The system for the transition between school and vocational training

Support for accessing vocational training in Lower Saxony

Second revised edition (last revised: April 2022)
Foreword

The transition from general education or after full-time programmes at vocational training schools into the professional world poses major challenges for everyone involved. The young people themselves, their legal guardians, advising teachers and other experts from key agencies such as the employment agencies and professional associations: it is important to establish the young person’s career orientation early on and then find a suitable training organisation that matches their wishes, abilities and ideas. Dual vocational training also opens up many other development opportunities for girls and boys. This path is often pleasantly straightforward and well prepared. The vocational training contract is already “in the bag” before they finish their general schooling. At the same time, there can also be many small and larger stumbling blocks along the way. A wide range of support services are available from various agencies, enabling support to be provided on a very individual basis and tailored to the needs of the young person. However, it is precisely this diversity that often makes it difficult to gain an overview. This brochure has been produced with the aim of helping young people find the right measure to suit their needs. I would like to thank all partners of the Alliance for Dual Vocational Training for their contributions. However, I am especially grateful for the commitment of those who support young people in various ways with trust and confidence on their path to a career.

Gaby Willamovius
Regional Secretary in the Lower Saxony Ministry of Education and Cultural Affairs (MK)

Introduction

The “Alliance for Dual Vocational Training (BDB)” brings together the organisations and associations involved in vocational training at the regional level, such as the social partners (employers’ associations and trade unions), the professional associations, the central municipal associations, the Lower Saxony/Bremen Regional Directorate of the German Federal Employment Agency (BA) and the relevant ministries of the regional government. The aim is to strengthen dual vocational training provision in Lower Saxony. The BDB was founded in 2014 and is part of the Lower Saxony Skilled Workers’ Initiative.

Not all young people make the direct transition to vocational training directly after completing general schooling. There may be a gap in their progression for a variety of reasons. The players on the vocational training market, the schools and the Federal Employment Agency offer a differentiated range of services to best meet the needs of young people. The Youth Employment Agencies (JBA) are also helpful, where the employment agency (AA), the job centre (JC) and youth welfare services cooperate with the goal of enabling access to an apprenticeship. The aim of this handout is to provide an easy-to-understand overview of the instruments that exist and are on offer by the various providers. The outline relates to the needs of young people:

1. Young people whose previous orientation and support processes do not yet suggest that it makes sense for them to take up vocational training

   • Group 1: not ready for vocational training, special ed. support needs and/or problems in multiple areas
   • Group 2: not ready for vocational training and lack of career orientation
   • Group 3: not ready for vocational training but career-orientated
   • Group 4: limited readiness for vocational training but career-orientated
   • Group 5: has insufficient German language skills, including refugees
   • Group 6: ready for vocational training but not sufficiently career-orientated

2. Young people whose orientation process and applications have not yet directly resulted in dual vocational training being commenced or who are at risk of being unsuccessful in their vocational training

   • Group 7: ready for vocational training and career-orientated, but with learning difficulties and/or social disadvantages
   • Group 8: ready for vocational training and career-orientated, but with limited placement prospects (dis advantaged by the market)

3. Young people who need a programme that takes into account issues faced by people with disabilities

   • Group 9: young rehabilitants/young disabled people

In addition to the employment agency and the job centre, the professional associations that are responsible for vocational training often offer support for the placement of young people in vocational training.
I. Instruments of entry support

1. For young people whose previous orientation and support processes do not yet suggest that it makes sense for them to take up vocational training

<table>
<thead>
<tr>
<th>Target groups</th>
<th>Programme 1</th>
<th>Programme 2</th>
<th>Programme 3</th>
<th>Programme 4</th>
<th>Programme 5</th>
<th>Programme 6</th>
<th>Programme 7</th>
<th>Programme 8</th>
<th>Programme 9</th>
<th>Programme 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young people who are not ready for vocational training, require support for special educational needs and/or have problems in multiple areas</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Young people who are neither ready for vocational training nor sufficiently orientated</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Young people who are not ready for vocational training but are career-orientated</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Young people without sufficient German language skills, including refugees</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Young people ready for vocational training but not sufficiently orientated</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Possible follow-up options:
- Vocational training, potential follow-up measure by AA/ job centre/ school-leaving qualification
- Therapies, transfer to a competent institution, potential follow-up measure by JC/AA
- Vocational training, potential follow-up measure by JC/AA
- Vocational training
- Vocational training
- Vocational training
- Vocational training, potential follow-up measure by AA/ job centre

Thanks to the permeability of the new entry system, it is possible to enter dual vocational training at any time and to change vocational specialisations within the first six weeks.

¹ The specialised nature of the educational programmes of the career entry school system in Lower Saxony means that a basic career orientation is required. If a young person is lacking this despite previous attempts at systematic career orientation during general schooling, the young person will decide on a vocational specialisation together with their legal guardians during an admission consultation session at the BBS.
2. For young people whose orientation process and applications have not yet directly resulted in placement in dual vocational training or who are at risk of being unsuccessful in their vocational training

<table>
<thead>
<tr>
<th>Target groups</th>
<th>Programmes</th>
<th>Programme 5</th>
<th>Programme 9</th>
<th>Programme 11</th>
<th>Programme 12</th>
<th>Programme 13</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>BV</td>
<td>EQ</td>
<td>BV/C</td>
<td>BA/JC</td>
<td>BV/C</td>
</tr>
<tr>
<td>Target group VII</td>
<td>Young people who are ready for vocational training and are career-oriented, have learning difficulties and/or are socially disadvantaged</td>
<td>X</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>After completing compulsory full-time education</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Target group VIII: Young people with limited placement prospects (disadvantaged by the market) who are ready for vocational training and are career-oriented.

<table>
<thead>
<tr>
<th>Target groups</th>
<th>Programmes</th>
<th>Programme 5</th>
<th>Programme 9</th>
<th>Programme 11</th>
<th>Programme 12</th>
<th>Programme 13</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>BV</td>
<td>EQ</td>
<td>BV/C</td>
<td>BA/JC</td>
<td>BV/C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

3. For young people who need a programme suitable for disabled people

<table>
<thead>
<tr>
<th>Target groups</th>
<th>Programmes</th>
<th>Programme 5</th>
<th>Programme 9</th>
<th>Programme 11</th>
<th>Programme 12</th>
<th>Programme 13</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>BV</td>
<td>EQ</td>
<td>BV/C</td>
<td>BA/JC</td>
<td>BV/C</td>
</tr>
<tr>
<td>Target group VI</td>
<td>Young rehabilitation young disabled people</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>After completing compulsory full-time education</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Potential consultation and placement services offered by the competent agencies

### Possible Follow-on Options

- Vocational training
- Vocational training (potentially with recognition of existing qualifications)
- Switch to internal training after vocational qualification to gainful employment
- Vocational training or successful completion of vocational training

II. Description of the programmes

**Programme 1**

**Youth workshop**

- **Objective**
  - Supporting the personality development of young people
  - Stabilizing the individual, social integration
  - Promotion of competencies and skills that are the prerequisite for successful educational processes, lifestyle and professional integration in addition to: personal stabilization, educational and professional integration as well as completion of compulsory schooling

- **Duration**
  - 6-24 months

- **Learning locations**
  - Youth workshops with production-related working conditions at voluntary and public youth welfare providers

- **Concept**
  - Work on specific, production-related assignments is carried out in workshops. In addition, training content and key qualifications are taught that are required for vocational training or employment. Further, support for special educational needs is provided with the aim of helping overcome individual problem areas (e.g., finding accommodation, debt, delinquency, addiction problems). Youths workshops pursue an individual, holistic approach to support that considers a person’s entire life situation.

- **Effectiveness of the programme**
  - The support programme starts on 1 July 2022. It is evaluated on an ongoing basis. Results are expected from mid-2023.

- **Competent institution**
  - Lower Saxony Ministry for Social Affairs, Health and Equality (MS)

- **Follow-on options**
  - Follow-on measure by AA/job centre;
  - School-leaving certificate
  - Vocational training

**Programme 2**

**Support for hard-to-reach young people pursuant to section 16h SGB II**

- **Target groups/individual problem areas**
  - Young people who have lost/may lose contact with all care systems, with likelihood of receipt of benefits under SGB II

- **Objective**
  - Stabilisation and re-establishment of contact with supporting agencies, potentially SGB II-referral, potentially admission to therapy;

- **Duration**
  - Demand-driven

- **Learning locations**
  - Outreach and supporting work, cafés and buses as drop-in centres offering food and washing facilities.

- **Concept**
  - Not specified, but similar in Lower Saxony (café, bus, special needs, psychologist)

- **Effectiveness of the programme**
  - No statement possible yet on “no one must fall through the cracks”.

- **Competent institution**
  - JC (in coordination with municipal youth welfare services)

- **Follow-on options**
  - Therapies, SGB II-referral, follow-on measures, ending homelessness through housing programmes...
Programme 3

**Target groups/individual problem areas**
- Young people who are not ready for vocational training, require support for special educational needs and may also have problems in multiple areas
- After completing compulsory full-time education

**Objective**
Apprenticeship seekers (...) can be supported by measures for activation and professional integration that, among other things,
- Introduce people to the vocational training and labour market, or
- Identify, reduce or eliminate barriers to placement.

Participation in a measure is intended to motivate and stabilise young people for vocational qualification,
- As well as to enable a flexible transition to more advanced qualification programmes (especially BvB, EQ).
- Entry into vocational training or work

**Duration**
Varies, whereby
- A maximum of 6 weeks if carried out by an employer,
- A maximum of 6 weeks for “activation” measures, and
- A maximum of 8 weeks for “vocational skills” measures.

**Learning locations**
- Training provider/location of measure,
- As concept dovetailed with 9 hours of youth welfare in youth workshops

**Concept**
Young people who are not yet eligible for successful qualification, even within the framework of vocational preparation measures, due to manifold and serious obstacles (problems in multiple areas), especially in the areas of motivation/attitudes, key qualifications and social skills, are supported by suitable measures.

In particular, the programme prepares students for vocational training,
- Strengthens their working and social behaviour,
- Promotes their willingness to learn and ability to perform,
- And changes their existing outlook.

Overall, this is a low-threshold programme on the path to vocational training, qualification and employment.

**Effectiveness of the programme**
E.g. 50% of the participants in the youth workshop measures go on to vocational training, work or further measures

**Competent institution**
AA/JC (in youth workshops dovetailed with youth welfare services of the MS)

**Follow-on options**
- Follow-on measure of AA/JC (especially BvB, EQ)
- Vocational training
- Starting work

Programme 4

**Career orientation measures (BOM) pursuant to section 48 SGB III**

**Target group**
Students of general schools, primarily sec. I, but also sec. II, as well as students with special educational needs or disabled students.

**Objective**
Young people are given an in-depth insight into the world of work and professions and are thus better prepared for choosing a career.

**Duration**
Usually 1 - 5 days (longer durations are possible in individual cases)

**Learning locations**
Usually schools and firms

**Concept**
Practical and theoretical modules are used to impart vocational and business knowledge and experience, so that self-assessment is improved with support for special educational needs and strategies for career choice and decision-making are developed.

**Competent institution**
BA and co-funders (min. 50%)

**Follow-on options**
Vocational training

Programme 4a

**Career start support (BerEb) pursuant to section 49 SGB III**

**Target group**
Students of general schools, primarily sec. I, but also sec. II, as well as students with special educational needs or disabled students.

**Objective**
Young people are given an in-depth insight into the world of work and professions and are thus better prepared for choosing a career.

**Duration**
Usually 1 - 5 days (longer durations are possible in individual cases)

**Learning locations**
Usually schools and firms

**Concept**
Practical and theoretical modules are used to impart vocational and business knowledge and experience, so that self-assessment is improved with support for special educational needs and strategies for career choice and decision-making are developed.

**Competent institution**
BA and co-funders (min. 50%)

**Follow-on options**
Vocational training

Programme 4a

**Career start support (BerEb) pursuant to section 49 SGB III**

**Target group**
Young people who are not yet eligible for successful qualification, even within the framework of vocational preparation measures, due to manifold and serious obstacles (problems in multiple areas), especially in the areas of motivation/attitudes, key qualifications and social skills, are supported by suitable measures.

In particular, the programme prepares students for vocational training,
- Strengthens their working and social behaviour,
- Promotes their willingness to learn and ability to perform,
- And changes their existing outlook.

Overall, this is a low-threshold programme on the path to vocational training, qualification and employment.

**Effectiveness of the programme**
E.g. 50% of the participants in the youth workshop measures go on to vocational training, work or further measures

**Competent institution**
AA/JC (in youth workshops dovetailed with youth welfare services of the MS)

**Follow-on options**
- Follow-on measure of AA/JC (especially BvB, EQ)
- Vocational training
- Starting work

Programme 4a

**Career start support (BerEb) pursuant to section 49 SGB III**

**Target group**
Pupils who are likely to have difficulties in achieving the special, lower secondary or equivalent school-leaving certificate and in making the transition from general education to vocational training

**Objective**
Provide tailored support to students, thereby facilitating career integration. Support begins in the final year of school and continues after leaving general schooling during the search for an apprenticeship and in the initial phase of vocational training. The career entry adviser works with the participants to determine what this support will look like in detail, taking account of personal strengths, interests, and abilities. Career advisers are involved in providing support throughout the full participation period.

One of the most important tasks of career start support is to help with
- Attainment of the general school-leaving certificate
- Career orientation and career choice
- Search for an apprenticeship
- Support in the transitional system
- Stabilisation of the vocational training relationship

In addition, it can also provide support in readying young people for vocational training. As a rule, support for participants continues after they leave general education, provided they continue to pursue vocational training. This also applies during participation in measures (e.g. BvB, EQ, assistance during training).

**Duration**
As a rule, career start support begins during the final year of general schooling and usually ends six months after the start of vocational training. Career start support ends no later than 24 months after completion of general schooling.

**Learning locations**
- School,
- Training provider

**Participating schools**
Only general education schools leading to a special, lower secondary or equivalent school leaving certificate are involved. This does not include schools that only provide higher school-leaving qualifications.

**Competent institution**
For external vocational training, however, a minimum of 50% third-party co-financing is mandatory to establish corresponding measures.

**Follow-on options**
- Priority: transition to internal training, potentially accompanied by abB or AsA.
- Lower priority: alternatives for further preparation for internal training, e.g. BvB, AsA, EQ.
- Alternatively: other vocational training, e.g. school-based vocational training or vocational training in external establishments (BaE).
### Programme 5

**Pre-vocational training measures (BvB) pursuant to section 51 SGB III**

**Target groups/individual problem areas**
- Young people who, after completing compulsory full-time education, are neither ready for training nor sufficiently orientated, or
  - who are career-oriented but are not or not yet fully ready for vocational training, or
  - who are ready for vocational training but not sufficiently orientated

**Objective**
- Participants can review and evaluate their abilities, skills and interests with regard to their choice of occupation and orient themselves within the spectrum of suitable occupations in order to then choose a career.
- To provide participants with the necessary skills and abilities to take up initial vocational training or – if this is not (yet) possible – to take up employment, and
- To integrate participants into the vocational training and/or labour market on as long-term a basis as possible.
- If applicable, acquisition of the certificate of lower secondary education (Hauptschulabschluss) or an equivalent school leaving certificate

**Duration**
- The maximum total funding period is 18 months; but usually
  - up to 10 months (up to 11 months for people with disabilities).
  - Up to 9 months for transitional qualification.
  - Up to 12 months to prepare for the certificate of lower secondary education.

**Learning locations**
- Training provider/location of measure

**Concept**
- After an aptitude analysis, young people in need of support (those who have not found an apprenticeship position, those who are disadvantaged, those who have not completed school and young people with a disability or with a migration background) have the opportunity to familiarise themselves with the selected occupation via an internship in a firm, and in doing so to check whether it is suitable. In return, the firm can get to know the young person and his or her skills. This increases the chances of them being taken on as an apprentice afterwards. However, if this is not immediately successful, the basic knowledge acquired will be useful when reapplying to another firm.
- It is also possible for people who are raising children or caring for family members (at least 20 hours per week) to take part-time courses.

**Competent institution**
- BA

**Follow-on options**
- Vocational training

### Programme 6/6a

**Career entry school**
- a) Language and integration, full-time
- b) Language and integration, part-time

**Target groups/individual problem areas**
- Newly arrived young people with language support needs who
  - a) are between 16 and 18 years old.
  - b) possess an entry qualification contract.

**Objective**
- Learning German,
- Regional studies,
- Career orientation plus preparation for vocational training or employment in Germany

**Duration**
- 1 year

**Learning locations**
- Vocational training school
- (Internship) firm

**Concept**
- Language support in the professional and cross-disciplinary field:
  - a) Full-time tuition in the 3 teaching modules
    - Language learning
    - Introduction to the region’s cultural and living environment,
    - introduction to the professional and working world;
  - if possible, internship in firm.
- Educational institution has autonomy over the selection of personnel and the development of individual support plans
- b) Part-time tuition in the 3 teaching modules
    - Communication in the living and working environment
    - Promotion of basic knowledge,
    - practical introduction to professional and working life
- It is possible to switch to a regular programme or dual vocational training at any time.

**Competent institution**
- MK

**Follow-on options**
- Training,
- potentially, further training

### Programme 5a

**Pre-vocational training measures with a product-orientated approach (BvB-Pro) pursuant to section 51 SGB III**

**Target group**
- Young people who are not yet ready for vocational training or suitable for a profession and who face multiple and serious obstacles, especially in the area of key skills, or who have pronounced educational fatigue

**Objective**
- Preparation for integration into vocational training or employment

**Duration**
- Max. 12 months (termination possible at any time due to integration into vocational training or employment or also return to school)

**Learning locations**
- Training providers: production schools, youth workshops

**Concept**
- This production-orientated approach is designed to promote holistic personality development and a positive attitude toward social participation, as well as to develop personal skills and abilities through practical approaches to action in preparation for an informed career choice.

**Competent institution**
- BA together with co-funder (50 %)

**Follow-on options**
- Vocational training or employment
<table>
<thead>
<tr>
<th>Programme 7</th>
<th>Career entry school, year 1, full-time</th>
</tr>
</thead>
</table>
| **Target groups/individual problem areas** | Young people of compulsory school age who do not have a certificate of lower secondary education  
• who have individual support needs and  
• who generally are not sufficiently ready for vocational training. |
| **Objective** |  
• Individual support,  
• Targeted vocational training preparation,  
• “Sticky effect” (follow-on orientation),  
• Attendance of year 2, certificate of lower secondary education |
| **Duration** | 1 year |
| **Learning locations** |  
• Vocational training school,  
• Internship in firm |
| **Concept** |  
• Dovetailing of theoretical and practical phases in vocational learning situations,  
• 2 to 3 days of tuition with qualification modules from at least one subject area implemented as curriculum,  
• Permeability into dual vocational training possible at any time,  
• Transfer to another subject area possible within 6 weeks,  
• Conceptually orientated, tailored support by (social) pedagogical specialist staff |
| **Effectiveness of the programme** | Continuation of the successful model of the year of pre-vocational training |
| **Competent institution** | MK |
| **Follow-on options** |  
• Attendance of year 2  
• Vocational training, integration into the labour market |

| Programme 8/8a | Career entry school year 2  
(a) Full-time  
(b) Part-time |
|----------------|---------------------------------------|
| **Target groups/individual problem areas** | Young people who  
• do not yet have sufficient maturity for vocational training,  
• Do not usually have a certificate of lower secondary education,  
• Are generally career-orientated,  
• Who (b) have an EQ contract |
| **Objective** |  
• Acquisition of certificate of lower secondary education,  
• Targeted vocational training preparation  
• “Sticky effect” (follow-on orientation) |
| **Duration** | 1 year |
| **Learning locations** |  
• Vocational training school  
(a) Internship  
(b) Firm |
| **Concept** |  
• Dovetailing of theoretical and practical phases in vocational learning situations,  
• 2 to 3 days of tuition with qualification modules from at least one subject area implemented as curriculum,  
• Permeability into dual vocational training possible at any time,  
• Transfer to another subject area possible within 6 weeks,  
• Conceptually orientated, tailored support by (social) pedagogical specialist staff |
| **Effectiveness of the programme** | The proven concept of the career entry school is supplemented by the positive experience with entry qualification in the BEST school experiment |
| **Competent institution** | MK  
BA |
| **Follow-on options** |  
• Vocational training,  
• Integration into the labour market |
Programme 9

**Entry qualification (EQ) pursuant to section 54a SGB III**

<table>
<thead>
<tr>
<th>Target groups/individual problem areas</th>
<th>Eligibility for support extends to applicants for apprenticeships registered with the Employment Agency or JC after fulfilling their compulsory full-time education. They are career-orientated, but have learning difficulties and/or are socially disadvantaged and have not found an apprenticeship by September 30 of a given year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>Preparation for/facilitation into internal training. Provision and consolidation of basic knowledge for the acquisition of vocational skills. Acquisition of a certificate from a professional association on successful participation. Potentially provision of vocational training modules for recognized vocational training occupations (if these have already been developed by the Federal Institute for Vocational Education and Training (BIBB)).</td>
</tr>
<tr>
<td>Duration</td>
<td>At least 6 months, but up to a maximum of 12 months. Also possible part-time if raising own children or caring for family members (at least 20 hours per week). Limited until the end of the month before the start of vocational training (1 August/1 September in a given year).</td>
</tr>
<tr>
<td>Learning locations</td>
<td>Vocational college, Firm</td>
</tr>
<tr>
<td>Concept</td>
<td>Young people have the opportunity to get to know the chosen profession closely via an internship in a firm and see whether it is suitable. In return, the firm can get to know the young person and his or her skills. This increases the chances of them being taken on as an apprentice afterwards. If this is not successful, however, the basic knowledge acquired will be useful when applying to another firm.</td>
</tr>
<tr>
<td>Effectiveness of the programme</td>
<td>Relatively good chances of finding an apprenticeship with the internship firm</td>
</tr>
<tr>
<td>Competent institution</td>
<td>BA/JC</td>
</tr>
<tr>
<td>Follow-on options</td>
<td>Vocational training</td>
</tr>
</tbody>
</table>

Programme 10

**Integration project: Training in the skilled trades for asylum seekers and refugees (IHAFA)**

<table>
<thead>
<tr>
<th>Target groups/individual problem areas</th>
<th>Mostly younger refugees (but also a few people over 25 years of age) interested in the professional field and, if applicable, who have previous experience/professional practice in the skilled trades in their country of origin.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives</td>
<td>Strengthening integration of refugees in the skilled trades sector into the labour market, where in many cases there are promising long-term prospects for employment and professional development. Supporting firms in the skilled trades in recruiting and integrating young skilled workers given the growing demographic challenges of filling vocational training and job vacancies in the skilled trades sector.</td>
</tr>
<tr>
<td>Duration</td>
<td>The duration of individual support within the framework of IHAFA can cover the entire process of preparation for vocational training, the vocational training period and a follow-on phase; shorter, phased support is also possible.</td>
</tr>
<tr>
<td>Learning locations</td>
<td>Vocational training centres of the six chambers of trade and industry in Lower Saxony support the project; Business premises of the firms in the skilled trades were involved in the project.</td>
</tr>
<tr>
<td>Concept</td>
<td>For refugees: career guidance/orientation in occupational fields in the skilled trades, measures to determine competencies, placement in internships in firms, support in entering vocational training and integration in the workplace, and in the future working/living environment as personal support/mentoring. For firms in the skilled trades: preparation for the vocational training (or, if applicable, employment) of refugees with advice on the challenges of the target group in vocational training, or challenges related to integration or refugee status; Support for the establishment and expansion of a welcoming culture in the firm; Support for integration into the workforce, potentially assistance with the selection of supplementary support measures and the use of any public funding available for this purpose. In contrast to the BA’s regular support instruments (such as abH, ASA, BVV), the region-wide implementation of training in the skilled trades for asylum seekers and refugees (IHAFA) does not follow a standardised support concept across the board. The six chambers of trade and industry in Lower Saxony that jointly support the project set their own priorities with regard to occupational groups, industries and the type of advice and support activities for refugees and businesses. MW supports IHAFA as a model project in labour market policy terms for testing and ongoing development of the project concept in addition to the standard nationwide instruments of SGB III for employment and vocational training promotion.</td>
</tr>
<tr>
<td>Effectiveness of the programme</td>
<td>Latest IHAFA project statistics (as of 1 February 2019 to 30 November 2019): Individual support for 1,550 refugees; 793 advice sessions for enterprises in the skilled trades; 278 assisted transitions to vocational training; 177 placements in internships; 73 transitions to employment liable to social insurance deductions; 97 transitions to other measures (including EQ, language courses).</td>
</tr>
<tr>
<td>Competent institution</td>
<td>Ministry for Economics, Employment, Transport and Digitalisation of Lower Saxony</td>
</tr>
<tr>
<td>Follow-on options</td>
<td>Follow-on measure of the AA/job centre (e.g. EQ); School-leaving qualification; Vocational training; Employment liable to social insurance deductions</td>
</tr>
</tbody>
</table>
### Programme 8, 11 Vocational school (BFS)

<table>
<thead>
<tr>
<th>Target groups/individual problem areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young people of compulsory school age with at least a certificate of lower secondary education</td>
</tr>
<tr>
<td>• who are generally ready for vocational training</td>
</tr>
<tr>
<td>• but are not sufficiently orientated or have limited placement prospects despite sufficient career orientation (disadvantaged by the market, socially disadvantaged, learning difficulties).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Basic vocational training with the aim of obtaining recognition of the first year of vocational training;</td>
</tr>
<tr>
<td>• Higher school leaving certificate (sec. 1 secondary school diploma (Realschulabschluss), if applicable an extended sec. 1 secondary school diploma)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1 year (1-year BFS),</td>
</tr>
<tr>
<td>• Potentially 2nd year (year 2 of the 2-year BFS for entrants with a certificate of lower secondary education and a grade point average of at least 3.0 (equivalent to C) at the end of the 1-year BFS)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Vocational training school,</td>
</tr>
<tr>
<td>• Internship firm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-year BFS:</td>
</tr>
<tr>
<td>• 5 days of tuition at the vocational training school, optionally also in joint instruction with the basic level of the vocational college;</td>
</tr>
<tr>
<td>• Supervised practical vocational training in a firm (at least 160 hours)</td>
</tr>
</tbody>
</table>

Year 2 of the 2-year BFS:

| 4 days of tuition at the vocational training school |
| 1 day of supervised practical vocational training in the firm |
| Theory and practical vocational training in the context of student companies or model companies (in coordination with the school authorities and the regional business community) |
| Permeability to dual vocational training possible at any time |

<table>
<thead>
<tr>
<th>Effectiveness of the programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reliable figures are not yet available.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competent institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>MK</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Follow-on options</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Training (potentially with recognition of existing qualifications), potentially further training course</td>
</tr>
</tbody>
</table>

### Programme 12 Vocational training in external establishments (BaE) pursuant to section 76 SGB III

<table>
<thead>
<tr>
<th>Target groups/individual problem areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young people who have completed compulsory full-time education,</td>
</tr>
<tr>
<td>• who are ready for vocational training, career-orientated, but have learning disabilities and/or are socially disadvantaged.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>• who are ready for vocational training, career-orientated, but have learning disabilities and/or are socially disadvantaged.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Participants are assigned for the entire duration of the vocational training.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cooperating firm,</td>
</tr>
<tr>
<td>• Training provider/location of measures,</td>
</tr>
<tr>
<td>• Vocational college</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>BaE is implemented in two models (cooperative or integrative):</td>
</tr>
<tr>
<td>• In the case of integrative BaE, the training provider is responsible for both theoretical and practical instruction. The latter is supplemented by internal training phases.</td>
</tr>
<tr>
<td>• In the case of cooperative BaE, the practical instruction during the internal phases is carried out by a cooperating firm.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effectiveness of the programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>A large proportion of the participants obtain a vocational qualification with an examination via the relevant professional association.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competent institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>• BA/JC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Follow-on options</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Switch to internal training</td>
</tr>
<tr>
<td>• after vocational qualification,</td>
</tr>
<tr>
<td>• Transition to employment</td>
</tr>
</tbody>
</table>
### Programme 13

**Assisted vocational training (AsA) pursuant to section 74–75a SGB III (since summer 2021) new “AsA” concept with integration of the previous abH support/opening for all young people with support needs**

**Target groups/individual problem areas**

Young people (including people with disabilities) who are generally not in initial vocational training and are ready for vocational training, are career orientated and are not subject to compulsory full-time schooling, who are generally under 25 years of age at the time of entry and cannot start, continue or successfully complete vocational training in a firm without support due to personal reasons. Firms are eligible for funding if they wish to take on a participating young person for internal training (preliminary phase), have taken on a participating young person for internal training (accompanying phase).

**Objective**

Young people who are at risk of not finding an apprenticeship or unsuccessfully dropping out of their apprenticeship can be offered assistance with the assisted vocational training programme to help them successfully complete their apprenticeship and transition to work through individual support.

**Duration**

Preliminary phase: 6 months full-time (extension of 2 months possible)  
Accompanying phase: for the entire duration of the vocational training with max. 9 hours of tuition/week

**Learning locations**

- Training organisation,
- Training provider

**Concept**

Contents: the aim in the (optional) vocational training preparation phase is to prepare for the start of internal training and to support the search for internal training. It must not be subject to regional education laws.  
In the (obligatory) phase that accompanies the vocational training, any remaining language and educational deficits must be rectified, specialist theoretical skills, knowledge and abilities promoted and the vocational training relationship stabilised. This support must go beyond the teaching of standard operational and vocational training content. In addition, there is the aspect of stabilising the vocational training relationship. Entry into this phase of the AsA requires a vocational training contract to have been entered into.  
In addition, firms that provide internal training to a young person in need of support can receive administrative and organisational assistance in the implementation of vocational training and support to stabilise the vocational training relationship. Firms that pursue the goal of providing internal training to a young person in need of support can receive support as early as the start of vocational training.

**Competent institution**

- BA/C

**Follow-on options**

- After preliminary phase: transition to internal training;
- After accompanying phase: transition to employment

### Programme 14

**Aptitude assessment/work experience**

Section 112 (2) SGB III in conjunction with section 49 (3) no. 2 SGB IX

**Target groups/individual problem areas**

(Disabled) rehabilitants pursuant to section 19 SGB III

**Objective**

Determination of the necessary support requirements in the rehabilitation process

**Duration**

Aptitude assessment up to 60 days, work experience up to 20 days

**Learning locations**

Vocational training centre (BBW) or comparable facility pursuant to section 51 SGB IX

**Concept**

- Diagnostic services are carried out to determine occupational aptitude, intellectual and physical capacity, personal, social and occupation-specific skills along with individual rehabilitation needs.  
- During the course of the aptitude assessment/work experience, an individual occupational goal perspective is developed, taking into account the specific disability, and a recommendation is made for its implementation.

**Competent institution**

- BA

**Follow-on options**

- Vocational training (preparation);
- Gainful employment

### Programme 15

**BvB rehab (see also under programme 5)**

Section 117 (1) SGB III in conjunction with section 49 (3) no. 2 SGB IX

**Target groups/individual problem areas**

(Disabled) rehabilitants pursuant to section 19 SGB III

**Objective**

Preparation for and integration into (preferably internal) vocational training or employment (if it is not possible to take up vocational training for personal reasons)

**Duration**

Basic: 11 months;  
extension to 18 months possible (case-by-case decision)

**Learning locations**

Provider or BBW or other comparable facility pursuant to section 51 SGB IX; BvB rehab services are either purchased in application of public procurement law (BvB2) or carried out as price-negotiated measures in vocational rehabilitation facilities pursuant to section 51 SGB IX (BvB3).

**Concept**

Each participant is given the opportunity to first orientate him/herself in the multitude of possible professions and to then make a very personal career choice as part of an individual aptitude analysis. The young people are supported in cooperation with training providers that offer various occupational fields for practical qualification.

**Competent institution**

- BA

**Follow-on options**

- Vocational training (preparation);
- Gainful employment
| Programme 16 | Vocational training rehab (see also offer 11)  
**Section 117 (1) SGB III in conjunction with section 49 (3) no. 4 SGB IX** |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target groups/individual problem areas</strong></td>
<td>Disabled rehabilitants pursuant to section 19 SGB III</td>
</tr>
<tr>
<td><strong>Objective</strong></td>
<td>Successful completion of apprenticeship and subsequent integration in work</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>Depends on the type of vocational training</td>
</tr>
<tr>
<td><strong>Learning locations</strong></td>
<td>Provider or BBW or other comparable institution pursuant to section 51 SGB IX; external training for rehabilitants is either purchased in application of public procurement law or carried out as price-negotiated measures in vocational rehabilitation institutions pursuant to section 51 SGB IX.</td>
</tr>
</tbody>
</table>
| **Concept** | External training (cooperative/integrative rehab training)  
Integrative model: vocational training at the provider with internal training phases. The transition to cooperative training should be pursued as a goal.  
Cooperative model: theoretical vocational training at the provider and practical vocational training at the cooperating firm.  
Every opportunity must be taken to promote the apprentice’s transition to an internal training position. |
| **Competent institution** | BA |
| **Follow-on options** | Integration into gainful employment |

| Programme 17 | Participation assistance  
**Section 49 SGB IX** |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target groups/individual problem areas</strong></td>
<td>Disabled rehabilitants pursuant to section 19 SGB III</td>
</tr>
<tr>
<td><strong>Objective</strong></td>
<td>Participation assistance (THB) is a measure to prepare, initiate and stabilise internal training, internal re-training and employment liable to social insurance deductions in the general labor market.</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>The duration of the modules depends on individual support needs. THB may cover a period of up to a maximum of six months in each module.</td>
</tr>
<tr>
<td><strong>Learning locations</strong></td>
<td>Provider and firm</td>
</tr>
</tbody>
</table>
| **Concept** | THB consists of three modules:  
Module 1: Career orientation  
Module 2: Preliminary vocational training, retraining or employment  
Module 3: Vocational training, re-training or securing employment  
Procurement is conducted in application of procurement law. |
| **Competent institution** | BA |
| **Follow-on options** |  
- Vocational training (preparation);  
- Gainful employment |

| Programme 18 | Supported employment (Individual internal qualification – InbeQ)  
**Section 55 SGB IX** |
|---|---|
| **Target groups/individual problem areas** | Disabled rehabilitants pursuant to section 19 SGB III; especially  
- people with learning disabilities bordering on mental disabilities,  
- Mentally disabled people bordering on learning disabilities,  
- Disabled people with mental disabilities and/or behavioural problems (not in the acute stage) |
| **Objective** | Employment |
| **Duration** | Up to 2 years, extension option by 12 months (depending on individual case) |
| **Learning locations** | Supported employment (InbeQ) includes three phases with the following objective:  
- Acquisition of fundamentally suitable qualification places and trial of the firm to place the participant in the firm on the basis of the identified special support needs (entry/orientation phase);  
- supported familiarisation and qualification in the place best-suited to the individual with employment prospects (qualification phase);  
- consolidation in everyday working life to attain permanent employment in the firm (stabilization phase) |
| **Concept** | The aim of InbeQ is to establish an employment relationship that is suitable for disabled people and liable to social insurance deductions, which takes special account of the abilities and skills of the disabled person, potentially with subsequent vocational guidance in accordance with section 55 (3) SGB IX (under the aegis of the Integration Office). |
| **Competent institution** | BA |
| **Follow-on options** | Integration into gainful employment |

| Programme 19 | Budget for vocational training  
**Sections 61a SGB IX** |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target groups/individual problem areas</strong></td>
<td>Alternative support option to the entry procedure/vocational training area (section 57 SGB IX) or with other service providers, intended to improve the opportunities for people with disabilities and increase the choice options by also allowing them to complete vocational (specialist) apprenticeship training on the general labour market.</td>
</tr>
<tr>
<td><strong>Objective</strong></td>
<td>Alternative support option to the entry procedure/vocational training area (section 57 SGB IX) or with other service providers, intended to improve the opportunities for people with disabilities and increase the choice options by also allowing them to complete vocational (specialist) apprenticeship training on the general labour market.</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>Total duration of the vocational training relationship, no longer than until successful completion of vocational training (section 61a (3) SGB IX).</td>
</tr>
<tr>
<td><strong>Learning locations</strong></td>
<td>Firm</td>
</tr>
</tbody>
</table>
| **Concept** | By reimbursing the vocational training allowance and assuming the necessary expenses for instruction/supervision and, if applicable, assuming the costs for carrying out the school-based part of the vocational training in a rehabilitation facility, the completion of recognised vocational training or specialised practical vocational training on the general labour market is made possible for people with limited ability.  
The budget for vocational training is modelled on the “budget for work” as a funding alternative to the work sector (section 58 SGB IX). |
| **Competent institution** | BA |
| **Follow-on options** |  
- Integration into gainful employment,  
- Transfer to the work area of a workshop for disabled people (WfbM) or another service provider |
<table>
<thead>
<tr>
<th>Programme 20</th>
<th>Entry procedure and vocational training in a workshop for disabled people (WfbM) sections 56/57 SGB IX or with another service provider section 60 SGB IX</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target groups</strong>/Individual problem areas</td>
<td>(Disabled) rehabilitees pursuant to section 19 SGB III; mainly mentally disabled people</td>
</tr>
<tr>
<td><strong>Objective</strong></td>
<td>Transfer to the work area of a WfbM or another service provider and employment in the long term</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>Entry procedure usually 3 months; Vocational training programme usually 24 months</td>
</tr>
<tr>
<td><strong>Learning locations</strong></td>
<td>WfbM or another service provider</td>
</tr>
</tbody>
</table>
| **Concept** | The task of the entry procedure is to determine the following on a case-by-case basis, taking into account available documents and information, in particular preliminary reports:  
- whether the place of learning is the appropriate institution for participation in working life,  
- which vocational services for participation in working life and which supplementary services for integration into working life come into question, and  
- which areas and fields of work in the institution and which employment opportunities come into question.  
An individual analysis of the performance potential is carried out during the entry procedure by means of individual tests and trials as well as group observations. Performance potential is analysed on the basis of recognised and target group-orientated methods for diagnosing aptitude and includes findings on social competencies and prospects for employment on the general labour market.  
Within the framework of a holistic educational concept, the task of the vocational training area is to  
- promote the personal development of the participants,  
- develop their professional and practical life skills in a targeted manner and  
- prepare them for suitable activities in the field of work or on the general labour market.  
Vocational qualification in the BBB takes place on the basis of a qualified and continuously updated educational plan (individual integration plan). |
| **Competent institution** | BA |
| **Follow-on options** | - Transfer to the work area of a rehabilitation facility;  
- Integration into gainful employment |

<table>
<thead>
<tr>
<th>Programme 21</th>
<th>Career entry school: language/integration, part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target groups</strong>/Individual problem areas</td>
<td>Young people with the need for special educational support who possess an EQ contract</td>
</tr>
<tr>
<td><strong>Objective</strong></td>
<td>Integration into the vocational training or primary labour market</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>1 year</td>
</tr>
</tbody>
</table>
| **Learning locations** | Vocational training school,  
 firm |
| **Concept** | Part-time tuition in the 3 teaching modules  
- Communication in the living and working environment;  
- Promotion of basic knowledge;  
- Practical introduction to professional and working life |
| **Competent institution** | MK  
 BA |
| **Follow-on options** | Integration  
 into the primary labour market,  
 into training pursuant to section 66 BBiG or 42m HWO,  
 into the primary labour market or transfer to the vocational training area of the WfbM |
III. Advisory and placement services for young people provided by the relevant agencies

Each agency responsible for vocational training employs vocational training advisors to advise apprentices and training organisations. Under the German Vocational Training Act and the German Skilled Crafts Code, the competent bodies are obliged to monitor the implementation of vocational training and vocational retraining and to provide support by advising tutors and apprentices or retrainees. Vocational training advisors are usually professionals (full-time employees). In addition, part-time (voluntary) and honorary vocational training advisors can be appointed, especially for special vocational training occupations and tasks.

Also, the responsible agencies offer a wide range of services for career orientation, placement in vocational training, qualification of various target groups and quality assurance in vocational training.

1. Medical Association Competent bodies for the vocational training of medical assistants, dental assistants and pharmaceutical sales assistants (section 71 (6) BBiG)

| Contact | Karl-Wiechert-Allee 18-22 30625 Hanover, Germany info@aekn.de |

2. AOK – The Health Insurance Fund for Lower Saxony Competent bodies in the public sector (section 73 BBiG)

| Contact | Bahnhofstraße 6 31157 Sarstedt, Germany empfang.ez@nds.aok.de |

3. Association of Pharmacists Competent bodies for the vocational training of medical assistants, dental assistants and pharmaceutical sales assistants (section 71 (6) BBiG)

| Contact | Karl-Wiechert-Allee 18-22 30625 Hanover, Germany info@aekn.de |

4. Chambers of Trade

| Contact | Regional Representation of the Lower Saxony Chambers of Trades Ferdinandstraße 3 30175 Hanover, Germany Phone: +49 (0) 511-38087-0 info@handwerk-LHN.de |

5. Chambers of trade and industry

6. Regional Office for Geoinformation and Land Surveying of Lower Saxony (LGLN) Competent bodies in the public sector (section 73 BBiG)

| Contact | Podbielskistraße 331 30659 Hanover, Germany zustaendige-stelle@lgln.niedersachsen.de |

7. Lower Saxony Agricultural Association Competent bodies for vocational training in agricultural businesses including rural domestic economy (section 71 (3) BBiG)

| Contact | Horticulture division: Hogen Kamp 51 26160 Bad Zwischenahn-Rostrop, Germany kg.bad-zwischenahn@lvk-niedersachsen.de Agriculture division: Mars-la-Tour-Strasse 1-13 26121 Oldenburg, Germany info@lvk-niedersachsen.de |

8. Celle Bar Association / Bar Association for the Higher Regional Court District of Oldenburg Competent bodies for the vocational training of legal, patent attorneys’ and notaries’ clerks (section 71 (4) BBiG)

| Contact | Bar Association Celle: Bahnhofstraße 5 29221 Celle, Germany info@rakelle.de For the Oldenburg Higher Regional Court District: Staugraben 5 26122 Oldenburg, Germany info@rak-oldenburg.de |
9. Association of Tax Consultants  
Competent bodies for the vocational training of tax clerks (section 71 (5) BBiG)

Contact
Adenauerallee 20
30175 Hanover, Germany
info@stbk-niedersachsen.de

10. Veterinary Association of Lower Saxony  
Competent bodies for vocational training in other occupational and economic sectors  
(section 71 (6) BBiG)

Contact
Fichtestraße 13
30625 Hanover, Germany
mail@stbknds.de

11. Dental Association of Lower Saxony  
Competent bodies for the vocational training of medical assistants, dental assistants and  
pharmaceutical sales assistants (section 71 (6) BBiG)

Contact
Zeißstraße 11a
30519 Hanover, Germany

Abkürzungsverzeichnis

<table>
<thead>
<tr>
<th>Abkürzung</th>
<th>Bedeutung</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS</td>
<td>Ministry for Social Affairs, Health and Equal Opportunities of Lower Saxony</td>
</tr>
<tr>
<td>JC</td>
<td>Job Centre</td>
</tr>
<tr>
<td>BA</td>
<td>German Federal Employment Agency</td>
</tr>
<tr>
<td>MK</td>
<td>Lower Saxony Ministry of Education</td>
</tr>
<tr>
<td>MW</td>
<td>Ministry for Economics, Employment, Transport and Digitalisation of Lower Saxony</td>
</tr>
<tr>
<td>AA</td>
<td>employment agency</td>
</tr>
<tr>
<td>BvB</td>
<td>pre-vocational training measures</td>
</tr>
<tr>
<td>AsA</td>
<td>assisted vocational training</td>
</tr>
<tr>
<td>BaE</td>
<td>external vocational training</td>
</tr>
<tr>
<td>abH</td>
<td>assistance during training</td>
</tr>
<tr>
<td>EQ</td>
<td>entry qualifications</td>
</tr>
<tr>
<td>THB</td>
<td>participation support</td>
</tr>
<tr>
<td>WfbM</td>
<td>workshop for disabled people</td>
</tr>
<tr>
<td>BOM</td>
<td>career orientation measures</td>
</tr>
<tr>
<td>BerEb</td>
<td>career start support</td>
</tr>
<tr>
<td>BIBB</td>
<td>Federal Institute for Vocational Education and Training</td>
</tr>
<tr>
<td>IHAF A</td>
<td>Training in the skilled trades for asylum seekers and refugees</td>
</tr>
<tr>
<td>BFS</td>
<td>Vocational school</td>
</tr>
<tr>
<td>BBW</td>
<td>vocational training centre</td>
</tr>
<tr>
<td>bbA</td>
<td>internal training with support</td>
</tr>
<tr>
<td>InbeQ</td>
<td>individual internal qualification</td>
</tr>
<tr>
<td>BBB</td>
<td>vocational training area</td>
</tr>
</tbody>
</table>