

Lifelong Career Guidance and Counselling

Structures and Services in Germany

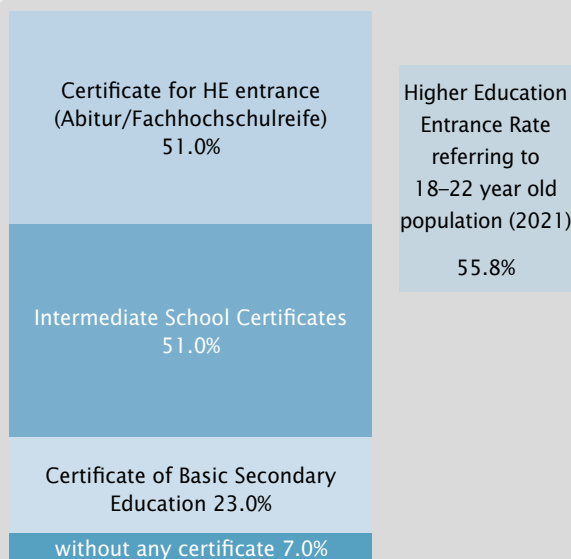
Figure 1: Federal Republic of Germany – Facts and Figures

Population and Employment

Population (2021)	83.1 million	Labour force (annual average, 2021)	44.9 million
Foreign population (2020)	11.4 million	Labour participation rate (2020) (15–74 years, annual average)	55.9%
Age structure (2020)		Unemployed (an. av., 2021)	2.6 million
• under 25 years	24.0%	Unemployment rate (an. av., 2021)	5.7%
• 65 years and older	29.0%	Youth unemployment rate (an. av., 2021 15–24 years)	4.9%
Population with migration background	27.0%		

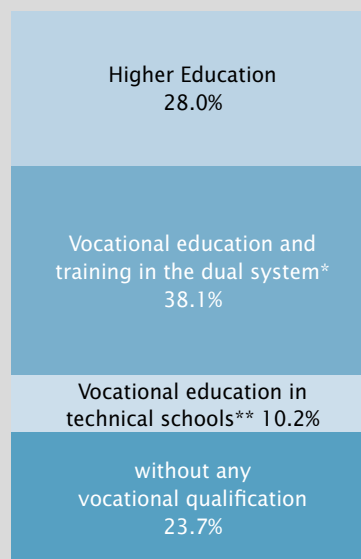
General Education

Highest qualification of school leavers
referring to the respective age group (2018)



Vocational Education and Training VET

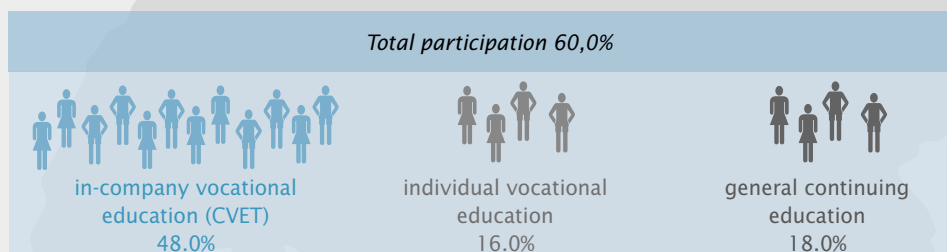
Highest vocational qualification (2020)
Referring to population aged 25 to 35



* incl. equivalent training in vocational schools and VET for civil servants
** incl. crafts master/technician training schools for medical staff/assistants

Continuing education and vocational training participation (2020)

according to type of further education and training (population aged 18–64) (*multi-referencing*)



Sources: Population: <https://www.destatis.de/DE/Themen/Gesellschaft-Umwelt/Bevoelkerung/Bevoelkerungsstand/>
 Employed people: https://www.destatis.de/DE/Presse/Pressemitteilungen/2022/01/PD22_001_13321.html
 Unemployment: https://www.arbeitsagentur.de/datei/arbeitslosenquote-2021_ba147291.pdf
 General education: Nationaler Bildungsbericht 2020, Tab. D8-1 web;
 VET: Statistisches Bundesamt (Destatis), 2021 | Stand: 05.11.2021/15:18:34
 HE entrance rate: <https://de.statista.com/statistik/daten/studie/72005/umfrage/entwicklung-der-studienanfaengerquote/>
 Continuing Education and Training: BMBF (Hrsg.) Weiterbildungsverhalten in Deutschland 2020. AES-Trendbericht, S. 2

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3rd completely revised edition

Content

Preface	5
Part I Introduction	6
1. Educational and career guidance in the context of lifelong learning	6
2. The career guidance landscape in Germany at a glance	7
2.1 Legal foundations and institutional framework	7
2.2 Guidance services across the life span – actors and responsibilities.....	10
Part II Career Guidance and Counselling throughout the life span	11
3. Educational guidance in general secondary education	11
4. Study and career guidance in higher education (HE)	11
5. Lifelong Guidance (LBB) – the Concept of the Federal Employment Agency (FEA)	12
6. Career Guidance and Counselling (CGC) by the local Employment Agencies (EA) before working life and in transition from school to work.....	13
7. Career guidance and Counselling (CGC) in working life, continuing education, and advisory service for skills development	14
7.1 Career guidance and counselling in working life by the local Employment Agencies (EA)	14
7.2 Educational guidance services provided by municipalities	15
7.3 Advice from chambers, business associations and social partners	16
7.4 Private sector (freelance) career development and coaching services, organisation consultancies	16
7.5 Skills development advisory service for companies	17
7.6 Federal and state programmes to promote educational and career guidance	17
8. Educational and vocational guidance for people with special needs for guidance and support	18
8.1 Educational and vocational guidance for persons with disabilities	18
8.2 Educational and vocational guidance for disadvantaged young people	19
8.3 Educational and vocational guidance for people with a migration background	19
9. Digital career services – information, guidance and counselling via the Internet	21
Part III Quality development and professionalisation	23
10. Quality, quality standards and quality assurance	23
11. Professionalisation and professionalism	24
Part IV European and international cooperation	27
12. European institutions and networks	27
13. International organisations and associations	28
References	29
Glossary/Abbreviations/Contact and Publishing Information	30

Preface

Global challenges, such as the aging of society or the digital transformation in business and society, are increasingly changing the work of career guidance and counselling services in Germany. The coronavirus pandemic has further accelerated this process in recent years. For example, telephone and online counselling are now an integral part of communicating with our customers, and online portals and interactive self-information services are being expanded. Another significant challenge is the increasing demand for a skilled workforce and the need to recruit skilled workers from abroad. Thus, target-group-specific forms of counselling, such as advice on the recognition of qualifications acquired abroad, complement the traditional career guidance services offered in Germany.

In a constantly changing world of work, it is therefore important that we continue to develop skills and competencies throughout our lives – not only in order to develop personally and participate actively in society, but also to maintain our employability. To achieve these goals, those seeking advice need support from high-quality lifelong guidance.

In recent years, policy-makers in Germany have begun to react to these processes of change, stimulated not least by impulses from the European Union. The EU Memorandum on Lifelong Learning and the two EU Council Resolutions on Lifelong Guidance Policy should be mentioned here, and have defined cornerstones for a system of lifelong guidance and developed instruments for the enhancement of quality and professionalism in guidance.

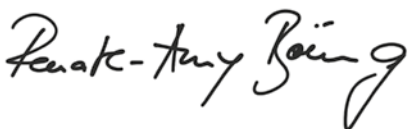
The adoption of the Skilled Workers Immigration Act, the Skills Development Opportunities Act, and the National Skills Strategy underscored the importance of lifelong learning and initiated measures to provide greater support for continuing education in Germany and to enable more people to access continuing education and lifelong guidance services.

All these developments have made it necessary to update the *nfb* brochure “Career Guidance in the Life Course – Structures and Services in Germany” from 2014, which was done in friendly cooperation with the National Euroguidance Centre in the Federal Employment Agency. With its activities, the European information network for career counsellors – which has over 30 information and guidance centres in Europe – makes an important contribution to promoting European educational mobility and career guidance and counselling cooperation in Europe.

As an association in which guidance associations and stakeholders, experts from science and research, business organisations and trade unions have joined forces, the German National Guidance Forum in Education, Career and Employment (*nfb*) is committed to the professional development of guidance services in Germany and in Europe. The Forum is a driving force in improving quality and professionalisation.

This brochure informs guidance practitioners and the interested professional public in Germany and abroad about the basic features of the German guidance system in the field of education, career and employment and provides a compact overview of guidance structures and guidance services in Germany.

We hope that you will gain many new ideas and insights into the German career guidance landscape while reading this brochure.



Renate-Anny Böning
Deputy Chair
National Guidance Forum in Education,
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Michael van der Cammen
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Part I

Introduction

1. Educational and career guidance in the context of lifelong learning

To enable all citizens to plan their educational and career paths independently and on their own responsibility and to make well-founded decisions, appropriate counselling services are available at every stage of life – be it at school, in training or university, at work, when unemployed or regarding questions related to continuing education. Guidance is a public and private good: it supports individuals in their educational and career-related decisions and thus also contributes to maintaining individual employability and to the social integration of groups of people who tend to be disadvantaged and marginalized. Furthermore, guidance makes a decisive contribution to a functioning labour market and employment system as well as to ensuring equal opportunities and social inclusion in the economy and society.

EU-Definition

“In the context of lifelong learning, guidance refers to a range of activities that enables citizens of any age and at any point in their lives to identify their capacities, competences and interests, to make educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings in which these capacities and competences are learned and/or used.”

(EU 2004, p. 2)

Career guidance and counselling (CGC) for education, career and employment in Germany are based on the comprehensive concept of guidance formulated jointly with partners in the European Union (EU), which includes all forms of educational, vocational, and employment guidance and counselling as well as career orientation, career education, skills assessment, and self-information services.

The German guidance system is traditionally based on the distinction between educational and continuing education guidance (in education system institutions) on the one hand and vocational guidance (in the areas of vocational training, occupation and the labour market) on the other. However, given the growing importance of

learning across the lifespan in the modern knowledge society, this distinction is increasingly losing importance in favour of integrative, lifelong, cross-area and cross-institutional guidance services.

Since the abolition of the state monopoly on vocational guidance by the Federal Employment Agency (FEA) in 1998, a growing and diverse, but also very complex and unclear guidance landscape has emerged in Germany. In the most recent OECD country report, the structures of and approaches to continuing education guidance are characterised “as heterogeneous throughout the country as the continuing education landscape itself”. On the one hand, this plurality allows for target group- and sector-specific guidance. “On the other hand, the system is difficult for individuals to navigate and hinders equal opportunities between regions.” (OECD 2021, p. 15). In the future, goal-oriented networking, coordination and cooperation among the actors involved will therefore be an important prerequisite for greater transparency and coherence as well as for the effectiveness and efficiency of multifaceted guidance services.

Since the early 2000s, the German Federal Government has given important impulses for the further development and networking of career guidance services with programmes such as “Learning Regions – Promotion of Networks” and “Learning on Site”. Despite the wide range of programmes and projects and the progress they have made, however, it is clear that further efforts are still needed, particularly in the area of continuing education, to increase participation – especially among those with low skills – through greater transparency, easier access and targeted service.

The “National Skills Strategy, which was adopted in 2019 by the Federal Ministry of Education and Research (BMBF) and the Federal Ministry of Labour and Social Affairs (BMAS) together with the Federal Employment Agency (FEA), social partners, and the Federal States (Länder), aims to make Continuing Education and Training (CET) offerings and funding opportunities more transparent and easier to access, to better link national and federal state programmes, and to establish a new culture of continuing education (BMBF 2019a). One field of action of the National Skills Strategy in this context is providing guidance and counselling services for continuing vocational education and training. It is to be networked nationwide as a lifelong service. In addition, advisory services for skills development are to be strengthened, especially for small and medium-sized enterprises (SME). The Skills Development Opportunities Act of 2019, which also guarantees employees a legal entitlement

to continuing education counselling at the Employment Agency, is intended to meet the challenges in CET and related guidance and counselling services.

2. The career guidance landscape in Germany at a glance

2.1 Legal foundations and institutional framework

The German guidance system reflects the constitutional order of the education and employment system in the Federal Republic of Germany with its responsibilities shared between the Federal, State and local governments (Chart 1). The 16 Länder are responsible for education and cultural affairs, and thus also for schools and higher education, as well as in part for adult and continuing education and the counselling services pro-

vided there. The Federal Government is responsible for non-school-based vocational training and continuing education as well as for labour market, employment and social policy and the counselling services located there, including the vocational counselling service of the FEA with its 156 local employment agencies (EA), which is the largest nationwide provider of vocational guidance and counselling in Germany. The FEA's counselling services range from school through vocational training and higher education to working life, and are aimed at young people and adults who are participating or wishing to participate in working life.

In addition to the institutions of the Federal Government, the FEA and the Länder, the municipalities are important actors in providing and funding guidance and counselling services for all citizens as well as for special target groups (e.g. women, migrants, refugees) through their adult education centres, municipal counselling centres or private providers. The CGC landscape is supple-

Chart 1: Legal and institutional framework conditions in Germany for career guidance and counselling in the areas of ...

Education/ Adult Education		Vocational Education and Training Continuing Education/Higher Education		Employment	
Responsible Public Institution	Legal framework	Responsible Public Institution	Legal framework	Responsible Public Institution	Legal framework
<ul style="list-style-type: none"> 16 Federal States 	<ul style="list-style-type: none"> Länder legislation for Education, Länder Higher Education Acts, Länder legislation for Adult Education and for continuing education/training (CET) 	<ul style="list-style-type: none"> Federal Ministry of Education 16 Federal States 	<ul style="list-style-type: none"> Vocational Education and Training Act; Higher Education Framework Act Länder legislation for Higher Education, Länder legislation for CET 	<ul style="list-style-type: none"> Federal Employment Agency (FEA) and local Employment Agencies (EA), Jobcentres 	<ul style="list-style-type: none"> Social Code II and III/ Skills Development Opportunity Act (Entitlement to CET guidance also for employed persons)
<ul style="list-style-type: none"> Municipalities: Adult Education Centres Municipal Guidance Centres 	<ul style="list-style-type: none"> Länder legislation, Federal Programmes: "Transfer-Initiative municipal education-management" "Education Municipalities" 	<ul style="list-style-type: none"> FEA/Local EA/ Jobcentres Federal Ministries for Labour and Social Affairs, for Youth 	<ul style="list-style-type: none"> Social Code II and III/VIII and IX: Career Guidance for young people and adults; Funding of initial and further vocational education and training, vocational rehabilitation 	<ul style="list-style-type: none"> Federal Ministry of Education 	<ul style="list-style-type: none"> Programmeme "Education Money" (Bildungsprämie) for Employees (until 2022)
		Chambers of Industry and Trade, Craft Chambers	<ul style="list-style-type: none"> Vocational Education and Training Act; Handicraft Regulation Act: 	16 Federal States e.g.: North-Rhine-Westphalia	<ul style="list-style-type: none"> Different funding programmes for VET/CET vouchers, Programme: "PiE-Perspectives in Working Life"
		Private Companies/Social Partners	Collective Bargaining Agreements Act	Private Companies/Social Partners	Collective Bargaining Agreements Act

mented by services from social partners, chambers of commerce, self-employed career professionals and consulting firms, as well as by target group-specific guidance services, which are mostly carried out on behalf of public authorities by non-profit organizations. Web-based and online guidance and counselling services, which work on behalf of both the public and private sectors, are also becoming increasingly important.

2.1.1 Structure of the education system

Despite the different types of schools in the individual Federal States (Länder), the following basic structure generally applies to the education system in Germany: elementary level, primary level, lower and upper secondary level, tertiary level, and different types of further and continuing education and training (Figure 2).

Apart from the regular school system there are various types of special schools for pupils with special educational needs or physical disabilities who cannot be adequately taught and supported in mainstream schools. However, priority is to be given to the principle of inclusive education.

Compulsory schooling is completed at the end of lower secondary school level (after 9th or – in some Länder – after 10th grade). After compulsory schooling, upper secondary education ensues. Here the choice of educational career or type of school is based on the pupil's abilities, interests and school performance. They may continue their education in full-time general schools (Gymnasium) or in full-time vocational or professional schools/colleges, which lead to the general or a subject-linked higher education entrance qualification (Abitur) or the entrance qualification for universities of applied sciences. Pupils may also continue their education in the framework of the “dual system” of vocational training, that includes a 2–3 year in-company apprenticeship training accompanied by part-time theoretical education in vocational schools.

The vast majority of lower secondary school leavers enter vocational education and training (VET) either directly or after a longer transition period – either in a school-based vocational training program/vocational college (around 30%) or in the dual system of apprenticeship training (around 50%; National Education Report 2020, p. 152 f.) The federal government is responsible for the statutory regulations governing in-company training (Vocational Training Act), while vocational schools are the responsibility of the Länder.

At the upper secondary level, more than 50% of the corresponding age group (18 – 20 years) attain the general higher education entrance qualification (Abitur) or the entrance qualification for a university of applied sciences, which gives access to higher education studies (Figure 1, front cover).

Tertiary education in institutions of higher education (HEI) – under the legal responsibility of the Länder – is offered by universities, technical universities, universities of applied sciences and specialised HEIs for arts, music or theology). Vocational academies and dual study courses at universities (study plus in-company training) are becoming increasingly important. Despite a growing number of private universities, around 90% of first-year students in Germany begin their studies at public universities (National Education Report 2020, p. 178).

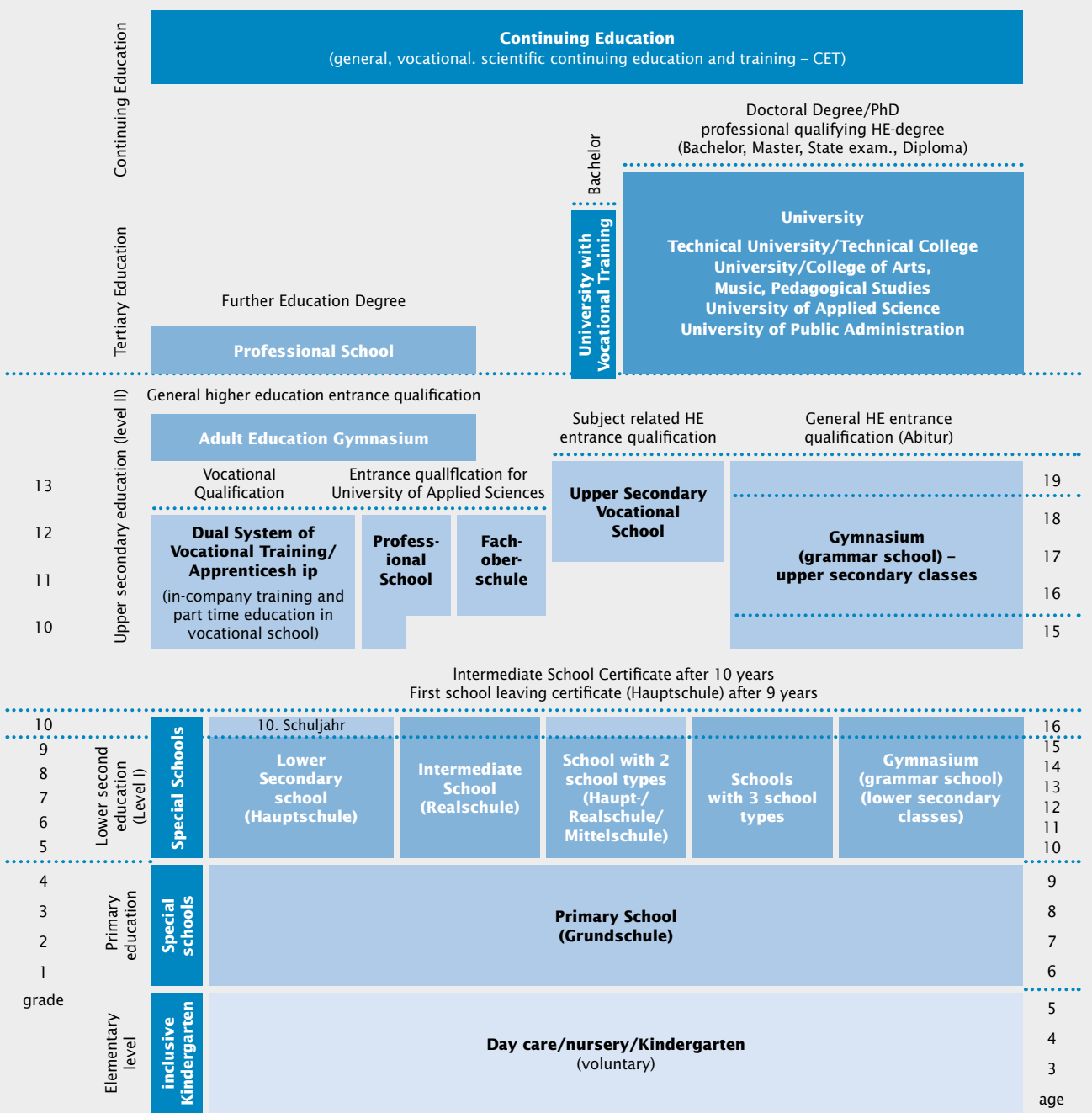
The Standing Conference of the Ministers of Education and Cultural Affairs of the 16 Länder (KMK) coordinates the necessary harmonisation of the Länder's education policies in order to ensure that educational programmes remain comparable.

2.1.2 Labour market and socio-political framework

In Germany, CGC for vocational education and training, for further education and training and for the employment sector is regulated by the Vocational Training Act (§ 76) and by the Social Code (SGB), which is divided into different areas of responsibility (Chart 1):

- Social Code II (SGB II) regulates guidance and counselling as well as job or training placement, the receipt of unemployment benefit, and other social benefits (basic security) under the responsibility of the Jobcentres. The Jobcentres are usually joint institutions of the local employment agencies and the municipality. At 104 locations however, this task is solely under the responsibility of the municipality (municipal Jobcentre).
- Social Code III (SGB III) generally regulates career guidance and counselling, job and training placement, and financial support for vocational education and training for all young people and adults who are participating or wishing to participate in working life, regardless of whether they receive unemployment benefits.
- The Skills Development Opportunities Act of 2019 strengthened the FEAs mandate for guidance in the area of CET. Not only unemployed persons but also

Figure 2: Basic Structure of the German Education System



Source: KMK 2019

employees have a legal right to get advice and counselling from the EA if they are aiming for further vocational education and training. The SGB III and the Skills Development Opportunities Act also stipulates the FEA's responsibility for consulting employers: Each EA has an "Employer Service".

assistance for children and young people who need special support and their parents as a task of the municipalities (youth offices). These tasks are usually carried out by non-profit or private providers on behalf of the municipality or the Federal State. Within the framework of Social Code VIII, guidance and counselling and other assistance measures can also be provided in order to support the social and vocational integration of young people.

- Social Code VIII (SGB VIII; Child and Youth Welfare Act) regulates, among other things, socio-pedagogic

Figure 3: Career Guidance Services across the Life Span – Actors and Responsibilities

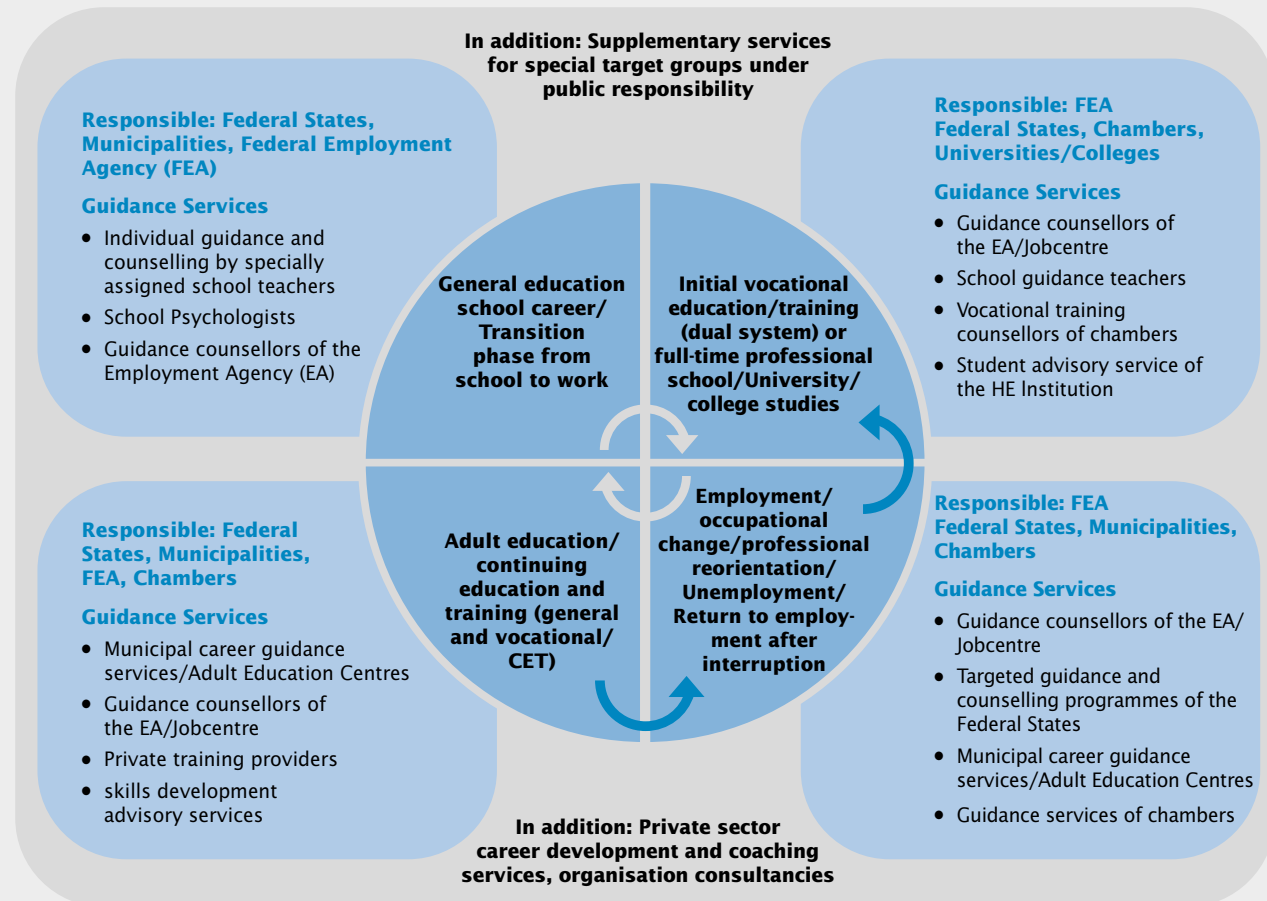


Diagram: National Guidance Forum (*nfb*)

- Social Code IX (SGB IX) regulates educational and vocational guidance and counselling for people with disabilities. As far as questions of vocational rehabilitation and participation are concerned, advice is provided by the EA or by the pension insurance. In addition, there are other service providers, such as the integration offices, which are responsible for the participation of severely disabled people in working life (integration services).
- In 2016, a “supplementary Independent participation counselling service (EUTB)” was introduced in SGB IX to ensure that people with disabilities receive guidance and counselling that is independent of the rehabilitation service providers and the funding institution.

2.2 Guidance services across the life span – actors and responsibilities

Figure 3 shows the CGC services offered throughout the phases of an individual educational and professional career – starting with general school education, continuing with initial vocational education and training or higher education, and ending with the transition to working life with phases of employment, unemployment, professional reorientation, (vocational) further education and possible interruption and return to working life or to the education system. The figure illustrates the diversity and heterogeneity of services and responsibilities, which is often difficult for users to understand and makes it difficult to find the appropriate CGC service provider.

Part II

Career Guidance and Counselling (CGC) throughout the life span

3. Educational guidance in general secondary education

The provision of guidance services in schools is the legal responsibility of the schools in each of the 16 Länder. Various forms of guidance are offered at the different stages of the school career. These involve classroom career education, advice and counselling on educational paths and on learning difficulties as well as psychological counselling and assessments by the school psychological services. Guidance in schools is provided by specially assigned teachers, school social workers, school psychologists and cooperating career guidance counsellors from the local EA. The counsellors address their services not only to students, but also to parents and teachers.

Individual advice and counselling

Individual guidance and counselling activities usually focus on learning difficulties, the choice of school type, the pursued school-leaving certificate, and the choice of subject or course. It can already begin with the first decisions at school enrolment. However, counselling is of particular importance at the transition from one type of school to another, especially during transition to the different types of lower and upper secondary schools.

School psychological service

The School Psychological Service, which exists in all the Länder, is usually organised across schools and serves several schools in a region. The service focuses on psychological counselling, diagnosis and assessment with regard to severe learning and behavioural difficulties and conflict management. The school psychological service is staffed by qualified psychologists who have often completed additional teacher training.

Career education and vocational orientation

Career education and vocational orientation to prepare students for their career choices is an integral part of the curricula (in all Federal States) in both lower and upper secondary schools in all Federal States, based among

other things on corresponding agreements between the Standing Conference of the Ministers of Education and Cultural Affairs (KMK) and the FEA (see Chapter 6). The aim is to prepare students for the world of work by improving their career management skills and their ability to search for and use relevant career information and make decisions. In some countries, this is offered as part of a separate subject, variously called “working life lesson”, or “work-economy-technology”, and the like. However, career education can also be integrated into other subjects (e.g. social studies or business and law). Often, additional extracurricular activities are offered in cooperation with local employers, for example company visits and internships. Class visits to the career information centre (BIZ) of the local EA are also an integral part of school-based career orientation. Many schools use a career choice passport, based on a portfolio approach, which enables students to document their educational and career-related experiences and competencies (<https://www.berufswahlpass.de/>).

Throughout Germany, partnerships between schools and the world of work are supported by regional “school-business working groups” (Arbeitskreis Schule-Wirtschaft). In addition to internship programmes for teachers and students, continuing education for teachers, and other labour market-related offerings, these working groups support “student companies” or establish partnership agreements between schools and local enterprises to provide students with hands-on experience (<https://www.schulewirtschaft.de/>).

4. Study and career guidance in Higher Education (HE)

The Federal Higher Education Framework Act (§ 14) and most of the Higher Education Acts of the Länder obligate HEI to inform and advise students and prospective students throughout the “student life cycle” and to cooperate with other actors in this field of action. Due to the federal structure, the Länder can regulate the organisation of student advisory services in their own right. The German Rectors’ Conference (HRK) recently defined content-related and organisational standards for “Student Life Cycle Advising by Higher Education Institutions” (HRK 2021).

Central Student Advisory Service

Almost all universities have a central or general student advisory service. It provides information and advice to

prospective students across all disciplines, in particular about study options, the content, structure and requirements of a course of study, and advises them on their individual choice of study. It offers introductory events at the start of studies and organizes other informational events on various topics. In the event of problems in the chosen course of study, the Student Advisory Service supports and coaches students across all disciplines in developing solutions and alternatives. In addition to advising students who want to change majors or who may have doubts regarding their study programme, courses are also offered for issues such as exam preparation, work organisation, stress management and time management.

The Central/General Student Advising Offices cooperate with various partners such as schools, local EA, scientific and academic institutions, companies and business associations as part of their advising work.

Study course-specific advising

This type of advisory service is provided on a decentralised basis by the faculties, departments and institutes of the universities and supports students by providing them with specialist advice during their studies. In particular, it shows students how to complete their chosen course of study appropriately and without losing time. Professors and research assistants, who are assigned as advisors, provide this advice in addition to their teaching and research duties.

Other advising services in the HE environment

Most German HE institutions have set up **career services**, which provide students and graduates with career guidance and other study-related services for acquiring interdisciplinary skills. In the transitional phase from studies to a professional or scientific career, they support students with advice, orientation and contact opportunities with potential employers, for example through job fairs or other events. As a rule, career services cooperate with the local EA, Chambers of Commerce, employer associations and with regional or supra-regional employers (<https://csnd.de/>).

Student services (Studierendenwerke) are responsible for the social affairs of students, such as housing, living and working, the dining halls, financial support and childcare. In addition to psychological and social counselling, they also provide services for special target groups such as international students, students with children or students with disabilities (<https://www.>

[studentenwerke.de/](https://www.studentenwerke.de/)). Foreign students and German exchange students are advised by the **International Offices** (Akademisches Auslandsamt) of the universities.

Specialised career counsellors from the local EAs also offer their service to students, prospective students and undergraduates (especially dropouts and students in doubt) with advice across all disciplines and universities on questions of university studies or corresponding alternatives – often in cooperation with the Central Student Advisory Service and the Career Service. They also support HE-graduates in their professional integration.

In addition to the public counselling services of schools, universities and EAs, there are **private career professionals, consulting firms** and **private education providers** that offer counselling and support to students and graduates. These usually charge a fee, while the above-mentioned counselling services are publicly funded and therefore free of charge for those seeking advice.

5. Lifelong Guidance (LBB) – the concept of the Federal Employment Agency (FEA)

In accordance with their legal mandate, the EAs are responsible for providing career guidance to young people and adults in all matters relating to career choice and career development, including the necessary school education and further vocational education and training (Social Code SGB III, §§ 29–33).

The FEA's counselling concept distinguishes between orientation and decision counselling (OEB) for people seeking basic counselling on issues of career choice and development, and counselling accompanying integration (IBB) into employment, training or any other labour market related matters (BA 2010). However, these two types of service are not rigidly separated counselling formats; instead, the transitions between these formats can be quite fluent (Rübner/Weber 2021).

In view of dynamic changes in the education system and the labour market, the increasing digitisation of the world of work and the resulting demands on the working population for lifelong learning, CGC nowadays is understood more than ever as a lifelong process – from early educational pathways and career choices to diverse career and job changes, phases of unemployment, continuing education, career re-entry, and the transition

to retirement. Taking these changing developments into account, the FEA has developed the concept of “Lifelong Guidance (LBB)” (BA 2021). It differentiates between “pre-employment vocational guidance”, which concentrates on career guidance for pupils, students, apprentices and other young people before entering working life, and “career guidance in working life” for people who are or were already employed and need assistance for their further career development and professional reorientation including those who want to return to work after a phase of unemployment or an interruption in employment (see chapter 7.1).

According to the FEA, a total of more than 4,700 professionally trained career counsellors are available for CGC services in the Employment Agencies (BA 2021, p. 5).

6. Career Guidance and Counselling (CGC) by the FEA before working life in the transition from school to work

In Germany, in addition to schools, the local EAs are primarily responsible for career guidance and vocational counselling for pupils and students. As a rule, these services begin around 2 years before pupils leave school, i.e. in grade 7 or 8 (grade 9 in Gymnasium).

This practice, which is unusual in comparison to other EU countries, is based on the traditionally high importance of the dual apprenticeship training system for the vocational qualification of young people. The choice of

Chart 2: Internet platforms for CGC by the Federal Employment Agency (FEA)

Job Exchange (Jobbörse)	(https://jobboerse.arbeitsagentur.de/vamJB/)	For jobs and training places, tools for application management and online application.
Career and further education and training	https://www.arbeitsagentur.de/karriere-und-weiterbildung	Interactive website for career planning and further education and training.
KURSNET	https://www.arbeitsagentur.de/kursnet	Nationwide database for VET and CVET opportunities, HE study courses and vocational rehabilitation measures.
BERUFENET	http://berufenet.arbeitsagentur.de	Nationwide database for job profiles, occupational fields, further education and training perspectives, career and labour market information.
BERUFETV	http://berufe.tv	Films and videos about jobs and occupational fields.
NewPlan	https://www.arbeitsagentur.de/k/newplan	Online-self-exploration tool for career development.
“planet-beruf”	https://planet-beruf.de/schuelerinnen	Career choice programme for lower secondary school students and school leavers, teachers and parents.
abi.de	https://abi.de	Online portal for high school graduates on career choice and career decision.
Studienwahl.de	https://studienwahl.de/studienfuehrer	Online portal of the FEA for high school students and graduates on academic study programmes and choice of study, information around studying and student life.
“Check-U” – the exploration tool for VET and Studying	https://www.arbeitsagentur.de/bildung/welche-ausbildung-welches-studium-passt	Offers young people the opportunity to explore own interests and abilities and to find suitable training and study opportunities.
Euroguidance Network Germany	https://www.euroguidance.eu	Network for career counsellors with centres in 33 European countries.
Eures-Network Germany	https://www.ec.europa.eu/eures	Network for people seeking a professional stay in another EU country and for companies wishing to recruit European professionals.
Zentrale Auslands- und Fachvermittlung der BA (ZAV)	https://www.arbeitsagentur.de/vor-ort/zav/startseite	The International and Specialised Services (ZAV) handle the FEA’s international counselling and placement business for study, work, training and continuing education and offer placement of skilled workers from abroad in Germany as well as placement of special occupational groups.

an apprenticeship occupation and placement in a training company can be more successful if it is supported by counsellors who have experience in the labour market and direct contacts with training companies and employers. For this reason, the EAs offer a combined service of career guidance, individual counselling, training placement and, if necessary, financial support. This however does not mean that career counselling by the EAs focuses exclusively on placement in a dual vocational training programme, but rather that it provides neutral and open-ended counselling.

The EA's career orientation measures for pupils include a wide range of events at school, at the Career Information Centre (BIZ) and at training fairs, as well as support in the search for an internship, organising workshops and seminars on career choice topics or support in preparing application documents, and much more.

Individual face-to-face counselling usually takes place as a scheduled personal counselling session on the premises of the local EA, but it may also be conducted by telephone and increasingly also by video communication. In addition, the counsellors offer fixed office hours in schools and non-scheduled brief consultations in the BIZ.

If it proves necessary in the counselling process, the EA's specialist services (occupational psychology, medical service and technical advisory service) can be involved. They conduct psychological assessments and tests or prepare medical reports to clarify the cognitive, psychological and physical capacity and suitability for certain occupations and trainings. These specialist services are called in on the recommendation of the career counsellors, especially for certain target groups (e.g. people with disabilities and disadvantaged young people).

The counselling services offered by the EA are supplemented by financial support instruments for training seekers and trainees (e.g. through vocational preparation courses, introductory training, training-accompanying assistance, assisted training). Disadvantaged youths and young people with disabilities can undergo vocational training in extra-company establishments or in special vocational training centres (see Chapter 8).

A wide variety of print and online media on topics such as occupations, careers, training and study opportunities, as well as digital self-exploration tools (e.g. "Check-U" and "NewPlan", "planet-beruf" and "abi") and labour market information complement the FEA's range of services (Chart 2). They are available in the BIZ and on the Internet, and are also distributed to schools.

Cooperation between schools and the career guidance services of the FEA is governed by an official agreement between the FEA and the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder (KMK 2004/2017) and supplementary agreements at Federal State level. In alignment with teachers, career counsellors from the EA can participate in career education classes, hold office hours at schools, and supervise school classes visiting the BIZ.

In addition to cooperating with schools, the EA's vocational guidance services work closely with chambers of industry, commerce and crafts, employers associations, trade unions, educational institutions and other public institutions such as the youth and social welfare authorities, and non-profit organizations supporting special target groups.

Since 2013, joint contact points have been established at the local/regional level, so-called "Youth Employment Agencies" (Jugendberufsagentur), which serve to improve local networking and more effective cooperation between the EA and Jobcentres with the municipalities and youth welfare agencies as well as with schools and other stakeholders in the field of transition from school to work. The aim of the Youth Employment Agencies is to offer young people seeking advice a "one stop shop" where they can find services from the various guidance and counselling providers as well as financial support for vocational training "under a single roof". This is intended to achieve more comprehensive support and smoother social and vocational integration of young people (BA 2018; <https://servicestelle-jba.de>).

7. Career guidance and Counselling (CGC) in working life, continuing education, and advisory service for skills development

7.1 Career guidance and counselling in working life by the Federal Employment Agency (FEA)

In addition to job placement services and financial support for the unemployed and those threatened with unemployment, the local EAs are legally obliged to offer CGC (including advice for CET) as a free public service to all citizens regardless of age, education, living and working situation (SGB III, §§ 29–33, 38). As part of the

National Skills Strategy adopted by the Federal Government in 2019 (BMBF 2019a), the FEA's guidance mandate was strengthened and expanded, specified by the Skills Development Opportunities Act to include the entitlement of employees to CET guidance by the EA. The goal of this expanded counselling mandate is, among other things, to attract more people, especially the low-skilled, to participate in CET in order to meet the increasing skilled labour shortage, caused by demographic and structural changes and the digital transformation in the economy, and to maintain the individual employability of employees.

With the Lifelong Guidance Concept (LBB; see Chap. 5) and its differentiated range of orientation and counselling services, the FEA aims to support all people participating or wishing to participate in working life in their professional development and in realising their goals in a targeted and tailored manner. To this end, it provides a wide range of services, from career guidance events, individual counselling, potential analysis and skills assessment, to job application assistance and financial support for professional integration, including various online services for self-information about education, careers and the labour market, and digital tools for self-exploration ("Check U" and "NewPlan"; Chart 2).

Placement and counselling services for unemployed persons and job seekers are usually provided by placement officers working on the basis of the FEA's counselling concept. People with an extended need for guidance and counselling are advised by career counsellors who are specially qualified for the Lifelong Guidance Concept (LBB).

The Employment Agency is legally obliged to provide vocational guidance for registered jobseekers immediately after registration (SGB III § 38). On the basis of a strength/weakness analysis (profiling), the skills and competencies as well as the suitability for certain jobs or for an intended qualification are determined. The next steps and obligations of the unemployed person and the placement officer are specified in an integration agreement. If occupational integration requires further training or other measures, this is also documented in the integration agreement and must be implemented accordingly.

Unemployed persons as well as employees can obtain a voucher for further vocational training or retraining from the EA if this is necessary to improve their chances on the labour market (SGB III, § 81). Getting a voucher requires a consultation at the EA about the personal circumstances, motivation and suitability of the applicant

as well as the approval of the vocational goal being pursued. Since the EAs may not recommend a specific training provider or course, the holders of a voucher must choose an accredited provider and course themselves either through the FEA's nationwide database KURSNET or with the help of other CET databases or guidance providers (Charts 2, 4a and 4b).

Since 2005, the introduction of the Social Code II (merging of unemployment assistance and social assistance) into a basic benefit (Grundsicherung) for employable persons entitled to receive benefits has brought about fundamental legal changes for the vocational integration of long-term unemployed persons. This applies to all persons who have been unemployed for more than twelve months and receive basic benefits. In accordance with the principle of "support and demand", participation in vocational counselling is also mandatory for this group of people. Counselling and support for the long-term unemployed under Social Code II is provided by the Jobcentres, which are either run jointly by the local EA and the municipality or by the municipality itself.

Long-term unemployed people receive comprehensive support at the Jobcentres. This includes not only job placement and advice on career perspectives and training opportunities as well as the promotion of integration measures, but also a consideration of the individuals overall life situation, including their family situation. Unemployed young people under the age of 25 are supported in a separate organisational unit (Team U 25) or – if such a facility is available locally – in the Youth Employment Agency.

7.2 Educational guidance services provided by municipalities

A large part of the public guidance services for adults outside the EA are supported and organised by the municipalities or counties and are usually funded by the respective Federal State laws and their funding programmes (see also the overview of state programmes in: OECD 2021, pp. 84–85).

Most municipalities maintain adult education centres (Volkshochschulen), which offer both general education and vocational training. Their regular tasks include providing information and advice on their own courses as well as learning guidance for participants. Increasingly, many adult education centres also offer educational guidance and counselling independent of their own course offerings. These counselling services are usually provided by the lecturers in addition to their teaching

duties, but increasingly also by professionally trained, full-time educational counsellors.

However, more and more municipalities also maintain independent, neutral educational counselling centres, some of which are initiated and funded by the Federal Government or through state programmes and are open to everyone, regardless of age, life situation, age group, and employment status. The target groups for municipal educational counselling services include students, trainees, employed and unemployed people, people returning to work, and people with a migration background and refugee experience. It is also not uncommon for people belonging to the clientele of the Employment Agencies to ask for career guidance in municipal guidance centres, if they wish to get advice independent of legal or administrative restrictions and possible financial sanctions. The municipal guidance and counselling landscape is correspondingly diverse, heterogeneous and sometimes confusing (Ellwart 2019, pp. 41–48). With its programmes “Transfer Initiative Municipal Educational Management” and “Education Municipalities” (Bildungskommunen), the Federal Ministry of Education and Research (BMBF) supports coordination and networking in the municipal educational landscapes, including the activities for municipal educational guidance (see also chapter 7.6).

7.3 Advice from chambers, business associations and social partners

Chambers of commerce and industry, chambers of crafts and trades, social partners (trade unions and employers’ associations) and numerous other business associations and business training organisations also offer advice on vocational education and training. Some of their advisory services are also aimed at pupils, trainees and students, but they are primarily designed for employed or self-employed persons and for companies. However, there are no data on the scope and intensity of these advisory services. Face-to-face services are supplemented by various online services, such as regional or industry-specific databases on continuing education courses or online tools for self-assessment and skills assessment.

Supporting and controlling in-company apprenticeship training by providing information and advice is a statutory obligation of the chambers and other bodies responsible for vocational training (“training advice” according to the Vocational Training Act § 76/Handicraft Regulation Act § 41a). Training advisors at the chambers address not only the trainees, but also their parents or

legal guardians and vocational school teachers, companies, trainers, works councils and youth representatives. This usually involves the training itself, examinations, the training contract with the employer and regulations on youth employment protection. If they experience difficulties at vocational school or problems at work, trainees also get support from the chambers’ training advisor.

Employed persons can obtain advice from the chambers, in particular on questions of further vocational training or setting up a business (e.g. <https://wis.ihk.de/ihre-ihk/ihk-weiterbildungsberater.html> or www.karriereportal-handwerk.de). In addition, the chambers offer their member companies advice on skills development and recruitment (see Chapter 7.5).

Trade unions also offer their members and employees advice on job-related training. They support and advise their members, regardless of whether they are employed or unemployed. This is often done by works councils or shop stewards. A few years ago, shop stewards were trained as “training coaches” or “learning mentors” in pilot projects, but these models were not implemented across the board. Within the framework of the National Skills Strategy, the German Trade Union Confederation and some individual trade unions have now announced that they will train works councils and shop stewards as further training mentors in order to provide a low-threshold advisory service to encourage low skilled workers in particular to take part in continuing education (BMBF 2019a).

7.4 Private sector career development and coaching services, organisation consultancies

In addition to the public guidance provision and services provided by professional guidance associations and non-profit organisations, there have always been private-sector offerings from commercial education providers, freelance career counsellors or coaches, and corporate and organisational consulting firms. This private market has expanded rapidly since the abolition of the FEA’s career counselling and placement monopoly in 1998.

The services offered by the private sector are diverse and often highly specialised, and are aimed at groups of people with specific concerns and guidance needs – such as, for example, high school graduates in their choice of studies or training, counselling for persons unsure whether they are in the right programme of study or dropouts, start-ups, professional reorientation, and out- or new placement consulting for departing (older) managers, in-

tegration counselling for people with a (current) migration or refugee background. Occasionally, there are also professional counselling offers that are close to clinical-therapeutic areas of work, for example in the context of burnout prevention due to psychologically and physically stressful work situations. The boundaries between career counselling, coaching and psycho-social counselling and therapy or organisational consulting are often blurred, and many providers are active in several of these fields.

Generally, private-sector counselling services are fee-based for clients, unless they are provided on behalf of an employer or the local EA, which then pays for the costs. The price range for private counselling services is considerable.

Overall, the private market has been little regulated. If private-sector CGC services are funded by the public sector, quality testing is usually a prerequisite for contracting them. For labour market services funded under SGB III or SGB II, certification is required according to the “Accreditation and Licensing Ordinance for Labour Market Services” (AZAV; § 184 SGB III). Beyond that, there are no legal regulations for private CGC with the exception of § 288a SGB III, according to which the local EA is authorised to “prohibit career counsellors from carrying out this activity in whole or in part, if this is necessary for the protection of those seeking advice”.

Freelance counsellors and private career professionals are mostly organised in professional associations (Chart 6) and usually follow their, sometimes quite demanding, licensing requirements and quality standards (see Chapter 10 and 11). There is no reliable data on the size of this private market, with the exception of membership figures published by some associations.

7.5 Skills development advisory service for companies

Skills development advisory services support companies in determining the skills and qualification needs of their employees as well as in developing and implementing appropriate further education and training programmes. It focuses particularly on small and medium-sized enterprises (SMEs). They often lack the resources to assess the competency development needs of their workforce in the course of their company’s development (e.g. through innovations, digitalisation, demographic change, and the demand for skilled labour) and to develop a tailored human resource development and skills strategy. The aim is to make companies fit for the systematic and future-oriented management of their corporate learning

processes and to make them aware of the necessity of lifelong learning, motivating them to invest more than before in the qualification of their workforce.

Skills development advisory service is mostly offered by business associations, chambers of commerce and industry, chambers of handicrafts, associations of social partners, universities and a large number of private and semi-private consultancies. The Federal Government and some state governments support various programmes and activities in this area. The OECD report on continuing education in Germany (OECD 2021, p. 90 ff) contains an overview of current support programmes and activities.

The FEA also offers a comprehensive skills development advisory service free of charge. Providing advice to employers and companies on issues such as recruitment and training is one of the EA’s statutory tasks (labour market advice, SGB III § 34). In order to be able to provide competent qualification advice, employees in the FEA’s Employer Service have been specially trained for this task.

7.6 Federal and state programmes to promote educational and career guidance

As part of the strategy for lifelong learning, the Federal and the State Governments support various initiatives and projects for (further) educational guidance with a large number of temporary programmes. Many of these programmes are aimed at supporting socially disadvantaged groups with special counselling and assistance needs (see chapter 8).

Federal programmes

In the context of the programmes “Learning Regions – Promoting Networks” (2001–2007) and “Learning on Site” (2009–2014), the Federal Ministry of Education and Research (BMBF) promoted the expansion and professionalisation of educational and continuing education guidance in the municipalities. The follow-up programmes “Transfer Initiative for Municipal Education Management” and the current ESF (European Social fund) programme “Education Municipalities” do not focus specifically on educational guidance, but rather on efficient coordination and management of educational opportunities in the municipalities. The BMBF programme “Education Money” (Bildungsprämie), which provided funding for continuing education for employees – regardless of their company – also expired in 2022. One component of this programme was mandatory counselling.

With the establishment of the “Infotelefon Weiterbildungsberatung” (CET Hotline), the BMBF offers free personal guidance by telephone, combined with the possibility of searching for the required information on the Internet together with the guidance person (“co-browsing”). Telephone guidance is provided by qualified counsellors who are employed by one of the institutions cooperating in the programme. If necessary, those seeking advice can also be referred to a local counselling service, where they can make an appointment for a personal counselling session. A knowledge database is integrated into the programme, where those seeking advice can search for information on their own.

As part of the National Skills Strategy, the German Federal Government and its partners agreed in 2019 to expand and intensify CET guidance, focusing increasingly on digital advising formats and platforms. These are currently (2022) still under development (BMAS 2021).

Programmes of the Federal States

Beyond the federal programmes and the CGC services of the FEA, almost all Länder offer CET guidance and counselling. In most cases these include guidance sessions via e-mail, telephone, chat or video call, and – less often – face-to-face counselling. Most of the Länder offer telephone advice on continuing education opportunities and a continuing education database where those seeking advice can find out about courses on offer. In terms of the number of guidance offers, on-site counselling is best developed in North Rhine-Westphalia, Hessen, Baden-Württemberg and Lower Saxony, as well as in Berlin. With regard to special target groups, some federal states have specific counselling services for women or for refugees (OECD 2021, pp. 84–85).

8. Educational and vocational guidance for people with special needs for guidance and support

8.1 Educational and vocational guidance for persons with disabilities

Germany has committed itself to actively supporting the UN Convention on the Rights of Persons with Disabilities through appropriate measures.

Lifelong, inclusive educational and vocational guidance is crucial for ensuring these rights. In Germany, guidance and counselling services are usually integrated in the various rehabilitation facilities.

Article 27 of the UN Convention on the rights of persons with disabilities includes obligations to:

- enable persons with disabilities to have effective access to general technical and vocational guidance programmes, placement services and vocational and continuing training;
- promote employment opportunities and career advancement for persons with disabilities in the labour market, as well as assistance in finding, obtaining, maintaining and returning to employment.

United Nations, 2006

Career Guidance and Counselling (CGC) in special schools

Such services for students with disabilities are usually the responsibility of the special schools and/or the school psychological service. Career education and preparation for the world of work are often handled within the framework of practical lessons or company internships. Teachers in special schools cooperate with the rehabilitation counsellors of the EA.

Vocational training

Young people with disabilities often receive their vocational training within the framework of the dual system in companies and vocational schools with additional support according to their individual needs. If the nature and severity of the disability make it necessary, they complete their training in a special vocational training centre or a similar specialised institution with the required individual support from socio-pedagogic, psychological and medical services and from EA counsellors.

Rehabilitation teams of the EA

Specially trained rehabilitation counsellors advise young people and adults with disabilities. They offer vocational orientation, individual vocational counselling and placement into apprenticeship training places or in specialised training centres for young people and adults with disabilities. The rehabilitation teams also offer their services within special schools and vocational rehabilitation institutions.

Advisory service for students with disabilities and chronic illnesses

Universities and colleges in Germany are required by law to appoint a representative for the needs of students with disabilities or chronic illnesses. For individual counselling on all study-related and social issues, at almost all universities there is an “Information and Counselling Centre for Studies and Disabilities (IBS)” (), which was established nationwide in 1982 at the German Student’s Association (Studentenwerk), where students and prospective students with disabilities and chronic illnesses receive individual guidance and counselling (www.studentenwerke.de/behinderung).

Health, pension and accident insurances

These organisations offer individual advice and counselling for their respective insured persons in their capacity as service providers for occupational rehabilitation.

Integration Authorities/Integration Specialist Services

On behalf of the integration authorities and other agencies responsible for vocational rehabilitation, including the EA, the Integration Specialist Services offer CGC for people with disabilities (SGB IX, § 185). This service is, in particular, responsible for recognised severely disabled persons who require personnel-intensive support, as well as for their employers. In addition to information, counselling and placement service, competence assessment is one of the main tasks of the Integration Specialist Services, which cooperate with all partners in the process of vocational rehabilitation (e.g. rehabilitation providers, employment agencies, employers, chambers). Since 2022, the integration services have also been acting as a “single contact point for employers”, providing advice and support on all issues relating to the employment of persons with disabilities (§ 185a and §193 SGB IX).

Supplementary independent participation guidance and counselling (Ergänzende unabhängige Teilhabeberatung – EUTB)

EUTB was introduced in 2016 in order to guarantee independent advice for people with disabilities, even before they enter a specific rehabilitation measure and claim financial benefits (§ 32 SGB IX; <https://www.teilhabeberatung.de/>). The goal is to “strengthen the self-determination of people with disabilities and people at risk of disability.” It is supposed to be a “low-threshold offer” that is “already available in the run-up to the application for specific services.” The counselling is carried out by

accredited service providers according to uniform quality standards and is supported and monitored by an independent specialist agency. The concept of the EUTB also relies on the instruments of outreach counselling and peer counselling.

8.2 Educational and vocational guidance for disadvantaged young people

Disadvantaged young people, school leavers without a graduation certificate and young people from difficult social backgrounds or with family problems usually have great difficulties in entering training and employment. They often lack not only the necessary knowledge, skills and motivation, but also the social skills needed to meet the requirements of an apprenticeship or job. For their social and vocational integration, they therefore usually require intensive educational and vocational counselling as well as socio-pedagogical support.

A number of federal, state and municipal programmes, as well as numerous initiatives and projects run by non-profit organisations, address these special needs. The aim of these measures is to strengthen young people’s motivation and willingness to learn, as well as their social skills and self-esteem. The youngsters should learn to take responsibility and set their own goals. The measures usually follow a holistic approach and include all areas of the young people’s lives. In addition to assessing their skills, competencies and interests (potential analysis), the young people can try out different occupational fields and develop career prospects for themselves. The persons carrying out these programmes or projects are mainly social pedagogues or social workers and teachers who are supported by career counsellors from the EA.

The measures offered range from support during the last two years of school and youth social work to various forms of vocational preparation and continuous support during vocational training. Chart 3 provides an overview of the most important measures and programmes at the federal level in this so-called “transition area” between school and work.

8.3 Educational and vocational guidance for people with a migration background

In 2020, 21.9 million people with a migration background lived in Germany. This was approximately 27% of the total population; of these, about 13% held a foreign passport and 14% had German citizenship (Statistisches Bundesamt 2020). A total of 13.6 million people

had personal immigration and/or refugee experience. Of migrants with foreign passports, around 85% had a personal experience of migration or flight.

In principle, it can be assumed that people with a migration background, especially those with a personal migration or flight history, require specially targeted CGC. Many of them have only a limited knowledge of the German language, and their family, school and vocational socialisation experiences are extremely heterogeneous. Particularly people with recent flight experience have no or incomplete schooling or vocational training and also have had traumatising life experiences. Previous professional experience and certificates from their home countries are often not legally recognised in Germany and can therefore not be utilised in their further professional career in Germany.

People with a migration background therefore need information not only about the German labour market and education system, about training and study opportunities and the possibilities for recognition of their qualifications acquired abroad, but also about numerous other issues related to living in Germany, e.g. housing, childcare, social services, etc. Given the increased number of refugees and asylum seekers since 2015, the need for timely local guidance services has grown. In general, people with a migrant background have access to all the CGC services already described. In addition, special services have been established to reflect their cultural background and meet their special information and language needs.

Chart 3: Selected federal programmes supporting the vocational integration of disadvantaged youths

Programme/Scheme	Target group	Goals and content of programme	Responsible Department, Institution responsible for implementation
Berufseinstiegsbegleitung (individual guidance and support by special career entry guides)	Pupils with poor school performance and unfavourable starting opportunities (grade 7+)	Achievement of school-leaving certificate; assistance for training application; Support up to 6 months after the start of training	Joint Funding: FEA and Federal States; Implementation: Schools; private providers
▪ Berufsvorbereitende Bildungsmaßnahmen (BVB) (out of school one-year vocational preparation courses) ▪ Einstiegsqualifizierung (in einem Betrieb, bis zu 1 Jahr)	Youths not yet ready for training or work, young people without apprenticeship training place	Vocational orientation; Testing different occupational fields; Achievement of school-leaving certificate; Getting work experience	Funding: FEA; Implementation: ▪ Private providers, ▪ Non-profit organisations, ▪ Private enterprises
Schulisches Berufsvorbereitungsjahr (introductory training in an enterprise, up to 1 year)	Youths not yet ready for training or work, young people without apprenticeship training place	Achievement of school-leaving certificate; Completion of compulsory school education	Funding: Federal States; Implementation: Vocational schools
Support measures during vocational training: ▪ ausbildungsbegleitende Hilfen (training support measures) ▪ assisted training ▪ extra-company voc. training	Youths who need special support during apprenticeship training	Assistance for completing vocational training	Funding: FEA; Implementation: ▪ Private enterprises and private providers
“Education Chains” Linking/coordinating the various measures taken by the Federal Government, the FEA and the Federal States in the transition from school to work and during vocational training	Pupils with poor school performance and unfavourable starting opportunities (from grade 7 on), young people without apprenticeship training place	Potential analysis; Vocational orientation; Achievement of school-leaving certificate; Psychosocial support; Application support, Assistance in search of training place; Stabilising the training process	Cooperation agreement between FEA, the Federal Ministries of Education and Labour and the Federal States to better connect their support measures in the transition from school to work
Programme “Make young people strong” supports municipal projects for young people on their way to working life	Supports young people in their integration into education and training, work and society.	Strengthening young people’s self-reliance: young people are to be activated and strengthened in their competences and personality.	Funding: Federal Ministry of Family, Seniors, Women and Youth (BMFSFJ); Implementation: Municipalities and private providers

Youth Migration Services

Youth migration services support young migrants under the age of 27 in their integration into education and work in order to promote their chances for participation in all areas of political, professional, cultural and social life. Therefore, youth migration services work with a comprehensive case management approach. Based on the interests, competencies and needs of young people, counsellors design an action plan together with the young people. It proves very helpful that the social workers and educators who work in the more than 400 service centres nationwide often have an immigrant background themselves and sometimes also speak the young people's native language. The youth migration services cooperate with other local services (youth welfare office, schools, EA), to which they refer the young people if necessary (<https://www.jugendmigrationsdienste.de/>).

IQ Network (“Integration through Qualification”)

In addition, a large number of projects and non-profit organisations at the local, state and federal levels address the special guidance and counselling needs of young people and adults with a migration background. In the nationwide network “Integration through Qualification”, around 400 sub-projects work together with labour market policy actors such as regional Job centres, EA, qualification recognition offices and chambers of industry, trades and crafts. The network aims to improve the professional situation of migrants through counselling, further training, skills assessment and business-start-up support (<https://www.netzwerk-iq.de/>).

Guidance in the context of the “Recognition Act” for degrees acquired abroad

In the context of the “Act to Improve the Determination and Recognition of Vocational Qualifications Acquired Abroad,” which came into force in April 2012, the IQ networks of the Länder took on the task of acting as contact and information points to advise people who want to have their qualifications acquired abroad recognised. More than 70 permanent and 100 mobile IQ guidance centres support those seeking advice on their way into and through the recognition process and, if necessary, provide information on suitable adaptation qualifications or compensatory measures (<https://www.netzwerk-iq.de/foerderprogramm-iq/programmuebersicht>).

A multilingual information platform on the Internet (<http://www.anerkennung-in-deutschland.de>) and a telephone hotline of the Federal Office for Migration

and Refugees (BAMF) supplement the services offered. These provide information on the recognition procedure and refer people to further counselling options.

9 Digital career services – information, guidance, and counselling via the Internet

With the progression of ICT, ongoing digitisation in all areas of society and changing user behaviour regarding new media, the importance of the Internet for the provision of CGC in the field of education, career and employment has increased significantly in recent years. Accordingly, the number of related offerings has increased and the coronavirus pandemic of 2020 to 2022 has reinforced this development, as face-to-face consultations were not possible over long distances. However, as yet there is no reliable nationwide data on the increase in digital CGC services.

According to the Adult Education Survey 2018, the vast majority of counselling on continuing education issues in Germany took place as face-to-face interaction. About one-fifth of respondents also used digital advising via email, chat, interactive tools, or direct online counselling even before the coronavirus pandemic (BMBF 2019b, p. 69).

Nevertheless, it can be assumed that in the wake of the coronavirus pandemic, there has been a significant push for innovation in the direction of digitalisation in CGC. These changes, which are not only pandemic-related, also represent a major challenge for providers and counsellors. Research by the *nfb* and the *dvb* on the impact of the pandemic on the range of counselling services and on counsellors has shown that many institutions have made great efforts to at least partially compensate for the loss of face-to-face interaction by offering digital services. On the other hand, however, it also became apparent that the digital infrastructure and technical support in many institutions are inadequate, that scientifically-based digital counselling concepts are lacking, that options for digital counselling settings must first be developed and that counsellors need to be qualified for these new counselling formats (*nfb* 2021; Blaich et al. 2021). The guidance monitor for 2019 and 2020 of the CGC centres funded by the Senate of Berlin shows a significant increase in telephone and online formats, which experts believe is due to the temporary lockdown during the pandemic (Senatsverwaltung Berlin 2021, p. 8–9).

The digital CGC services are dominated by Internet platforms that use interactive search strategies to guide advice seekers as precisely as possible to the information or guidance services they need, according to their particular concerns. These include the “German Education Server” (Deutscher Bildungsserver) and the “InfoWeb Continuing Education” (InfoWeb Weiterbildung), as well as the BMBF’s CET Hotline (“Der Weiterbildungsratgeber”), which, in addition to telephone service, also offers co-browsing by advisors and advice seekers. (Chart 4a).

The FEA is now also increasingly offering its services online, including Lifelong Career Guidance (LBB; BA 2021, p. 5). In the wake of the pandemic, the FEA officially introduced video communication, initially in career counselling services for young people and in rehabilitation counselling, and a year later in the other service areas as well. According to the FEA, feedback from cus-

tomers and employees showed broad acceptance and an increase in the number of online conversations. Between October 2020 and March 2022, more than 150,000 video conversations were registered (BA 2022).

Nearly all Länder maintain Internet portals that support the search for education and training opportunities and often also offer telephone or online counselling via e-mail, chat, or video communication and support the search for local guidance centres. (See section 7.6 and Chart 4b). However, no data are available on the frequency of use.

In addition to the services offered by public providers, there are a large number of privately financed Internet portals for educational and career guidance and counselling with links to online services that cannot be listed here.

Chart 4a: Selected Nationwide Internet Platforms for CGC (excluding FEA)

Deutscher Bildungsserver	https://www.eduserver.de/	Information and data basis of the German educational system and career guidance provision
InfoWebWeiterbildung	https://www.iwwb.de/	Search engine for further education courses and local career guidance provision
“Der Weiterbildungsratgeber” Info-Telefon Weiterbildungs- beratung	https://www.der-weiterbildungsratgeber.de/	“Further education guide” : CET-Hotline, a telephone guide with the option of “co-surfing” with the advisor
Hochschulkompass	https://www.hochschulkompass.de/en/study-in-germany.html	“Higher Education Compass” : data basis for study programmes and courses, student advisory services and career services in HE Institutions
Recognition of professional qualifications acquired abroad	https://www.anerkennung-in-deutschland.de/html/en/index.php	Information on recognition procedures in several languages; access to personal & telephone counselling

Chart 4b: Internet Platforms for CGC in selected Federal States (excluding FEA)

<i>Baden-Württemberg:</i> State Network Continuing Educational Guidance and Counselling	www.inwbb.de/	Telephone and Online Guidance (Video-Call, Chat) for CET
<i>Berlin:</i> Berlin counselling on education and career	https://beratung-bildung-beruf.berlin/en/home/	Guidance and counselling – face-to-face, by telephone, video, chat or email
<i>Bremen:</i> “Weiter mit Bildung und Beratung” (continue with education and counselling)	www.bremen.de/wirtschaft/	Counselling for further education and training, Catching up on vocational qualifications, recognition procedures
<i>Mecklenburg-Vorpommern:</i> Weiterbildungs-Information Beratung. (CET info & guidance)	https://www.weiterbildung-mv.de/weiterbildungsberatung.php	Hotline and Chat-Guidance for CET Data basis for CET courses
<i>North Rhine-Westphalia:</i> Guidance & counselling for continuing education and training	www.weiterbildungsberatung.nrw	Data basis for CET courses, online-counselling, search machine for local guidance providers

Part III

Quality development and professionalisation

10. Quality, quality standards and quality assurance

10.1 The (Re)Discovery of quality in guidance by politics

CGC is an inadequately regulated and not highly professionalised field of occupational activity in Germany. The vocational guidance monopoly of the former Federal Employment Service (BA), which was anchored in law by the 1969 Employment Promotion Act (AFG) until 1998, has hindered a uniform, nationwide regulation of this field outside the FEA, since responsibility for the educational sector lies with the 16 Länder. After the abolition of the vocational guidance and placement monopoly, a broad market of commercial, non-profit and other public guidance services outside the FEA emerged, which is still largely unregulated by law.

The pivotal importance of sustainable quality assurance mechanisms in CGC and correspondingly high-level qualification and training of the guidance staff for the implementation of a lifelong learning strategy has meanwhile been recognised by politics. As early as 2008, the Federal Government's "Concept for Lifelong Learning" therefore pointed out the importance of transparency and coherence, low-threshold access and quality service in guidance, as well as the appropriate qualification of guidance practitioners (BMBF 2008). Accordingly, the Ministry funded a series of corresponding research and development projects including the Ramboll Study (2007) and the development of the BeQu-Concept (*nfb*/Forschungsgruppe Beratungsqualität 2014).

With the introduction of the new guidance concept in the FEA and its concept of Lifelong Career Guidance (LBB), as well as the adoption of the National Skills Strategy and the Skills Development Opportunities Act (2019), numerous efforts have been made in recent years to improve the quality of career guidance services in the publicly funded guidance sector and to promote the qualification and competency development of career guidance practitioners

Parallel to these developments at the federal level, the Länder and local authorities as well as numerous professional associations and private providers have also invested in the quality of guidance and developed and implemented their own strategies and concepts for professionalisation and quality development. As a result, the guidance landscape in Germany has become quite heterogeneous with a large number of different quality concepts, quality standards and quality assurance systems (QA), which may be confusing for those seeking good guidance service.

10.2 Quality concepts, quality assurance and quality labels

Most of the widespread QA systems, such as ISO 9000, EFQM or TQM, are not applicable to counselling as an interactive, social and communicative service, because they do not reflect the specifics of the counselling situation. This refers, among other things, to the fact that the counselee is a co-producer of the quality of the counselling process and the counselling result, or to the fact that the counselling result can usually only be monitored after a longer period of time and cannot always be measured precisely.

In order to establish a quality framework that is uniform across all institutions and educational and employment sectors and that is shared by all those involved in the field of career guidance, the German National Guidance Forum (*nfb*), with financial support from the BMBF, has organised an "open process of coordination" with all actors and stakeholders in this field of action to develop an integrated quality concept – the "BeQu Concept" (*nfb*/Forschungsgruppe Beratungsqualität 2014). The BeQu Concept consists of a canon of 19 quality standards, a competence profile for counsellors and a quality development framework (QER) for service providers, as well as a quality seal ("BeQu Label"). Despite being highly approved of by practitioners and stakeholders, a broader implementation of this concept failed due to federal structures and fragmented responsibilities. As a result, a number of individual guidance institutions have introduced the concept on a voluntary basis (e.g. the Landesnetzwerk Weiterbildungsberatung Baden-Württemberg LN WBB).

In the German educational sector, the "Learner-oriented quality testing in education, further education and training (LQW)" system, developed by the company ArtSet is frequently used for quality certification of educational institutions. Specialised for guidance and counselling providers, the "Customer-oriented quality testing

for counselling organisations (KQB)“ has been established. These quality assurance systems are also recognised by the licensing procedure of the FEA according to § 184 SGB III (“Akkreditierungs- und Zulassungsverordnung Arbeitsförderung – AZAV”) for the accreditation of external providers of labour market services.

In some Federal States, certification of the service provider is a prerequisite for receiving state subsidies. For this purpose, some states have created their own quality concepts and QA systems (e.g. Hessen, Berlin, Lower Saxony, Baden-Württemberg).

All of the above-mentioned procedures are quality certifications for organisations that offer counselling services, but not for individual counsellors – with the exception of Hessen. There, individual counsellors can also be certified according to the quality seal “Certified Counsellor”. Quality certifications for counselling professionals, on the other hand, are more often offered by professional associations and are usually a prerequisite for membership in the respective association. In most cases, these are associations from the fields of psychosocial guidance and counselling, coaching or organisational consulting. Their requirements are sometimes very demanding, but the scope is usually limited to the association, their members and field of activity.

Chart 5 gives an overview of selected quality concepts and certifications in the field of CGC and Chart 6 shows a selection of professional associations in the field.

Quality concepts for guidance and counselling institutions that are not sector-, association- or Länder-specific include the quality standards of the German Association for Educational and Vocational Guidance (dvb 2012) and the above-mentioned BeQu Concept of the *nfb*. Both concepts do not include certification in a strict sense, but rather a self-commitment of the provider institutions or guidance practitioners that they will work according to these quality standards.

10.3 Quality characteristics and quality standards

Social Code I, III and XII define some basic principles and quality requirements for CGC that apply to the services of FEA and other public services. Accordingly, the following principles have to be considered in the guidance process, among others:

- the interests, aptitude, and capability, vocational skills and performance, of the person seeking advice,

- his/her social environment and
- the current and expected employment opportunities.
- The manner and extent of guidance and counselling should be based on the needs of the person seeking advice, and should be
- gender-sensitive.

The principles also include

- confidentiality and impartiality towards those seeking advice, and
- respect for the right to individual self-determination.

With regard to the individual quality characteristics (or quality criteria), the various quality concepts and quality standards resemble each other, even if the categorisation and terminology may vary. In general, the quality characteristics refer to

- personal,
- process-oriented and
- organisational aspects of the counselling process and its
- institutional involvement, as well as to the
- underlying ethical principles and societal goals.

11. Professionalisation and professionalism

Professionalisation refers to the process of institutionalisation, codification and professional appearance (Verberuflichung) of a socially-relevant field of activity with a scientifically-based body of knowledge and regulated access requirements for members of the profession. According to expert opinion, the CGC profession in Germany can only partially be described as a professionalised field of activity (cf. Schiersmann, C. 2021, p. 118 ff).

So far, there is no legally protected professional designation for this field of activity. The degree of institutionalisation is – with the exception of CGC service by the FEA – weak and highly fragmented due to the very heterogeneous CGC landscape. A number of professional

Chart 5: Selected Quality Concepts, Certification Systems and Quality Labels in the field of CGC in Germany

Nationwide Quality Concepts/ Certification Systems and Quality Labels	Links	State specific Quality Concepts, Certification Systems and Quality Labels (selection)	Links	Selected association specific Quality Concepts, Certification Systems and Quality Labels	Links
<p>FEA: The “Accreditation and Licensing Ordinance for Labour Market Services (AZAV)” according to § 184 SGB III regulates the funding of external labour market services (including CGC)</p>	<p>https://www.bmas.de/DE/Arbeit/Arbeitsfoerderung/akkreditierung.html</p>	<p>Baden-Württemberg: State Network for Guidance in Continuing Education (LN WBB): The quality of guidance is based on the quality standards and the competence profile of the nfb-BeQu Concept. Commitment to this concept is mandatory for state funding of guidance provision</p>	<p>https://www.lnwbb.de/ https://www.lnwbb.de/ueber-uns</p>	<p>Deutsche Gesellschaft für Beratung (German Association for Counselling): “Essentials of Continuing Education in Guidance/Counselling” (DGfB 2010) defines content, scope/duration/access requirements for the recognition of training providers and members.</p>	<p>https://www.dachverband-beratung.de/dokumente/DGfB_Weiterbildungsstandards_2010-03.pdf</p>
<p>ArtSet Research Training Consulting Ltd.:</p> <ul style="list-style-type: none"> ▪ “Learner- and Customer-Oriented Quality Development” ▪ LQW Learner-oriented Quality Testing in education and training ▪ KQB Customer-oriented Quality Testing for guidance provider institutions 	<p>https://www.qualitaetsportal.de/lernerorientierte-qualitaetstestierung-in-der-aus-fort-und-weiterbildung/ https://www.qualitaetsportal.de/kundenorientierte-qualitaetstestierung-fuer-beratungsorganisationen/</p>	<p>Berlin:</p> <ul style="list-style-type: none"> ▪ Quality Frame Berlin-Modell (QBM) ▪ the “QBM – Quality Label Educational Guidance and Counselling” is a prerequisite for state funding of the provider institution <p>Niedersachsen (Lower Saxony) The Niedersachsen-Quality Concept Educational Guidance (NQB), is based on the Berlin QBM (s. above)</p>	<p>https://www.kos-qualitaet.de/publikationen/der-qualitaetsrahmen-berliner-modell-qbm/ http://www.bildungsberatung-nds.de/</p>	<p>German Association for Supervision and Coaching (DGSv):</p> <ul style="list-style-type: none"> ▪ Requirements and quality standards for membership in the association ▪ Procedure for the recognition/certification of continuing education courses 	<p>https://www.dgsv.de/wp-content/uploads/2021/03/DGSv_Standards-2021.pdf https://www.dgsv.de/en/quality/</p>
<p>German Association for Educational and Vocational Guidance (dvb): dvb-Quality Standards des for</p> <ul style="list-style-type: none"> ▪ Career Guidance (2012); ▪ Career orientation (2009) 	<p>https://dvb-fachverband.de/wp-content/uploads/2020/07/2012_10_Quali-Standards_Beratung.pdf; https://dvb-fachverband.de/wp-content/uploads/2020/07/Quali-Standards_Orientierung_2009.pdf</p>	<p>Hessen: 2 Quality Labels:</p> <ul style="list-style-type: none"> ▪ Certified institution for educational guidance ▪ Certified counsellor <p>Zertifizierung ist Voraussetzung für Förderung der Einrichtung durch die Landesregierung</p>	<p>https://weiterbildunghessen.de/</p>	<p>German Association for Career Consulting (DGfK): Has defined quality standards and ethical foundations for the members of the association</p>	<p>https://www.dgfk.org/ethische-grundlagen.html</p>
<p>National Guidance Forum in Education, Career and Employment (nfb): The “BeQu-Concept” and the “Be-Qu-Label” imply Quality Standards, a Competence Profile, a Quality Development Framework (QER)</p>	<p>https://www.forum-beratung.de/beratungsqualitaet/das-bequ-konzept/</p>	<p>Schleswig-Holstein: Certification is a prerequisite for state funding of the guidance provider institution</p>	<p>https://weiterbilden-sh.de/beratungsqualitaet/</p>	<p>Association of German Student Advisors and Counsellors (GIBeT): A “Further Training Curriculum” defines the minimum training requirements for obtaining the “Advanced Training Certificate”</p>	<p>https://gibet.org/fortbildungszertifikat/</p>

and specialist associations are striving for further professionalisation and regulation of access requirements as well as for the development of a recognised qualification framework that would enable a classification in the German or European Qualifications Framework (DQR/EQF).

The present education and training situation of career counsellors reflects the state of professionalisation. Although the majority of counsellors working in the CGC sector have a university degree, this is not mandatory.

The FEA runs its own University of Applied Labour Studies (Hochschule der Bundesagentur für Arbeit, HdBA), where career counsellors complete a three-year dual bachelor's degree program (<http://www.hdba.de/start>). But there are also various other internal access routes as well as external recruiting to the job without prior qualification in CGC. This is also the case for municipal career guidance centres or adult education centres, where no compulsory regulations for the qualification of counsellors exist.

In the area of HE student advisory services, quality standards and the educational requirements for student advisors are also inconsistently regulated. In its recommendation on "Advising in the Student Life Cycle", adopted on 16/11/2021, the German Rectors' Conference (Hochschulrektorenkonferenz) merely refers to the fact that the advising services offered by the universities are integrated into the respective internal quality management of the university and are aligned with its quality standards. On the question of access requirements and vocational training of practitioners, the recommendations merely state: "The general academic advising is carried out by qualified academic advisors." (HRK 2021).

The "Association of German Student Advisors and Counsellors" (Gesellschaft für Information, Beratung und Therapie an Hochschulen, GIBeT) has developed an "advanced training curriculum" and a corresponding "advanced training certificate" for the field of student advisory services with the aim of "securing and further developing the profession of CGC at universities through qualification and certification". The training curriculum contains a canon of training courses accredited by GIBeT. The "advanced training certificate" is awarded after the accredited courses are completed (<https://gibet.org>).

In recent years, there has been an increase in the number of university programmes for counselling, often in combination with related fields of activity such as social work, organisational consulting, coaching, and supervision. Most of these programmes are part-time continuing

education or master's degree programmes. The website of the German Association for Educational and Vocational Guidance (dvb) contains a list of currently (2022) available courses of study as well information on the large number of non-academic training and continuing education programmes in the field of guidance and counselling, without claiming to be complete (<https://dvb-fachverband.de/bildungsangebote/studiengaenge/>).

One example of a very successful and widespread part-time modular programme for training educational counsellors is the programme "Bildungsberatung und Kompetenzentwicklung" (Educational Counseling & Competency Development), which has been in existence since 2008. The programme is run by six cooperating Regional Qualification Centres (RQZ-Verbund). After successful completion of the five modules, the "Certificate in Educational Guidance and Competency Development" is awarded (<https://www.bildungsberatung-verbund.de/>).

Another widely used part-time course addresses career counsellors who use the so-called "Profile Passport", which is a portfolio tool for documenting education- and career-related competencies (<https://www.profilpass.de/fuer-beratende/>).

In 2010, the German Association for Counselling (Deutsche Gesellschaft für Beratung, DGfB) published a recommendation ("Essentials for further education and training in guidance and counselling") on requirements and minimum standards of further training, supervision and practical experience needed to qualify for a career in guidance. The document serves as a guide for professional associations and providers of guidance services as well as for guidance practitioners (DGfB 2010).

Within the framework of the "BeQu Concept", the German National Guidance Forum (*nfb*) and the Research Group on Quality in Counselling at the University of Heidelberg have developed a competence profile for counsellors and instruments for assessing practitioner competencies in this area. (Schiersmann, C. et al. 2017).

Part IV

European and international cooperation

12. European institutions and networks

As a founding member of the European Union, Germany has a long tradition of cooperation in the field of lifelong guidance. Cooperation extends to EU Council resolutions on lifelong guidance policy as well as to participation in various European networks and numerous collaboration projects in the context of EU Lifelong Learning programmes (e.g. PETRA, Leonardo da Vinci, Erasmus).

Euroguidance and EURES Network

For many years, the Federal Employment Agency (FEA) has been cooperating with other agencies throughout Europe to improve mobility on the common education and labour market. Therefore, the FEA is a member of the two European networks Euroguidance and EURES.

Euroguidance is the European network for career counsellors, with information and guidance centres in more than 30 European countries. The central task of Euroguidance is to promote the competencies of career counsellors. In particular, it aims to raise awareness of the value of international educational mobility and to support the development of a European dimension in lifelong guidance (<https://www.euroguidance.eu>).

EURES is the European network for the promotion of professional mobility. EURES provides advice to individuals seeking to work abroad in the EU and to companies seeking to recruit European professionals. EURES supports the fundamental right to free movement of labour in the European Union (<https://www.ec.europa.eu/eures>).

The work of the two networks is supported by the guidance specialists of the International and Specialized Services (ZAV), which handles the FEA's international counselling and placement business. The ZAV offers counselling and placement services for study, work, training and continuing education abroad in order to promote transnational mobility and the acquisition of international experience. The service is not only for Germans wishing to study or work abroad, but also for people from other countries who are looking for work and study opportunities in Germany (<https://www.zav.de>).

ELGPN – European Network for a policy of lifelong guidance

German experts were already involved in the EU Commission's Expert Group on Lifelong Guidance (2002–2007) and contributed to the preparation of the two EU Council Resolutions on Lifelong Guidance (EU 2004; EU 2008). Subsequently, Germany supported the establishment of the European Lifelong Guidance Policy Network (ELGPN) and, as an active member, contributed significantly to the ELGPN-Tools and Recommendations developed in the network during its term (2007–2015). The aim of ELGPN's work is supporting the EU Commission and the member states in developing and implementing programmes and systems for a lifelong guidance policy (<http://www.elgpn.eu/publications>). In cooperation with ELGPN, the *nfb* hosted a seminar on the effectiveness of career guidance and counselling, where the current state of research in Germany in this field was compiled and discussed (*nfb*/Schober, K., Langner, J. 2017).

Cedefop – CareersNet

After the expiration of EU funding for ELGPN, the work on issues of lifelong guidance has been partially continued by Cedefop (European Centre for the Development of Vocational Training) and its network CareersNet. German experts are also involved in the network, which compiles country reports on the current development of career guidance in the member states and on current topics, such as the effects of the coronavirus pandemic on guidance or the digitalisation in guidance (<https://www.cedefop.europa.eu/en/networks/careersnet>).

NICE Foundation – Network for Innovation in Career Guidance and Counselling in Europe

NICE is an open network of higher education institutions and individuals involved in the academic training of career guidance practitioners. The network includes more than 250 individuals from more than 40 countries, most of whom represent a total of more than 50 training programmes for guidance practitioners across Europe. The founders of NICE also include representatives of German universities, the National Guidance Forum (*nfb*) and other experts in educational and career guidance in Germany. Within the framework of NICE, a handbook for the academic qualification of counsellors and a handbook on competence standards for counsellors have been developed. NICE also organises conferences ("NICE Academy") every few years. (<https://www.nice-network.eu/About-Us/>).

13. International organisations and associations

OECD – Organisation for Economic Co-operation and Development

The OECD has always been a profound expert in the field of educational and vocational guidance and career development. With the international comparative study “Career Guidance and Public Policy – Bridging the Gap” (OECD 2004), in which Germany actively participated, it has raised worldwide awareness of the individual, social and economic importance of quality guidance and has given important impulses for the establishment and further development of guidance systems and for a policy of lifelong educational and career guidance in many countries around the world. Within the framework of the German National Skills Strategy, the OECD conducted a study on the situation of CET and CET guidance in Germany. Recommendations of this study have been included in the National Skills Strategy’s “Implementation Report” by the Federal Government (OECD 2021, BMAS 2021).

IAEVG/AIOSP – International Association for Educational and Vocational Guidance

Germany is a founding member of the International Association of Educational and Vocational Guidance, which was established in 1951 and has around 16,000 members worldwide. With approximately 600 members, Germany is one of the countries with the largest membership in the association, along with the USA, Japan, the Scandinavian countries, France and the Netherlands. Representatives from Germany have been active in various positions in the Board of the association and Germany has hosted the International World Congress of the IAEVG four times (1954, 1977, 2000 and 2012).

The IAEVG is accredited as an international NGO by the United Nations, UNESCO, ILO, OECD and the Council of Europe and cooperates with the EU Commission and other European institutions.

The IAEVG is committed to ethical, socially just and quality guidance for all citizens. The “Ethical Guidelines” and the “International Competencies for Educational and Vocational Guidance Practitioners” are recognised by many guidance associations in Germany and form the basis of numerous quality standards and competency frameworks (https://iaevg.com/Resources#Ethical_S; <https://iaevg.com/Framework/>).

Übersicht 6: : Selected Professional Associations for CGC

bvppt	Berufsverband für Beratung, Pädagogik und Psychotherapie e.V. (https://bvppt.org/) Professional Association for Counselling, Pedagogic and Psychotherapy
BVTB	Bundesverband der Träger im Beschäftigentransfer e.V. (http://www.bvtb.de) Federal Association of Providers in Employee Transfer
csnd	Career Service Netzwerk Deutschland e.V. (https://csnd.de/)
DGfB	Deutsche Gesellschaft für Beratung e.V. (https://dachverband-beratung.de) German Association for Counselling
DGfK	Deutsche Gesellschaft für Karriereberatung e.V. (https://www.dgfk.org/) German Association for Career Guidance and Consulting
DGSv	Deutsche Gesellschaft für Supervision und Coaching e.V. (https://www.dgsv.de/) German Association for Supervision and Coaching
DGVT	Deutsche Gesellschaft für Verhaltenstherapie e.V. (https://www.dgvt-bv.de/aktuell/) German Association for Behaviour Therapy
dvb	Deutscher Verband für Bildungs- und Berufsberatung e.V. (https://dvb-fachverband.de/) German Association for Educational and Vocational Guidance
GIBeT	Gesellschaft für Information, Beratung und Therapie an Hochschulen e.V. (https://gibet.org/) Association of German Student Advisors and Counsellors
gwg	Gesellschaft für personenzentrierte Beratung e.V. (https://www.gwg-ev.org/) Association for person-centred counselling
nfb	Nationales Forum Beratung in Bildung, Beruf und Beschäftigung e.V. (https://www.forum-beratung.de/) National Guidance Forum in Education, Career and Employment

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Glossary/Abbreviations

AA	Arbeitsagentur – (local) Employment agency of the Federal Employment Agency
BA	Bundesagentur für Arbeit – Federal Employment Agency (FEA)
BIZ	Berufsinformationszentrum – Career Information Centre (of the local Employment Agency)
BMAS	Bundesministerium für Arbeit und Soziales – Federal Ministry of Labour and Social Affairs
BMBF	Bundesministerium für Bildung und Forschung – Federal Ministry of Education and Research
CGC	Career Guidance and Counselling
CET	Continuing Education and Training
FEA	Federal Employment Agency – Bundesagentur für Arbeit (BA)
HEI	Higher Education Institution
HRK	Hochschulrektorenkonferenz – German Higher Education Rector's Conference
KMK	Standing Conference of the Ministers of Education and Cultural Affairs of the Länder
Länder	Federal States; Germany consists of 16 Federal States
SOGB	Sozialgesetzbuch – Social Code: Code of Law for Social Security
VET	Vocational Education and Training

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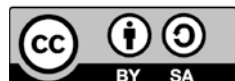
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Euroguidance Germany: Promoting Lifelong Guidance and Educational Mobility in Europe

Euroguidance is the professional information network
for **career guidance counsellors**
with over 30 Euroguidance centres in Europe.



Euroguidance, together with its European stakeholders, strengthens the role of educational and vocational guidance at national and European level

Paving
the way

Euroguidance paves the way for the personal and professional competence development of guidance practitioners through

→ **exchange with other professionals in Europe,**

→ **participation in further training,**

→ **access to the latest guidance and mobility developments in Europe.**

Developing
competences

Promoting
**European
Cooperation**



Bundesagentur für Arbeit

**Nationales Euroguidance Zentrum,
Zentrale Auslands- und Fachvermittlung (ZAV),
Villemombler Straße 76, 53123 Bonn**

We are committed to good and comprehensive career guidance and counselling

We are interfering

- in the political debate on structures and services, transparency and coherence in educational counselling and career guidance in Germany with policy statements, position papers, and we participate in advisory bodies – e.g. in the laboratory of the National Skills Strategy.

We are committed to quality

- in career guidance and counselling! In an „open process of coordination with many actors, experts and stakeholders from politics, science and practice, we have developed an integrated quality concept – the „BeQu Concept“, which supports counsellors and guidance provider institutions in their quality development.

We stimulate professional exchange in the guidance community

- between guidance practitioners from different areas of career guidance – covering student advisory services, vocational guidance and employment counselling as well as special guidance services for particular target groups – with conferences and workshops, our newsletter and professional publications

We are internationally connected

- through our membership in the International Association for Educational and Vocational Guidance (IAEVG), the participation in projects of the OECD, the European Commission, CEDEFOP, in the ELGPN, in ERASMUS partnerships and through our cooperation with Euroguidance.

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