses procedures of career and study course choice especially for parents and teachers</p>	<p><u>Events</u> in connection with training, studies, occupation on career and study course choice for parents, teachers and employers</p>

9.3 Typically, which client groups is it aimed at?

For example school students; public employment service clients; tertiary students; the general public.

Federal Employment Service (BA)

The media of the BA are published specifically for the target groups, particularly for pupils of secondary level I, their parents and teachers and for pupils of secondary level II and students in higher education as well as for adult employees about to start vocational retraining or continuing education or about to be promoted. If the information is not available on the Internet or at the BIZ of the employment offices – where it is available to everyone – it is distributed free of charge to pupils and students in particular via schools and higher education institutions and is directly handed out to the target groups, in some cases also during individual counselling by counselling experts.

Special media are published for specific groups, such as the disabled, foreign nationals, soldiers or women.

In addition, specific media also address employers, schools, universities, education researchers and education providers.

9.4 What methods are used to gather it?

Federal Employment Service (BA)

The content is developed, coordinated and published by companies commissioned by the Federal Employment Service or in the responsible divisions of the BA central office or in the *Länder* employment offices with the participation of career counsellors, teachers, representatives of employer and employee associations.

Companies are commissioned according to the EU regulations on the awarding of contracts.

Primary and secondary literature is analyzed and evaluated, such as law gazettes, newspapers and journals, information published by associations/chambers/companies and trade unions, Internet services, etc. In addition, research results of the Federal Institute for Vocational Training (BiBB) and the Institute for Employment Research of the BA (IAB) as well as of further research institutes are also used.

Currently, some 4,000 newspapers and journals are analysed and evaluated by publishing houses.

9.5 Please describe the steps that are taken to ensure that it is accurate and timely.

Federal Employment Service (BA)

According to media type, the media are updated at a minimum interval of 12 months, often at shorter intervals. The intervals are defined in the contracts with the commissioned publishing houses.

Accuracy is ensured e.g. by the participation of the representatives of employers and employees in the media advisory boards as well as by additional research at companies and associations of industry.

9.6 Please describe the steps that are taken to ensure that it is user-friendly and oriented to user needs.

Federal Employment Service (BA)

The media are periodically evaluated with a view to the target groups, e.g. by means of

- user surveys
- evaluation of statistical checks on the Internet and at the BIZ computers and terminals
- proposals for improvement, internal and external ideas.

9.7 How is it typically distributed?

For example through career information centres; through public libraries; through community organisations; to schools and tertiary institutions.

Federal Employment Service (BA)

The media for pupils and for their teachers are distributed free of charge directly in schools in the last two grades across Germany.

Media for parents are distributed by career counsellors in individual/group sessions and at parents' evenings.

The media are handed out to associations, institutions and private persons on request.

Adults seeking advice can obtain the brochures and media on display at the employment offices, at the job information centres or in personal interviews.

More than 8,000 public libraries and school and university libraries make collections of occupation descriptions by the Federal Employment Service available to their users.

More than 800 films on occupations are distributed by public film distribution companies to schools or other interested people or institutions.

The entire information and media programme is open to all clients of the employment offices and the general public and is accessible in 181 job information centres of the employment offices. In addition, other (trustworthy) providers can display their job information or career information to visitors of the job information centres of the employment offices.

9.8 What role does the private (both for-profit and not-for-profit) sector play in providing career information?

For example: What is known about the size and nature of the market for privately published guides to jobs or to tertiary education? What examples can be provided of privately funded career information web sites? Are there examples of the mass media taking an active role in providing career information?

In addition to the comprehensive and nationwide provision of career information by the Federal Employment Service, there is a big and growing private commercial market of books, magazines, CD-ROMs and other media. These are orientated to the best-selling topics and do not cover relevant information nationwide. Topics, such as application strategies, aptitude and psycho-tests of often doubtful reliability, are often on offer and meet with a great demand. E-commerce companies increasingly publish career information on their web sites. There is an enormous increase in the infiltration of career information with advertisements. However, objective data on the market share of privately or commercially provided career information is not available.

Examples of commercially financed Internet sites are

- www.unicum.de
- www.uni-online.de

The **private, non-profit** sector hardly plays a role in Germany in terms of spreading of career information. The **trade unions** publish a relatively comprehensive and high-quality career information service for pupils and people making a career choice at

- www.workshop-zukunft.de.

These, as well as other non-commercial offers, are financed under a programme of the Federal Ministry of Education called "School-Industry/Working Life".

Among the mass media, mainly some national daily newspapers (e.g. Süddeutsche Zeitung, Frankfurter Allgemeine Zeitung) and magazines (e.g. "Der Stern", "Der Spiegel", "Die Wirtschaftswoche") publish career information in special columns on a weekly basis or in special editions. Usually, this is complemented by Internet services.

Almost all television broadcasting stations have their own televised magazines or counselling programmes dealing with career topics (e.g.: BR alpha-job, ZDF: "Volle Kanne, Susanne"). No information is available on the size of the audience and on their influence.

9.9 Have governments tried to increase the role of the private sector in providing career information?

For example by contracting out the production of material.

The growing significance of the private commercial sector results not so much from the explicit intention of the government to increase the share of this sector in the publishing and distribution of career information, but from the fact that due to their staffing, public administrations, ministries and the Federal Employment Service do not have the resources to cope with the growing demand. For this reason, companies are increasingly commissioned to do the publishing work.

9.10 Please describe the ways in which labour market data is typically included in career information.

For example through inclusion of data on unemployment rates and earnings; through the inclusion of data on regional variation in employment and unemployment for particular occupations; through inclusion of the results of graduate employment and course satisfaction surveys.

The BERUFEnet of the BA provides standard labour market data on all training occupations and all occupations (cf. annex. In addition, research results of the IAB and the BiBB on trends in training and occupation, including forecast information on the development of the future demand for manpower and qualifications, are published and included (e.g. the results of the IAB Prognos Studies). Counselling staff are provided regularly, in print and online, with all important research results of the IAB in the "IAB Brief Reports" and in the "IAB Materials". www.iab.de).

10. FINANCING

Here we wish to know about: the ways in which information, guidance and counselling services are funded; the ways in which costs are shared; and the financial resources devoted to information, guidance and counselling services.

10.1 What method(s) do governments use to fund information, guidance and counselling services?

For example: direct service provision; contracting out/tendering; public-private partnerships. If possible indicate the percentage of total government funding of information, guidance and counselling services that flows through each of these methods.

Federal Employment Service

Career counselling by the employment offices is financed by the Federal Employment Service (BA). The BA is financed by contributions of employers and employees, not by taxes. There is not yet a separate cost-to-performance accounting providing information on funds used by the BA for career counselling. It is currently being developed.

Services are free of charge for people seeking advice. Information material, brochures, CD-ROMs and events are also free.

If the staff resources of the employment offices or the know-how for specific programmes and client demands are not sufficient (e.g. expensive assessments, education and training programmes) they are contracted out (usually to private education providers), as a rule in a public call.

10.2 Are individuals required to meet some of the costs of government information, guidance and counselling services? If so, what sorts of clients are asked to pay, and what is the typical level of fees charged?

No fees, cf. 10.1 above.

Länder

The *Länder* finance school career counselling and vocational orientation within the framework of teacher financing. Teachers' pay is based on the law governing civil servant careers.

10.3 Please describe what cost and expenditure data is available to government and to stakeholders -- for example on the relative costs of different delivery methods, or the cost of achieving particular outcomes, or the costs of providing services to particular types of clients -- when making policies for information, guidance and counselling services. Describe the ways in which this information is used, providing specific examples if possible.

No information possible (cf. 10.1)

10.4 Please provide the best available estimates of the cost (most recent year) to governments of providing information, guidance and counselling services.

In answering this, where possible provide information on the ways in which this cost is divided between different Ministries and between different levels of government. Where possible, provide information on trends in costs over time. Where possible break costs down by type: for example staff costs; information production costs; capital and equipment costs.

In answering this, it might be helpful to include an Annex describing the problems that are involved in providing expenditure and cost data for information, guidance and counselling services in your country.

No information possible (cf. 10.1)

10.5 Please provide an indication of the statutory salaries of information, guidance and counselling service workers. As a base, take the case of guidance officers/counsellors with a guidance or counselling qualification at ISCED-97 level 5 (i.e. a university degree or equivalent) and indicate:

The starting salary for those with the minimum required training.

The salary after 15 years' experience.

The number of years from the starting salary to the top salary.

Where available, please provide equivalent information for other categories of guidance and counselling workers.

The salaries of career counsellors at the BA are according to the pay structure of the civil service. Work and career counsellors in the higher intermediate service at the BA are graded in pay grade/salary grade A 11/IVa and are paid by their age (up to 50 years of age: rise every 2 years). In addition, pay depends on marital status and number of children as well as the status as public sector employee or civil servant. Comparable statements are therefore possible only within comparable groups. Below, the **gross salaries for public sector employees in salary grade IVa** are listed (September 2001; rounded figures):

- The starting salary for those with the minimum required training.
 - age: 30 years, married, 2 children: approx. DM5,400
 - age: 30 years, single, no children: approx. DM4,900
- The salary after 15 years' experience.
 - age: 45 years, married, 2 children: approx. DM6,700
 - age: 45 years, single, no children: approx. DM6,200
- The number of years from the starting salary to the top salary.
 - A rise to a higher pay grade/salary grade is possible only when transferring to a new activity. As work or career counsellor, a person will always remain in the same pay grade/salary grade. The pay increases only within the framework of the normal, non-performance-related increments tied to seniority up to the age of 50.

- Where available, please provide equivalent information for other categories of guidance and counselling workers.

Career counsellors for *Abitur* holders and higher education students as well as counsellors in the higher education teams of the employment offices and **study counsellors at universities** have a university degree and are graded according to the civil service and collective bargaining law for public sector employees in **pay grade/salary grade A 13/IIa in the higher administrative service** and with near-automatic progression after 11 – 15 years to pay grade/salary grade A 14/Ib. The same applies to **school career counsellors and school counsellors**. Pay in these groups is also based on the usual public sector increment tied to age and on marital status and number of children. Below, the **gross salaries for employees** are listed (September 2001, rounded figures):

- age: 30 years, married, 2 children: approx. DM6,300
- age: 30 years, single, no children: approx. DM5,800

After 15 years in salary grade Ib:

- age: 45 years, married, 2 children: approx. DM8,700
- age: 45 years, single, no children: approx. DM8,200

11. ASSURING QUALITY

Here we wish to know about the ways that the quality of information, guidance and counselling services is evaluated, maintained and enhanced.

- 11.1 Please describe the steps that governments take to maintain and increase the quality of information, guidance and counselling services.

In the area of the Federal Employment Service (BA), quality of the counselling services is constantly monitored by the self-administration bodies of the BA and by a supervisory body of the BA's central office in Nuremberg and by the *Länder* employment offices as well as by relevant superiors in the employment offices.

Currently, a special controlling is being developed for counselling tasks, which is to facilitate steering and quality management through indicators and code numbers. These code numbers are partly machine-generated from special IT procedures of career counselling and are made available to all teams at the employment office and to the senior staff, in order to facilitate self-steering of employees and employee teams. Special controlling is planned to be introduced in 2003.

In addition to IT-based controlling procedures, client and employee surveys are conducted and quality circles of employees are introduced at the employment offices.

By means of in-service training programmes for teachers, the *Länder* support teaching quality and counsellor skills.

- 11.2 Do standards exist for the delivery of information, guidance and counselling services? How and by who were these developed? What status do they have? Do they differ between providers?⁴

There are no legally fixed standards for career counselling services. There is a career counselling register developed by the "German Association for Career Counselling" (*Deutscher Verband für Berufsberatung - dvb*), which determines such standards and requires career counsellors who want to register to present the necessary certificates (www.dvb.de).

The Federal Employment Service has established standards for its career counselling services in internal directives, ordinances and support material as well as by in-home training and continuing education of staff. These standards are agreed with the staff representation (cf. annex)

- 11.3 Do standards exist for the competencies required by information, guidance and counselling services staff? If so, how and by who were these developed? What status do they have? Do they differ between providers?⁴

4. Please provide details in an Annex.

Each provider has his own standards. There are no legally fixed standards for career counsellor qualifications in Germany.

- 11.4 Are there formal requirements, for example expressed in regulations or legislation, for the education and training qualifications required by information, guidance and counselling staff?⁴

no (cf. 11.3)

- 11.5 Do guidelines exist on information quality standards to help groups such as tertiary institutions, industry associations and individual enterprises produce career information?⁴

no

- 11.6 Please provide details of any professional groups, bodies or associations of information, guidance and counselling services workers in your country.

In answering this please describe the extent to which such professional groups, bodies or associations: work to raise standards of professional practice, for example through the professional development and recurrent education of their members; are actively involved in lobbying governments on professional issues, for example relating to service quality; and have an industrial role to improve the employment conditions of their members.

Cf. also the answers to question 7 above

In addition to the *Deutscher Verband für Berufsberatung* (German Association for Career Counselling - dvb), in which mainly career counsellors of the employment offices are organized, there is a professional association of management consultants and a federal association of private placement agencies offering for-pay placement and in this context sometimes also career counselling.

The dvb sees itself as lobby group and stakeholder in career counselling in Germany and tried to introduce legislation on admission regulations and quality standards in career counselling in a draft law in 1994. The Federal Government did not follow the draft law. Since 1999, there has been the above-mentioned career counsellor register, which also serves the purpose of defining and maintaining professional interests and quality standards.

The dvb also tries to influence the BA's business policy with regard to quality standards and ethical standards for career counselling.

- 11.7 Please describe any ways in which career information, guidance and counselling professionals are involved in the development of policy: for example through formal roles for professional associations; or through providing feedback to service providers.

With the exception of career and work counsellors organized in the dvb, specialists at the BA are involved in the development of career counselling policy only to a very limited extent. This is mainly due to public sector employment law which hardly allows such participation.

12. THE EVIDENCE BASE

Here we wish to know about the ways in which the delivery of information, guidance and counselling services is evaluated and supported by data and research evidence. In answering this section please refer in particular to national evidence where this is available, rather than to studies conducted in other countries.

- 12.1 What information is available about the extent to which information, guidance and counselling services are used? What is known about differences in levels of use and access as a function of factors such as: socio-economic status or family background; geographical location; gender; age; educational level; and levels of disadvantage? Do regular national statistical collections monitor access? Have access and usage levels changed over time?

Federal Employment Service (BA)

Within the framework of its business statistics, the BA constantly surveys the use of its counselling and orientation services by the different target groups. While in the area of career counselling/placement of adults all those persons are (automatically) registered who become unemployed and must register with the employment office in order to receive unemployment benefits, the use of career counselling services for young people is usually voluntary, because young people, even if they do not find a training place or job, are not entitled to unemployment benefits. These entitlements are acquired after a minimum of 12 months in employment liable to insurance.

With regard to the target group of pupils, career counselling reaches nearly 100% of the target group due to regular, obligatory events at schools. Some 80 to 90% of all pupils at *Hauptschulen* (secondary general schools) and *Realschulen* (intermediate schools) participate in individual counselling. Participation in individual career counselling of pupils at *Gymnasien* (academic secondary schools) and other schools with secondary level II is some 50%.

Of all young people seeking advice in career counselling, some 50% still go to a general school and want to be counselled in basic questions of career choice and training possibilities. A large percentage is also looking for a company training place under the dual system and wants to be placed by the employment office, which is also a responsibility of the career counsellors. The remaining 50% of young people seeking advice are in between school and training/studies, doing their military/civil alternative service or participating in some other bridging activity. Some have already taken up studies or are undergoing vocational training or are employed and looking for advice in questions of vocational reorientation or continuing education.

Due to the broad range of services, career counselling is used by young people of all social backgrounds and at all levels of education. The more difficult the situation on the training and labour market, the more intervention is needed, and young people with initial disadvantages, who have no opportunities on the market without support and placement by career counsellors, make more use of career counselling services. Better educated young people are better able to use the self-information services increasingly offered by the employment offices and other providers and to help themselves. Therefore, over the past years, a certain shift in the use of services has taken place, towards problem groups of young people and entry-level job seekers. This is also due to the fact that career

counsellors at the employment offices have financial support and funding programmes to offer to this target group (e.g. training courses, special integration or prevocational programmes).

Detailed information on the use of career counselling services is given in the annexed documents:

- Career Counselling 1999/2000
- "Pathways to Occupation and Employment" ("Wege in Beruf und Arbeit") with the updated data sheet
- MatAB 3/69 and 2/98 – two scientific surveys on the use of and satisfaction with career counselling services

12.2 How is the level of community need and demand for information, guidance and counselling services established (for example by use of surveys, rates of service usage, waiting lists)? What is known about the expectations that clients have of services?

Cf. the publications listed under 12.1 above in particular

Under the Employment Office 2000 reform project, client and employee surveys will be conducted regularly at the branch offices. However, only few data will be collected on special services and clients of career counselling.

12.3 What criteria are normally used to judge the benefits or outcomes of information, guidance and counselling services?

Satisfaction, benefit (also long-term), vocational integration, training/study course drop-out, balance on the training market

12.4 Please provide details of any recent (last five years) studies that have been conducted of:

The costs of providing information, guidance and counselling services.

How costs vary as a function of the type of service delivered and the characteristics of clients.

How the outcomes or benefits of information, guidance and counselling services relate to their costs.

How the benefits or outcomes of information, guidance and counselling services are related to the type of service provided and the characteristics of clients.

No information can be provided on the above items

12.5 Please provide details of any recent (last five years) initiatives or pilot projects that have been designed to provide insight into: the impact of careers services on individuals' career choices; the ability to use career information; the impact of services upon employers; the impact of services upon the development of a learning society.

Cf. the above-mentioned publications MatAB 3/96 and 2/98

- 12.6 Do any national research centres specialise in career information, guidance and counselling services? Do they specialise in evaluative and policy studies: or do they mainly focus upon guidance techniques and methods?

The German Institute for International Educational Research in Frankfurt (www.dipf.de) has recently introduced a relevant research focus.

The labour administration department of the *Fachhochschule des Bundes* in Mannheim, where the counselling experts of the BA are trained also, conducts research projects on topics relevant to counselling. Contact: Dr. Heinz Stegmann (<mailto:heinz.stegmann@arbeitsamt.de>)

The IAB (Institute for Labour Market and Occupation Research of the BA) focuses its research programme on evaluative, policy-oriented impact research of labour market programmes and interventions, rather than on individual benefit; cf. particularly the topic area "Labour market and employment policy/impact research" at: <http://www.iab.de/iab/asp/themen.htm#top>

- 12.7 How useful have governments found the work of research centres in developing policy for information, guidance and counselling services?

No information available

- 12.8 Have governments taken steps to increase the evidence base for information, guidance and counselling services through support for relevant research centres? Has such support been on the basis of individual commissioned studies, or are more on-going forms of support used?

No information available