



## Youth Wiki national description

# Youth policies in Germany

2019

The Youth Wiki is Europe's online encyclopaedia in the area of national youth policies. The platform is a comprehensive database of national structures, policies and actions supporting young people. For the updated version of this national description, please visit <https://eacea.ec.europa.eu/national-policies/en/youthwiki>



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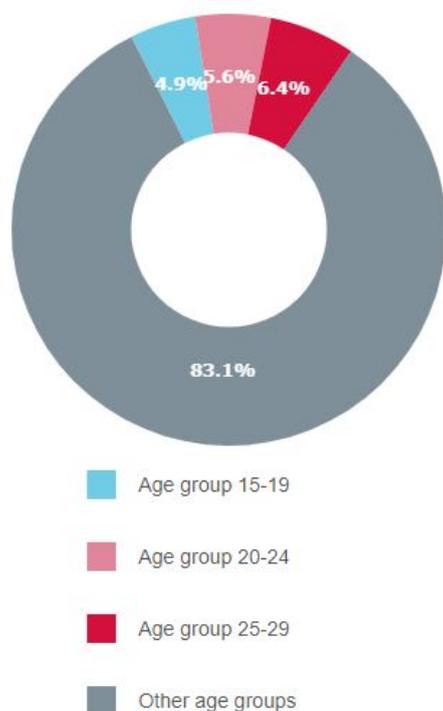
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# Germany

## Young People in Germany

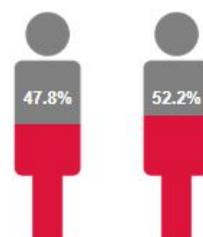
Ratio of young people in the total population on 1st January



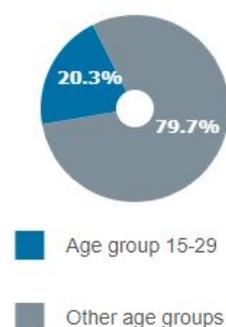
Total number of young people:

13 981 161

Ratio of men and women in the youth population



Ratio of young immigrants in all immigrants from non-EU countries



## Youth Policy in Germany

The official document addressing the needs and/or rights of young people and youth issues is the Social Code, Book VIII – Child and Youth Services [[Sozialgesetzbuch](#) Aches Buch Kinder- und Jugendhilfe, [SGB VIII](#)]. It is a federal law. It is also called the Child and Youth Services Act [Kinder- und Jugendhilfegesetz (KJHG)]. It came into force in January 1991 (in the newly formed German Länder in October 1990). Each federal state (Bundesland) has an [implementation act pertaining to the Child and Youth Services Act](#).

Youth policy-making takes place at different levels. At national (Bund) level, it is under the responsibility of the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend, BMFSFJ](#)). The Ministry is responsible for encouraging and supporting youth (and child and youth welfare) policy activities in cases where it has supraregional significance and cannot be encouraged and supported by a federal state alone.

The cooperation between public and non-public institutions and organisations is determined by the principle of subsidiarity. This principle says that a central authority

performs only those tasks that cannot be executed by a person, group or organisation at a more local level.

A joint youth strategy of the Federal Government was developed and [introduced in December 2019](#). It aims at involving young people in all decisions concerning them. In doing so they shall be offered the best possible conditions to cope with the challenges of this independent phase of life called youth. The youth strategy is based on the 'new youth policy' that has been pursued by the Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#), BMFSFJ) for a couple of years. Thus it makes the shared interests of millions of young people and adults between 12 and 27 visible.

# 1. YOUTH POLICY GOVERNANCE

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This chapter deals with main aspects of youth policy in Germany, ranging from the main legislative regulations, main stakeholders, decision-making processes and main ways of funding youth policy. It also touches upon how youth policy is informed by research on youth issues. Furthermore, it provides information on cross-border cooperation in the youth field and topics currently being discussed in the field of youth policy.

Youth policy-making takes place at different levels. At federal (Bund) level, it is under the responsibility of the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend, BMFSFJ](#)). The Ministry is responsible for encouraging and supporting youth (and child and youth welfare) policy activities in cases where it has supraregional significance and cannot be encouraged and supported by a federal state alone.

At federal state (Länder) level, it is the ministries in charge of youth affairs and the youth offices that initiate, promote and develop child and youth policy and services. The ministries cooperate and coordinate their work through the Conference of Ministers for Youth and Family Affairs ([Jugend- und Familienministerkonferenz, JMFK](#)). Chairmanship 2020: Baden-Württemberg.

At local level, it is the towns and municipalities with their youth offices that plan and fund child and youth services.

The cooperation between public and non-public institutions and organisations is determined by the principle of subsidiarity. This principle says that a central authority performs only those tasks that cannot be executed by a person, group or organisation at a more local level.

A joint youth strategy of the Federal Government was developed and [introduced in December 2019](#). It aims at involving young people in all decisions concerning them. In doing so they shall be offered the best possible conditions to cope with the challenges of this independent phase of life called youth. It takes into account certain main fields of action, amongst them participation, diversity, rural & urban space, mobility, Europe & the world, environment, health and security.

A major issue in the country's policies is the integration and support of young refugees. Further information on the programmes and activities implemented can be found in the other Youth Wiki chapters.

## 1.1 Target population of youth policy

Section 7 of the Social Code, Book VIII – Child and Youth Services [[Sozialgesetzbuch Achtes Buch Kinder- und Jugendhilfe, SGB VIII](#)] (enacted 26 June 1990, revised version of 11 September 2012, last amended 19 December 2018) includes different age groups to define 'youth':

- adolescents: a person that has turned 14 already but not yet 18,
- young person that has attained full age: a person that has turned 18 already but not yet 27,
- young person: a person who has not turned 27 yet.

Section 1 of the Protection of Young Persons Act ([Jugendschutzgesetz](#)) of 23 July 2002 (last amended 10 March 2017) says about 'youth': Young persons are persons between the ages of 14 and 18. Persons below the age of 14 are regarded as children.

The Juvenile Courts Act ([Jugendgerichtsgesetz](#)) (enacted 4 August 1953, revised version of 11 December 1974, last amended 27 August 2017), section 1, defines 'youth' as follows: A young person (Jugendlicher) is any person who is 14 but not yet 18 years old (at the

time of the offence). A young adult (Heranwachsender) is any person who is 18 but not yet 21 years old (at the time of the offence).

The [new youth policy](#) ([Eigenständige Jugendpolitik](#)) approach of the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#)) addresses persons between the age of 12 and 27 years. It is a holistic approach that strikes a balance between the needs of young people and the requirements of society towards youth.

The Federal Statistical Office ([Statistisches Bundesamt](#)) uses different age groups ranging from 15 to 25 depending on the topic:

- 15-24 years when talking about [youth unemployment/employment or youth and family](#),
- 15-19 years when referring to [accidents, violence or self-harming behaviour](#),
- 15-27 years when referring to the [number of foreign young people born in Germany](#).

## 1.2 National youth law

### Existence of a National Youth Law

The official document addressing the needs and/or rights of young people and youth issues is the Social Code, Book VIII – Child and Youth Services [[Sozialgesetzbuch](#) Aches Buch Kinder- und Jugendhilfe, [SGB VIII](#)]. It is a federal law. It is also called the Child and Youth Services Act [Kinder- und Jugendhilfegesetz (KJHG)]. It came into force in January 1991 (in the newly formed German Länder in October 1990).

SGB VIII followed the Youth Welfare Act (Jugendwohlfahrtsgesetz) of 1922.

Sections 69 to 71 of SGB VIII define that each federal state (Bundesland) has to have an [implementation act pertaining to the Child and Youth Services Act](#).

### Scope and contents

SGB VIII regulates a lot of services and tasks:

- who is in charge of the different services
- general offers for the support of young people (youth work),
- social education assistance for the promotion of school and vocational training (youth social work),
- general offers for the promotion of bringing up children in a family (parent education, parent training),
- the support of children in day care institutions and in day care
- parental assistance for bringing up their children
- treating children and young people in an out-patient, partly in-patient and in-patient form to satisfy a specific educational need
- individual aids for young people who have come of age.

Specific target groups of this code within the youth population:

- mentally handicapped children (Sections 27-40)
- young people come of age (Sections 27-41, 86a)
- unaccompanied foreign children and young people (Sections 42, 88a).

The German Federal Youth Council ([Deutscher Bundesjugendring](#)) as a representative of the interests of young people helps to further develop the Child and Youth Services Act.

## Revisions/updates

Since 1991, SGB VIII has been changed and amended quite a few times. The reasons that made revisions necessary were manifold, e.g.

- the further development of the quality and participation in child day care [Act on the Further Development of the Quality and Participation in Child Day Care - 'Good Child Day Care Act' ([Gesetz zur Weiterentwicklung der Qualität und zur Teilhabe in der Kindertagesbetreuung](#) - 'Gute-Kita-Gesetz') of 19 Dezember 2018],
- to improve the placement, accommodation and care of foreign children and young people [Act on the Improvement of the Accommodation, Care and Assistance for Foreign-Born Children and Young People ([Gesetz zur Verbesserung der Unterbringung, Versorgung und Betreuung ausländischer Kinder und Jugendliche](#)), of 28 October 2015],
- the simplification of administrative processes in child and youth services [Act on the Simplification of Administrative Processes of Child and Youth Services ([Kinder- und Jugendhilfevereinfachungsgesetz](#)), of 29 August 2013],
- the better protection of children [Federal Child Protection Act ([Bundeskinderschutzgesetz](#)), of 22 December 2011],
- the need for more day care for children under 3 years [Act on the Support of Children under 3 Years of Age in child care institutions and child day care ([Kinderförderungsgesetz](#)), of 10 December 2008],
- the further development of the child and youth services [Act on the Further Development of Child and Youth Services ([Kinder- und Jugendhilfeentwicklungsgesetz](#)), of 8 September 2005].

Changes and amendments made to SGB VIII are published in the Federal Law Gazette ([Bundesgesetzblatt](#)).

## 1.3 National youth strategy

### Existence of a National Youth Strategy

Due to the federal structure of Germany there is in fact no national youth strategy.

A joint youth strategy of the Federal Government was developed and [introduced in December 2019](#). It aims at involving young people in all decisions concerning them. In doing so they shall be offered the best possible conditions to cope with the challenges of this independent phase of life called youth. The youth strategy is based on the 'new youth policy' that has been pursued by the Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#), BMFSFJ) for a couple of years. Thus it makes the shared interests of millions of young people and adults between 12 and 27 visible.

Further information about the development and implementation of the joint youth strategy of the Federal Government and its elements can also be found at [www.jugendhilfeportal.de/jugendstrategie](http://www.jugendhilfeportal.de/jugendstrategie).

### Scope and contents

The joint youth strategy covers nine fields of action relevant to young people and lists a total of 163 measures of all departments that are newly taken or further developed, including:

1. Future, Generational Dialogue & Images of Youth,
2. Participation, commitment and democracy,
3. Urban and rural spaces, housing and culture,

4. Diversity & Participation,
5. Education, work and freedom,
6. Mobility and digital issues,
7. Environment,
8. Health,
9. Europe and the world.

Main components and steps of the development of a joint youth strategy of the Federal Government have been and are:

- the work of an inter-ministerial working group Youth developing the joint youth strategy of the Federal Government, coordinating it with the other ministries and accompanying its implementation;
- staff meetings across units and divisions within BMFSFJ;
- external process consulting;
- the BMFSFJ advisory board for the youth strategy of the Federal Government ([Beirat des BMFSFJ zur Jugendstrategie der Bundesregierung](#)) serving to involve the civil society, including the federal states and leading municipal associations at federal level, in the development of the joint youth strategy;
- the adoption of a cabinet decision on the joint youth strategy of the Federal Government (scheduled for autumn 2019);
- the continuation of the Youth Check ([Jugend-Check](#)), a tool to measure the impact that political measures at federal level have on young people;
- the provision of direct and effective youth participation, e. g. through the YouthPolicyDays ([JugendPolitikTage](#)) in May 2019;
- the support of digital youth participation through the project `involve.youth.now ([jugend.beteiligen.jetzt](#)).

The youth strategy addresses ALL young people no matter what background and origin they have.

See also [Youth Wiki > Participation > Young People's Participation in Policy-Making](#).

## **Responsible authority for the implementation of the Youth Strategy**

The leading government authority responsible for the development, coordination and implementation of the joint youth strategy ([Jugendstrategie](#)) of the Federal Government is the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend, BMFSFJ](#)).

## **Revisions/updates**

As the joint youth strategy of the Federal Government has only recently been introduced, no revisions have taken place so far.

## **1.4 Youth policy decision-making**

### **Structure of Decision-making**

The Social Code Book VIII – Child and Youth Services ([Sozialgesetzbuch](#) Achtes Buch - [Kinder- und Jugendhilfe, SGB VIII](#)) defines [3 levels of responsible authorities](#) in the field of child and youth services: federal, federal state, local.

## Federal level (Bund)

- Section 83 of SGB VIII regulates the tasks and duties of the central government.

Formally speaking, the ultimate responsibility lies with the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#), BMFSFJ). The Ministry is responsible for encouraging and supporting youth (and child and youth welfare) policy activities in cases where it has supraregional significance and cannot be encouraged and supported by one federal state alone. This scope includes the supraregional youth work-related activities of the youth chapters of the political parties. Inspiration and ideas are provided at Ministry-led specialist events, publications on specific issues and opinions, and through responses given to parliamentary questions.

## Federal state level (Länder)

Section 82 of SGB VIII sets the tasks and duties of the federal state authorities.

The ministries for youth in the federal states function as supreme state-level youth authorities and in this capacity, are responsible for encouraging and supporting the activities of public-sector and independent child and youth welfare organisations and assisting in the continued development of youth (and child and youth welfare) policy. They are the port of call in all matters relating to youth policy (implementation acts pertaining to the Child and Youth Services Act) and the development of state youth plans ([Landesjugendplan](#)) to promote child and youth services. They support the state youth offices ([Landesjugendamt](#)) and local youth offices ([Jugendämter](#)) in meeting their responsibilities.

The ministries in charge of youth cooperate and coordinate their work through the Conference of Ministers for Youth and Family Affairs ([Jugend- und Familienministerkonferenz der Länder](#), JMFK). [List of ministries in charge of youth affairs and youth policy at federal state level](#)

At federal state level (Länder) there are the so called state youth offices (Landesjugendämter). They cooperate within the Federal Work Group for State Youth Offices [[Bundesarbeitsgemeinschaft \(BAG\) Landesjugendämter](#)]. The Federal Work Group develops common procedures and basic principles for youth services at federal, federal state and local level. It comments on draft laws in the field of youth services. It also prepares recommendations and manuals.

The [youth office has two parts](#) – the youth services committee (Jugendhilfeausschuss) and the administration (Verwaltung). The youth services committee deals with all questions of child and youth services that are of supra-local importance. The administration handles day-to-day issues.

## Local level (Kommune)

At local level, the [youth office \(Jugendamt\)](#) consisting of committee and administration is responsible for the planning and funding of local youth services. It has the authority to carry out and guarantee the tasks and services laid down in SGB VIII. The youth office is in charge of setting up local youth plans. It provides financial support for activities directed at children, young people and families in urban and local districts and villages. [Statutory and non-statutory institutions and organisations in the field of youth services cooperate closely](#).

[Find youth offices at local level](#) (in German, enter 'Jugendamt')

[More information on the work of youth offices](#)

## Other institutional players

There are different parliamentary commissions in charge of youth issues:

- the Committee for Family Affairs, Senior Citizens, Women and Youth ([Ausschuss für Familie, Senioren, Frauen und Jugend](#)) at the German parliament: Its role is to deal

with bills and applications, reports, resolutions and EU bills in overall control or co-advisory capacity and to control governmental activities of the Federal Ministry in charge of youth as parliamentary authority.

- the Commission for the Perception of Children's Needs ([Kinderkommission](#), KiKo) at the German parliament: KiKo is a sub-committee of the Committee for Family Affairs, Senior Citizens, Women and Youth. It lobbies for more children's rights, child protection in advertising and the fight against child pornography). It also examines federal law regulations for effects on children and suggests amendments.

Commissions at federal state level (Länder): Commission for the Perception of Children's Needs of Lower Saxony ([Niedersächsische Kinderkommission](#))

There is a Commission of Experts for the Child and Youth Report of the Federal Government ([Sachverständigenkommission für die Erstellung des Kinder- und Jugendberichts](#)). It consists of representatives from universities, non-statutory organisations in the field of youth services and cities and towns. Latest report published in 2017 ([15. Kinder- und Jugendbericht](#)).

### Advisory bodies at federal level (Bund)

The Federal Youth Advisory Board ([Bundesjugendkuratorium](#)) is a group of up to 15 experts from politics, administration, organisations and science. They advise the Federal government in basic questions of youth services (as laid down in SGB VIII) and in cross-sectorial tasks of child and youth policy. The Committee also gives recommendations with regard to current priorities in the child and youth policy of the Federal government. Furthermore, it proposes topics where it thinks that action is needed.

The Advisory Board for the Federal Voluntary Service ([Beirat für den Bundesfreiwilligendienst](#)) advises BMFSFJ regarding all issues of the [Federal Voluntary Service](#) (Bundesfreiwilligendienst).

The Scientific Advisory Council for Family Issues ([Wissenschaftlicher Beirat für Familienfragen](#)) advises BMFSFJ independently and voluntarily concerning all issues of family research and family policy.

### Other public authorities at federal level

The [Federal Review Board for Media Harmful to Minors](#) ([Bundesprüfstelle für jugendgefährdende Medien](#)) is an official administrative authority of the German government. Its task is to protect children and adolescents in Germany from any media which might contain harmful or dangerous contents. This work is authorised by the "Protection of Young People Act".

The Federal Office for Family Affairs and Civil Society Functions ([Bundesamt für Familie und zivilgesellschaftliche Aufgaben](#)) is a federal authority. It is active in many areas: Federal volunteer service, voluntary activities, integration, fight of extremism.

The Independent Commissioner for Issues of Sexual Child Abuse ([Unabhängiger Beauftragte für Fragen des sexuellen Kindesmissbrauchs](#)) supports and monitors the implementation of the recommendations of the round table "Sexual Child Abuse". He pays special attention to the introduction and further development of protective measures to prevent sexual abuse of children in institutions.

## Main Themes

With regard to youth policy, the coalition agreement (Koalitionsvertrag) of the governing parties for the current (19th) parliamentary term foresees the following:

- Give children and adolescents equal educational opportunities.
- Strengthen the Federal and Youth Voluntary Services and improve access for disabled and socially disadvantaged individuals.
- Continue to develop the child and youth services field.

- Update child and youth media protection to meet current needs.
- Continue to pursue the new youth policy (Eigenständige Jugendpolitik) and develop a joint youth strategy for the Federal Government ([Jugendstrategie der Bundesregierung](#)).
- Strengthen youth participation at all levels and support additional participation schemes.
- Encourage greater social and political engagement and cultural education among young people and increase funding.
- Continue to strengthen, support and roll out international youth exchange schemes and provide adequate funding.
- Expand exchange schemes such as Erasmus+.
- Combat youth unemployment.
- Make vocational education and training more attractive and expand range of training instruments.
- Continue to strengthen and expand career guidance schemes and expand the work of the youth employment agencies.
- Increase assistance for stronger and weaker young people in the field of vocational education and training.
- Improve accuracy of fit on the labour market.
- Increase and provide more support to international mobility of apprentices.
- Encourage more research in child and youth medicine, inter alia.
- Develop a national strategy to reduce obesity especially among children and adolescents.
- Increase support for extracurricular media and digital education projects for children and adolescents.
- Ensure appropriate accommodation for adolescent asylum seekers.
- Strengthen a culture of remembrance also when working with young people, and launch a new programme by the name of "Jugend erinnert" (Young people remember).

Particular emphasis is to be given to adolescents to whom outreach is a challenge.

## **The National Agency for Youth**

Due to the federal structure in Germany, it is the task of the youth offices ([Jugendämter](#)) at local level to plan and fund local youth services. They have been given the authority to carry out and guarantee the tasks and services laid down in SGB VIII. The youth offices are in charge of setting up local youth plans and providing financial support for activities directed at children, young people and families in urban and local districts and villages.

The tasks of the youth services are financed from funding by the municipalities (tax revenues of the municipalities) and allocations by the federal states (Länder).

See also [,Structure of Decision-making'](#)

## **International youth policy cooperation**

For the part of the international youth policy cooperation there is a contractual agreement between [IJAB – International Youth Service of the Federal Republic of Germany](#) and BMFSFJ. On this basis, IJAB carries out specialist tasks in the international cooperation in the field of youth policy and youth information. It provides advice and support to BMFSFJ in the implementation of the Ministry's youth policy objectives. On behalf of the Federal

Ministry, IJAB also provides support at federal level to stakeholders in the field of international youth work and promotes youth policy cooperation at international level.

IJAB is accountable to BMFSFJ. There are regular meetings to discuss the budget, work plans and any other development in the field of international youth policy cooperation.

Budget allocated to IJAB (see [federal budget, section 17, page 16](#)):

2019: 2 892 000 (2018: 2 753 000).

## Policy monitoring and evaluation

Programmes and initiatives in Germany are systematically monitored and evaluated. Interim and final reports are produced. As a rule, they are available online.

### Federal level (Bund)

According to section 83(2) of SGB VIII , the Federal Youth Advisory Board ([Bundesjugendkuratorium](#), BJK) advises the federal government on fundamental issues relating to child and youth services and on cross-sectoral child and youth policy matters. BJK can also be requested to submit opinions, recommendations and position papers on other issues to the federal government, the competent ministry and other interested parties.

Regular reporting structures have been established at the federal level concerning the situation of young people. In accordance with section 84 SGB VIII, a Child and Youth Report (Kinder- und Jugendbericht) is published each parliamentary term. This report is commissioned by the federal government and is written by an expert commission. Along with a description and analysis of the current situation, the reports are also required to contain suggestions on how to develop the child and youth services field. One report in three must contain an overview of the general situation in child and youth services. See also [Evidence-based youth policy > National statistics and available data sources](#).

Since 2001, under the leadership of the Bundesministerium für Arbeit und Soziales (Federal Ministry of Labour and Social Affairs) the federal government has produced a national Report on Poverty and Wealth ([Armuts- und Reichtumsbericht](#)). The Reports on Poverty and Wealth have been published since 2001, the most recent in [2017](#). The Reports provide an insight into the social situation in Germany and covers issues such as income and wealth distribution, disability, childcare, investment in education, the level of education of the population, the at-risk-of-poverty rate, the impact of social transfers, housing exclusion and so forth. The situation faced by children and young people is included in this, with some reports containing separate sections on this. The reports summarise research outcomes, describe the main factors determining the risk of descending into poverty, and identify ways to give systematic access to opportunities for overcoming disadvantages. These analyses are designed to assist policy-makers at various levels in shaping social mobility policies.

The federal government also commissions ad-hoc research projects to evaluate government-funded programmes and study individual youth and social policy issues. Evaluations assist the government in making political decisions on programmes and activities. Current evaluations include:

- Working towards youth-appropriate legislation. First report by the Jugend-Check competence centre ([Für eine jugendgerechte Gesetzgebung. Erster Bericht des Kompetenzzentrums Jugend-Check](#)) (2018),
- German Federal Government [Report on the Work and Effectiveness of the Federal Government Programmes to Prevent Extremism](#) (Reporting period 2008-2016),
- Evaluation of the ESF programme "Competence agencies" ([Kompetenzagenturen](#)), part of the JUGEND STÄRKEN initiative, which ran from 2008 to 2014 and offered young people who did not have access to mainstream services targeted assistance as they transitioned from school to training or work,

- Evaluation of the ESF programme "School dropouts – a second chance" ([Schulverweigerung - Die 2. Chance](#)), part of the JUGEND STÄRKEN initiative, which ran from 2008 to 2014 and offered targeted assistance to young people in danger of dropping out without a qualification,
- Monitoring report on "the education and participation package. Opportunities for children from families receiving supplementary child allowance" ([Monitor-Bericht zum Bildungs- und Teilhabepaket. Chancen für Kinder aus Familien mit Kinderzuschlag](#)). Amongst other things, the report presents the results of the evaluation of the use, assessment and impact of the education and participation package for children from families in receipt of supplementary child allowance (see also [Youth Wiki > Social Inclusion > Inclusive Programmes for Young People](#)),
- Overall evaluation of benefits relating to marriage and family, including relating to managing work and family life, support for and well-being of children, financial stability for families and compensation for disadvantages ([Gesamtevaluation der ehe- und familienbezogenen Leistungen](#)) (see also [Youth Wiki > Social Inclusion > Access to Quality Services](#)).

The Federal Statistical Office ([Statistisches Bundesamt](#), Destatis) supplies regular data including, inter alia, on child and youth services, educational status, social welfare reporting and social welfare. Destatis is responsible for providing and disseminating objective, independent and high-quality statistical information. Federal statistics are available to policymakers, authorities, the private sector and the public at large.

According to the final report of the joint evaluation of the Federal Volunteer Service Act and the Act to Promote Youth Voluntary Services [[Abschlussbericht der gemeinsamen Evaluation des Gesetzes über den Bundesfreiwilligendienst \(BFDG\) und des Gesetzes zur Förderung von Jugendfreiwilligendiensten \(JFDG\)](#)], young men are disproportionately under-represented in the youth voluntary service schemes. This is particularly true for Voluntary Social Year (Freiwilliges Soziales Jahr, FSJ) placements in settings such as geriatric care, healthcare, services for individuals with disabilities and childcare and youth services. Volunteers from the immigrant community are also under-represented. Young people with fewer opportunities are less likely to volunteer than their peers with a higher educational qualification. The report contains recommendations regarding the funding, the organisation and the framework of voluntary services. It also highlights recommendations related to the offers and contents, application procedure, or recognition issues of the voluntary services. Depending on the institutions in charge, different stakeholders – the Federation or the federal states, the responsible bodies and central offices (Zentralstellen), the organisations offering placements or the volunteers - are addressed by the recommendations.

The German Volunteer Survey ([Deutscher Freiwilligensurvey](#)) is a major survey on voluntary activities in Germany. It has been carried out since 1999, since then every five years, the most recent survey was carried out [in 2014](#) (results published in 2016). It provides data and information to support policy-makers, the public and scientific research and to further develop the policy around civic commitment at federal (Bund) and federal state (Länder) levels.

Additionally, the Federal government has been providing a report on civic commitment ([Engagementbericht](#)) since 2009. The most recent report was published in 2017. It deals with the connection between demographic changes and civic commitment. It contains recommendations for further developing the policy around civic commitment and the implementation of BMFSFJ's civic commitment strategy ([Engagementstrategie](#)).

### **Federal state level (Länder)**

Child and youth reports (detailing the situation of children and young people) are also produced at the federal state level. Some are published following a political decision to do so; some are produced because this is required under the implementing act for SBG VIII.

See also [Youth Wiki > Youth Policy Governance > Evidence-based youth policy > National Statistics and available data sources](#).

### Local level (Kommune)

At the local level, there is an instrument known as child and youth services planning (Jugendhilfeplanung). Section 79(1) of SGB VIII requires that a regular child and youth services plan be drawn up at regular intervals.

In addition, at the federal, state and local levels there are ad-hoc or programme-related advisory and consultative processes (bodies, umbrella organisations, working groups, advisory bodies, steering groups) that serve to discuss the impacts and objectives of programmes and measures.

## 1.5 Cross-sectoral approach with other ministries

### Mechanisms and actors

Legal bases that provide room for cross-sectorial youth policy-making in Germany are:

- Section 65, Basic Law for the Federal Republic of Germany ([Grundgesetz für die Bundesrepublik Deutschland](#)), enacted 23 May 1949, as last amended on 13 July 2017, in connection with the Joint Rules of Procedure of the Federal Ministries. The law gives the Chancellor the power to initiate cross-sectorial cooperation when considered necessary.
- Section 1, Article 19, Joint Rules of Procedure of the Federal Ministries ([Gemeinsame Geschäftsordnung der Bundesministerien](#), GGO). It says that "in matters affecting the remits of more than one Federal Ministry, those Ministries will work together". Depending on the subject, Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#), BMFSFJ) cooperates with the relevant ministry, e.g. when it comes to education for sustainable development the Federal Ministry of Education and Research is the ministry to talk to, for democracy promotion it is the Federal Ministry of the Interior.
- Section 81, Social Code Book VIII – Child and Youth Services ([Sozialgesetzbuch](#) Aches Buch - [Kinder- und Jugendhilfe](#), [SGB VIII](#)), enacted 26 June 1990, revised version of 11 September 2012, as last amended on 19 December 2018. It asks statutory institutions in the field of youth services to cooperate with other institutions whose activities affect the life of young people and their families.

None of these legal rules defines a specific cross-sectorial approach to youth policy.

The coalition agreement of CDU, CSU and SPD ([Koalitionsvertrag zwischen CDU, CSU und SPD](#)), the German ruling parties in the 19<sup>th</sup> legislative period (2017-2021), refers to the development of a joint youth strategy of the Federal Government. The [new youth policy](#) ([Eigenständige Jugendpolitik](#)) approach also demanded a joint strategy of the ministries in charge of youth and family affairs, labour and social affairs, internal affairs, health, economy, consumer protection, transport, construction and urban development.

## 1.6 Evidence-based youth policy

### Political Commitment to Evidence-Based Youth Policy

A definition of evidence-based youth policy as such does not exist. Section 84 of the Social Code Book VIII - Child and Youth Services ([Sozialgesetzbuch](#) Aches Buch - [Kinder- und Jugendhilfe](#), [SGB VIII](#)) (enacted 26 June 1990, revised version of 11 September 2012, as last amended on 19 December 2018) says that the Federal government has to deliver a child and youth report (Kinder- und Jugendbericht) to the German parliament (Deutscher Bundestag) and the Federal Council (Bundesrat) in each legislative period.

The national child and youth report (Kinder- und Jugendbericht) is thus a fundamental instrument and basis for an evidence-based development of youth policy. It contains a lot of information on the situation of young people in Germany and, in each 3rd report, the state-of-art of the youth services system. It also includes proposals on how to improve these services and how to develop child and youth policy. The report is produced by an independent commission including representatives from research. Most recent report: [15th Child and Youth Report \(in German\), published in 2017](#)

## Cooperation between policy-making and research

The German Youth Institute ([Deutsches Jugendinstitut, DJI](#)) is one of Germany's largest social science institutes. It was founded in 1961 through an initiative of the German parliament (Deutscher Bundestag). It focusses on research and development on children, youth and families and the political and practical areas related to them. DJI serves as an intermediary between science, policy and practitioners. It is funded primarily by the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#), BMFSFJ). There are also funds provided by the federal states (Länder). Financial contributions are also made by the Federal Ministry of Education and Research, the European Commission and other institutions that promote research.

DJI has served as the executive office for the expert commission in charge of compiling the national child and youth report. To support and inform policy makers, practitioners and the public, it regularly provides updates on its current research activities and results. Since 2007, the Office for Child and Youth Policy ([Arbeitsstelle Kinder- und Jugendpolitik](#)) at DJI supports the Federal Youth Advisory Board (Bundesjugendkuratorium).

BMFSFJ also cooperates with other experts, universities and research centres on certain youth-related topics, e.g.:

- the evaluation of the German Federal Volunteer Service Act (Bundesfreiwilligendienstgesetz) and the Act to Promote Youth Voluntary Services ([Gesetz zur Förderung von Jugendfreiwilligendiensten](#))
- the volunteer survey ([Freiwilligensurvey](#))
- the evaluation of the German Federal Child Protection Act ([Evaluation des Bundeskinderschutzgesetzes](#))
- the evaluation of the youth migration services ([Evaluation des Eingliederungsprogramms "Programm 18 des Kinder und Jugendplans: Eingliederung junger Menschen mit Migrationshintergrund"](#)).

Issues presented in research that call for future policy action are e.g.

- [violence-based juvenile delinquency and alcohol abuse](#) (empirical research project by DJI),
- [minor refugees](#) (explorative study by DJI on the living conditions, needs, experiences and perspectives of minor refugees),
- [right-wing extremism](#) (evaluation of the federal programme 'Living democracy' by DJI),
- [Growing up in Germany \(AID:A II\)](#) relating to young people leaving parental homes, participation and voluntary activities of young people and school-to-work-transition (2nd wave of social research project by DJI).

## National Statistics and available data sources

Youth-related data and statistics are collected on a regular, often annual, basis including information on the percentage of young people in population, education, juvenile delinquency, youth and family, health, housing, young people taken into care, employment, the number of NEETs, child and youth services, the poverty rate, alcohol and

drug abuse, accidents, foreign-born young people, adoptions of children and young people, disabilities etc. These are collected by

- the Federal Statistical Office ([Statistisches Bundesamt](#)) at federal level,
- the statistic offices of the federal states ([Landesstatistikämter](#)) at federal state level.

The Office for Children and Youth Services Statistics ([Arbeitsstelle Kinder- und Jugendhilfestatistik](#)) provides annual statistics on child and youth services ([Informationsdienst "KomDat Jugendhilfe – Kommentierte Daten der Jugendhilfe"](#)). The legal basis for the provision of these statistics are [articles 98 – 103 of SGB VIII](#).

### Specific youth indicators

The Federal Statistical Office applies certain age groups when addressing certain issues:

- [Sustainable Development / Education](#): 18-to-24-years-olds without degree / 18-to-24-years-old men without degree,
- [Employment/Unemployment](#): adolescents under 20 years of age / people younger than 25 years.

### National and state youth reports

The Federal government has to provide a child and youth report in each legislative period. The most recent report – the 15th Child and Youth Report of the Federal government - was presented in 2017 (see above).

The federal states also produce their child and youth reports:

- Hamburg: The most recent child and youth report was published in August 2014. Title: Child and youth report of the 20th legislative period. Report about the situation of young people and the benefits of the child and youth services system in Hamburg ([Kinder- und Jugendbericht 20. Wahlperiode. Bericht über die Lebenssituation junger Menschen und die Leistungen der Kinder- und Jugendhilfe in Hamburg](#)). Published once in each legislative period, since 1973.
- Mecklenburg-West Pomerania: The most recent child and youth report of Mecklenburg-West Pomerania was published in 2006. Title: 4th Child and Youth Report of the state government of Mecklenburg-West Pomerania ([Vierter Kinder- und Jugendbericht der Landesregierung Mecklenburg-Vorpommern](#)).
- North Rhine-Westphalia: The 10th child and report for North Rhine-Westphalia was published in 2016. Title: Children and Young People in North Rhine-Westphalia – Approaches, Developments and challenge in child and youth services and in policy ([Kinder und Jugendliche in NRW – Ansätze, Entwicklungen und Herausforderung in der Kinder- und Jugendhilfe und der Politik](#)). Published once in each legislative period.
- Rhineland-Palatinate: The 2nd child and youth report of Rhineland-Palatinate was published in May 2015. Title: 2nd Child and Youth report Rhineland-Palatinate. Respect! Spaces! Ressources! ([2. Kinder- und Jugendbericht Rheinland-Pfalz. Respekt! Räume! Ressourcen!](#)). Published once in each legislative period, since 2010.
- Saxony: The 5th child and report of Saxony was published in June 2019. Title: 5th Saxon child and youth report. Participate. Shape. Right in the middle. Youth participation in the Free State of Saxony [[Fünfter Sächsischer Kinder- und Jugendbericht. Mitmachen. Mitgestalten. Mittendrin. Jugendbeteiligung im Freistaat Sachsen \(2018\)](#)]. Published once in each legislative period, since 1996.
- Saxony-Anhalt: The 6th child and youth report of Saxony-Anhalt was published in April 2015. Title: 6th child and youth report of the state government of Saxony-Anhalt ([6. Kinder- und Jugendbericht der Landesregierung Sachsen-Anhalt](#)). Published once in each legislative period.
- Saarland: The 4th child and youth report of Saarland was published in 2014. Title: New family forms as a challenge for child and youth services ([Neue Familialität als](#)

[Herausforderung für die Kinder- und Jugendhilfe](#)). Published once in each legislative period, since 1997.

### Other data and analysis

There is a large variety of empirical research undertaken in Germany. Examples:

- Shell Youth Study

The Shell Youth Study ([Shell Jugendstudie](#)) analyses since 1953 how young people in Germany rise to challenges as well as the behavioural patterns, attitudes and mentalities they develop in this process. As a longitudinal report, it provides material for decision-makers in politics and society.

#### [Summary of results of the Shell Youth Study 2019](#)

- KiGGS study

The Study on the Health of children and adolescents in Germany [Studie zur Gesundheit von Kindern und Jugendlichen in Deutschland (KiGGS)] is a longitudinal study conducted by the Robert Koch Institute (Robert-Koch-Institut, RKI). It is about the health of children and young people in Germany.

#### [Results of the waves of KiGGS](#)

- Sinus Youth Study

The SINUS Youth Study ‚How do young people think and act?’ (SINUS-Jugendstudie ‚Wie ticken Jugendliche?’) is a baseline study. It provides a graphic description of young people in Germany and their respective living environments.

[Results of the most recent edition published in April 2016](#) available as open access (in German)

- Bankenverband study

Since 2003, the Association of German Banks (Bankenverband) commissions every 3 years a Youth Study on young people and their relation and understanding of economic questions.

[Results of Youth Study 2018](#) (in German)

### Examples for longitudinal research on youth at federal state level

- Youth in Brandenburg ([Jugend in Brandenburg](#))

Since 1991. Commissioned by the Ministry for Education, Youth and Sports of Brandenburg. The survey provides information on the situation of children and youth in Brandenburg. Last published in 2017.

- Youth in Saxony ([Jugend in Sachsen](#))

Since 1993. Commissioned by the Ministry for Social Affairs and Consumer Protection. Main questions asked: What do you think? What do you feel? What are your demands for policy? How well do you feel in Saxony? What are your wishes and expectations for the future? Last published in 2013.

- Youth Study Baden-Württemberg ([Jugendstudie Baden-Württemberg 2017](#))

Since 2011. Joint project of Jugendstiftung Baden-Württemberg and Landesschülerbeirat (LSBR), funded by the Ministry for Cultural Affairs, Youth and Sport of Baden-Württemberg. Last published in 2017.

### Budgetary Allocations supporting research in the youth field

DJI is the only institution in the field of youth research in Germany that is primarily funded through the Child and Youth Plan of the federation ([Kinder- und Jugendplan des Bundes](#)) as part of the federal budget. Projected sum [in 2019](#): 14 062 000 €. DJI especially focusses

on research of the socialization process of children and young people and how it is determined by family, youth service institutions and the surroundings. It contributes to the child and youth and family reports of the Federal government.

The governments of the federal states (Länder) provide funding for research through the regional youth plans ([Landesjugendpläne](#)).

## 1.7 Funding youth policy

### How Youth policy is funded

#### Federal level (Bund)

The main funding mechanism for the support of child and youth services at federal level is the Child and Youth Plan of the federation ([Kinder- und Jugendplan des Bundes, KJP](#), title 684 01) based on the Social Code Book VIII - Child and Youth Services ([Sozialgesetzbuch](#) Achstes Buch - [Kinder- und Jugendhilfe](#)). A special national interest in realising such measures is required. KJP is part of the budget administrated by the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend, BMFSFJ](#)). In 2019, BMFSFJ administrates 2.93 % (10 448 322 000 €) of the total federal budget ([Bundeshaushalt](#)) which amounts to 356 400 000 000 €. KJP is part of the position 'Child and Youth Policy' ([Kinder- und Jugendpolitik](#)) that covers 9.44 % (987 834 000 €) of the total budget administrated by the BMFSFJ.

Budget available under the Child and Youth Plan ([Kinder- und Jugendplan](#)) in 2019: approx. 205 million € (2018: approx. 199 million 000 €). This corresponds to around 20.77 % of the budget under the position 'Child and Youth Policy' (total of approx. 988 million €). In 2019, financial support for projects in the areas of child and youth work, youth social work and integration and the assistance to families, young people, parents and other legal guardians has increased compared to 2018.

Specific target groups addressed in the Child and Youth Plan are:

- young people with migration background and young refugees,
- young people with disabilities or impairments.

#### Federal state level (Länder)

Each German federal state (Land) either has its own (child and) youth plan ([Landesjugendplan](#)) or assigns a portion of funding to a number of ministerial budgets. These are used to fund measures that are relevant for the region and thus cannot be funded by the Child and Youth Plan of the federation. Examples for allocated budgets in the federal states are:

- Baden-Württemberg

Projected total expenditure for 2019 on youth and cultural issues in the [budget of Baden-Württemberg, section 04](#) (managed by the Ministry for Education, Youth and Sport / Ministerium für Kultus, Jugend und Sport) p. 9 (253): 26 483 400 € (2018: 26 207 000 €).

- North Rhine-Westphalia (biggest federal state according to population)

Allocated [annual budget for 2019](#) for the regional child and youth plan ([Kinder- und Jugendförderplan](#)) 2018-2022, managed by the Ministry for Children, Families, Refugees and Integration: 122 534 100 €.

- Brandenburg

Projected expenditure for 2018 (managed by the [Ministry of Education, Youth and Sport](#), p. 59) for child and youth services in accordance with Book VIII of the Social Code (excluding child daycare): 20 394 000 € (2017: 20 077 000 €). This includes:

- Youth work and the work of youth associations: 16 407 000 € (2017: 16 162 000 €),
- Educational child and youth protection, support for child-raising in the family: 48 000 € (2017: 48 000 €),
- Other child and youth services activities: 3 940 000 € (2017: 3 868 000 €).
- Saxony-Anhalt  
Projected expenditure for 2018 on child and youth issues (managed by the [Ministry of Labour, Social Affairs and Integration](#), p. 7): 437 523 200 € (2017: 472 637 800 €).
- Youth work (grants to independent organisations): 2 507 000 €, Youth social work, child and youth protection (grants to independent organisations): 481 100 €,
- Grants for international youth exchanges: 80 000 €.

### Local level (Kommune)

Most of the [funding for child and youth services is provided by local authorities](#).

### What is funded?

Supported areas under the Child and Youth Plan of the Federation (Kinder- und Jugendplan des Bundes) are:

- political youth education,
- cultural youth education,
- child and youth work in sports,
- work of child and youth organisations,
- international youth work,
- youth social work and integration,
- support of children in nurseries and daycare facilities,
- assistance to families, young people, parents and other legal guardians,
- other tasks in the field of child and youth services with a special national interest.

### Regional level (Länder)

Priority issues funded through the regional child and youth plans differ from federal state to federal state. Examples:

Budgetary item "Youth and cultural affairs" (Jugend und kulturelle Angelegenheiten) in the Baden-Württemberg state budget (2018/19)	Regional Child and Youth Plan North Rhine-Westphalia (2018-22)	Budgetary item "Child and Youth Affairs" Brandenburg (2017/18)	"Children and young people"-related activities in the Saxony-Anhalt state budget (2017/18)
Training for youth coaches (youth sports)	Prevention programmes	Youth work	Youth work
Youth education activities in the field of politics, society, sports, music and culture, ecology and technology, plus girls' and boys' education	Activities to promote participation and codetermination, values, and democracy	Work of youth organisations	Youth social work

activities (sports youth)			
Educational activities on drug abuse and other youth-endangering issues	Media skills training	Educational child and youth protection, support for child-raising in the family	International youth exchanges
School-based cooperation	Activities connected to recent developments and child and youth services	Other youth services activities	Work of youth organisations
International youth exchanges	Activities to promote the integration of young immigrants and young people with disabilities or social disadvantages		Youth research
Educational youth organisations (sports youth)	Gender mainstreaming projects		
Core sports youth activities	Projects connecting formal and non-formal learning		
School-based youth education	Youth volunteering schemes		
School-based activities to integrate young members of the immigrant community through youth work and associations, through social group work to stabilise vulnerable young people, and other measures	International youth and expert exchanges		
Civic education and youth participation			
Youth media education			
Science and technology education in schools			
Youth art schools			

## Financial accountability

Depending on the procedure organisations are subject to different report systems. If they are subject to the direct procedure ([Direktverfahren](#)) they report to the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (Bundesministerium für Familie, Senioren, Frauen und Jugend, BMFSFJ).

If the organisation is affiliated to a central office ([Zentralstellenverfahren](#)) it sends its report there. The central office then prepares a global report and sends it to BMFSFJ.

Organisations that receive funding through the federal state procedure ([Länderverfahren](#)) report to the regional ministry or authority they have sent their application to.

All organisations must produce a report on the expenditure of funds and a written report. In the written report they have to explain the aims and priorities of their measures, the implementation of the activities, the experience made and results, conclusions and perspectives.

According to sections 91 and 100 of the Federal Budgetary Regulations ([Bundeshaushaltsordnung](#)), the German auditing department ([Bundesrechnungshof](#)) has the right to check the use of the funds.

## Use of EU Funds

The Federal government defines its main aims for funding through [ESF from 2014 to 2020](#) as:

- Fostering sustainable and high-quality employment
- Supporting mobility of workforce
- Fostering social inclusion
- Fighting poverty and discrimination
- Investing in education, further and professional education.

The main target groups for ESF-based funding are:

- underprivileged young people, mainly school drop-outs and those without any training qualification,
- long-term unemployed persons,
- women and employees with low qualification or income,
- persons with migrant background in difficult situations (e. g. refugees).

[BMFSFJ](#) has 327 million € (2014-2020) at its disposal. 6 ESF programmes have been developed. Most of the programmes aim at the support of young families, the re-integration of employees who have been on parental leave and the promotion of a family-friendly work atmosphere in order to combine family and work in a decent way.

One programme specifically supports youth at local level: Support young people in the neighbourhood ([JUGEND STÄRKEN im Quartier](#)). It is run by the Federal Ministries for Family Affairs, Senior Citizens, Women and Youth and of the Interior, Building and Community and the European Social Fund. It addresses young people and helps them to overcome social exclusion and individual obstacles in the transition from school to work. The programme includes individual case management, street work or mobile counselling, low-threshold counselling and micro projects that serve the local community. Projects were implemented in 178 pilot municipalities between 2015 and 2018. Budget: around 115 million € from the ESF and 5 million € from federal sources.

[ESF in Germany](#) (in German)

[ESF in North Rhine-Westphalia](#) (in German)

More information on local projects implemented through ESF at the web site of the [European Commission > Employment, Social Affairs & Inclusion > European Social Fund > Projects](#)

Evaluation of ESF programmes:

- 'Strengthening locally' ([STÄRKEN vor Ort](#)). On the support of disadvantaged young people about to enter working life.
- 'School dropouts – 2nd chance' ([Schulverweigerung – Die 2. Chance](#)). On the offers and help for young people in danger of dropping out without a qualification.
- 'Competence agencies' ([Kompetenzagenturen](#)). On the support for young people in the process of school-to-work-transition.

## 1.8 Cross-border cooperation

### Cooperation with European countries

International Youth Work ([Internationale Jugendarbeit](#)) is part of the national youth policy. There is an overall responsibility of the federation, the federal states and the municipalities for this area.

At federal level, the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend, BMFSFJ](#)) is in charge of the cooperation in the youth field with European countries. It is supported by several organisations, as e.g.:

- IJAB – Youth Service of the Federal Republic of Germany ([IJAB – Fachstelle für Internationale Jugendarbeit der Bundesrepublik Deutschland e.V.](#)),
- JUGEND für Europa - National Agency ERASMUS+ Youth In Action and European Solidarity Corps ([JUGEND für Europa - Nationale Agentur Erasmus+ JUGEND IN AKTION und Europäisches Solidaritätskorps](#)).

Bilateral Youth Offices and coordination centres are in charge of the cooperation with France, Poland, Russia, the Czech Republic, the United Kingdom and Turkey:

- Franco-German Youth Office ([Deutsch-Französisches Jugendwerk](#)),
- Polish-German Youth Office ([Deutsch-Polnisches Jugendwerk](#)),
- Foundation Russian-German Youth Exchange ([Stiftung Deutsch-Russischer Jugendaustausch](#)),
- Coordination centre Czech-German Youth Exchange ([Koordinationszentrum Deutsch-Tschechischer Jugendaustausch Tandem](#)),
- [UK-German-Connection](#) (UKGC),
- German-Turkish Youth Bridge ([Deutsch-Türkische Jugendbrücke](#)).

In July 2017, an agreement between BMFSFJ and the Greek Ministry of Education, Research and Religious Affairs was signed regarding cooperation in the youth field and preparations for establishing a German-Greek Youth Office. It defines further steps for the establishment of a German-Greek Youth Office by 2019 to foster German-Greek youth and experts' exchange. Its establishment was laid down in the 2013-2017 coalition agreement.

One central aim of the [cooperation with countries in Europe](#) is the use of international experiences and ideas for shaping national youth policy and practice. BMFSFJ also cooperates with the Council of Europe on certain projects as e. g. the [European Knowledge Centre for Youth \(EKCYF\)](#). IJAB is the [representative for Germany](#) in the correspondents' network.

In 2015, IJAB initiated an international youth policy network with former and current cooperation partners. It is called 'International Youth Policy Dialogue'. Participants exchange views and experience on current (international) youth policy issues of their countries.

The German National Committee for International Youth Work [[Deutsches Nationalkomitee für internationale Jugendarbeit \(DNK\)](#)] represents German youth organisations at a multinational level. It is the gateway for the 'import and export' of youth work. One main task is to forge agreements on joint international activities of German youth organisations.

## International cooperation

BMFSFJ is in charge of the implementation of the UN Child Rights (CR) Convention in Germany and of the setting up of the annual reports on the state of affairs. In 2015 it commissioned the [German Institute for Human Rights](#) (Deutsches Institut für Menschenrechte) to analyse and monitor the CR convention. In November 2015, a national monitoring body was established there.

The Ministry also bases its international cooperation in the field of youth on bilateral agreements. Key countries and the main areas and topics of this cooperation in 2018:

- with China [on the basis of the Agreement between the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth of the Federal Republic of Germany and the All-China Youth Federation of the Peoples' Republic of China on the cooperation in the field of youth services ([Vereinbarung zwischen dem Bundesministerium für Familie, Senioren, Frauen und Jugend der Bundesrepublik Deutschland und dem Allchinesischen Jugendverband der Volksrepublik China über die Zusammenarbeit im Bereich der Jugendhilfe](#)) of 2006].
  - Greater awareness among young people of environmental issues,
  - Internationalisation of national youth organisations,
  - Settings, frameworks and methods for extracurricular youth education.
- with Japan [on the basis of the Cultural Agreement between the Federal Republic of Germany and Japan ([Kulturabkommen zwischen der Bundesrepublik Deutschland und Japan](#)) of 1957].
  - Inclusive pedagogy and diversity-aware youth work.

ConAct Coordination centre German-Israeli Youth Exchange ([ConAct Koordinierungszentrum Deutsch-Israelischer Jugendaustausch](#)) is in charge of the cooperation with Israel. The establishment of a German-Israeli Youth Office has been agreed. See "[Current debates and reforms](#)".

BMFSFJ is involved and takes part in the respective bilateral board and experts' committee meetings.

Since 2005, Germany sends two youth delegates ([Jugenddelegierte](#)) to the General Assembly of the United Nations.

The [Federal Foreign Office](#) (Auswärtiges Amt) adds to international youth exchange ([Internationaler Jugendaustausch](#)) by single measures in the framework of its foreign cultural and educational policy, i. a. in co-operation with the [Pedagogical Exchange Service](#) (Pädagogischer Austauschdienst).

It also supports youth and expert exchanges under its scheme promoting cooperation with civil society organisations in countries affiliated with the [Eastern Partnership](#) and the [transformation partnership with the Arab world](#).

[Germany](#) has also signed an agreement on youth and youth mobility (known as the Youth Mobility Agreement) with Canada. There are arrangements and joint declarations on work-and-travel schemes with Argentina, Australia, Brazil (not in force yet), Chile, Hong Kong,

Israel, Japan, New Zealand, South Korea, Taiwan and Uruguay. Negotiations with Colombia, Mexico and Peru continued in 2018.

See also [Youth Wiki > Youth & the World > Intercontinental youth work and developmental cooperation](#).

## 1.9 Current debates and reforms

### Forthcoming policy developments

The new [joint youth strategy of the Federal Government](#) aims to create more awareness for youth policy issues in policy-making processes. The participation of young people is to be strengthened at all levels and further participatory formats need to be supported. More financial means will be provided to further civic and political engagement and cultural education of young people. International youth exchange will be supported more strongly to give young people the chance to take part in an exchange no matter where they come from or what level of education they have.

The agreement on the further steps to be taken to establish a [Greek-German Youth Office](#) signed by the Federal Ministry for Youth Affairs (BMFSFJ) and the Greek Ministry of Education, Research and Religious Affairs on 26 July 2017 is taking further shape. It was presented to the Greek parliament in July 2018 and ratified on 4 September 2018 by a majority of votes. The treaty on the establishment of a Greek-German Youth Office was then signed in October 2018 which opens up the way for setting up the offices in Leipzig and Thessaloniki as agreed. The German and Greek partners still have to resolve a number of conceptual, technical and labour-related issues before the Youth Office can be considered fully established. It is currently unclear how long this will take.

The [establishment of a Youth Office](#) was also agreed on with Israel. Talks on that issue took place in October 2018 in the framework of the Israeli-German government talks in Israel.

It is planned to establish a permanent post of an [independent commissioner for issues on the sexual abuse of children](#) reporting to the federal government. BMFSFJ has presented a concept that strengthens the structures to protect children and young people from sexual violence and exploitation. It also suggests to improve the conditions for better and extensive help for persons affected. The concept will be finalized by the federal cabinet in the forthcoming weeks and then put into practice.

### Ongoing debates

There is an ongoing debate about incorporating the issue of children's rights into the [Basic Law](#) (Grundgesetz) for the Federal Republic of Germany. In March 2017, North Rhine-Westphalia presented a bill proposal to amend Section 6 of the Basic Law to the Federal Council ([Bundesrat](#)). [Recent reports commissioned by BMFSFJ](#) support this claim. The current [coalition agreement](#) provides for such a change of the Basic Law.

Currently there is a broad participation and dialogue process going on with regard to the further development of child and youth services. The results of this process will serve as a basis for the development of a draft law to remodel child and youth services. Information on the current state of discussions and debates in this process and the topics of child and youth services can be found at the platform [www.mitreden-mitgestalten.de](http://www.mitreden-mitgestalten.de). Further information around the SGB VIII reform process at <http://kijup-sgbviii-reform.de/>.

Main topics 2018 discussed and debated at the Commission for the Perception of Children's Needs at the German Federal Parliament ([Kinderkommission des Deutschen Bundestages, KiKo](#)):

- child-friendly justice,
- Digitisation,
- Well-being of children.

## 2. VOLUNTARY ACTIVITIES

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Voluntary activities are an important factor to strengthen social structures and society in Germany. Young volunteers can opt to work in various areas such as social welfare, sports, projects involving children and young people, monument preservation, culture, peace projects or activities to support refugees, education, geriatric care, the environment and nature conservation.

The chapter focuses on volunteering schemes. There are a number of different national and international state-funded voluntary services in Germany young people can engage in which are described more profoundly in the section on [Youth Volunteering at national level](#) and in the section on [Cross-border mobility programmes](#). The chapter also provides information on their legal bases and the guidelines these services follow. One of the key components of the state-funded voluntary services is the educational support volunteers receive as learning is one of the main goals in voluntary services.

Providers of voluntary services continue to intensify their efforts to reach out to target groups who are disproportionately underrepresented in volunteering schemes.

### 2.1 General context

#### Historical developments

The concept of a Voluntary Social Year (Freiwilliges Soziales Jahr, FSJ) for young people first appeared in 1954. Hermann Dietzfelbinger, the rector of the deaconry in Neuendettelsau and the later bishop of the regional Protestant-Lutheran church in Bavaria, sent out an appeal to young men and women to dedicate one year of their life to serving their communities. Other organisations followed his lead. In 1958 the Catholic church established the campaign Young people for young people (Jugend hilft Jugend). In the early 1960s, independent welfare associations and the organisations affiliated with them laid the groundwork for a voluntary year (Freiwilliges Jahr).

On 1 April 1964, Germany adopted the Act to promote a voluntary social year (Gesetz zur Förderung eines freiwilligen sozialen Jahres). This act, along with the Act to promote a voluntary ecological year (Gesetz zur Förderung eines freiwilligen ökologischen Jahres), were superseded in 2008 by the Act to Promote Youth Voluntary Services (Gesetz zur Förderung von Jugendfreiwilligendiensten). This 2008 act is the legal framework for opportunities for volunteers, the educational support they receive, and their social security. In 1993 Germany introduced the Voluntary Ecological Year (Freiwilliges Ökologisches Jahr, FÖJ), followed in 2011 by the Federal Volunteer Service (Bundesfreiwilligendienst, BFD). Under this scheme, volunteers can opt to work in various areas such as social welfare, sports, projects involving children and young people, monument preservation, culture, peace projects or activities to support refugees. See also '50 years Voluntary Social Year' ([50 Jahre Freiwilliges Soziales Jahr](#)).

Germany abolished its mandatory military service effective 1 July 2011, which also meant the end of the alternative option, which was a mandatory period of community service for those unwilling or unable to complete military service. At the same time, the Federal Government introduced the Federal Volunteer Service (Bundesfreiwilligendienst, BFD), a scheme which is open to all German citizens.

Further information can be found at the [website of the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth](#) (Bundesministerium für Familie, Senioren, Frauen und Jugend).

#### Main concepts

The current civic commitment strategy ([Engagementstrategie](#)) of the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie,](#)

[Senioren, Frauen und Jugend](#)) describes civic commitment as a voluntary activity without a material reward. Raising public awareness of civic commitment is seen as vital in order to encourage more activities of this kind.

Volunteering is a particular field of activity for young people who wish to show civic commitment. By volunteering, they give back to their community and to society at large, and also benefit personally. The Ministry's civic commitment strategy serves to help volunteering schemes to continue developing and be placed on a longer-term footing.

Typical areas of activity for volunteers are sports, integration, culture, monument preservation, social welfare, education, geriatric care, the environment and nature conservation.

## 2.2 Administration and governance of youth volunteering

### Governance

#### Main actors

Within the Federal Government, the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#), BMFSFJ) is primarily responsible for the political framework around civic commitment. In 2015, a department for civic commitment policy ([Abteilung Demokratie und Engagement](#)) was set up inside the Ministry. Within that department, section (Referat) 114 is responsible for the Federal Volunteer Service (Bundesfreiwilligendienst, BFD), while section (Referat) 115 is responsible for the youth voluntary services (Jugendfreiwilligendienste).

Other relevant government bodies are:

- Federal Ministry for Economic Cooperation and Development ([Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung](#), BMZ), which supports the [weltwärts](#) volunteering scheme,
- Federal Foreign Office ([Auswärtiges Amt](#), AA), which supports the [kulturweit](#) volunteering scheme and handles visa issues,
- Federal Ministry of Labour and Social Affairs ([Bundesministerium für Arbeit und Soziales](#), BMAS), which handles any social security related issues,
- Federal Ministry of the Interior, ([Bundesministerium des Inneren, für Bau und Heimat](#), BMI), which is responsible for questions pertaining to residence and immigration (incoming volunteers).

The parliamentary subcommittee "Civic Commitment" of the Committee on Family Affairs, Senior Citizens, Women and Youth ([Unterausschuss "Bürgerschaftliches Engagement" des Ausschusses für Familie, Senioren, Frauen und Jugend](#)) works to continue improving the circumstances under which volunteering takes place. It discusses ongoing legislative projects that touch upon civic commitment, it contributes input to the continued implementation of the recommendations by the Enquete commission 'Future of civic commitment' (Enquete-Kommission "Zukunft des Bürgerschaftlichen Engagements"), and, in collaboration with civil society groups, helps to continue develop the Federal Government's policies in the field of civic commitment.

Major non-public stakeholders in the field of volunteering are:

- Germany's umbrella associations for independent social welfare organisations (Spitzenverbände der Freien Wohlfahrtspflege) including inter alia:
  - Workers' Welfare Association ([Arbeiterwohlfahrt Bundesverband e.V., AWO](#)),
  - The [Paritätische Gesamtverband e.V.](#) (umbrella organisation in the area of voluntary welfare services),

- German Red Cross ([Deutsches Rotes Kreuz e.V., DRK](#)),
- German Caritas Association ([Deutscher Caritasverband e.V.](#)).
- German Sports Youth, part of the German Olympic Sports Confederation [[Deutsche Sportjugend \(dsj\) im Deutschen Olympischen Sportbund e.V. \(DOSB\)](#)]  
dsj offers sports activities across the entire country with the aim of assisting young people in developing their personalities. The organisation offers ample opportunity for young people to volunteer in the sports field. For instance, they can join what are known as Juniorteamen (junior teams) or volunteer in a sports project.
- International Federation ([Internationaler Bund, IB](#))  
IB and its affiliated societies is one of Germany's biggest providers of youth, social work and educational services as well as volunteering schemes.
- German Federation for Cultural Youth Education ([Bundesvereinigung Kulturelle Kinder- und Jugendbildung e.V., BKJ](#))  
BKJ and its cultural and educational partner organisations (a network known as [Trägerverbund Freiwilligendienste Kultur und Bildung](#)) jointly offer year-long volunteering placements in the fields of culture (FSJ Kultur), education (FSJ Schule), politics (FSJ Politik), the Federal Volunteer Service for Culture and Education (Bundesfreiwilligendienst Kultur und Bildung) and two other volunteering schemes for culture and international education.
- Nature And Biodiversity Conservation Union ([Naturschutzbund Deutschland e.V., NABU](#))  
NABU is one of Germany's leading volunteering associations in the area of conservation and environmental protection. It offers Federal Volunteer Service placements in the field of nature conservation.
- [Jugendwerk Aufbau Ost JAO gGmbH](#)  
JAO gGmbH runs child and youth services facilities and activities, manages the provision of social benefits, and is also affiliated with the Voluntary Social Year (Freiwillige Soziales Jahr), the Voluntary Ecological Year (Freiwilliges Ökologisches Jahr) and the Federal Volunteer Service (Bundesfreiwilligendienst) in Berlin and Mecklenburg-West Pomerania.

List of Federal Volunteer Service central offices ([Liste der BFD-Zentralstellen](#))

There are several working groups (Arbeitskreise) and networks active in the volunteering sector:

- **Action Committee Service for Peace** ([Aktionsgemeinschaft Dienst für den Frieden, AGDF](#))  
AGDF is a network of organisations and institutions that engage in peace-building in Germany and abroad. They work towards improved framework conditions for and better recognition of longer-term volunteering placements.
- **Association of Central Federal Voluntary Organisations and the Central Offices for the Voluntary Social Year** ([Bundesarbeitskreis FSJ](#), BAK FSJ)  
BAK FSJ is a federal-level working party comprising national civil-society partner organisations that offer Voluntary Social Year (Freiwilliges Soziales Jahr, FSJ) placements. These organisations, which are themselves organised in federal associations, discuss their work in the FSJ field with their respective partners and negotiate the rules applying to FSJ placements.
- **Federal NGO Working Group Voluntary Ecological Year** ([Bundesarbeitskreis FÖJ, BAK FÖJ](#))  
BAK FÖJ is a federal-level working group comprising all organisations that offer Voluntary Ecological Year (Freiwilliges Ökologisches Jahr, FÖJ) placements. The

partners draw up uniform quality standards that apply to all organisations and serve as a basis for the education framework around FÖJ placements. FÖJ volunteers are represented by federal spokespersons (Bundessprecher), who attend the BAK FÖJ meetings.

- **Political representation group for participants in international volunteering schemes** ([Politische Freiwilligenvertretung internationaler Freiwilligendienste, PFIF](#))

PFIF, a political representation group for participants in international volunteering schemes, contributes towards the continued development of international volunteering schemes.

- **Association of Protestant Volunteering Schemes** ([Konferenz Evangelischer Freiwilligendienste, KeF](#))

KeF is an association of organisations offering volunteering schemes in Germany and abroad. It provides information on Protestant volunteering schemes and advises and informs interested parties on quality development.

- **Protestant Volunteering Schemes** ([Evangelische Freiwilligendienste](#))

This organisation is a network of Protestant organisations offering volunteering schemes in Germany and abroad. It represents organisations from the fields of youth work, social welfare, and state and independent churches that offer placements at the regional, national or international level.

- **Catholic Federation of Volunteering Schemes** ([Katholische Bundesarbeitsgemeinschaft Freiwilligendienste](#))

This association is a network of providers of volunteering schemes in Germany and abroad that are affiliated with the Catholic church in Germany. It also incorporates institutions that provide financial and other kinds of support for volunteering schemes.

- **Interest Group International Volunteering Schemes** (Gesprächskreis Internationale Freiwilligendienste, GIF)

This group is affiliated with the Learning and Helping Overseas Association ([AKLHÜ e.V. – Netzwerk und Fachstelle für internationale Personelle Zusammenarbeit](#)). It primarily represents the interests of international volunteering scheme providers. It is responsible for coordinating the ideas and activities of the major international volunteering scheme providers and their associations and liaising between them and the national scheme providers while advising them on the legal framework and on state funding programmes. In addition, it represents their interests at the political level.

- **Protestant Forum for Voluntary Service in Development Cooperation** ([evangelisches Forum entwicklungspolitischer Freiwilligendienst, eFeF](#))

The Protestant Forum for Voluntary Service in Development Cooperation is a network of Protestant and development organizations, associations and agencies that host and send volunteers on assignments through the [weltwärts](#) programme.

### General distribution of responsibilities

Germany's federal structure is also reflected in the field of voluntary activities. At the national level (Bund), BMFSFJ is responsible for all [volunteering activities](#), also those by young people. At the regional level (Länder), this role is played by the relevant state ministries, e.g., for Baden-Württemberg, the responsible ministry is the Ministry of Social Affairs and Integration ([Ministerium für Soziales und Integration](#)). There is currently no coherent civic commitment policy in place between the federal and regional levels.

There are many volunteering schemes in Germany. Some are subject to legislation, such as the youth volunteering schemes Voluntary Social Year (Freiwilliges Soziales Jahr, FSJ) and Voluntary Ecological Year (Freiwilliges Ökologisches Jahr, FÖJ), as well as the Federal Volunteer Service (Bundesfreiwilligendienst, BFD). Non-profit organisations, in their

capacity as civil society groups, are responsible for managing and implementing the schemes.

The FSJ and FÖJ schemes are managed and funded jointly by the Federal Government and Federal States (the Federal Government is the sole source of funding for pedagogical support). The BFD scheme is managed and funded solely by the Federal Government.

## Cross-sectoral cooperation

As a rule, the federal ministries are required to work together in matters that relate to two or more federal ministries. Cross-sectorial cooperation as well as cooperation with other departments in another federal ministry and with the Federal Chancellery (Bundeskanzleramt), the lower (Bundestag) and upper house (Bundesrat) of parliament, the Mediation Committee (Vermittlungsausschuss), and the supreme state authorities of the federal states is governed by the Joint Rules of Procedure of the Federal Ministries ([Gemeinsame Geschäftsordnung der Bundesministerien](#), GGO).

As a second-tier authority of BMFSFJ, the advisory council for the Federal Volunteer Service ([Beirat für den Bundesfreiwilligendienst](#)) advises BMFSFJ in issues related to the Federal Volunteer Service (Bundesfreiwilligendienst, BFD). It meets twice a year. It consists of 23 members that are elected for four years. Its members are representatives of the BFD central offices (Zentralstellen), of churches, of employees' and employers' associations, of the federal states and the local government central associations as well as the spokespersons of the volunteers. There is no such institution for the youth voluntary services.

BMFSFJ meets regularly with representatives of the central offices in charge of the Voluntary Social Year (Freiwilliges Soziales Jahr, FSJ) and Voluntary Ecological Year (Freiwilliges Ökologisches Jahr, FÖJ). At an annual federal and state conference representatives of the Federation and the federal states exchange experience and hold talks on how to further develop the youth voluntary services. There are also event-driven meetings, conferences or other sessions. If necessary, ad-hoc working groups are set up.

An interministerial working group consisting of the involved federal ministries (BMFSFJ, AA, BMZ) coordinates and discusses the international youth voluntary services offered by the Federal Government, e.g. the International Youth Voluntary Service ([Internationaler Jugendfreiwilligendienst](#)) and other voluntary services ([weltwärts](#) or [kulturweit](#)). The working group also talks about mission adjustments with regard to visa issues, the recognition of placements abroad, health issues, security situations. The second-tier authority of BMFSFJ, the Federal Office of Family Affairs and Civil Society Functions ([Bundesamt für Familie und zivilgesellschaftliche Aufgaben](#), BAFzA), has also been invited to this inter-ministerial working group.

There are also consultations between BMFSFJ and BMAS relating to social security issues of volunteers at home and abroad or questions as e.g. the labour market neutrality of volunteering schemes.

## 2.3 National strategy on youth volunteering

### Existence of a National Strategy

Volunteering is an element of the civic commitment strategy (Engagementstrategie) of the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend, BMFSFJ](#)), which was adopted in early 2016. The strategy aims to consolidate and streamline the Ministry's policies on civic commitment especially during the current parliamentary term.

- German title: [Engagementstrategie BMFSFJ. Strategische Ausrichtung der Engagementpolitik.](#)

- English translation (Unofficial title): The BMFSFJ civic commitment strategy. Strategic orientation of civic commitment policy.

The strategy builds on experience and insights gained through Germany's long-standing tradition in volunteering, as well as on the Federal Government's national civic commitment strategy ([Nationale Engagementstrategie der Bundesregierung](#)) from 2010.

### Scope and contents

The [civic commitment strategy of BMFSFJ](#) aims to consolidate and streamline the Ministry's policies on civic commitment, especially during the current parliamentary term. Achievements made to date are to be further improved and strengthened. New approaches are to be developed for those areas where there is urgent need for action.

The Ministry's civic commitment strategy touches upon the following areas, some of which are youth-related:

- Strengthening the infrastructure around volunteering and civic commitment (e.g., through the programmes 'People assisting people' (Menschen stärken Menschen) and 'City-wide commitment' (Engagierte Stadt);
- Strengthening the recognition culture;
- Improving coordination across the civic commitment research community;
- Ensuring the results orientation of efforts to support civic commitment and volunteering;
- Raising even more awareness of civic commitment and volunteering; and
- Putting volunteering schemes on a longer-term footing and developing them further.

The main beneficiaries of strengthened volunteering and civic commitment are refugees, individuals from less educated backgrounds and members of the immigrant community, including young people.

### Responsible authority

The Federal Ministry for Family Affairs, Senior Citizens, Women and Youth, known as the "civic commitment ministry" ([Engagementministerium](#)), is responsible for creating the right framework conditions for civic commitment and volunteering, putting it on a long-term footing, and creating a culture of recognition.

### Revisions/ Updates

The current civic commitment strategy of the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth was adopted in January 2016. The concerns of civil society are taken into account in all areas covered by the civic commitment strategy (Engagementstrategie).

Important civic commitment promotion programmes are subjected to an impact analysis in order to ensure a results-oriented approach.

## 2.4 Youth volunteering at national level

### National Programme for Youth Volunteering

#### Youth voluntary services (Jugendfreiwilligendienste)

The rules and regulations surrounding the youth voluntary services schemes Voluntary Social Year (Freiwilliges Soziales Jahr, FSJ) and Voluntary Ecological Year (Freiwilliges Ökologisches Jahr, FÖJ) are laid down in the **Act to Promote Youth Voluntary Services** ([Gesetz zur Förderung der Jugendfreiwilligendienste](#), JFDG), entered into force as from 1 June 2008 (last amended 20 December 2011). These schemes are designed for young people who have completed full-time compulsory education but are under the age of 27.

The Act sets the general framework and stipulates basic parameters for volunteers to take part in these schemes, for example the duration of a voluntary service, what organisations may be accredited as providers of youth voluntary services and which labour law, health and safety provisions and data protection provisions must be observed.

FSJ and FÖJ placements may also be completed abroad, as detailed in Section 6 of the Act.

#### [FSJ placements abroad:](#)

2016/2017: 21; main destinations: Italy, Kosovo, Peru, Romania, Vietnam

2017/2018: 12; main destinations: Italy, Peru, Vietnam

#### [FÖJ placements abroad:](#)

2016/2017: 9; main destinations: Austria, Denmark, Estonia, Lithuania, Poland

2017/2018: 7; main destinations: Austria, Denmark, Estonia, Lithuania

The service unit for youth voluntary services ([Servicestelle für Jugendfreiwilligendienste](#)), which is attached to **Federal Office of Family Affairs and Civil Society Functions** ([Bundesamt für Familie und zivilgesellschaftliche Aufgaben](#), BAFzA), advises and supports organisations, volunteers' places of work and volunteers.

The FSJ national tutoring group (Bundestutorat) of BAFzA is responsible for quality development and assurance in regard to the educational support provided. It assists the educational staff working for non-affiliated organisations in providing said educational support. It also organises national conferences for experts working in this field and conducts statistical surveys and evaluations.

Possible areas of work for a voluntary social year (FSJ) include: Sports clubs/associations; welfare-oriented institutions (nursing homes, care homes, hospitals, facilities for individuals with disabilities, outpatient welfare/care services, first-aid/ambulance services, emergency services); culture/monument preservation (memorial sites, museums, cultural associations, archives, youth clubs); childcare/daycare institutions; church community organisations; schools (special-needs schools, all-day schools); youth fire brigades; civil defence/disaster management organisations; [media education](#).

Possible areas of work for a voluntary ecological year (FÖJ) include: Environmental and nature conservation associations, conservation centres, landscape maintenance and horticulture, agriculture and animal husbandry, forestry, environmental technology and renewable energies, animal care, environmental education, child and youth welfare, environmental sciences, environmental authorities

#### [Placements FSJ/FÖJ](#)

	<b>FSJ</b>	<b>FÖJ</b>
<b>2016/2017</b>	56 347	2 926
<b>2017/2018</b>	54 919	2 995

Volunteers with special needs (cognitive, emotional or physical disabilities) across Germany receive special assistance and educational support. Volunteers who are members of the immigrant community, too, are covered by this nationwide inclusive approach and are given personal assistance.

### **Federal Volunteer Service (Bundesfreiwilligendienst)**

The Federal Volunteer Service ([Bundesfreiwilligendienst](#), BFD) is a scheme for everyone in Germany who wishes to contribute to the common good outside of work or school. It is open to everyone who has completed full-time compulsory education. Depending on the federal state, this can include young people aged 16 or even 15.

BFD was introduced upon the coming into force of the Federal Volunteer Service Act ([Bundesfreiwilligendienstgesetz](#)) on 28 April 2011 and amended by Section 15 (5) of the Act of 20 October 2015, introducing the Federal Volunteer Service pertaining to Refugees (Bundesfreiwilligendienst mit Flüchtlingsbezug). It runs through to December 31, 2018.

The competent authority is the Federal Office of Family Affairs and Civil Society Functions ([Bundesamt für Familie und zivilgesellschaftliche Aufgaben](#), BAFzA). It is supported by what are known as central offices (Zentralstellen), which are responsible for providing support to the volunteers' places of work and the distribution of funds [[see also 'Quality assurance \(QA\)'](#)]. BAFzA also deploys [advisers](#) who work across Germany in the field.

Possible areas of work under the Federal Volunteer Service: Child and youth services, social welfare, healthcare and geriatric care, assistance for individuals with disabilities, culture/monument preservation, sports, civil defence/disaster management organisations, environmental protection, schools, [youth participation](#).

[BFD statistics](#) as at September 2018:

Total number of volunteers (under the age of 27): 30 949 (16 091 female, 11 413 male), most of them in North Rhine-Westphalia (4 273 women, 3 127 men), Baden-Württemberg (2 776 women, 1 926 men), Lower Saxony (2 343 women, 1 627 men) and Bavaria (1 740 women, 1 157 men).

In November 2016 there were 31 550 registered and recognised places of work for Federal Volunteer Service volunteers across Germany. [List of potential places of work under the Federal Volunteer Service](#)

Brochure 'Time to do the right thing. Volunteering in Germany – Federal Volunteer Service, Voluntary Social Year, Voluntary Ecological Year' ([Zeit, das Richtige zu tun. Freiwillig engagiert in Deutschland - Bundesfreiwilligendienst, Freiwilliges Soziales Jahr, Freiwilliges Ökologisches Jahr](#))

## Funding

For measures to strengthen civil society with a focus on voluntary services, around EUR 300.9 million have been earmarked in the federal budget ([Bundeshaushalt](#)) 2018, section 17 of the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (Bundesministerium für Familie, Senioren, Frauen und Jugend, BMFSFJ). Of this, the following amounts have been earmarked for youth voluntary services (Jugendfreiwilligendienste), including Voluntary Social Year (Freiwilliges Soziales Jahr, FSJ) and Voluntary Ecological Year (Freiwilliges Ökologisches Jahr, FÖJ), and Federal Volunteer Service (Bundesfreiwilligendienst, BFD):

- **Youth voluntary services** (title 684 11)

2018: Voluntary Social Year (FSJ) EUR 75 781 000 (2016: EUR 73 781 000); Voluntary Ecological Year (FÖJ) EUR 7 800 000 (2016: EUR 7 300 000). No European Social Fund funding was used.

- **Federal Volunteer Service** (title 684 14)

2018: 205 202 000 (2017: EUR 200 202 000). This sum also includes funding for the special scheme 'Federal Volunteer Service pertaining to Refugees' (Bundesfreiwilligendienst mit Flüchtlingsbezug) to be terminated by the end of 2018. No European Social Fund funding was used.

## Characteristics of youth volunteering

The last volunteer survey ([Freiwilligensurvey](#)) of 2014 (published in 2016) drew the following main conclusions:

- Volunteering services are specific, regulated forms of civic commitment.

- The Jugendfreiwilligendienste (youth voluntary services) (Freiwilliges Soziales Jahr/Voluntary Social Year and Freiwilliges Ökologisches Jahr/Voluntary Ecological Year) are the best-known schemes.
- More women than men sign up to a voluntary scheme; most of them are young adults (9.2 per cent are aged 18-29; for comparison: 3.8 per cent are aged 30-49).
- Well-educated 18 to 29-year-olds are more likely to join a volunteering scheme.

For statistics on Federal Volunteer Service (Bundesfreiwilligendienst) and Youth Voluntary Services (Jugendfreiwilligendienste), [see 'National Programme for Youth Volunteering'](#).

The civic commitment strategy ([Engagementstrategie](#)) of the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth points out that the level of civic commitment among young people has declined slightly in recent years, amongst other things due to increased time pressure, in turn due to rising expectations in terms of education, training and the transition to working life. The resulting need to remain geographically more mobile and the loss of one's social surroundings were other factors that have impacted negatively on the willingness to volunteer.

According to the [final report of the joint evaluation of the Federal Volunteer Service Act and the Act to Promote Youth Voluntary Services](#), young men are disproportionately under-represented in the youth voluntary service schemes. This is particularly true for the Voluntary Social Year (Freiwilliges Soziales Jahr, FSJ) placements in settings such as geriatric care, healthcare, services for individuals with disabilities and childcare and youth services. Volunteers from the immigrant community are also under-represented. Young people with fewer opportunities are less likely to volunteer than their peers with a higher educational qualification.

## Support to young volunteers

Under the Federal Volunteer Service (Bundesfreiwilligendienst, BFD), volunteers have to be issued with a certificate confirming the type and duration of the placement. Under the Youth Voluntary Services (Jugendfreiwilligendienst) scheme, the certificate is issued at the volunteers' request. In both cases, the certificates must include a reference to the professional qualification characteristics of the placement.

As a rule, volunteers under the Voluntary Social Year/Voluntary Ecological Year (FSJ/FÖJ) schemes ([see also 'National Programme for Youth Volunteering'](#)) and Federal Volunteer Service ([Bundesfreiwilligendienst](#), BFD) enjoy statutory social insurance coverage. Contributions towards health, long-term care, unemployment, pensions and accident insurance are paid by the voluntary service organisations or alternatively by the volunteers' place of work. In terms of social insurance, BFD placements are considered equivalent to vocational training. Parents of volunteers under the age of 25 are entitled to child benefit and all related governmental and other benefits this entails. Normally, volunteers receive spending money during their placement. Food, accommodation and work clothes may be provided or the cost thereof reimbursed.

## Quality Assurance

### Regulations that make reference to quality in the field of voluntary services

Regulations on promoting youth voluntary service in accordance with the Act to Promote Youth Voluntary Services and to promote the International Youth Voluntary Service in accordance with the regulations adopted by the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth on 20 December 2010 [[Richtlinien zur Förderung der Jugendfreiwilligendienste nach dem Jugendfreiwilligendienstegesetz sowie des Internationalen Jugendfreiwilligendienstes nach der Richtlinie des Bundesministeriums für Familie, Senioren, Frauen und Jugend \(BMFSFJ\) vom 20. Dezember 2010](#)]

- came into force on 1 April 2012 (No. II.4.b. of the regulations came into force on 1 September 2012),

- stipulate that organisations offering voluntary social year (FSJ) placements must join a national tutoring group (Bundestutorat) that serves as a central body for quality assurance and development.

Framework regulations pertaining to training and guidance for the Federal Volunteer Service (BFD), with particular reference to training courses and the educational staff used for this purpose [[Rahmenrichtlinie für die pädagogische Begleitung im Bundesfreiwilligendienst \(BFD\) unter besonderer Berücksichtigung der Seminararbeit und des dabei eingesetzten pädagogischen Personals](#)]

- adopted on 24 July 2013,
- prescribe minimum standards and quality features of the training and guidance given under the Federal Volunteer Service; with particular reference to training courses and the educational staff used for this purpose.

Supplemented framework regulations pertaining to training and guidance for the Federal Volunteer Service (BFD), with particular reference to training courses and the educational staff used for this purpose [[Ergänzung der Rahmenrichtlinie für die pädagogische Begleitung im Bundesfreiwilligendienst \(BFD\) unter besonderer Berücksichtigung der Seminararbeit und des dabei eingesetzten pädagogischen Personals](#)]

- required due to the amendment of the Federal Volunteer Service Act and the addition of Section 18 (volunteer services involving refugees) dated 27 November 2015,
- valid until 31 December 2018,
- define the objectives, quality features and nature of training and guidance in accordance with the framework regulations of 24 July 2013.

Regulations on the implementation of the International Youth Voluntary Service ([Richtlinie zur Umsetzung des Internationalen Jugendfreiwilligendienstes](#))

- dated 20 December 2010, last amended on 17 April 2014,
- came into force on 22 May 2014,
- stipulate that organisations affiliated with the International Youth Voluntary Service join a central national body that is responsible for quality management.

Promotion regulations pertaining to the implementation of the development-oriented weltwärts programme ([Förderleitlinie zur Umsetzung des entwicklungspolitischen Freiwilligendienstes weltwärts](#))

- came into force on 1 January 2016,
- elaborate the obligations of the volunteers in terms of their contribution to quality management; defines the profile of the sending organisations,
- require the sending organisations to ensure ongoing seminars of adequate quality by using suitably qualified teaching and specialist staff.

Some volunteering scheme providers have developed their own quality standards, among them

- welfare organisations affiliated with the Catholic church ([katholische Trägergruppe](#)) and
- Action Committee Service for Peace ([Aktionsgemeinschaft Dienst für den Frieden, AGDF](#)).

### **Instruments to secure quality development**

To secure [quality development and assurance of national \(and international\) volunteering schemes](#) a number of instruments has been developed in the past 15 years in Germany. These include:

- Instruments used to measure quality:
  - quality catalogues on the basis of quality criteria and standards,
  - quality manuals,
  - graphs and organisation charts to describe processes and cycles in terms of quality assurance,
  - satisfaction surveys among volunteers/places of work and self-assessment questionnaires for volunteers and organisations (sending/host/offering placements),
  - structured interviews with single stakeholders,
  - online tools:
    - ❖ for volunteers to rate their placements – for instance [meinfreiwilligendienst.de](http://meinfreiwilligendienst.de), a project by grenzenlos e.V. – Vereinigung internationaler Freiwilliger,
    - ❖ for organisations for the purpose of voluntary self-regulation (quality group at the Association for Development Cooperation [[Arbeitsgemeinschaft für Entwicklungshilfe \(AGEH\) e.V.](http://Arbeitsgemeinschaft_für_Entwicklungshilfe_(AGEH)_e.V.)]).
- Dialogue panels:
  - regular feedback talks between the volunteers and the organisations where volunteers are placed to work,
  - internal regular team meetings on certain topics,
  - internal and cross-organisational quality group meetings for peer support (self-organised),
  - cross-organisational quality committees who on behalf of the supporting institution (e.g. weltwärts) look at certain relevant aspects of quality and provide for the exchange with the civil society,
  - internal and cross-organisational, national and international trainings and workshops to develop a common understanding of quality between the partner organisations,
  - symposia either for sending organisations ([Entsendeorganisationen](#)) or for host organisations ([Aufnahmeorganisationen](#)) / organisations offering placements.
- quality processes in terms of benchmarking aiming to get the quality label
  - internal quality checks on the basis of voluntary self-regulation (fid-Netzwerk internationalQM),
  - external quality check/audit prior to the assignment of a quality label (RAL quality label 'Gütezeichen Internationaler Freiwilligendienst', Quifd quality label),
  - external consultants and auditors to measure the quality of the organisations,
  - relevant training and further education offerings.

Example of voluntary self-regulation: For the purpose of voluntary self-regulation, organisations engaged in voluntary schemes can use the quality manual 'Quality management in international volunteering schemes' (Qualitätsmanagement internationaler Freiwilligendienste im Dialog). The manual lists various areas in which quality is a concern. For each area, it describes criteria and indicators which the organisations can use to measure the quality of their work. The manual is available in 7 languages.

Quality labels used in connection with volunteering schemes include:

- [RAL Gütezeichen Internationaler Freiwilligendienst](#) (for outgoing and incoming volunteers)

The process to undergo prior to receiving this quality mark is based predominantly on the dialogue-oriented QM system "fid-Netzwerk international QM". It takes into account the existing quality regulations adopted by RAL (Deutsches Institut für Gütesicherung und Kennzeichnung e.V./German Institute for Quality Assurance and Certification). The organisation behind the quality mark is RAL Gütegemeinschaft Internationaler Freiwilligendienst e.V.

- [Quifd quality label](#)

The process to undergo prior to receiving the Quifd quality label is based on quality principles and standards for volunteering schemes. The organisation behind it is Quifd – Agentur für Qualität in Freiwilligendiensten.

Contact partners and organisations engaged in quality assurance in national (and international) volunteering schemes (selection):

- Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#), BMFSFJ) as the supporting institution,
- Federal Office of Family Affairs and Civil Society Functions ([Bundesamt für Familie und zivilgesellschaftliche Aufgaben](#), BAFzA), especially in regard to the recognition of places of work in connection with Federal Volunteer Service (Bundesfreiwilligendienst), the youth voluntary service schemes (FSJ and FÖJ), the International Youth Voluntary Service (Internationaler Jugendfreiwilligendienst) and weltwärts,
- [RAL Gütegemeinschaft Internationaler Freiwilligendienst e.V.](#),
- [Quifd – Agentur für Qualität in Freiwilligendiensten](#),
- fid service and advisory unit for international volunteering schemes ([fid-Service- und Beratungsstelle für internationale Freiwilligendienste](#)) as a specialist unit for all organisations offering, advising and supporting international volunteering schemes,
- Quality associations ([Qualitätsverbände](#)) of the weltwärts programme,
- Youth for Europe ([JUGEND für Europa](#)), Germany's National Agency for the Erasmus+ YOUTH IN ACTION programme as supporting institution of the European Voluntary Service (EVS) and the European Solidarity Corps,
- IJAB - International Youth Service of the Federal Republic of Germany ([IJAB – Fachstelle für Internationale Jugendarbeit der Bundesrepublik Deutschland e.V.](#)), regarding trainings, counselling and publications of all [international youth work formats](#), including national and international volunteering schemes,
- bilateral youth offices and coordination centres, regarding to bilateral, specific forms of voluntary service schemes in the formal and non-formal sector.

There is no central database of organisations offering volunteering opportunities for young people. Online, there are lists of

- [volunteering agencies in Germany](#),
- vacancies for volunteers ('[Stellenmarkt Freiwillige](#)') at the website of the Learning and Helping Overseas Association (Arbeitskreis Lernen und Helfen in Übersee, AKLHÜ),
- 'market places' for volunteers (Freiwilligenbörsen),
- [opportunities to become involved and support development policy initiatives](#),
- organisations accepting volunteers under the Federal Volunteer Service ([Bundesfreiwilligendienst](#)) scheme,

- organisations accepting volunteers under the [FSJ/FÖJ youth voluntary schemes](#),
- [contact persons](#) in the many different areas where volunteering placements are offered.

These lists are regularly updated.

[See also 'Administration and Governance of Youth Volunteering > Main actors'](#)

Young people who have completed a volunteering placement produce a written report for their sending organisation ([Entsendeorganisation](#)). They also have to attend seminars (25 days) given by educational support staff. The seminars aim to confront the volunteers with specific questions relating to the volunteering scheme (handling topics like death, conflicts, the integration of refugees in volunteering schemes etc.) and make them reflect their own behaviour patterns. They also serve to strengthen the volunteers' personal and professional development. The seminars are mandatory and the time spent there counts towards the working hours.

In 2015, an evaluation was conducted of the Federal Volunteer Service Act and the Act to Promote Youth Voluntary Services ([Evaluation der Gesetze zum Bundesfreiwilligendienst und den Jugendfreiwilligendiensten](#)). It revealed that certain target groups are underrepresented in the schemes. [See also 'Characteristics of youth volunteering'](#).

## Target groups

Specific target groups in the younger population who are to be encouraged to volunteer include:

- Individuals who have completed full-time compulsory education but are under the age of 27 [referred to in the Act to Promote Youth Voluntary Services ([Gesetz zur Förderung von Jugendfreiwilligendiensten](#)) and in the regulations on the implementation of the International Youth Voluntary Service ([Richtlinie zur Umsetzung des Internationalen Jugendfreiwilligendienstes](#))]. Young people who have special needs can also volunteer under the Youth Voluntary Services scheme [referred to in the Circular in accordance with No. 11.4.a.(3) of funding rules for youth voluntary services ([Rundschreiben gemäß Nr. II.4.a.\(3\) der Förderrichtlinien Jugendfreiwilligendienste, RL-JFD](#))]:
  - School students with a poor academic performance, early school leavers, school truants, 'street kids';
  - young people who leave compulsory education without a secondary school qualification, young people attending special schools for those with learning disabilities, young people with dyslexia;
  - young people who were or are in receipt of socio-educational support services ("Hilfen zur Erziehung") as defined in the Child and Youth Services Act (Kinder- und Jugendhilfegesetz) (Volume VIII, Social Code); former drug addicts; those convicted of a criminal offence; ethnic German late-resettlers (Spätaussiedler) with language difficulties, members of the immigrant community, single parents.
- Individuals under the age of 27 who have completed full-time compulsory education and individuals over the age of 27 who meet certain requirements as stipulated in article 2 of the Federal Volunteer Service Act ([Bundesfreiwilligendienstgesetz](#)).
- Young people who face social, economic or geographical challenges, who experience educational or health problems and young people from a non-mainstream cultural background or with special educational needs [referred to in the regulations of the Franco-German Youth Office ([Richtlinien des Deutsch-Französischen Jugendwerks](#))].
- Young people aged 18 to 28 with German citizenship or individuals without German citizenship but ordinarily resident in Germany with a right of residence or residence permit for Germany and with a secondary school qualification (Hauptschulabschluss, Realschulabschluss), a vocational qualification, eligibility to study at a university (allgemeine Hochschulreife) or a university of applied sciences (Fachhochschulreife) or

equivalent as referred to in the promotion regulations pertaining to the implementation of the development-oriented weltwärts programme ([Förderleitlinie zur Umsetzung des entwicklungspolitischen Freiwilligendienstes weltwärts](#)).

## 2.5 Cross-border mobility programmes

### EU programmes

For young Germans planning to complete a volunteering placement abroad, 2 EU programmes are particularly relevant:

#### The European Solidarity Corps (ESC)

The German National Agency for the European Solidarity Corps is JUGEND für Europa. It implements the programme on behalf of the European Commission and the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (Bundesministerium für Familie, Senioren, Frauen und Jugend, BMFSFJ).

Between the launch of the ESC in December 2016 and September 2019, [11,274 young Germans had registered as ESC volunteers](#).

The [ESC budget for Germany in 2018 was approximately 4.5 million euros](#).

The European Solidarity Corps replaced the European Voluntary Service (EVS) in 2018.

The implementation is monitored through what is known as "Research-based Analysis and Monitoring of the Erasmus+ Youth in Action Programme" (RAY). In 2017, 314 activities with 597 participants received support under the European Voluntary Service. In addition, 19 strategic European Voluntary Service applications were approved in 2017, increasing the number of funded volunteers by another 348. No further detailed information is available.

#### EU Aid Volunteers Programme

This programme is also directed at individuals who have completed their education or vocational training. While applicants without any professional experience are welcome, some work experience is generally required. All volunteers are thoroughly prepared for their placement in a humanitarian aid programme.

The German Red Cross ([Deutsches Rotes Kreuz](#), DRK) and the Federal Agency for Technical Relief ([Bundesanstalt Technisches Hilfswerk](#), THW) are the only [accredited sending organisations in Germany](#). Their accreditation runs through to November 2018.

THW was previously involved in the pilot project "Volunteers in Capacity Building" (VinCB) in 2012/2013. The project was jointly developed by DRK and THW together with Red Cross organisations in Bulgaria, Finland, the UK, Croatia, Latvia and the Netherlands plus the civil defence organisations MSB (Netherlands) and DUSZ (Croatia). Since then, THW has not yet seconded any other volunteers via the EU Aid Volunteers Programme (as at October 2018).

No statistical data for the [EU Aid Volunteers Programme](#) was provided by DRK. In 2019-2020, DRK offers 18 positions in six countries (Peru, Togo, Mozambique, Vietnam, Bangladesh and the Philippines).

### Other Programmes

#### weltwärts

[weltwärts](#), a development-oriented volunteer service, is a Federal Government programme and is managed by the Federal Ministry for Economic Cooperation and Development ([Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung](#), BMZ). weltwärts was launched in Germany in 2008 as a volunteering scheme for young people aged between 18 and 28.

The current promotion regulations pertaining to the implementation of the development-oriented weltwärts programme ([Förderleitlinie zur Umsetzung des entwicklungspolitischen Freiwilligendienstes weltwärts](#)) came into force on 1 January 2016. They describe the objectives and general conditions of the programme, training and guidance, the so-called Süd-Nord-Komponente (a mechanism to facilitate the placement of volunteers from developing countries in Germany), support and return facilities, and legal and financial issues.

weltwärts placements are available [in developing or emerging countries](#). In some countries, weltwärts is not available owing to difficult conditions or the security situation on the ground.

[weltwärts statistics for 2017](#): 3 706 volunteers (69.6% female), broken down by federal state:

1. North Rhine-Westphalia: 846 volunteers
2. Baden-Württemberg: 701 volunteers
3. Bavaria: 437 volunteers
4. Lower Saxony: 390 volunteers
5. Hesse: 325 volunteers
6. Berlin: 203 volunteers
7. Rhineland-Palatinate: 150 volunteers
8. Saxony: 144 volunteers
9. Schleswig-Holstein: 137 volunteers
10. Hamburg: 104 volunteers
11. Brandenburg: 67 volunteers
12. Saxony-Anhalt: 54 volunteers
13. Thuringia: 49 volunteers
14. Bremen and Bremerhaven: 41 volunteers
15. Mecklenburg-Western Pomerania: 34 volunteers
16. Saarland: 16 volunteers

main destinations:

- India: 391 volunteers
- South Africa: 346 volunteers
- Peru: 272 volunteers
- Bolivien: 261 Freiwillige
- Tanzania: 231 volunteers

by region:

- Latin America (around 42%)
- Africa (around 37%)
- Asia (around 19%)
- Eastern Europe (just under 2%)

Main areas and topics: education, work with children and young people, environment and health, protection of animals, agriculture, human rights, democracy and peace.

The [2017 volunteer survey](#), part of the weltwärts quality system, had the following outcomes in regard to the target groups specified in the [funding guidelines](#): 81% of the volunteers who were questioned completed their placement immediately after leaving school. 94% had an Abitur qualification (enabling them to enrol in university), while 4% had a technical baccalaureate (Fachabitur) qualification. 17% had either completed a vocational qualification or were in vocational training. 12% were members of the immigrant community. Around 2% of respondents had a recognised or non-recognised disability or impairment. The participation of individuals with disabilities in volunteering schemes remains high up on the agenda of the programme.

Three competence centres ([Kompetenzzentren](#)) support weltwärts sending organisations ([Entsendeorganisationen](#)) in reaching out to hard-to-reach target groups. These are:

- [InVia Köln e.V.](#), as a competence centre for young people who completed a vocational qualification taking part in the weltwärts volunteering scheme. The association supports sending organisations in increasing the share of volunteers who completed a vocational qualification and/or any similar individual qualification in the weltwärts volunteering scheme.
- [bezev e.V.](#) as a competence centre for inclusion to support sending organisations in making their volunteering schemes more 'inclusive' and advising young disabled people on their opportunities to take part in volunteering schemes abroad.
- The competence centre for members of the immigrant community ([Kompetenzzentrum Menschen mit Migrationshintergrund](#), KOMI) was established in June 2017. It is designed to reach out specifically to young people who are members of the immigrant community or are descended from immigrants, identify as people of colour or as new Germans ("Neue Deutsche"), or are from immigrant families. These target groups are still underrepresented in the weltwärts programme.

Since the end of 2013, weltwärts has also been open to **volunteers coming from abroad to work in Germany** (under an incoming mechanism known as South-North component). A pilot phase ran through to the end of 2016.

[Statistics for 2017 \(South-North-component\)](#): 564 volunteers. Main countries of origin:

- Mexico: 39 volunteers
- Colombia: 37 volunteers
- India: 34 volunteers
- South Africa: 31 volunteers
- Tanzania: 30 volunteers

All organisations sending volunteers abroad must be accredited by the Federal Office of Family Affairs and Civil Society Functions ([Bundesamt für Familie und zivilgesellschaftliche Aufgaben](#), BAFzA). Accreditation is open to not-for-profit organisations with a development policy focus. Applications are assessed according to the following criteria:

- Not-for-profit orientation
- Acceptable administrative overhead
- Staffing levels
- Financial resources
- Development policy objectives and expertise

Since 2013 all weltwärts sending organisations have been obliged to join an established quality association. They are free to join other sending organisations in setting up their own quality association.

The sending organisations must submit to an external audit and/or certification by an external body. This is to ensure that they comply with the [requirements of the quality](#)

[catalogue applicable to the development-oriented volunteer scheme](#) as a learning service. The following bodies are authorised to audit sending organisations under the weltwärts programme:

- [RAL Gütegemeinschaft Internationaler Freiwilligendienst e.V.](#);
- [Quifd – Agentur für Qualität in Freiwilligendiensten](#).

Further links:

- Quality standards for sending organisations (programmes abroad) including weltwärts-specific requirements
- Quality requirements of the weltwärts programme

### **kulturweit**

[kulturweit](#), a cultural volunteering programme, is run by the German Commission for UNESCO. It receives support from the Federal Foreign Office ([Auswärtiges Amt](#), AA). kulturweit was established in 2009 and is aimed at young people aged 18 to 26. It is based on the Voluntary Social Year (Freiwilliges Soziales Jahr, FSJ) scheme as defined in the Act to Promote Youth Voluntary Services ([Jugendfreiwilligendienstgesetz](#), JFGD).

The unique feature of kulturweit is its focus on cultural and educational policy. kulturweit placements ([Einsatzstellen](#)) are available in developing or emerging countries. In some countries, kulturweit is not available owing to difficult conditions or the security situation on the ground. [The organisations that implement kulturweit are:](#)

1. German Academic Exchange Service (Deutscher Akademischer Austausch Dienst, DAAD),
2. German Archaeological Institute (Deutsches Archäologisches Institut, DAI),
3. German Commission for UNESCO (Deutsche UNESCO-Kommission , DUK),
4. Deutsche Welle (DW),
5. Goethe-Institut (GI),
6. Pädagogischer Austauschdienst (PAD) in close cooperation with the Central Agency for German Schools Abroad (Zentralstelle für Auslandsschulwesen, ZfA).

The foreign institutes, branch offices and departments of the implementing organisations provide volunteer placements in the countries in question.

[kulturweit statistics for 2017](#): 512 young people were placed abroad under kulturweit; 100 of them were male. 281 volunteers held an Abitur school-leaving qualification; 212 were university students; 19 young people had already entered a profession or were undergoing vocational training or in search of employment. To encourage participation of potential volunteers in vocational colleagues, kulturweit cooperates with the Information and Support Center for vocational training abroad ([Informations- und Beratungsstelle für Auslandsaufenthalte in der beruflichen Bildung, IBS](#)).

Main destination regions: Latin America (31%), Eastern Europe (26%), CIS states (15%), Africa (14%), South-East Asia (7%), Asia (4%), Middle East (1%), other (2%).

Most placements were at partner institutions of Pädagogischer Austauschdienst, followed by partner schools of Goethe Institut in Germany and abroad, the foreign departments of DAAD, and the offices of the National Commissions for UNESCO. The least number of placements were completed at Deutsche Welle's foreign offices and those of the German Archaeological Institute.

In October 2018, kulturweit was extended to include a new programme focus. Under the scheme "naturweit", young volunteers can complete placements at UNESCO natural world heritage sites, geoparks and biosphere reserves, amongst others, to develop their understanding of the close relationship between humans and the environment.

kulturweit was last certified in 2017 and for the 4th time granted the Quifd quality label. For this, weltwärts was audited by Quifd - Agentur für Qualität in Freiwilligendiensten. The [Quifd quality standards](#) relate, inter alia, to the selection of volunteers and places of work, the cooperation between the sending and partner organisations, the agreements signed with the volunteers, the organisation of the foreign placement, the underlying educational concept, the preparation offered prior to departure, debriefing activities, and so forth.

The kulturweit scheme has developed reporting guidelines known as 'Reporting fairly' (Fair berichten). The aim of these guidelines is to make volunteers aware of the importance of reporting responsibly on their activities. Fair berichten became an established element of the accompanying educational programme in 2013. In addition, volunteers and their places of work are regularly requested to rate the volunteering scheme. According to the kulturweit kulturweit magazine ([kulturweit Magazin](#)) 2017/2018 about 97% of the volunteers indicated they would recommend the scheme to others.

### **International Youth Voluntary Service (Internationaler Jugendfreiwilligendienst, IJFD)**

[IJFD](#) was established in late 2010 by the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#), BMFSFJ). The regulations on the implementation of the International Youth Voluntary Service ([Richtlinie zur Umsetzung des Internationalen Jugendfreiwilligendienstes](#)) dated 20 December 2010 (amended on 17 April 2014, last amended on 25 May 2018) stipulate the circumstances under which the International Youth Voluntary Services take place in regard to volunteers, training and guidance, organisations, places of assignment, agreements, certificates and references, insurance for volunteers, completion of the International Youth Voluntary Service as an Alternative Service (Anderer Dienst) abroad, data protection. IJFD is aimed at young people who upon embarking on their placement have completed full-time compulsory education and upon ending it, are still under the age of 27. Depending on the state, this can include young people aged 16 or even 15. The decision to accept minors on the scheme is taken by the IJFD organisation in question. IJFD placements are also open to young non-German nationals. [See also 'Legal framework applying to foreign volunteers'](#).

An IJFD placement can be completed anywhere in the world, provided the Federal Foreign Office has not issued a travel warning for the country in question or there are no other security concerns.

IJFD statistics (Source: BAFzA):

Period	Number of placed volunteers
2013/14	3090
2014/15	3397
2015/16	3188
2016/17	2969
2017/18	2755

Most of the volunteers are between 18 and 24 years of age. Main destinations are: France, Great Britain, USA, Israel, Spain.

Organisations wishing to offer an IJFD placement must apply for accreditation with the Federal Office of Family Affairs and Civil Society Functions ([Bundesamt für Familie und zivilgesellschaftliche Aufgaben](#), BAFzA). This requires them to

- be not-for-profit,
- be a legal entity,

- be domiciled in Germany,
- have prior experience of offering volunteer placements abroad,
- comply with IJFD regulations,
- and have developed an educational framework concept.

Likewise, the places of work abroad to which volunteers are to be seconded must be recognised by BAFzA. If they are not, no volunteers may be placed there. For quality assurance purposes, while processing any applications an opinion is procured from the Federal Foreign Office ([Auswärtiges Amt](#)) concerning the intended places of work.

In the interest of safeguarding the quality of the scheme, organisations offering IJFD placements must be affiliated with a central quality management body.

### **Franco-German Volunteer Service (Deutsch-Französischer Freiwilligendienst)**

The Franco-German Volunteer Service ([Deutsch-Französischer Freiwilligendienst](#), DFFD) is offered by the Franco-German Youth Office ([Deutsch-Französisches Jugendwerk](#), DFJW). It began in 2007 as a pilot project, when DFJW was commissioned by the governments of France and Germany to create a Franco-German volunteer service. DFFD is aimed at young people aged 18 to 25, regardless of their educational and social background.

It ties in with France's "service civique", and most of its activities are also linked with Germany's International Youth Voluntary Service (Internationaler Jugendfreiwilligendienst, IJFD). The scheme is mutual in nature – one German and one French volunteer are sent at the same time to the respective other partner country. Over the course of their placement the volunteers take part in a number of accompanying seminars, where they are supervised by a Franco-German team.

Typical areas of assignment: Schools, universities, social services, environment, sports, culture, regional authorities, at DFJW premises

The eligibility criteria vary depending on the area in question. In some cases, a certain level of foreign language proficiency may be required.

In 2014, 192 young people completed a DFFD placement.

Volunteers completing a DFFD placement via the Franco-German Youth Office (in schools, universities, at DFJW premises):

- 2014/2015: 22 (female), 8 (male) from France volunteering in Germany. 19 (female), 11 (male) from Germany volunteering in France.
- 2015/2016: 32 (female), 12 (male) from France volunteering in Germany. 31 (female), 8 (male) from Germany volunteering in France.

Volunteers completing placement via associations:

- 2014/15: 65 volunteers from France working in Germany; 67 volunteers from Germany working in France.
- 2015/16: 76 volunteers from France working in Germany; 80 volunteers from Germany working in France.

As DFFD ties in with France's "service civique" as well as Germany's International Youth Voluntary Service (IJFD), organisations offering placements must be recognised by the competent authorities. On the French side, organisations must be recognised by France's [Agence du Service Civique](#). On the German side, the organisations are accredited by the Federal Office of Family Affairs and Civil Society Functions ([Bundesamt für Familie und zivilgesellschaftliche Aufgaben](#), BAFzA). The places of work in France must also gain BAFzA accreditation. Organisations offering placements need to write a report and submit it to the offices in charge of them.

A steering committee meets once a year to discuss the programme's progress and improve its quality.

The Franco-German Youth Office as the IJFD implementing organisation completed the process of being certified by [Quifd – Agentur für Qualität in Freiwilligendiensten](#) and was granted the Quifd quality label.

### Links providing further volunteering statistics

- 2016 statistical report of Learning and Helping Overseas Association (Arbeitskreis Lernen und Helfen in Übersee e.V., AKLHÜ) 'Volunteers on international volunteering schemes' ([Freiwillige in internationalen Freiwilligendiensten](#))
- 2014 statistical report Learning and Helping Overseas Association (Arbeitskreis Lernen und Helfen in Übersee e.V., AKLHÜ) 'International volunteers completing volunteer placements in Germany' ([Internationale Freiwillige in Freiwilligendiensten in Deutschland](#))

### Legal framework applying to foreign volunteers

Volunteers from abroad may apply to Germany's statutory or government-sponsored volunteering schemes (e.g. Federal Volunteer Service, European Voluntary Service, Voluntary Social/Ecological Year, weltwärts, kulturweit, Franco-German Volunteer Service). In some cases, special support is available. The eligibility rules for foreign volunteers vary.

The prerequisites for participating in a volunteering scheme in Germany depend on the criteria of the support programme in question. In some cases these prerequisites are developed together with partner organisations abroad. Typically, applicants must provide proof of residency that allows them to work in Germany. Applicants from non-EU countries require a visa which they must apply for in their home country. Visas may be issued specially for participants in a German volunteering scheme. A police clearance certificate from the applicant's country of domicile may also be required. Depending on the type of placement, applicants may have to demonstrate basic German language skills.

### European Voluntary Service

Young people wishing to complete an EVS placement in Germany must be ordinarily resident in an Erasmus+ programme country. Applicants from non-EU countries must comply with any visa regulations and apply for a visa where necessary.

### weltwärts

Young volunteers travelling to Germany under the incoming mechanism known as [South-North component](#) (Süd-Nord-Komponente) of the weltwärts programme require

- a valid visa and other entry documents:

passport; visa application; a CV; a covering letter detailing the applicants' professional prospects after completion of the placement; an agreement concerning the placement detailing the arrangements concerning food and accommodation; where necessary, proof of basic German language skills or a certificate confirming that the applicant will take part in German language courses while on placement. Where required by the host organisation ([Aufnahmeorganisation](#)), the weltwärts coordination office will produce letters of support for the German embassy. However, these letters are not equivalent to an invitation. Many host organisations automatically produce letters of invitation for the applicants' use.

- residence permit or similar documents:

Prior to applying for a residence permit with the German Foreigners' Registration Office (Ausländerbehörde), applicants must have registered with the local registry office (Einwohnermeldeamt) providing a postal address, and must also have notified the local health insurance office (Krankenkasse) of this address.

- insurance:

Volunteers working in Germany under the Süd-Nord-Komponente of weltwärts are liable to social insurance contributions in Germany. Formally speaking, they are classed as taking part in the Federal Volunteer Service (Bundesfreiwilligendienst) as defined in the Federal Volunteer Service Act (Bundesfreiwilligendienstgesetz, BFDG). Incoming volunteers are covered by the following types of social insurance: statutory social insurance (gesetzliche Sozialversicherung), accident insurance [(Unfallversicherung), coverage provided by an employers' liability insurance association, or Berufsgenossenschaft], professional liability insurance (Betriebshaftpflichtversicherung), and private liability (Privathaftpflicht) and accident insurance (Unfallversicherung). In some countries, to obtain a visa it may be necessary for applicants to provide proof of travel health insurance for the trip to Germany and back. All social insurance contributions are paid by the host organisation or the volunteers' place of work.

### Franco-German Volunteer Service

Volunteers with the Franco-German Volunteer Service (Deutsch-Französischer Freiwilligendienst, DFFD) are subject to the support regulations ([Richtlinien](#)) of the Franco-German Youth Office. Legally speaking, for young French volunteers DFFD is a form of "service civique". It is open to all young people who have their domicile in France, plus to all French citizens who are temporarily not resident in France. Young people who are not French or EU nationals may require a visa to enter Germany.

### Incoming BFD and FSJ/FÖJ

Germany's Federal Volunteer Service ([Bundesfreiwilligendienst](#), BFD) and youth voluntary services ([Jugendfreiwilligendienste](#)) Voluntary Social Year (FSJ) or Voluntary Ecological Year (FÖJ) are open to young people from abroad, too. Under article 18 of the Residence Act (Aufenthaltsgesetz), they may be granted a residence permit specifically for their placement under these volunteering schemes. Applicants are recommended to have basic German language skills.

### Links to further information

- Information provided by Bundesarbeitskreis FSJ on [volunteering in Germany for foreign nationals](#)
- Information on the research project 'Internationalisation of the voluntary services FSJ, FÖJ and BFD: The potential of 'Incoming' for Germany' ([Internationalisierung der Freiwilligendienste FSJ, FÖJ und BFD: Das Potential von Incoming für Deutschland](#)) (2013-2015). Centre for Social Investment (Centrum für soziale Investitionen und Innovationen) at the University of Heidelberg.

## 2.6 Raising awareness about youth volunteering opportunities

### Information providers

At the national level (Bund), the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#), BMFSFJ) functions as the "civic commitment ministry". It provides [information on opportunities for civic commitment and volunteering](#).

At the regional (Länder) and local level there is a broad network of organisations, volunteering centres, groups and youth information centres that provide advice on civic commitment and volunteering opportunities. [Detailed information is available at buergergesellschaft.de](#), an information portal.

The European network Eurodesk has been active in Germany since 1996, informing and advising young people on international exchange programmes and volunteering schemes. It also offers information material free of charge. Besides the central coordination office

Eurodesk Deutschland, there are more than 50 Eurodesk offices ([Beratung vor Ort](#)) across Germany.

The Federal Association of Volunteer Agencies ([Bundesarbeitsgemeinschaft der Freiwilligenagenturen](#), bagfa) is the national umbrella association of volunteering agencies in Germany. Volunteering agencies are a port of call for all individuals who wish to volunteer and for organisations who want to work with volunteers. The administrative office of bagfa is supported by BMFSFJ. Overview of volunteering agencies in Germany ([Übersicht über Freiwilligenagenturen in Deutschland](#))

The National Network for Civil Society ([Bundesnetzwerk Bürgerliches Engagement](#), BBE) is a network of stakeholders from civil society, state and business. Its aim is to support the civil society and civic commitment in a sustainable way. Its aim is to create ideal conditions for civic commitment. BBE is supported by BMFSFJ.

The Learning and Helping Overseas Association (AKLHÜ e.V. – Netzwerk und Fachstelle für internationale Personelle Zusammenarbeit) offers a volunteering vacancy exchange on its website ([Stellenmarkt für Freiwillige](#)). AKLHÜ provides information on placements in international volunteering schemes, development programmes and other specialist development cooperation programmes.

[Engagement Global gGmbH](#) was established by the Federal German Government on 1 January 2012. It is funded by the Federal Ministry for Economic Cooperation and Development ([Bundesministerium für Zusammenarbeit und wirtschaftliche Entwicklung](#), BMZ). Engagement Global brings together various development policy initiatives, organisations and projects. It functions as a portal for civic and local-level commitment in the field of development cooperation. Its main tasks are to inform and educate, provide advisory services and training, support initiatives and projects financially, and help build networks.

## Key initiatives

Examples of initiatives that focus on voluntary activities:

- **Civic commitment week** ([Woche des bürgerschaftlichen Engagements "Engagement macht stark"](#)), organised by the National Network for Civil Society (Bundesnetzwerk Bürgerschaftliches Engagement, BBE). Takes place annually. 2018 date: 14-23 September. Main aims: Raising awareness of civic commitment among the public and individual citizens. Supported by the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth.
- **EuroPeers**. Alumni of the European Voluntary Service and other Erasmus+ supported projects share their experience with their peers. They encourage intercultural understanding and motivate other young people to take part in an exchange in another country and culture. Established in 2005. There are currently (October 2018) around 265 EuroPeers in Germany. Average number of new EuroPeers each year: 60. Around 15 alumni leave the programme each year.
- **Volunteering days/Action weeks**. Held across Germany. The events serve to motivate interested individuals of any age to become involved in a civic project and contribute to the community.

Examples: Berlin Volunteering days 'Common cause' ([Gemeinsame Sache](#)). 2018: 7-8 September. Regional action week of voluntary services in Saxony 'The hidden power of Saxony' ([Landesaktionswoche der Freiwilligendienste Sachsen „Sachsens unsichtbare Macht"](#)). 2018: 23-27 April.

- **Eurodesk Time-to-move week**. Serves to inform young people across Europe about stays abroad as well as volunteering and other opportunities. Established in 2014. In Germany, organised by Eurodesk Deutschland and the Eurodesk counselling offices. In 2016, 40 information events were held across Germany and around 2500 young people and experts were advised. 2018 time schedule: 1-31 October.

- **Junior ambassador ([Juniorbotschafter](#)) programme** by the Franco-German Youth Office (Deutsch-Französisches Jugendwerk). Established in 2009. Serves to strengthen civic commitment and volunteering as a contribution towards Franco-German relations. [2017](#): 100 junior ambassadors.

## 2.7 Skills recognition

### Policy Framework

[Germany has no standardised statutory system](#) for recognising learning achievements gained in a non-formal or informal setting that spans all educational sectors.

The [German Qualifications Framework for Lifelong Learning \(Deutscher Qualifikationsrahmen für lebenslanges Lernen, DQR\)](#) provides a framework for recognising qualifications, no matter in what learning context they were acquired. The Framework was adopted on 22 March 2011 by the German Qualifications Framework Working Group ([Arbeitskreis Deutscher Qualifikationsrahmen, AK DQR](#)). AK DQR, which is composed of stakeholders in this area, develops and implements the DQR.

The inclusion of learning achievements gained in non-formal and informal settings in the DQR is currently being debated.

- Working group recommendations on including competences acquired in non-formal and informal settings in the DQR ([Empfehlungen der Arbeitsgruppen zur Einbeziehung nicht-formal und nicht-formal und informell erworbener Kompetenzen in den DQR](#)),
- Recognising young people's competences – Supporting their transition to working life. Position paper on the recognition of competences acquired by young people in non-formal and informal settings as they embark on a career ([Kompetenzen junger Menschen anerkennen – den Berufseinstieg fördern](#)). Eckpunkte zur Anerkennung von non-formal und informell erworbenen Kompetenzen junger Menschen auf dem Weg in den Beruf).

The federal and state coordination office DQR ([Bund-Länder-Koordinierungsstelle DQR](#)) is responsible for implementing the DQR. It is composed of representatives from various federal and state ministries and of the Standing Conference of the Ministers of Education and Cultural Affairs (Kultusministerkonferenz).

The relevant statutory rules and regulations make further reference to the rules governing the recognition of skills that volunteers acquire in connection with the various volunteering schemes. [See also 'Youth volunteering at national level'](#).

### Existing arrangements

Young people who have completed a volunteer placement are issued with a certificate. Either this is done automatically or upon request by the volunteer. The rules pertaining to this are set out on the relevant legal texts. Depending on the legislation, the certificate or confirmation concerning the work provided must make reference to the professional qualification characteristics of the placement. The documents also refer to the type and duration of the placement and, where applicable, to the actual work done and the volunteer's conduct during the placement.

There is to date no standardised form of "volunteer ID" for participants in the Youth Voluntary Services scheme (Jugendfreiwilligendienste). Under the Federal Volunteer Service (Bundesfreiwilligendienst), all volunteers are issued with a volunteer ID.

Responsibility for issuing a certificate or confirmation concerning the work provided lies with the place of work or alternatively the organisation in question.

[Other forms of recognition](#) of voluntary activities: confirmation of type of work provided, recognition through public relations, certificates, training, free use of equipment, free use

of meeting rooms, other forms of volunteer ID or card, public transport pass, honorary mentions and awards, skills certificate.

Participants in volunteering schemes can have the time they spend working for a scheme counted towards the waiting period for a place at university. Cf. the ordinances of the federal states on the assignment of places at university ([Hochschulvergabe- und Zulassungsordnungen der Bundesländer](#)).

Responsibility for the recognition of a period of service under a volunteering scheme for the purpose of a university degree, or as an internship, lies with the federal states and the university or university of applied science in question. Some institutions already assign credit points for volunteer placements. Examples:

- [Faculty of Philosophy, University of Bonn](#). Upon request, the Faculty rewards volunteer placements with six credit points towards the total number of credit points to be gained with electives in Bachelor degree programmes.
- [Ostfalia University of Applied Sciences](#). Upon request, the university recognises civic commitment in the field of social welfare or a volunteer placement in lieu of a preparatory internship.
- [University of Applied Sciences Mittweida](#). Upon request, the university rewards volunteer placements or extracurricular civic commitment with ECTS credit points.
- [European University Viadrina](#) Frankfurt (Oder). Upon request, the university recognises long-term civic commitment in associations or students' initiatives in lieu of an internship.

Whether and to what extent a volunteer placement can be recognised depends on the relevant regulations pertaining to the (degree) courses at the universities or universities of applied sciences in question.

[Youthpass](#) is the European recognition tool for non-formal and informal learning under the Erasmus+ Youth in Action programme and the European Solidarity Corps (ESC). Young people and youth work experts use Youthpass to document and advertise the competences they gain by participating in activities funded by the Erasmus+ programme and the ESC. Youthpass uses the [eight key competences for lifelong learning](#) that are uniform across Europe. [In 2017](#), in Germany Youthpass was used by 406 organisations in 665 projects. A total of 11,641 Youthpass certificates were awarded in Germany in 2017 (127,651 across Europe), mainly for youth exchanges (7,804), training activities for youth workers (3,146) and the European Voluntary Service (387). Young people benefit in particular from developing social, foreign language and intercultural skills, as well as from learning personal initiative and gaining entrepreneurial experience. Youthpass is continuously monitored and developed on the basis of feedback so that participants can learn to become better judges of their own abilities. As a result, the Youthpass process encourages participants to take responsibility for their own learning and personal development – which also makes it a key tool for developing professional competences.

Regarding quality assurance in volunteering see also [Youth volunteering at national level > Quality assurance](#)

## 2.8 Current debates and reforms

### Forthcoming policy developments

The German Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (Bundesministerium für Familie, Senioren, Frauen und Jugend, BMFSFJ) plans to refine voluntary services. The new concept envisages the setting up of a 'youth voluntary year' ([Jugendfreiwilligenjahr](#)) as an umbrella that comprises the further development of the existing voluntary schemes. Young people (under 27) will be entitled to support of all agreements within their voluntary service. The financial framework is to be improved

through e.g. subsidising the ticket for public short-distance transport and introducing a standard payment of 402 € for the volunteer. Additionally, the access to voluntary schemes is to be improved for disadvantaged and disabled persons. In 2019, 327 million € are allocated in the federal budget for voluntary schemes, 65 million € more than in 2018. In order to implement the Jugendfreiwilligenjahr concept a maximum amount of 1 billion € per year would be needed.

## Ongoing debates

The Child and Youth Welfare Association (Arbeitsgemeinschaft für Kinder- und Jugendhilfe, AGJ) adopted a [position paper in April 2018](#) that sets out the challenges and impulses relating to aligning the basic and advanced training courses and non-formal qualifications offered in the field of child and youth services with the German Qualifications Framework (Deutscher Qualifikationsrahmen).

In the run-up to the 2017 federal elections, the association-affiliated FSJ and BFD central offices drew up a position paper entitled 'Moving volunteering forward: Strengthening existing schemes, promoting new ones' ("[Freiwilligendienste voranbringen: Bewährtes stärken – Neues wagen](#)"). The paper was adopted in December 2016. Amongst other things, it calls for an expansion of international volunteering schemes in Germany.

At the time of writing (October 2018) the German Federal Parliament is discussing a [motion by the Bündnis 90/Die Grünen parliamentary group](#) to strengthen and expand volunteering schemes. Specifically, the motion calls for an additional 100 000 national and international placements, the full transfer of educational opportunities to the organisations and central associations, and a general strengthening of international volunteering schemes.

Issues and challenges debated in connection with volunteering schemes include:

- [Time young people are willing and able to spend volunteering](#),
- [Strengthening the profile of volunteering schemes](#) as places of learning
- [VAT exemption](#) for state-run volunteering schemes,
- [Improving recognition of volunteers' achievements](#),
- [Improving the option to acquire](#) additional qualifications during a volunteer placement, financial and organisational planning certainty for the central offices and organisations offering the various types of volunteering scheme, opening up the schemes to refugees and other unrepresented target groups, improving the skills of volunteers as well as full- and part-time workers associated with volunteering projects that work with refugees,
- Continued [development of the Quifd certification process](#) for incoming volunteer schemes,
- Further development of the [civic commitment policy of the federation](#),
- [Recognition and appreciation of voluntary commitment](#).

## 3. EMPLOYMENT & ENTREPRENEURSHIP

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Germany continues to have a low rate of youth unemployment and of young people not in education, employment or training (NEET). Young people with migrant background still face a higher risk of being unemployed. The so-called Youth Migration Services ([Jugendmigrationsdienste](#)) offer support services to help this group of young people in particular. It remains also one of the current challenges for the vocational training field to include young immigrants in the vocational education and training (VET) system. See also [Career Guidance and Counselling](#).

In Germany, there is a wide range of programmes for young people in the transition from school to work. The so-called Youth Employment Agencies (Jugendberufsagenturen) are local partnerships that bring together agents of child and youth services and agents of employment services to support young people who need advice and help in the transition from school to work. See also [Administration and Governance](#).

Young people's entrepreneurial skills are developed in the context of formal education (educational and entrepreneurial policy) as well as non-formal education by means of a variety of public programmes and initiatives, but also by the private sector. See also [Development of Entrepreneurship Competence](#).

### 3.1 General context

#### Labour market situation in the country

##### The [German labour market](#)

German labour law offers strong protection against dismissal. Collective bargaining parties [on the employer side, representatives of the employer or an association of employers; on the employee side, the unions] play a central role in deciding wages, working hours and other working conditions. Germany has a well-established dual system of vocational education and training. In the case of unemployment, employees are paid unemployment benefit (Arbeitslosengeld) or [basic security benefits \(Grundsicherung\)](#).

The labour market reforms between 2003 and 2005 have created a more flexible labour market. The 2008/2009 economic crisis in Europe did not lead to wide-scale labour cuts in Germany. Youth unemployment levels fell between 2005 and 2015 from 12.5% to 5.4%. This is partly a result of implementing the vocational education and training system [called the 'dual system' ([duales System](#)) in Germany] and a wide range of programmes for the transition from school to work. A large number of unemployed young people have not completed vocational training, which poses a big challenge: [In 2015](#), almost two thirds (65%) of unemployed people under the age of 25 had not completed vocational training. In the group of the unemployed people over 25 it was less than half of the people (46%).

[Labour market statistics](#) (August 2019):

- Employees subject to social security contributions (June 2019): 33 385 000
- Unemployed persons: 2 319 000 (rate: 5.1%; -1.3% down on prior year)
- Unemployed persons in [15-25 age group](#):
  - 15 to under 20: 56 528
  - 20 to under 25: 186 304

Underemployed persons (excluding short-time work): 3 203 000 (rate: 6.9%; -0.9% down on prior year)

The Federal Employment Agency (Bundesagentur für Arbeit, BA) provides statistical surveys

- on the [labour and vocational training market for under-25s](#) in Germany (August 2019),
- on the [participation of under 25's in labour market policy schemes](#).

**Trends in temporary employment** on the German labour market:

- The share of temporary workers in the total workforce (3%) has declined.
- The majority of temporary workers are young males (around 49% are under 35). The share of foreign temporary workers is higher.
- The temporary employment industry is very dynamic. The risk of dismissal has increased.
- Temporary work is one way for (young) individuals to access the labour market.
- Three quarters of unemployed individuals who became temporary workers after unemployment remain in jobs subject to social security contributions after both six and twelve months.
- Demand for workers in the temporary labour market remains high.

### Challenges in the area of vocational training

- [Abitur](#) university entrance qualifications and university degrees are competing with vocational training.
- The number of apprentices is declining due to demographic change.
- The number of new apprentices with a university entrance qualification has risen.
- Demand for apprenticeships is on the rise.
- Improved coordination between supply of and demand for apprenticeship places.
- Finding people to fill open training places (number of unfilled places is rising), also in (very) small firms.
- Treatment of young adults who have not successfully completed vocational training.
- Handling of regional and industry-specific differences on the market for training places.
- Digitalisation.
- Integration of young refugees into vocational training and employment.

### National reports

In Germany, programmes and initiatives relating to vocational training and the labour market are monitored and evaluated systematically. The results of this monitoring exercise are published, inter alia, in the vocational education and training report (Berufsbildungsbericht), in the data report (Datenreport) as a supplement to the vocational education and training report and in the education report (Bildungsbericht).

- Vocational education and training report (Berufsbildungsbericht)

The Federal Ministry of Education and Research ([Bundesministerium für Bildung und Forschung](#), BMBF) also submits a vocational education and training report ([Berufsbildungsbericht](#)) once a year; the [latest report is from 2019](#). It describes the situation on the apprentice training market 2018 and the priorities, activities and programmes of the Federal Government in the field of vocational education and training.

- Data report (Datenreport)

The vocational education and training report is supplemented by the annual data report ([Datenreport](#)) of the Federal Institute for Vocational Education and Training ([Bundesinstitut für Berufsbildung](#), BIBB); the [latest report is from 2019](#). The data report is the main source of information and data for the vocational training report. It illustrates developments in vocational training. The theme of the report in 2019: Vocational education and training 4.0 (Berufsbildung 4.0).

- Education report (Bildungsbericht)

Since 2006, BMBF has also published its education report ([Bildungsbericht](#)); the [latest report is from 2018](#). This report uses indicators to back up the thorough information it provides on the education system in Germany. It ranges from early childhood education, general education, vocational training, higher education through to continuing vocational training in adulthood. The education report documents the state of play of and progress made in the educational system and flags up current challenges. The theme of the report in 2018: Impacts and benefits of education.

The federal government published its last progress report on the Federal Government's Skilled Labour Concept ([Fortschrittsbericht zum Fachkräftekonzept](#)) in 2017. It also reviews developments in the labour market situation of young people and young adults using indicators and targets. There is currently no across-the-board scarcity of skilled labour. There are bottlenecks in certain professions including the technical professions, healthcare and nursing. Check also the BA analysis of the skilled labour bottlenecks ([Fachkräfteengpassanalyse](#)).

BA provides [annual reports with information about the effects of employment and training measures](#). It also provides a continuous analysis of the labour and training places market for under-25s as of July 2019 ([Analyse des Arbeits- und Ausbildungsstellenmarktes für unter 25-Jährige Juli 2019](#)).

Since 2005, the youth organisation working within the German trade union confederation (Jugend des Deutschen Gewerkschaftsbunds, DGB-Jugend) has published a training report (Ausbildungsreport), thus backing the debate surrounding the quality of vocational training; the [latest report is from 2018](#).

The Institute for Employment Research ([Institut für Arbeitsmarkt- und Berufsforschung, IAB](#)) of the Federal Employment Agency (Bundesagentur für Arbeit) monitors the labour market on the basis of legal mandates: for the area of unemployment insurance this is in accordance with Social Code Book ([Sozialgesetzbuch](#)) III ([Sozialgesetzbuch Drittes Buch, SGB III](#)), and for the basic security benefits system for claimants of working age in accordance with Social Code II ([Sozialgesetzbuch Zweites Buch, SGB II](#)). IAB regularly publishes short reports and analyses.

The findings of the reports mentioned above support policy consultations, represent input for policy development and help to shape the public debate on education and labour market policy and the implementation and adaptation of employment support schemes.

### Links to further information

- Information on labour market statistics and research is held on the website of the Federal Ministry of Labour and Social Affairs ([Bundesministerium für Arbeit und Soziales](#)).
- [Internet portal Sozialpolitik-aktuell](#) (current socio-political affairs) of the University of Duisburg-Essen with links to further information about vocational training and young people on the labour market.
- Job trends in Germany 2017 – What job starters need to know ([JobTrends Deutschland 2017. Was Berufseinsteiger wissen müssen](#)). Information offered by the Staufenberg Institute.

## Main concepts

In Germany, being in employment is seen to be very important. It has various functions: It provides a secure livelihood and integrates individuals into society. It helps the economy to grow and prosper, and supports the social sector.

### Definitions in connection with youth employment

Vocational training in the dual system ([Duale Berufsausbildung](#)) combines theoretical training in a vocational school ([Berufsschule](#)) with learning at the workplace.

Minimum wage ([Mindestlohn](#)) is the minimum amount to be paid by the employer as stipulated in a collective wage agreement (Tarifvertrag). It was introduced throughout Germany in 2015 with the Act Regulating a General Minimum Wage ([Mindestlohngesetz](#)).

Statistics on employees also include young people aged 15 or above. When categorising employed persons according to economic sectors, occupational status, civil status or nationality, the following age groups are used: [15 to 20](#), [20 to 25](#) and [25 to 35](#).

Unemployed persons ([Arbeitslose](#)) are individuals who are temporarily out of work, are looking for employment subject to social security contributions ([sozialversicherungspflichtige Beschäftigung](#)) and in this context, are in receipt of assistance from the Employment Agency (Agentur für Arbeit) and have registered with the Agency as unemployed.

## 3.2 Administration and governance

### Governance

#### Main actors

- On a federal (Bund) level

The Federal Ministry of Labour and Social Affairs ([Bundesministerium für Arbeit und Soziales](#), BMAS) is the national body responsible for the labour market and youth employment. Its core tasks are to create job security and combat unemployment. This includes providing employment support and labour exchange services, paying unemployment benefit, awarding basic security benefits for job seekers, implementing pilot programmes, employing qualified professionals from abroad, compiling labour market statistics and ensuring an age-appropriate working environment. BMAS is also in charge of establishing and managing the [EU youth guarantee](#) and coordinates partnerships on all levels and in all sectors. It also compiles the progress reports.

The Federal Ministry of Education and Research ([Bundesministerium für Bildung und Forschung](#), BMBF) has general powers of coordination for vocational training. The federal government is responsible for practical vocational training in companies.

The Federal Ministry for Economic Affairs and Energy ([Bundesministerium für Wirtschaft und Energie](#), BMWi) supports and funds programmes and initiatives to foster entrepreneurial skills in schools and for start-ups.

The Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#), BMFSFJ) is responsible for the Child and Youth Services Act (Kinder- und Jugendhilfegesetz), which corresponds to Book VIII (Buch VIII) of the Social Code ([Sozialgesetzbuch](#), SGB). It assists disadvantaged young people and young migrants by improving their general situation. As a cross-sectoral task, it liaises with other federal ministries, the federal states (Länder) and local municipalities as well as with child and youth services ([Kinder- und Jugendhilfe](#)) to represent the interests of children and young people in various fields of policy, including education, health and labour market affairs.

- On a regional (Länder) level

At the federal state level, the respective state ministries (Landesministerien) for education, labour, social and economic affairs carry responsibility for vocational training, employment and entrepreneurship. The federal states take chief responsibility for the education system (the states set their own educational policies). As a result, the school systems across Germany vary from state to state. The federal states (state education authorities) are responsible for college-based vocational training and thus also the vocational colleges themselves. *See also [the information on administration and governance at central and/or regional level in Germany provided by Eurydice](#).*

- Conferences of the Ministers

The Standing Conference of the Ministers of Education and Cultural Affairs ([Ständige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland](#), KMK) meets regularly and helps to promote the common education-related interests of the states. The focus is on standardising and ensuring the comparability of certificates and grades, maintaining quality standards in schools, vocational training facilities and universities, and fostering cooperation between educational, scientific and cultural institutions.

The Conference of Ministers for Labour and Social Affairs ([Arbeits- und Sozialministerkonferenz](#)) advises on employment and social policy issues. It serves to promote cooperation between the federal states, to represent their interests vis-à-vis each other, and to liaise with the Federal Government. Chair in 2019: Mecklenburg-Western Pomerania.

The Conference of Economics Ministers ([Wirtschaftsministerkonferenz](#)) is an important instrument for economic policy cooperation between the federal states. The Conference is composed of the economics ministers of the respective states, who discuss economic policy issues and adopt decisions that relate to economic matters. Chair in 2019/2020: Bremen.

- Public Bodies

The Federal Employment Agency ([Bundesagentur für Arbeit](#), BA) is the most important service provider on the labour market. It is responsible for contribution-funded unemployment insurance [in accordance with Book III Social Code (Drittes Buch Sozialgesetzbuch, SGB III)] and tax-funded basic security benefits for job seekers [in accordance with Book II Social Code (Zweites Buch Sozialgesetzbuch, SGB II)]. It provides labour and training market services for the public, companies and institutions. Employment agencies (Agenturen für Arbeit) can be found across Germany. These agencies are responsible for unemployment insurance. The job centres ([Jobcenters](#)) look after basic security benefits for job seekers. They are run jointly by BA and municipal organisations. They provide labour exchange and advisory services, and support with workplace integration, initial vocational training, continuing vocational training and re-entry onto the [job market following unemployment](#).

The Federal Institute for Vocational Education and Training ([Bundesinstitut für Berufliche Bildung](#), BIBB) is an independent federal institution established under public law. It is active in the area of politics, science and the practical aspects of vocational training. Its tasks are described in Section 90 of the [Vocational Training Act](#) (Berufsbildungsgesetz). These include contributing to vocational training research in the form of academic research activities. The Office for Transitions to Training and Work ([Fachstelle Übergänge in Ausbildung und Beruf](#)) is attached to BIBB.

- Youth welfare agencies

As part of vocational assistance for young people (Jugendberufshilfe), youth welfare organisations support socially and personally disadvantaged young people throughout the transition from school to vocational training and then to gainful employment. Jugendberufshilfe offers many state-backed services and programmes for work and social integration. Key contacts:

- Federal Working Committee for Catholic Youth Social Work ([Bundesarbeitsgemeinschaft Katholische Jugendsozialarbeit e.V.](#), BAG KJS). Tasks include establishing diverse and fair educational opportunities with youth social work, as well as the integrating young people into work.
- Federal working committee for evangelical youth social work ([Bundesarbeitsgemeinschaft Evangelische Jugendsozialarbeit e.V.](#), BAG EJSA). Helps young people to prepare for vocational training and work.
- International association IB ([IB Internationaler Bund](#)). Offers a range of services to support young people throughout college-based and in-company vocational training.

- Workers' Welfare Association (Arbeiterwohlfahrt, AWO). Supports young people via [Jugendberufshilfe](#) institutions on their journey into employment.

The above mentioned and further agencies have joined together to create the Federal cooperation association for socio-educational youth work ([Kooperationsverbund Jugendsozialarbeit](#)).

### General distribution of responsibilities

The Basic Law for the Federal Republic of Germany ([Grundgesetz](#)) sets out how authorisations and responsibilities are divided between the federal government (Bund) and the states (Länder). The Länder have legislative powers in this context [e. g. education, employment and labour (market), economy] provided the federal government does not make use of its own legislative authority [by force of law](#).

For [information on administration and governance at central and/or regional level in Germany see also Eurydice](#) and the [website of the Federal Ministry for Education and Research](#).

### Links to further information

- [Vocational Education and Training in Europe](#). Germany 2018.
- [Overview of additional agencies that support the transition to vocational education and work](#) (national working groups, trade unions, associations).

### Cross-sectorial cooperation

The [Joint Rules of Procedure of the Federal Ministries](#) (Gemeinsame Geschäftsordnung der Bundesministerien, GGO) set out the principles of organisation of the federal ministries and inter-ministerial cooperation. The federal states support and enhance the government's labour market policy. The federal government and the federal states work together in what are called federal government/states government working groups (Bund-Länder-Arbeitsgruppen). The groups discuss relevant issues, including labour-market related issues, and develop proposals for improvement and recommendations.

In each federal state, there is a so-called cooperation committee (Kooperationsausschuss) under section 18b of Book II Social Code ([Zweites Buch Sozialgesetzbuch](#), SGB II)]. It is composed of the relevant regional government authority and the Federal Ministry of Labour and Social Affairs ([Bundesministerium für Arbeit und Soziales](#)). It coordinates that basic security benefits for job seekers are in place in the federal states.

The Young People and Career Alliance ([Arbeitsbündnis Jugend und Beruf](#)) offers a helping hand in the cooperation between local bodies – those responsible for promoting employment and ensuring basic security benefits for job seekers, as well as local and school authorities – on the transition from school to work. The aim of the alliance is also to improve cooperation with other local partners, such as schools, businesses, professional bodies, trade unions and employers' associations.

Until 2018, the [Alliance for Initial and Further Training](#) ([Allianz für Aus- und Weiterbildung](#)) was a commitment by the government, the Federal Employment Agency, the federal states, industry and the trade unions to a high-quality dual system of vocational education and training aiming to integrate top-performing young individuals, disadvantaged young people, young people from a migrant background and young people with disabilities into the practical element of vocational training equally. The current coalition agreement ([Koalitionsvertrag](#)) for the 19th parliamentary term (2017 – 2021) foresees the continuation of the Alliance. [Information about the alliances of the federal states \(Länderbündnisse\) for initial and further training](#) can also be found at the website of the Alliance.

State and non-state agencies work together to assist people transitioning between school and work. These agencies include welfare benefit providers such as employment agencies (Agenturen für Arbeit), job centers and youth offices ([Jugendämter](#)), as well as schools,

employers' associations and trade unions. For the transition from school to work, the Federal Employment Agency (Bundesagentur für Arbeit) works with the Standing Conference of the Ministers of Education and Cultural Affairs ([Kultusministerkonferenz der Länder](#), KMK) under a framework agreement on cooperation between schools and career counselling. Schools and businesses can work together via the [SCHULEWIRTSCHAFT network](#). Local employment agencies and job centers plan training schemes together with employers, professional bodies and associations to ensure [they meet local needs](#).

### Youth employment agencies

Youth employment agencies (Jugendberufsagenturen) bring together agents of child and youth services and agents of employment services. Part of implementing the Youth Guarantee involves trying to improve cooperation between the various organisations responsible for providing services under the different Social Codes – II Basic security benefits (Grundsicherung), III Employment promotion (Arbeitsförderung) and VIII Child and youth services (Kinder- und Jugendhilfe). [In January 2017](#), in Germany there were 289 alliances of this kind. The concept created by the Youth Employment Agency Hamburg ([Jugendberufsagentur Hamburg](#)) sets a popular example.

Further reading: Report by the Institute for Employment Research (Institut für Arbeitsmarkt- und Berufsforschung) on youth employment agencies and placing young adults in vocational training and work ([Jugendberufsagenturen und die Vermittlung von jungen Erwachsenen in Ausbildung und Arbeit](#)). July 2016.

## 3.3 Skills forecasting

### Forecasting system(s)

[Statements on the supply](#) of jobs and future demand for labour are issued based on forecasts. When issuing their projections, model calculations and forecasts, the various research institutes use a variety of data collection methods. The results of their studies are published, inter alia, in the shape of reports, expertises or studies, such as in the vocational education and training report ([Berufsbildungsbericht](#)) of the Federal Ministry of Education and Research ([Bundesministerium für Bildung und Forschung](#), BMBF), which is published annually.

The Federal Ministry of Labour and Social Affairs ([Bundesministerium für Arbeit und Soziales](#), BMAS) is in charge of the labour market issues, issues of securing the supply of skilled labour and labour market forecasts. It complements the Federal German Government's skilled labour scheme (Fachkräftekonzept) with a labour monitoring programme (Arbeitskräftemonitoring) which involves analysing bottlenecks on the labour market by drawing up and publishing labour reports and producing [labour market forecasts through to 2030](#).

The Federal Employment Agency ([Bundesagentur für Arbeit](#)) surveys the skilled labour situation in Germany every six months. The Agency publishes a labour market monitor ([Arbeitsmarktmonitor](#)) that analyses regional labour market structures. This helps to recognise the opportunities and risks of the labour market. Arbeitsmarktmonitor contains data on occupations, industries, the labour market and on demographic changes broken down by region. Indicators of a possible shortage of skilled labour include the rate of unemployment among individuals with maths, computer science, science and technology qualifications; those in the healthcare and nursing fields; the number of vacancies in these occupational fields; and the average time it takes to fill a vacancy with a suitably qualified skilled worker.

The Federal Employment Agency also produces a six-monthly skilled labour shortage analysis ([Fachkräfteengpassanalyse](#)). This analysis is the main source of input for the overview of professions in which it is generally possible to employ non-German-born skilled workers (known as a whitelist, or "[Positivliste](#)") in accordance with Section 6 of the Employment Regulation ([Beschäftigungsverordnung](#)). The Agency also compiles [monthly](#)

[statistics](#) on the number of available training places as well as the number of unfilled training places and the number of training contracts concluded.

The German Federal Institute of Vocational Education and Training ([Bundesinstitut für Berufsbildung](#), BIBB) has regularly been using numerical modelling for its QuBe project – Occupations and qualification in the future ([Qualifikation und Beruf in der Zukunft](#)) since 2007 (most recently 2018) to recognise developments that will present training and occupation-related challenges in the future. It analyses current levels, transitions, trends and behaviour patterns in the education system and on the labour market and creates supply and demand projections on the basis of jointly defined occupational fields and data generation. Since 2011, companies in Germany have been surveyed annually for the BIBB Training Panel ([BIBB-Qualifizierungspanel](#)). The aim is to get information about structures, developments and the relationships between initial vocational training and continuing vocational training in companies and to identify trends in labour demand in business.

The Institute for Employment Research ([Institut für Arbeitsmarkt- und Berufsforschung](#), IAB) as a special office and research institute of the Federal Employment Agency performs labour market research that creates the basis for empirically founded labour market policies. The IAB publishes a labour market barometer ([Arbeitsmarktbarometer](#)), a set of early indicators that is based on a monthly survey by the Federal Employment Agency of all local employment agencies. The information they provide on unemployment and employment development is collated and condensed to produce the labour market barometer. It provides an outlook on the overall development of the labour market in Germany and uses a scale of 90 (very poor development) to 110 (very good development). The [score in July 2019](#) stood at 101.6.

*For cross-sectorial cooperation see Administration and Governance > Cross-sectorial cooperation*

## Skills development

The findings of the forecasts allow programmes and schemes for further training to be developed for young people and for existing programmes and schemes to be improved.

### Formal education

In connection with the expected demand for skilled labour in the field of natural sciences and technology, the Standing Conference of the Ministers of Education and Cultural Affairs ([Kultusministerkonferenz](#)) issued its recommendations on enhancing science and maths education ([Empfehlungen zur Stärkung der mathematisch-naturwissenschaftlichen Bildung](#)) in 2009. One of the aims of the recommendations is to encourage children and young people to develop an interest in the natural sciences and mathematics from an early age, to establish greater practical relevance, and to attract teachers to the natural sciences and mathematics subjects. Since then, curricula in the different German states were updated and included more science- and technically related subjects and topics. In addition to schemes at all formal education levels, many non-formal measures were and are being implemented to promote science and maths education. [Schemes in the federal states Länder to promote science and maths subjects](#)

The quality-centred school development process ([Qualitätszentrierte Schulentwicklung](#), QZS) assists schools with quality assurance and quality development measures. A special guideline helps schools to develop effectively and permanently. In addition to practical instructions, the guideline contains a lot of work and information resources for areas that include developing a quality mission, using existing and developing internal evaluation tools, and documenting processes.

For school dropouts, special programmes such as introductory training ([Einstiegsqualifizierung](#)) or training-related assistance ([Ausbildungsbegleitende Hilfen](#)) are an opportunity to gain a qualification. Many firms run their own programmes to prepare apprentices for formal training. In the craft trades, efforts are currently being made to encourage young refugees to begin an apprenticeship.

[Quality assurance in in-company vocational training](#) is safeguarded by existing laws and regulations, such as the [Vocational Training Act](#) (Berufsbildungsgesetz), as well as recommendations by the Board (Hauptausschuss) of the Federal Institute for Vocational Education and Training ([Bundesinstitut für Berufsbildung](#), BIBB). The Vocational Training Act sets minimum training standards, under certain circumstances also applicable to trainees.

### Non-formal learning

The youth work field offers activities of a general, political, social, health-related, cultural, nature-related and technical nature, sports, employment-, school- and family related activities, and international youth work. Through this, it helps young people to develop entrepreneurial and labour market-related skills and abilities. Section 11 of Book VIII of the Social Code ([Sozialgesetzbuch, SGB VIII](#)) is the statutory basis for these activities. Section 11 requires that young people be given access to youth work activities that encourage their development.

For the role of youth work in entrepreneurial learning in Germany see also [Taking the future into their own hands. Youth work and entrepreneurial learning: final report.](#)

### Awareness raising initiatives/campaigns

Since qualified skilled labour is scarce and many small and medium-sized businesses are finding it difficult to fill their vacant apprenticeship positions, the Federal Ministry of Education and Research ([Bundesministerium für Bildung und Forschung](#), BMBF) has put support for Germany's dual vocational training system ([duale Berufsausbildung](#)) high up [on the political agenda](#). The information campaign called You + Your Vocational Training = Practically unbeatable! ([Du + Deine Ausbildung = Praktisch unschlagbar!](#)) launched by BMBF aims to attract young people to vocational training and to advertise the dual system of vocational training and education.

The National Agency Education for Europe ([Nationale Agentur Bildung für Europa](#)) at the Federal Institute for Vocational Education and Training (Bundesinstitut für Berufsbildung, BIBB) has launched a social media campaign known as [#meinauslandspraktikum](#). It is designed to inform apprentices, school-leavers and young skilled workers about opportunities to go abroad in order to acquire professional competences and improve their foreign language skills.

See also [Youth Wiki > Employment & Entrepreneurship > Traineeships and Apprenticeships > Promoting traineeships and apprenticeships](#)

## 3.4 Career guidance and counselling

### Career guidance and counselling services

Germany has a broad variety of labour market policy instruments that can be used to implement the key recommendations of the [EU Youth Guarantee](#). The recommendations suggested have largely been taken up and implemented. See also the [assessment of the Youth Guarantee implementation in Germany](#) (May 2018).

### Main providers and partnerships

Programmes and schemes for career guidance and counselling are legal services anchored in Book III Social Code ([Sozialgesetzbuch, SGB III](#)). They already take place during schooling and continue when young people leave school. In addition to schools, employment agencies (Agenturen für Arbeit) are the most frequently used places for young people who would like career guidance and counselling. These services are provided as group services for school classes as well as personal advice for individuals.

Employment agencies work together with professional bodies and businesses to give young people an insight into working life, for example with [work placements for year 9s and 10s](#).

The federal states (Länder) ensure that programmes and schemes offering career guidance and help with the transition from school to work are properly coordinated in their region. The Federal government and the Federal Employment Agency ([Bundesagentur für Arbeit](#)) support the Länder and local authorities in improving and extending partnerships between schools, employment agencies, job centers and youth welfare organisations.

Young people can also visit the job information centres ([Berufsinformationszentren](#)) run by the employment agencies. Some centres also offer an online chat service. They offer personal counselling for the under-25s. The agencies also organise events (talks, fairs, information events), where young people can learn about career opportunities.

### Online counselling services

The Federal Employment Agency (Bundesagentur für Arbeit, BA) and the Federal Ministry of Education and Research ([Bundesministerium für Bildung und Forschung](#), BMBF) provide online career counselling services:

- [planet-beruf.de](#) – A BA website on topics relating to career choice, applications and training. For lower secondary school pupils aged 13 to 17 years.
- [abi.de](#) – A BA website on university studies, vocational training and careers after gaining an Abitur university entrance qualification.
- [berufe.tv](#) – A video portal provided by BA with over 300 short films on apprenticed professions and study careers.
- [berufsfeld-info.de](#) – A BA service offering information on all sorts of careers.
- [Typisch ich](#) (Typically Me) (2016) – A BA website to help young men and women to overcome stereotypes when choosing their careers, to listen to their strengths and interests, and to follow their own path.
- [Studienabbruch – und dann?](#) (dropping out of studies – what happens next?) – A portal provided by BMBF with information for students who are questioning their choices on training options both within and outside of universities as well as information and support services for students who want to change their course of studies, drop out of university and enter vocational training.

### Federal government initiatives and campaigns

The Initiative on Educational Chains ([Initiative Bildungsketten](#)) is a joint initiative of the Federal Ministry of Labour and Social Affairs ([Bundesministerium für Arbeit und Soziales](#), BMAS) and the Federal Ministry of Education and Research ([Bundesministerium für Bildung und Forschung](#), BMBF). Young people are given support on their journey to employment. The aim is to guide every young individual who is ready and old enough to start an apprenticeship through (ideally) to the successful completion of their training. Various promotional tools are available across Germany: analysis of potential, career guidance, mentoring the transition into work, voluntary coaching (the VerA initiative to reduce the apprenticeship drop-out risk) and schemes for the transition from school to work. Agreements have already been signed with the federal states, including Hamburg, Hesse, Rhineland-Palatinate and North Rhine-Westphalia. [See also Integration of Young People in the Labour Market > Youth employment measures.](#)

- The Vocational Orientation Programme ([Berufsorientierungsprogramm](#)) is part of Initiative Bildungsketten (since 2008). This programme is mainly for school pupils in years 7 and 8. They can test their strengths at this age using the tool for analysing potential. Then, they try out different occupational fields. Since the start of the programme until May 2019, more than 600 million euros in funding had been awarded. Between 2008 and summer 2020, [the programme](#) will reach almost 1.5 million school pupils. Funding 2018: [77 million euros](#).

The [Girls' Day](#) (funded by BMFSFJ and BMBF) and the [Boys' Day](#) (funded by BMFSFJ) are nationwide career guidance days offering career guidance and help with future plans for

girls and boys in year 5 and above respectively. [Funding Girls' Day 2017 to 2020](#): 1.8 million euros. [Funding Boys' Day 2017 to 2020](#): 1.9 million euros.

### Career guidance initiatives in the federal states (Länder)

**North Rhine-Westphalia** (NRW) has started an initiative called No school-leaving certificate without future prospects ([Kein Abschluss ohne Anschluss](#), KAOA) to offer specific help for young people transitioning from school to work. As of 2012, school pupils in NRW can access career guidance services that include analyses of their potential, introductions to occupational fields and practical placements. In the 2016/2017 school year, the initiative will reach all year 8s. That's around 175,000 young people across NRW in this school year.

'BRAFO - Choosing the right career at an early stage' ([BRAFO – Berufswahl richtig angehen frühzeitig orientieren](#)) is a joint initiative in **Saxony-Anhalt** of the State of Saxony-Anhalt and the regional directorate for Saxony-Anhalt/Thuringia of the Federal Employment Agency (Regionaldirektion Sachsen-Anhalt/Thüringen der Bundesagentur für Arbeit). It promotes early career choice among year 7s and 8s at secondary schools, comprehensives and schools for children with learning difficulties.

'[SCHAU REIN! – Die Woche der offenen Unternehmen](#)' is **Saxony's** largest initiative for hands-on career orientation. It encourages pupils in grade 7 and above to choose their preferred occupation and is an opportunity for them to meet face to face with apprentices and employees. It is supported by the Free State of Saxony, the regional directorate for Saxony of the Federal Employment Agency (Regionaldirektion Sachsen der Bundesagentur für Arbeit), the Saxon Chamber of Industry and Commerce (Landesarbeitsgemeinschaft der Industrie- und Handelskammern im Freistaat Sachsen) and the Saxon chambers of crafts and trades (Sächsischer Handwerkstag).

The Future Day ([Zukunftstag](#)) for girls and boys in the state of **Brandenburg** is a one-day hands-on opportunity to get advice on a career or university degree. Pupils in grades 7 to 10 spend one day getting to know various occupations. The programme is funded by the state of Brandenburg, specifically the Ministry of Labour, Social Affairs, Health, Women and Family (Ministerium für Arbeit, Soziales, Gesundheit, Frauen und Familie) and the European Social Fund (ESF).

The [career orientation project BOGEN](#) in **Mecklenburg-Western Pomerania** develops and designs models for gender-reflected career and university degree guidance that go beyond the Girls' Day and Boys' Day events in the state. The programme is funded by the state of Mecklenburg-Western Pomerania, specifically the Ministry of Social Affairs, Integration and Equality (Ministerium für Soziales, Integration und Gleichstellung) and the European Social Fund (ESF).

### Main user of services / target groups

Career guidance and counselling services are open to all young people. The vocational guidance experts at the employment agencies advise pupils from all types of school as well as apprentices, students and university graduates.

Special target groups: NEETs, young migrants/young people from a migrant background ([Migrationshintergrund](#)), young refugees, young people from the lower social strata [without or with a (poor) completed lower-level secondary school education ([Hauptschulabschluss](#))], from disadvantaged families, young people with disabilities and special educational needs.

### Funding

There are several ministries at federal and regional level that provide [funding for career guidance and counselling as described above](#). Financial means from the European Social Fund (ESF) are also used. It is not possible to provide a single number here as funding comes from different sources and ministries.

[Actual spending in 2018](#) on career guidance programmes in accordance with Art. 48 Book III Social Code: 52.09 million euros.

Further information about funding initiatives at federal (national), Länder (state) and EU level for career guidance, career preparation, vocational training, transitions and additional training in the [database of the Office for Transitions to Training and Work](#) (Fachstelle Übergänge in Ausbildung und Beruf).

See also [Traineeships and Apprenticeships > Funding](#) and [Integration of Young People in the Labour Market > Funding of existing schemes/initiatives](#)

## Quality assurance

There are no general quality assurance systems in place for career guidance and counselling services in Germany.

Art. 29 et seq and Art. 288a et seq of Book III Social Code ([Sozialgesetzbuch, SGB III](#)) – Employment promotion (Arbeitsförderung) contain principles that are applicable to counselling, including career guidance and labour market counselling, which apply to employment agencies. The Federal Employment Agency (Bundesagentur für Arbeit, BA) sets basic mandates and targets in its instructions on quality assurance tools and the enhancement of processes in the customer portal ([Weiterentwicklung der Prozesse im Kundenportal](#)). It has also issued [guidelines that apply to career counselling for young people under the age of 25](#).

The BA careers service guides young people throughout the process of choosing a career. It helps them to identify their strengths, provides information on careers and on apprenticeship opportunities, and assists them in getting access to the career they want. The service is low-threshold, neutral, gender-sensitive, appropriate to the target group and their needs, accounts for each case individually, and is results-oriented. The methods applied are based on the BA counselling concept ([Beratungskonzeption](#)).

Twice a year, the BA centre for customer and employee surveys (Zentrum für Kunden- und Mitarbeiterbefragungen der Bundesagentur für Arbeit, ZKM) carries out [surveys of under-25s](#) who have used counselling services provided by employment agencies. The results are analysed and given to employment agencies to help them improve their services continually. In 2016 for the first and to date only time, schools were surveyed on the subject of career guidance. The aim is to keep this quality assurance process in place.

BA also supports external quality assurance systems, such as the Career Choice Seal of Approval ([Berufswahlsiegel](#)). The Career Choice Seal of Approval helps to ensure that quality in schools is improved continually. It is awarded to schools with excellent career and study guidance programmes.

Art. 14 of the Framework Act for Higher Education ([Hochschulrahmengesetz](#)) says that higher education establishments are required to tell students and prospective students about the study courses available and the content, structure and demands of a course of studies. The Act also says that higher education establishments must support students throughout their entire studies by offering professional advisory services. Universities must also cooperate with the bodies responsible for career counselling when providing study counselling.

[Quality standards](#) exist for carrying out analyses of potential as part of the vocational orientation programme of the Federal Ministry of Education and Research for school pupils in years 7 and 8.

From 2009 to 2014, the German National Guidance Forum (Nationale Forum Beratung, nfb) and the research group for quality and professionalism in career guidance (Forschungsgruppe Beratungsqualität) at the Institute of Educational Science at Heidelberg University (Institut für Bildungswissenschaft der Universität Heidelberg, IBW) developed a Quality and Professionalism in Career Guidance and Counselling concept ([Beratungsqualität in Bildung, Beruf und Beschäftigung](#), BeQu). The concept helps

advisors, counselling services, politics and public administration bodies to keep improving quality and professionalism in their own areas. It contains cross-functional and cross-institutional quality standards. No plans are in place at present to apply the concept nationwide. At the moment, individual associations, institutions and other agencies apply the standards and work in line with the BeQu system. To date there is no systematic and continuous feedback from the users of the BeQu concept. No conclusions could be drawn from the results of the accompanying research project or an online survey.

## 3.5 Traineeships and apprenticeships

### Official guidelines on traineeships and apprenticeships

Germany has a broad variety of labour market policy instruments that can be used to implement the key recommendations of the [EU Youth Guarantee](#).

#### Regulatory framework

The [Vocational Training Act](#) (Berufsbildungsgesetz) sets out the provisions, targets and scope of vocational training in Germany, including the requirement to conclude a training contract, the type, structure and aim of the training, and the entitlement to a training allowance. Its regulations in some parts cover traineeships, too.

Further important laws relating to vocational training:

- Social Code Book III [[Sozialgesetzbuch \(SGB\) Drittes Buch \(III\)](#)],
- Crafts Ordinance ([Handwerksordnung](#), HwO),
- Trainer Aptitude Regulations ([Ausbilder-Eignungsverordnung](#), AEVO),
- Young Persons (Protection of Employment) Act ([Jugendarbeitsschutzgesetz](#), JArbSchG),
- Works Constitution Act ([Betriebsverfassungsgesetz](#), BetrVG),
- Upgrading Training Assistance Act ([Aufstiegsfortbildungsförderungsgesetz](#), AFBG),
- Distance Learning Protection Act ([Fernunterrichtsschutzgesetz](#), FernUSG).

The education laws in the respective federal states (Länder) also apply to the school-based part of the vocational training.

For the dual system of vocational education and training, training regulations ([Ausbildungsordnungen](#)) are the applicable standard for the practical element of training, while for the college-based part of the training the curriculum applies. Training regulations combine the job profile, training and examination standards. They contain a description of the apprenticed profession, the duration of the training, the skills acquired, the training framework and the examination requirements. Frame curricula (Rahmenlehrpläne) provide the basis for teaching at vocational colleges. These curricula are coordinated with the training regulations for in-company vocational training. Check these [examples of training regulations and frame curricula for apprenticed professions](#) (in English).

#### Traineeships

No binding legal definition for traineeships ([Praktika](#)) exists. Trainees as defined in Section 26 of the Vocational Training Act (Berufsbildungsgesetz) are considered employees. Traineeships should give trainees an insight into professional practice, familiarise them with processes, and give them the opportunity to gain expertise. In most cases, a training contract will set out the training goals, the start date and length of the traineeship, and rules on working hours, holiday entitlement and training allowance.

Since 2015, young people aged 18 and over on traineeships are entitled to the minimum wage if the traineeship is over three months in length. Section 22 of the [Act Regulating a General Minimum Wage](#) (Gesetz zur Regelung eines allgemeinen Mindestlohns) defines

the scope of application, which also includes trainees. Trainees who earn minimum wage must pay tax and social insurance.

Year 9s and 10s can take part in a work experience placement which is not remunerated.

Many university courses require students to complete a traineeship as a mandatory part of studies (Pflichtpraktikum). These must often be completed before the student can start their studies – this is called a pre-study traineeship (Vorpraktikum). Other students choose to complete a voluntary traineeship. A mandatory traineeship (Pflichtpraktikum) during university studies is counted as part of the course of studies. As such, no social insurance contributions must be paid. There is no entitlement to remuneration when completing a mandatory traineeship.

## Apprenticeships

Apprentices receive a training allowance throughout their training. The amount is different in each industry. Examples from the federal states:

- Training allowance in [Mecklenburg-West Pomerania](#),
- Pay scale for apprentices in [North Rhine-Westphalia](#),
- Training allowances in selected industries in [Saxony-Anhalt](#).

During their training, apprentices pay [contributions to all branches of social insurance](#) (health insurance, pensions insurance, unemployment insurance, care insurance). This does not apply if the monthly wages are less than 325 euros. In this case, the employer pays all social insurance contributions itself. The amount of the training allowance and the tax bracket determine [whether apprentices must pay tax](#).

Through the Federal Employment Agency budget ([Bundesagentur für Arbeit](#)) (2016: 310 million euros), the Federal Government provides means-tested support to apprentices undergoing in-company or extra-company vocational training in the form of a vocational training grant ([Berufsausbildungsbeihilfe](#)). [Actual spending in 2018](#): 279.19 million EUR.

Depending on their financial situation, apprentices completing a school-based training can claim financial assistance ([Ausbildungsförderung](#)) according to the Federal Training Assistance Act ([Bundesausbildungsförderungsgesetz](#), BAföG).

Further information on vocational training & career can be found in the booklet on [rights and obligations during vocational training](#) by the Federal Ministry of Education and Research (in German).

## Cooperation among social partners

The National Pact for Training and Skilled Recruits (Nationaler Pakt für Ausbildung und Fachkräftenachwuchs, Ausbildungspakt) 2004 and 2014 was continued as the Alliance for Initial and Further Training ([Allianz für Aus- und Weiterbildung](#)). Until 2018, the Alliance was a commitment by the government, the Federal Employment Agency, the federal states, industry and the trade unions to a high-quality dual system of vocational education and training aiming to integrate top-performing young individuals, disadvantaged young people, young people from a migrant background ([Migrationshintergrund](#)) and young people with disabilities into the practical element of vocational training equally. The current coalition agreement ([Koalitionsvertrag](#)) for the 19th parliamentary term (2017 – 2021) foresees the continuation of the Alliance, amongst other things to roll out assisted apprenticeships (assistierte Ausbildung) nationwide and strengthen apprentice support schemes.

## Specific target groups

NEETs, young migrants/young people from a migrant background, young refugees, young people from the lower social strata [without or with a (poor) completed lower-level secondary school education], young people from disadvantaged families, with disabilities and special educational needs

## Link with the EU Youth Guarantee

In the course of the implementation of the Youth Guarantee, schemes including assisted training ([assistierte Ausbildung](#)) (2015) and training-related assistance ([ausbildungsbegleitende Hilfen](#)) (2015) were rolled out, while others, such as cooperation between the [youth employment agencies](#) (Jugendberufsagenturen), were strengthened. The recommendations suggested by the EU Youth Guarantee have largely been taken up and implemented in Germany. Placement services provided under the law have been adapted [on various occasions](#). See also the detailed [assessment of the Youth Guarantee implementation in Germany](#) (May 2018).

## Promoting traineeships and apprenticeships

Young people can find information about career opportunities available to them using the career counselling services provided by employment agencies. They can also get details of talks, fairs and information events on vocational training, make first contact with training providers, for example via the career planet website ([planet-beruf.de](#)) run by the Federal Employment Agency (Bundesagentur für Arbeit, BA).

[See also 3.4 Career Guidance and Counselling > Online career counselling services](#)

There were and are several measures, campaigns and initiatives at federal (Bund) and regional (Länder) level to promote the participation of young people in traineeships and apprenticeships.

### Federal level (Bund)

The federal government's campaign for skilled workers ([Fachkräfteoffensive der Bundesregierung](#)) aims to attract and train young academics by providing student trainee contracts, grants and trainee programmes. The Alliance for Initial and Further Training ([Allianz für Aus- und Weiterbildung](#)) is also committed to creating more practical training places in companies and offering suitable schemes that help small and micro-businesses in particular to [provide vocational training](#).

Selection of federal programmes:

- Future Starters ([Zukunftsstarter](#)) programme as the next phase of the Training is Worth It – Late Starters Wanted programme ([Ausbildung wird was – Spätstarter gesucht](#)) campaign: Joint initiative of the Federal Ministry of Labour and Social Affairs ([Bundesministerium für Arbeit und Soziales](#), BMAS), BA and the BA Executive Board (Verwaltungsrat der Bundesagentur für Arbeit) with the aim of getting 120 000 young people into initial and continuing vocational training by the end of 2020 with the goal of qualifying in a profession.
- [JOBSTARTER plus](#) funding initiative (2015 – 2019) of the Federal Ministry of Education and Research ([Bundesministerium für Bildung und Forschung](#), BMBF): The initiative strengthens the dual system of vocational education and training in Germany. It funds projects that help the transition from school to vocational training. [Funding](#): 109 million euros, of which 61 million from ESF.
- The [VerA initiative](#) (reducing the apprenticeship drop-out risk) of the BMBF and leading industry associations in Germany aims to stop young people from dropping out of vocational training. Volunteer senior experts are given special training to support young people throughout their vocational training. [Actual spending in 2018](#): 3.5 million euros.
- The Federal Ministry for the Environment, Nature Conservation, Building and Nuclear Safety ([Bundesministerium für Umwelt, Naturschutz, Bau und Reaktorsicherheit](#), BMUB) runs the ESF-funded programme 'Promoting vocational education for sustainable development. Enabling green skills for climate-friendly, resource-efficient action at work' ([Berufsbildung für nachhaltige Entwicklung befördern. Über grüne Schlüsselkompetenzen zu klima- und ressourcenschonendem Handeln im Beruf](#)). Aim: To integrate sustainability strategies into vocational education. [Funding 2019-2022](#): around 9.5 million euros ESF funds, around 7.7 million euros federal funds.

- A ['four-wave' process](#) finds training places for young people who have not been offered a place initially. The four-wave process was introduced in 2015. One aim of the process is to ensure that all young applicants who have not been given a training place by 30 September receive three offers of in-company vocational training placements.
- In formal education, a pre-vocational training year, a basic vocational training year, and schemes to ensure employment readiness are available to young people without a school-leaving qualification. In 2015, as part of implementing the Youth Guarantee, the concept of assisted training ([Assistierte Ausbildung](#)) was anchored in Art. 130 Sozialgesetzbuch III (Book III Social Code). It is aimed mainly at young people who did not get a school-leaving qualification or who only got poor results and young people with a migrant background. The young people and the training provider are supported throughout training by an educational institution. [Actual spending on assisted training in 2018](#): 63.86 million euros (Books III and II Social Code, SGB III and SGB II).

Support provided to institutions and companies by the Federal Employment Agency (Bundesagentur für Arbeit):

- Grants for introductory training ([Einstiegsqualifizierung](#)), designed to lead young people into vocational training: Institutions in which young people can prepare to enter vocational training can apply for funding to cover the young peoples' training allowances. [Actual spending in 2018](#) (Books III and II Social Code, SGB III & II): 48.25 million euros,
- Assumption of the costs of measures that promote participation and career integration: employment agency covers the costs for participants who take part in an in-company programme to determine their professional skills.
- Providing training-related assistance ([Ausbildungsbegleitende Hilfen](#)), including as a scheme under the implementation of the Youth Guarantee: employment agency covers the costs of developing and implementing schemes under which companies train disadvantaged young people with language and education gaps and need customised packages of measures for this purpose. [Actual spending in 2018](#) (Books III and II Social Code, SGB III & II): 100.32 million euros.
- Assumption of the costs for assisted training: Companies are given help with managing, organising and implementing training and are guided through day-to-day running by a dedicated educational institution to ensure a stable training relationship. The costs are covered by employment agencies or job centers ([Jobcenter](#)).

### Regional level (Länder) - examples

The 'Training Makes For Proud Parents' campaign ([Ausbildung macht Elternstolz](#)) by the **Bavarian** Ministry of Economics (Bayerisches Wirtschaftsministerium), the Association of Bavarian Chambers of Commerce and Industry (Industrie- und Handelskammern in Bayern, BIHK) and Bavarian Chambers of Trade and Crafts showcases the wide range of apprenticed professions available in Germany.

**Saxony-Anhalt** runs a state-wide programme called 'Developing Future Prospects with Assisted Training' ([Zukunftschance Assistierte Ausbildung](#)) which assists young people from disadvantaged backgrounds and with special support requirements by preparing them to enter regular vocational training and providing intensive ongoing socio-educational support throughout their training. The legal basis is found in Art. 130 Book III Social Code (Drittes Buch Sozialgesetzbuch, SGB III).

'The Brandenburg wants you! Vocational training is the future' ([Brandenburg will Dich! Hier hat Ausbildung Zukunft](#)) campaign by the state of **Brandenburg** (Ministry for Labour, Social Affairs, Health, Women and Family) and partners of the Brandenburg Training Consensus ([Brandenburger Ausbildungskonsens](#)) started at the beginning of the new year of training 2017/2018. It tries to motivate young people who have not found yet a training place to decide for a vocational training in the region of Brandenburg.

## Initiatives by other stakeholders

The German Confederation of Chambers of Skilled Crafts (Deutsche Handwerkskammertag e.V., DHKT) launched a poster campaign called 'I'm planning something even better' ([Ich hab was Besseres vor](#)) to advertise vocational training in the skilled crafts.

The Saarland chamber of commerce and industry (Industrie- und Handelskammer Saarland, IHK Saarland) runs a training campaign called 'Vocational Training – the Best Training of Your Life' ([Berufliche Ausbildung: Das beste Training Deines Lebens!](#)), which gets apprentices to report on their experiences of vocational training with IHK and the personal benefits they have gained.

The chambers of commerce and industry in Rhineland-Palatinate launched a training campaign called 'Get going' ([Durchstarter](#)) offering information about different professions as well as career and further training opportunities.

[See also Skills Forecasting > Skills development](#)

[See also Promotion of Entrepreneurship Culture > Special events and activities](#)

## Recognition of learning outcomes

### Traineeships

During a school-based traineeship, pupils put together a traineeship portfolio where they document what they have learned and done during the traineeship. The trainees receive a traineeship certificate that is added to the portfolio.

University examination regulations normally require university students completing a mandatory traineeship ([Pflichtpraktikum](#)) to write a traineeship report, which forms the basis for their performance record.

There are no rules concerning the documentation of voluntary traineeship. According to Section 26 of the Vocational Training Act, trainees are considered employees so they, too, are entitled to a traineeship certificate. In most cases, regular meetings are held with the trainee both during and at the end of the traineeship.

### Apprenticeships

Young people training for a recognised apprenticed profession take an exam at the end of their training. This is regulated in Section 37 of the Vocational Training Act ([Berufsbildungsgesetz](#)). According to Section 16 of the Vocational Training Act apprentices receive a certificate upon successfully passing the final exam – an English or French translation can be provided on request. The law also says that, "additional vocational skills, knowledge and qualifications [...] shall be tested and certified separately".

Section 14 of the Vocational Training Act says that apprentices must keep a training record (Ausbildungsnachweis) up to date if such records are required as part of their training. The training record proving the completion of training must be submitted before being allowed to proceed to the final apprenticeship examinations. The apprentice uses this training record to keep a record of the activities they have performed during their training. Apprentices can reflect on the competencies and skills they have acquired and judge for themselves which level of training they have achieved.

For further reading on certificates in vocational education and training see Severing, E.: Exams and Certificates in Vocational Education and Training: An Introduction ([Prüfungen und Zertifikate in der beruflichen Bildung: Eine Einführung](#)), 2011. In: E. Severing, R. Weiß eds.: Exams and Certificates in Vocational Education and Training (Prüfungen und Zertifizierungen in der beruflichen Bildung). Bonn: Bundesinstitut für Berufsbildung, p. 15-36.

For validation of non-formal and informal learning see also [Country report. Germany. 2016 update to the European inventory on validation of non-formal and informal learning](#), p. 6f.

## ECVET

ECVET is mainly used in the context of international mobility. A [national contact point](#) advises on questions regarding how to use and apply the ECVET system in [programmes and schemes relating to international mobility](#).

## Funding

The dual system ([duales System](#)) of vocational education and training system is both publicly – from the federal budget and the regional (Länder) budgets – and privately funded, as training providers themselves pay training allowances and cover the costs of providing training staff and equipment. Information on public spending (2001-2018) for vocational education can be found in the data report in addition to the report on vocational education and training 2019 ([Datenreport zum Berufsbildungsbericht 2019, p. 273 ff](#)).

See also [Promoting traineeships and apprenticeships > Support provided to institutions and companies](#)

See also [Career Guidance and Counselling > Funding](#) and [Integration of Young People in the Labour Market > Funding of existing schemes/initiatives](#)

With the help of European Social Fund in Germany ([Europäischer Sozialfonds](#)), in the funding period 2014 to 2020 supported programmes will include those that help to safeguard the supply of skilled workers, those that promote independence, entrepreneurship and start-ups, and those that improve work-life balance and education levels.

## Quality assurance

[Following the EU Council's recommendation](#) regarding a quality framework for traineeships, Germany has not adopted any specific legislation. Previous legislation (Vocational Training Act, crafts and trades regulation codes, [training regulations](#)) complies mainly with the recommendation and defines minimum training standards. In addition, internal company regulations apply to the implementation and supervision of quality assurance processes as part of vocational training and traineeships. School-based traineeships (Schülerpraktika) or mandatory traineeships are governed by school rules and regulations, training regulations and study rules. The new German minimum wage law, which took effect in 2015, also affects trainees. [See also Official guidelines on traineeships and apprenticeships.](#)

Because the federal states (Länder) are each responsible for their own vocational colleges and full-time school-based vocational training, the level of [quality assurance varies from state to state](#). There are a multitude of quality assurance mechanisms (e.g., school-specific schemes, model projects, competitions etc.) and independent quality assurance bodies and frameworks. Quality assurance forms part of all federal states' school legislation. The quality assurance systems in place are mostly based on Q2E, EFQM or ISO. In some cases, internal/external evaluations are performed. The federal states also have their own individual education reporting systems.

The contact and service point for questions on quality assurance and development in vocational training is the German Reference Point for Quality Assurance in VET ([Deutsche Referenzstelle für Qualitätssicherung in der beruflichen Bildung](#), DEQA-VET) at the Federal Institute for Vocational Education and Training (Bundesinstitut für Berufsbildung, BIBB).

## 3.6 Integration of young people in the labour market

### Youth employment measures

Germany has a broad variety of labour market policy instruments that can be used to implement the key recommendations of the EU Youth Guarantee. See also the [National Implementation Plan to Establish the EU Youth Guarantee in Germany](#) and the [assessment](#)

[of the Youth Guarantee implementation in Germany](#) (May 2018). The Plan describes existing services available in the area of education, employment and training that promote and improve the integration of young people into the labour market.

The employment agencies (Agenturen für Arbeit) are required under Art. 37 Book III Social Code ([Sozialgesetzbuch, SGB III](#)) to conclude an integration agreement (Eingliederungsvereinbarung) with young people seeking vocational training or employment. For young people, this agreement must be reviewed after three months at the latest. The integration agreement includes the integration goal, the placement efforts of employment agencies, evidence of the young person's own efforts, and the employment support measures planned. On this basis, young unemployed people of working age who receive basic security benefits for job seekers take priority when vocational training places or [jobs are awarded](#).

[ESF supported programmes](#) run by various federal ministries and authorities also help to integrate young people into employment. Examples:

- Federal Ministry of Labour and Social Affairs (Bundesministerium für Arbeit und Soziales, BMAS):
  - ESF integration directive of the federal government ([ESF-Integrationsrichtlinie Bund](#)) 2015-2020. Aim: to integrate young people who have particular difficulty accessing employment or training into the labour market. New measure in the course of the national implementation of the EU Youth Guarantee. Key areas with special relevance for young people: integration, not segregation (Integration statt Ausgrenzung); integration through exchange (Integration durch Austausch). [See also Cross-Border Mobility in Employment, Entrepreneurship and Vocational Opportunities > Programmes and schemes for cross-border mobility. Funding 2015-2020](#): 295.6 million euros total, thereof 111.2 million euros federal funds; 154.8 million euros ESF funds.
- Federal employment Agency ([Bundesagentur für Arbeit](#), BA):
  - ESF federal programme Co-financing of mentoring for the transition into the labour market as per Art. 49 Book III Social Code ([Kofinanzierung der Berufseinstiegsbegleitung nach § 49 SGB III](#)). Aim: integrates young people into vocational training. Lower-performing pupils who struggle to get their school-leaving qualification are supported personally by career mentors starting in school and continuing through to vocational training. [Actual spending in 2018](#): 190.56 million euros.
- Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#), BMFSFJ):
  - ESF model programme Supporting young people in the neighbourhood ([JUGEND STÄRKEN im Quartier](#)) 2014-2022. in cooperation with the Federal Ministry for the Environment, Nature Conservation, Building and Nuclear Safety ([Bundesministerium für Umwelt, Naturschutz, Bau und Reaktorsicherheit](#), BMUB). Aim: to support specific target groups e. g. NEETs to access employment-related assistance and support them via employment opportunities by youth welfare service providers. Because of various personal restrictions or social disadvantages, these young people are no longer reached by standard programmes and require special educational support as per Art. 13 Sozialgesetzbuch VIII (Book VIII Social Code, SGB VIII) for the transition from school to work. Youth Migration Services ([Jugendmigrationsdienste](#)) offer support services in this area to help young people with a migrant background ([Migrationshintergrund](#)) in particular. [Funding available 2019-2022](#): 4 million euros federal funds, 87 million euros ESF funds.

For information about the dissemination of information about job opportunities and employment support services for young people see also [Career Guidance and Counselling](#)

### Special target groups

[Special target groups](#) for vocational integration measures: young people in difficult living circumstances, young people with a migrant background/young migrants with special integration needs, young people who have dropped out of education ([Schulabbrecher](#)), young people who intend to drop out of labour market schemes or have already, [young people without a school-leaving qualification or professional qualification](#), [young people with disabilities](#).

### Flexicurity measures focusing on young people

There are no specific flexible employment schemes for young people.

Regarding their working hours, young apprentices/employees are covered by current regulatory and policy framework conditions and regulations regarding their working hours. Important laws include: Act on the Implementation of Measures of Occupational Safety and Health to Encourage Improvements in the Safety and Health Protection of Workers at Work ([Arbeitsschutzgesetz](#)), Law on working hours ([Arbeitszeitgesetz](#)), [Vocational Training Act](#) ([Berufsbildungsgesetz](#)) Section 8 on part-time training, Law on parental allowance and parental leave ([Gesetz zum Elterngeld und zur Elternzeit](#)), Young Persons [Protection of Employment] Act ([Jugendarbeitsschutzgesetz](#)), Law on shop opening hours ([Ladenschlussgesetz](#)), Law on part-time employment and fixed-term employment contracts ([Gesetz über Teilzeitarbeit und befristete Arbeitsverträge](#)).

In addition to collectively agreed rules for certain professions or branches, specific topics and areas within a company are regulated by so-called works agreements ([Betriebsvereinbarungen](#)). These agreements also apply to the young people working at the company in question.

Individual legal agreements regarding working hours are set out in the contract of employment.

Young people are entitled to the payment of [unemployment benefit](#) (Arbeitslosengeld) if they meet the relevant requirements. From the age of 15 years they are also entitled to receive the so-called [unemployment benefit II](#) (Arbeitslosengeld II) that helps to make a living.

Under Germany's Upgrading Training Assistance Act ([Gesetz zur Förderung der beruflichen Aufstiegsfortbildung](#)), young people are entitled to financial support for further education provided they meet the relevant requirements.

See also [Eurofound > Observatories > Eurwork > Comparative information > Germany: Flexicurity and industrial relation](#)

See also [EUROPEAN EMPLOYMENT OBSERVATORY > Flexicurity in Germany](#)

### Reconciliation of private and working life for young people

There are no programmes or initiatives directed only at young people. Yet, there are certain legal rules and programmes to also foster the reconciliation of the private and working life for young people.

Under Section 8 of the [Vocational Training Act](#) ([Berufsbildungsgesetz](#)) young parents can participate in a part-time vocational qualification course, which allows them to attend class flexibly and reconcile training and family life better.

The working time models in place in Germany also apply to young people. Young families can also use the different types of childcare or financial aid available if they meet the necessary criteria. [Information about reconciling family and working life](#) can be found on the BA website.

The federal programme Day-care centre plus ([KitaPlus](#)) run by BMFSFJ funds additional childcare services in day-care centres. These cater to the needs of families and are coordinated with job centers and employment agencies. The services benefit single parents and parents who work shifts, parents still in vocational training or at university, and parents looking for employment for whom a new job would involve shift work or unsocial hours, and give them a better work-life balance.

According to the Future report Family 2030 ([Zukunftsreport Familie 2030](#)) by BMFSFJ young parents are the biggest users of parental allowance ([Elterngeld](#)) and the option for one parent to take an additional two months of parental leave, to make their working hours and organisational models family-friendly together with their employers. State subsidised childcare also enables parents to agree more flexible, yet still reliable, working time arrangements.

### **Funding of existing schemes/initiatives**

Labour market integration measures and programmes are funded by the Federal Government, respectively the federal ministries in charge of each measure or programme, and also by the federal states (Länder), respectively the relevant ministries in charge of labour market integration affairs. Funds from the European Social Fund are also used for certain programmes. [See Youth employment measures for examples.](#)

Further information on the funding of the measures within the framework of the Youth Guarantee can be found in the [National Implementation Plan to Establish the EU Youth Guarantee in Germany](#) (pages 41-44 and 82-87 ff.).

See also [Career Guidance and Counselling > Funding](#) and [Traineeships and Apprenticeships > Funding](#)

### **Quality assurance**

The Federal Employment Agency (Bundesagentur für Arbeit) monitors and ensures the quality of employment schemes through compiling statistics on participation in funded vocational schemes, the number of people in a new employment relationship, participation figures among specific target groups, how long unemployed people spend searching for jobs, participation in retraining programmes, etc. It also carries out online surveys of participants on employment readiness schemes to get feedback on the schemes themselves.

[A large number of employment and labour market integration programmes and schemes](#) in Germany are regularly monitored and evaluated so as to learn from experience and build on successful initiatives. This process involves regular interim and summary reports, which are usually made available online.

Services like the youth migration services (Jugendmigrationsdienste) offered under the ESF model programme (Supporting young people in the neighbourhood ([JUGEND STÄRKEN im Quartier](#))) evaluate their work and regularly adapt to current developments and needs. Youth migration services across Germany and across all organisations use the web-based software [„i-mpuls JMD“](#) to evaluate their work.

## **3.7 Cross-border mobility in employment, entrepreneurship and vocational opportunities**

### **Programmes and schemes for cross-border mobility**

A range of programmes, initiatives and schemes promote cross-border mobility in the area of vocational training.

## European Union (EU) programmes

Germany contributes to the European [Your first EURES job](#) project via EURES Germany, namely the Federal Employment Agency (Bundesagentur für Arbeit). The project helps young people, including Germans, aged 18 to 35 to find a job, a traineeship or vocational training in the EU, Iceland or Norway. It also gives employers greater geographical reach when searching for staff.

Young entrepreneurs from Germany can take part in the EU's [Erasmus for Young Entrepreneurs](#) (Erasmus für Jungunternehmer) programme. The programme gives new or prospective entrepreneurs the chance to learn from experienced entrepreneurs who head a small company in another participating country. The amount of monthly financial aid available is oriented to the general costs of living in the host country.

Under the [EU's Erasmus+ programme Key Action 1](#) the mobility of individuals in Europe is funded. This includes inter alia (vocational) traineeships, training periods, continuing vocational education, youth exchanges and a European Voluntary Service. Stays abroad for training staff are also funded where required for learning purposes (such as job shadowing) and for teaching purposes. In Germany, there are four national agencies for the EU Programme Erasmus+, each in charge of a different field:

- Vocational education and training/Adult education: [National Agency Education for Europe](#) ([Nationale Agentur Bildung für Europa](#), NA BIBB) at the Federal Institute for Vocational Education and Training ([Bundesinstitut für Berufsbildung](#), BIBB),
- Higher education: German Academic Exchange Service ([Deutscher Akademischer Austauschdienst](#), DAAD).
- School education: [Pedagogical Exchange Service](#) ([Pädagogischer Austauschdienst](#), PAD) of the Standing Conference of the Ministers of Education and Cultural Affairs ([Kultusministerkonferenz](#)).
- YOUTH IN ACTION: [JUGEND für Europa](#).

The [EU programme European Solidarity Corps](#) has launched also in Germany, an opportunity for individuals to help build a social and diverse Europe through [jobs and internships](#), amongst other things. JUGEND für Europa is the competent national agency here, too.

## National regulations, programmes and schemes - selection

The key area Integration Through Exchange (Integration durch Austausch, IdA) in the ESF integration directive of the federal government ([ESF-Integrationsrichtlinie Bund](#)), gives 18- to under-35-year-olds the chance to go on a practical placement in another European country. They are accompanied by trained staff. The placements last between 2 and 6 months. It includes an individual preparation and follow-up in Germany. Measures under the integration directive are implemented by cooperation networks. In addition, companies and/or public administrative bodies work actively with regional employment organisations such as job centers ([Jobcenter](#)) or employment agencies (Agenturen für Arbeit). [Budget: approx. 32 million euros. List of the 32 projects funded as part of IdA between 2015 and 2019](#)

PROTANDEM – the Franco-German Agency for vocational training exchanges ([PROTANDEM - die Deutsch-Französische Agentur für den Austausch in der beruflichen Bildung](#)) supports bilateral exchanges between apprentices and students of vocational colleges and technical colleges from Germany and France. The [exchange programme](#) is publicly funded [Germany: Federal Ministry of Education and Research ([Bundesministerium für Bildung und Forschung](#), BMBF) or the ministry of education of the respective federal state; France: different ministries (European and Foreign Affairs, Education, Labour)].

The Franco-German Youth Office ([Deutsch-Französisches Jugendwerk](#), DFJW) funds a range of options for completing traineeships or gaining work experience in France.

The Czech-German Youth Exchange Coordination Centre Tandem ([Koordinierungszentrum deutsch-tschechischer Jugendaustausch TANDEM](#)) provides funding for vocational college students, apprentices and young people just starting out in employment aged 16 and over as part of the voluntary vocational traineeships ([Freiwillige Berufliche Praktika](#)) programme to enable them to complete a vocational traineeship of at least two weeks in length in the neighbouring country. The programme is funded by German-Czech future fund (Deutsch-Tschechischer Zukunftsfonds) and the EU's Erasmus+ programme (Key Action 1).

The German-Polish Youth Office ([Deutsch-Polnisches Jugendwerk](#), DPJW) finances [traineeships relating to vocational training](#). This includes individual traineeships and training visits for larger groups of young people and apprentices from Poland and Germany, regardless of their profession.

Under the Parliamentary Scholarship Programme ([Parlamentarisches Patenschaftsprogramm](#), PPP) run by the German Federal Parliament ([Deutscher Bundestag](#)), apprentices and young employees up to the age of 24 in virtually all professions have the chance to spend a year in the United States to gain initial work and study experience.

The [xchange programme](#) by the International Lake Constance Conference (Internationale Bodenseekonferenz, IBK) and Working Community of the Alpine Regions (Arbeitsgemeinschaft Alpenländer, Arge Alp) gives trainees from Germany, Switzerland, Italy, Austria and Liechtenstein the chance to spend three to four weeks of their practical vocational training in a company based in another country. In return, a trainee from the host firm spends time in the other company. Erasmus+ funds young people from Germany.

The German-Israeli collaborative vocational education programme ([Deutsch-Israelisches Programm zur Zusammenarbeit in der Berufsbildung](#)) is a bilateral cooperation and funding initiative of BMBF and the Israeli Ministry of Labour and Social Affairs. It is coordinated in Germany by the National Agency Education for Europe at the Federal Institute for Vocational Education and Training ([Nationale Agentur Bildung für Europa c/o Bundesinstitut für Berufsbildung](#)). The National Agency implements the programme on behalf of BMBF. The programme gives apprentices, teachers and experts in vocational training the chance to share experiences and learn from one another.

The [ASA programme](#) by ENGAGEMENT GLOBAL gGmbH - Service für Entwicklungsinitiativen finances work and study stays in Africa, Latin America, Asia and south-eastern Europe for 21- to 30-year-olds. ASA includes a basic programme for students and young professionals as well as special programmes. Participants receive partial funding. On average, about 2 000 people apply for around 280 project places every year. The [financial support](#) is mostly provided by the [Federal Ministry for Economic Cooperation and Development](#) (Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung, BMZ).

The Development Cooperation Trainee Programme ([Traineeprogramm der Entwicklungszusammenarbeit](#)) is a junior development programme run by BMZ. The German association for international cooperation ([Deutsche Gesellschaft für Internationale Zusammenarbeit](#), GIZ) manages the programme for BMZ. Applicants must have graduated university. Participants complete a 17-month training programme on German and multilateral development cooperation. The programme focuses on technical cooperation.

The German-American Traineeship Programme ([Deutsch-Amerikanisches Praktikantenprogramm](#)) of GIZ allows young professionals aged 26 or under to gain initial work experience in the United States. Length of stay: between 2 and 12 months. Objectives: To provide hands-on advanced training and language and intercultural skills; to familiarise participants with other cultures and lifestyles; and to enable them to develop personally and form networks. Trainees are paid a monthly stipend of 600 euros for unpaid traineeships as well as a contribution towards travel expenses and language training.

Young professionals and volunteers aged 23 to 45 can apply for the [CrossCulture programme](#) (CCP). Through the CCP, the [Institute for Foreign Cultural Relations](#) (Institut für Auslandsbeziehungen, ifa) as a partner of the [Federal Foreign Office](#) (Auswärtiges Amt) works to strengthen the intercultural dialogue and the networks between Germany and Islamic countries.

### Activities of the federal states (Länder)

The Greater Region (Europäische Großregion) made up of Saarland, Rhineland-Palatinate, Luxembourg, Wallonia, the Federation Wallonia-Brussels, the German-speaking Community of Belgium, and Lothringen (France) gives apprentices the chance to complete theoretical training in their home country and to go to a company based in a neighbouring country for their practical training (for France to Alsace and for Germany to Baden-Württemberg and Rhineland-Palatinate) on the basis of the 2014 framework agreement on cross-border vocational activity ([Rahmenabkommen zur grenzüberschreitenden Berufsbildung](#)). This cross-border vocational training is for young people in the dual system of vocational education and training as well as those on cooperative study courses.

To promote mobility among apprentices in neighbouring border regions, EU funding can also be used from the [European Regional Development Fund INTERREG](#), such as [INTERREG Großregion](#). In Saarland, a specialist unit for cross-border vocational training ([Fachstelle für grenzüberschreitende Ausbildung](#)) is financed by the EU INTERREG programme, state funds and other partners. This unit helps young people from Saarland, Lothringen and Rhineland-Palatinate to complete a traineeship with a company across the border, including language support.

Rhineland-Palatinate and Baden-Württemberg jointly fund the [EUREGIO certificate for apprentices](#). Under this project, during their training, apprentices or vocational college students can complete a traineeship of at least four weeks with a company in one of the countries belonging to the German-Franco-Swiss Upper Rhine region. Support for young people includes 300 euros and a EUREGIO certificate at the end of the traineeship.

In January 2017, the state of Bremen has signed a partnership agreement ([Partnerschaftsvertrag Bremen – Besançon](#)) with the French city of Besançon concerning cooperation in the field of vocational training and intern exchange.

### Information and counselling for young people

The Information and Support Center for vocational training abroad ([Informations- und Beratungsstelle für Auslandsaufenthalte in der beruflichen Bildung](#), IBS) at NA BIBB advises and informs young people of options and opportunities regarding vocational stays abroad. NA BIBB also runs the website [machmehrausdeinerausbildung.de](#) with information about traineeships abroad during vocational training.

The International Placement Services ([Zentrale Auslands- und Fachvermittlung](#), ZAV) of the Federal Employment Agency (Bundesagentur für Arbeit) advises school pupils, students and employees interested in vocational training, university studies or work abroad. ZAV and other agencies contribute to Going Abroad Working Group ([Arbeitskreis Wege ins Ausland](#)), in which nine institutions including schools, universities, vocational training providers, labour services and youth work agencies provide information and advice for school pupils, apprentices, trainees and employees as well as any other interested parties about the opportunities surrounding a stay abroad.

[Eurodesk Germany](#) compiles information for young people all about going abroad and participating in international exchanges. It works with approx. 50 partners across the country. Eurodesk provides neutral, free advice to all interested young people.

Each of the national agencies for the Erasmus+ programme in Germany informs and gives advice to young people concerning its respective field. See [Programmes and schemes for cross-border mobility > European Union \(EU\) programmes](#).

The [mentor network](#) of the chambers of trade and crafts, and chambers of commerce and industry advises apprentices, young skilled workers and others on stays abroad during their vocational training.

The German Committee ([Deutsches Komitee](#)) of the International Association for the Exchange of Students for Technical Experience (IAESTE) at DAAD helps students at German universities to find traineeships abroad with companies and research and university institutes.

### Databases with information about stays abroad relevant to vocational training

- Database of [Informations- und Beratungsstelle für Auslandsaufenthalte in der beruflichen Bildung](#) (Information and Support Center for vocational training abroad) with information for apprentices
- Database of NA BIBB with [information about traineeships abroad](#)
- Database of the European information network Eurodesk with [information about internships](#)
- Website 'ausvonzuhause.de' run by IJAB - International Youth Service of the Federal Republic of Germany ([IJAB – Fachstelle für Internationale Jugendarbeit der Bundesrepublik Deutschland e.V.](#)) with information about traineeships abroad ([Praktikum im Ausland](#)) and about initial and continuing vocational training abroad ([Ausbildung im Ausland](#)).

See also the document "Prototyping the Mobility Scoreboard for Initial Vocational Education and Training" published by the European Centre for the Development of Vocational Training (Cedefop) with [information relevant to Germany about international mobility as part of vocational training](#) (from page 301).

For more information on learning mobility programmes in Germany see also [Youth Wiki > Germany > Education and Training > Cross-border learning mobility](#)

## Legal framework

### Incoming

#### Social security regime

Young people as citizens of EU/EFTA member states can also use their European Health Insurance Card (EHIC), provided trainees only stay temporarily. Young people from outside Germany who start work in Germany are covered by the relevant German laws and regulations regarding health care and insurance laws and regulations. Persons who accept employment that is subject to social security contributions also pay a contribution towards state pension, long-term care, healthcare and unemployment schemes.

Trainees and young workers find information on health insurance and the insurance systems in Germany at:

- [Website of the Deutsche Verbindungsstelle Krankenversicherung – Ausland \(DVKA\)](#) with information for students and trainees about health insurance in Germany,
- [EURES Job Mobility Portal](#) with information about the [insurance system in Germany](#),
- Portal of the International Placement Services (Zentrale Auslands- und Fachvermittlung, ZAV) of the Federal Employment Agency (Bundesagentur für Arbeit) with [information about work and jobs in Germany](#).

#### Rights and obligations

Under the Act on the General Freedom of Movement for EU Citizens ([Gesetz über die allgemeine Freizügigkeit von Unionsbürgern](#)), young people being citizens of EU member and EFTA states do not need work permits to work in Germany. Citizens of all other states may be granted a work permit under certain circumstances. For details, please refer to the [Migration check tool](#) of the Federal Employment Agency (Bundesagentur für Arbeit).

Young people from countries outside of Europe need a residence title in order to start work in Germany. Young people from outside Germany who start work in Germany are covered by the relevant German laws and regulations regarding health care and insurance as well as labour market laws and regulations. Access to the German labour market is determined by the provisions of the [Residence Act](#) (Aufenthaltsgesetz).

The federal government offers information about the recognition of foreign professional qualifications in Germany at its [portal Recognition in Germany](#).

The website of the Federal Employment Agency offers information about the [admission to the German labour market](#).

### **Taxation arrangement**

Young people who start work in Germany are covered by the relevant German laws and tax regulations.

### **Outgoing**

The legal basis for completing practical vocational training abroad is found in Section 2 and Section 76 B ([Vocational Training Act](#) (Berufsbildungsgesetz, BBiG)). Section 2 BBiG says that part of vocational training can be completed abroad if it serves the training objective and provided the total duration of such training abroad does not exceed one fourth of the training duration specified in the training regulations. Section 76 BBiG says: "Initial training undergone abroad pursuant to section 2 subsection (3) shall be supervised and supported by the competent body in an appropriate manner. If the duration of a period of initial training abroad exceeds four weeks, a plan agreed with the competent body shall be required."

The Federation/state agreement ([Bund-Länder-Vereinbarung](#)) dated 12 March 2015 says that vocational college students can be granted leave or released from their part-time studies or intensive study blocks for up to four weeks to complete training abroad. Under certain circumstances, students can be granted longer periods of leave or released from studies for longer periods.

The legal basis for the funding of training stays abroad is found in Art. 5 and Art. 16 of the Federal Training Assistance Act ([Bundesausbildungsförderungsgesetz](#), BAföG).

### **Social security regime**

Whether or not a trainee or temporary employee is obliged to pay into the state healthcare scheme is generally determined by the legislation in the country in which the traineeship or job is being performed. Provided they only stay temporarily, young Germans that go to an EU/EFTA member state can also use their European Health Insurance Card (EHIC).

Trainees and young workers find information on health insurance and the insurance systems abroad at:

- [Website of the Deutsche Verbindungsstelle Krankenversicherung – Ausland \(DVKA\)](#) with information for students and trainees about health insurance abroad,
- [EURES Job Mobility Portal](#) with information about [insurance systems abroad](#),
- Information about [insurance cover for young people staying abroad](#) from IBS,
- Website of the German Pension Fund ([Deutsche Rentenversicherung](#)) with information about the payment of pension contribution while working abroad.

### **Rights and obligations**

Young people from Germany who start work in an EU member or any other state are covered by the relevant laws and tax regulations in these countries. Under the Act on the General Freedom of Movement for EU Citizens ([Gesetz über die allgemeine Freizügigkeit von Unionsbürgern](#)), they do not need a work permit for EU/EFTA member states.

## Taxation arrangement

Young people from Germany who go abroad and start work are covered by the relevant laws and tax regulations in the host country.

See also the Website of International Placement Services (Zentrale Auslands- und Fachvermittlung, ZAV) of the Federal Employment Agency with [information for young people about work abroad](#).

## 3.8 Development of entrepreneurship competence

### Policy Framework

Young people's entrepreneurial skills are developed in the context of formal education as well as non-formal education by means of a variety of public programmes and initiatives, but also by the private sector. The aim is to assist young people to develop entrepreneurial skills from an early age at school, in vocational training and at university. This is Germany's response to the [Entrepreneurship 2020 Action Plan](#) of the European Commission, which seeks to strengthen entrepreneurship education for young people.

Several documents by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder ([Kultusministerkonferenz](#)) provide a framework to foster young people's entrepreneurship competence in education. These include:

- Agreement on types of school and courses of education at lower secondary level ([Vereinbarung über die Schularten und Bildungsgänge im Sekundarbereich I](#)). It says that preparation for employment and the working world is mandatory for all educational pathways.
- Framework agreement on vocational colleges ([Rahmenvereinbarung über die Berufsschule](#)). It says that one aim for vocational colleges is to offer an "overview of educational and vocational development prospects including entrepreneurial independence" and to support "independent job and future planning by pupils".

### Formal learning

#### Incorporation of entrepreneurship competence into curricula

There is no national strategy for the development of entrepreneurship competence and of an entrepreneurial mind-set in general education. In the formal learning environment, entrepreneurial competency and business education are generally embedded in specific optional or compulsory school subjects such as economics, politics, the social sciences and work studies. Due to the legislative powers of the federal states in the field of education, this varies from state to state in Germany. Examples:

- Sample economics/politics syllabus for upper secondary school ([Sekundarstufe II, Gymnasium, Gesamtschule](#)) pupils in Schleswig-Holstein,
- Sample economics/law syllabus from the Thuringia community school ([Thüringer Gemeinschaftsschule](#)),
- Sample economics syllabus for upper secondary schools ([Gymnasium](#)) in Baden-Württemberg.

Business education also takes place as part of [school projects](#) or programmes and competitions which are not part of regular classes.

The Federal Ministry of Education and Research ([Bundesministerium für Bildung und Forschung](#), BMBF) funds the national Youth Start-Ups ([Jugend gründet](#)) competition. The competition is for school pupils and apprentices. They develop a business plan and guide their simulated business to success. The competition can be offered in schools as part of the curriculum (economics, career orientation, social studies, seminars). However, students may choose to participate in the competition outside of school. Since 2015,

Jugend gründet and WHU – Otto Beisheim School of Management have run a [Startup Academy](#) that gives pupils a platform to learn the basics of starting a business from real business founders. BMBF also supports the economy quiz Competing on Economic Knowledge ([Wirtschaftswissen im Wettbewerb](#)) run by the [Junior Chamber International Germany](#) (Wirtschaftsjunioren Deutschland) in schools across Germany.

The Federal Ministry for Economic Affairs and Energy ([Bundesministerium für Wirtschaft und Energie](#), BMWi) promotes a range of initiatives and programmes to strengthen entrepreneurial skills of pupils, e.g.:

- [Entrepreneurial Spirit in Schools](#) ([Unternehmergeist in die Schulen](#)) group of initiatives. It comprises supraregional – mostly private – initiatives who work to strengthen entrepreneurial thinking and acting among young people. Pupils can gain their first practical experience in business projects and take responsibility for their own student companies. [Initiatives offering help with implementing business projects at school](#)
- The programme JUNIOR – get hands on with business ([JUNIOR – Wirtschaft erleben](#)) gives upper and lower secondary school pupils across Germany a legal and organisational framework for founding student companies. It offers career guidance, helps pupils to gain key skills, promotes vocational training readiness and career opportunities among young people, and passes on business knowledge. The programme can be integrated into the curriculum. Schools may also offer the programme as part of an after-school group activity.

[Start-up BW@School](#) is a side project of the Baden Württemberg [campaign Start-up BW](#) that started in 2017. Start-up [BW@School](#) activities include the preparation of an interview with an entrepreneur by classes together with their teacher. The project is supported by the Ministry of Economic Affairs, Labour and Housing of Baden-Württemberg ([Ministerium für Wirtschaft, Arbeit und Wohnungsbau Baden-Württemberg](#)) in cooperation with the Baden-Württemberg Ministry of Education, Youth and Sports ([Ministerium für Kultus, Jugend und Sport](#)).

An overview of how business education is embedded in specific school subjects can be found in the report on economic education at schools providing general education ([Wirtschaftliche Bildung an allgemein bildenden Schulen](#)) provided by the Standing Conference of the Ministers of Education and Cultural Affairs (Kultusministerkonferenz).

For further reading on how entrepreneurship education in Germany culture is being rated see the GEM Country report for Germany 2018/19 (Länderbericht Deutschland 2018/19 des [Global Entrepreneurship Monitor](#)).

In the field of vocational training, depending on the profession in question the scheme covers business administration, entrepreneurial thinking and the basics of starting a business (e.g. in the curriculum for retail [service occupations](#)).

## Higher Education

Courses offered by universities also include how to think and act like an entrepreneur. In [July 2017](#), there were 133 entrepreneurship professorships in Germany at public and private universities. Examples of universities with study courses and programmes relating to entrepreneurship (education):

- [TUM Entrepreneurship Education](#) at the TU Munich University (Technische Universität München),
- Research and Teaching Centre for Entrepreneurial Thinking and Behavior, University of Kassel (Forschungs- und Lehrzentrum für unternehmerisches Denken und Handeln, Universität Kassel) with their [MACHEN! ideas workshop](#) that provides an opportunity for students to build on their own ideas and plan and test them for implementation,
- Courses for student teachers at the Institute for entrepreneurship and economic learning at TU Dortmund University ([Lehrstuhl Entrepreneurship und Ökonomische Bildung, Technische Universität Dortmund](#)),

- Teaching programmes with the Endowed Chair of Entrepreneurship) at Carl von Ossietzky University of Oldenburg ([Stiftungsprofessur Entrepreneurship, Carl-von-Ossietzky-Universität Oldenburg](#)) on entrepreneurship and managing start-ups,
- [courses in entrepreneurship education](#) at Free University of Berlin (Freie Universität Berlin) and Charité university hospital Berlin (Charité – Universitätsmedizin Berlin),
- [Master of Arts in Entrepreneurship](#) at SRH university Berlin (SRH Hochschule Berlin),
- [Master of Science „Entrepreneurship and SME Management“](#) at University of Siegen (Universität Siegen),
- [Master of Arts in Innopreneurship](#) (Innovation and Entrepreneurship) at University Duisburg-Essen (Universität Duisburg-Essen).

In 2017, Bavaria introduced a programme to fund entrepreneurship education with a focus on digitalisation at several Bavarian universities. Total budget for the next years: up to 8.4 million euros.

See also the [portal exist.de](#) with further information about university- and research-based start-ups.

### Assess learning outcomes

School pupils are generally given a certificate (Zeugnis) in the first and second halves of the school year respectively a leaving certificate when they finish school showing their levels of skills and knowledge acquired. Learning outcomes for school subjects in upper secondary education are defined in terms of standardised requirements for [Abitur](#) exams (Einheitliche Prüfungsanforderungen in der Abiturprüfung) decided by Kultusministerkonferenz. This also applies to subjects including entrepreneurial competency and business education like economics ([Wirtschaft](#)) or social sciences and politics ([Sozialkunde/Politik](#)).

The recommendation of Kultusministerkonferenz on recognising and rating non-formal learning gained during lower secondary school [[Empfehlung zur Anerkennung und Bewertung einer außerunterrichtlich erbrachten Lernleistung in der Sekundarstufe I \(insbesondere Praktikums- und Wettbewerbsleistungen\)](#)] proposes that activities and commitments outside of schooling, in particular traineeships and competitive performance, can be recognised as school education if the activity or commitment can be linked to a learning achievement.

Apprentices and university students also receive a leaving certificate when finishing their vocational training (apprenticeship) respectively academic studies.

Some universities offer certificates to students who have successfully completed a certain number of business- and/or entrepreneurship-related courses, e. g.

- the Certificate uniENTREPRENEUR ([Zertifikat uniENTREPRENEUR](#)) at the University of Freiburg,
- the certificate [Business and Management](#) at the University of Tübingen,
- the Certificate Entrepreneurship ([Zertifikat „Entrepreneurship“](#)) at the University of Saarland,
- the certificate of participation and the certificate entitled CEDUS-Gründungszertifikat at the [Center for Entrepreneurship](#) at the Heinrich Heine University of Düsseldorf.

### Partnerships/Networks

Business and entrepreneurship education also happens through the [cooperation with partners outside of school](#) involving enterprises, youth services organisations and public authorities and others.

Networks such as [School-Business](#) (SCHULEWIRTSCHAFT) promote collaboration between schools and businesses across all areas and industries.

The cross-industry network German Association of Young Entrepreneurs (DIE JUNGEN UNTERNEHMER) has been running the Pupils in the Director's Chair ([Schüler im Chefsessel](#)) project since 1980. It gives school pupils a realistic look at what being an entrepreneur involves. The project is a competition for pupils of comprehensive schools, grammar schools and vocational colleges who are aged 15 and over. They spend a day shadowing an entrepreneur at their business. Pupils get to know the company and the employees, take part in consultations and customer meetings, and then write an essay on their experiences. The essays are rated by a regional panel of judges. On a federal level, there is a cooperation with the Entrepreneurial Spirit in Schools initiative of BMWi.

The project [startup@school](#) is carried out in several federal states (Saxony, Lower Saxony, Rhineland-Palatinate). The Association Innovations in Education (Innovationen in der Bildung e.V.) cooperates with various partners as e.g. Chambers of Industry and Commerce in Saxony ([Chemnitz](#)), Rhineland-Palatinate ([Rheinhausen](#)) and Lower Saxony ([Lüneburg-Wolfsburg](#)).

## Non-formal and informal learning

Outside of formal education, associations, initiatives and foundations aim to teach entrepreneurial skills. Non-school-based youth education (Jugendbildung), including science and technology education, helps to encourage young people to develop entrepreneurial and employment skills. Organisations in this respect include the regional associations for science and technology-based youth education (Landesverbände für naturwissenschaftlich-technische Jugendbildung) and Technische Jugendfreizeit- und Bildungsgesellschaft (tjfbg) gGmbH, a non-profit organisation.

The Consortium of Junior Achievement organisations in Germany ([Arbeitsgemeinschaft der Juniorenfirmen Deutschland e.V.](#)) educates school pupils and apprentices in free enterprise using the Junior Achievement concept.

For the role of youth work in entrepreneurial learning in Germany see also [Taking the future into their own hands. Youth work and entrepreneurial learning: final report.](#)

## Recognition

To date, there is no nationwide system of recognising personal learning outcomes from informal and non-formal learning. The most widely known qualitative portfolio system in Germany is [ProfilPASS](#). It is a place to record both formal qualifications from school and vocational training, as well as competencies and skills gained in non-formal and informal learning environments. The ProfilPass for young people page ([ProfilPass für junge Menschen](#)) caters for young people.

For validation and the third sector see also [Country report. Germany. 2016 update to the European inventory on validation of non-formal and informal learning](#), p. 7 f.

For validation of non-formal and informal learning see also [Youth Wiki > Education > Validation of non-formal and informal learning](#).

The [Valikom initiative](#) was funded by the Federal Ministry of Education and Research (Bundesministerium für Bildung und Forschung, BMBF) from 2015 to 2018. The initiative aimed to develop standards to determine vocational competencies gained at the workplace and in non-formal learning by individuals with no formal vocational qualifications. [Funding: 1.5 million euros](#). The validation system was introduced in November 2018 in 30 chambers of arts and crafts, trade and industry, and agriculture across Germany under the ValiKom Transfer project.

The Action Alliance for International Recognition ([Aktionsbündnis Anerkennung International](#)) works to ensure the recognition by society of competencies gained by young people on international schemes (youth exchanges, volunteer programmes, etc.). It brings together various bodies from civil society, social partners, educational institutions, the government, the federal states (Länder) and local authorities, education and youth policy agencies and industry into a single alliance. The Action Alliance supports exchanges and

networking as part of campaigns and events and advertises the potential that international and European youth work has to offer young people and society.

[Youthpass](#) is the European recognition tool for non-formal and informal learning under the Erasmus+ Youth in Action programme and the European Solidarity Corps (ESC). Young people and youth work experts use Youthpass to document and advertise the competences they gain by participating in youth mobility projects funded by the Erasmus+ programme and ESC. Youthpass uses the [eight key competences for lifelong learning](#) that are uniform across Europe. In 2017, in Germany Youthpass was used by 406 organisations in 665 projects, mainly for youth exchanges, youth initiatives and the European Voluntary Service. A total of 11 641 Youthpass certificates were awarded in Germany in 2017 (127 651 across Europe). Young people benefit in particular from developing social, foreign language and intercultural skills, as well as from learning personal initiative and gaining entrepreneurial experience. Youthpass is continuously monitored and developed on the basis of feedback so that participants can learn to become better judges of their own abilities. As a result, the Youthpass process encourages participants to take responsibility for their own learning and personal development – which also makes it a key tool for developing professional competences. ([Youthpass, 2018](#)).

## **Educators support in entrepreneurship education**

Target groups: teachers, trainers, vocational trainers, non-formal education providers, youth workers

### **Access to continuous training**

In Germany, further education or adult education is regulated by law. The federal states are responsible for providing the necessary framework. Since the federal states carry responsibility for education, basic and advanced training for teachers is also regulated at the state level. Advanced teacher training is provided by state advanced teacher training colleges (Institute der Bundesländer zur Lehrerfortbildung). Teachers and vocational instructors can use a certain number of training days each year for further and continuing vocational training to keep their skills up to date.

Educational leave (Bildungsurlaub) is a specific form of further education that provides individuals with further vocational training.

Depending on the company and industry, the individuals responsible for apprentices in a company must have passed an appropriate [qualifying examination or a master craftsman examination \(Meisterprüfung\)](#).

### **Providers of further training on entrepreneurship education**

- [Teacher training institutes](#) in the federal states (Länder). Provide further training in a range of areas including economics and business-related subjects.
- Training institutes of the employer and industry associations in all Länder belonging to the consortium of training institutes in German industry ([Arbeitsgemeinschaft der Bildungswerke der Deutschen Wirtschaft](#), ADBW). Further training courses relating to entrepreneurship education.
- Members of the [SCHULEWIRTSCHAFT network](#). Teacher training on economic issues.
- Entrepreneurial Spirit in Schools ([Unternehmergeist in die Schulen](#)) Initiative. E-training courses for teachers on entrepreneurship education.
- Teacher training courses on integrating the Youth Start-Ups ([Jugend gründet](#)) school competition into lessons.
- NFTE (Network for Teaching Entrepreneurship) Deutschland e.V. offers three-day [further training courses for teachers](#) across Germany, who become a Certified Entrepreneurship Teacher (CET) upon completion. Funded by the Federal Ministry for Economic Affairs and Energy (Bundesministerium für Wirtschaft und Energie) and other backers.

- Adult Education Centres (Volkshochschulen). Offer continuing vocational training courses on entre-preneurial skills.
- Joachim Herz foundation (Joachim-Herz-Stiftung). Carries out [projects on economic issues and teacher training](#) in the field of entrepreneurial thoughts and actions.

[For teacher training courses at universities please also see 'Formal learning'](#)

### Specific teaching materials, websites, guides on entrepreneurship education

- Multimedia teaching pack on 60 years of the social market ([60 Jahre Soziale Marktwirtschaft](#)) from the Federal Ministry for Economic Affairs and Energy (Bundesministerium für Wirtschaft und Energie) in cooperation with Zeitbild Verlag publishing house to help teachers prepare lesson plans,
- Encouraging personal initiative and the motivation to learn with entrepreneurial teaching: a practical guide ([Eigeninitiative und Lernmotivation fördern mit Entrepreneurial Teaching. Ein Praxishandbuch für die Lehrerfortbildung](#)) by the German Children and Youth Foundation (Deutsche Kinder- und Jugendstiftung),
- Guide to entrepreneurship education – generating enthusiasm and discovering talent ([Leitfaden 'Entrepreneurship Education – Begeisterung wecken, Talente entdecken'](#)) by the Federal Ministry for Economic Affairs and Energy (Bundesministerium für Wirtschaft und Energie) and additional co-operation partners on entrepreneurship education,
- Learning modules on how to think and act like an entrepreneur ([Lernmodule 'Unternehmerisch Denken und Handeln'](#)) for economics lessons in schools from the Institute for Economic Education (Institut für ökonomische Bildung, IÖB) in cooperation with Joachim Herz foundation (Joachim-Herz-Stiftung),
- Economy and Society ([Ökonomie und Gesellschaft](#)), published as part of the bpb series 'Topics and Resources' (Themen und Materialien). Federal Agency for Civic Education anthology of articles on economically driven political and societal problems prepared for educational use from heterodox sociological, political science and economic perspectives.

## 3.9 Start-up funding for young entrepreneurs

### Access to information

Entrepreneurs have access to a comprehensive range of support services during the start-up phase.

The federal government and the federal states (Länder) fund advisory services for start-ups (and company takeovers): the federal government funds the start-up after launch, the Länder fund the pre-launch phase. The ministries in charge are at federal level: Federal Ministry for Economic Affairs and Energy ([Bundesministerium für Wirtschaft und Energie](#), BMWi); at regional (Länder) level: ministries in charge of economics-related and entrepreneurial issues.

Chambers of commerce and industry, chambers of trades and crafts, and local business development bodies also offer extensive advisory services to young people and adults alike.

BMWi runs a number of portals with information for start-ups. Services include youth as a target group.

- [www.foerderdatenbank.de](http://www.foerderdatenbank.de) – funding database and tips on funding for start-ups,
- [www.existenzgruender.de](http://www.existenzgruender.de) – comprehensive information about starting a business and contact details for public bodies and institutions offering start-up advice,
- [www.existenzgruenderinnen.de](http://www.existenzgruenderinnen.de) – information for start-ups and enterprises set up recently by (young) women,

- [www.exist.de](http://www.exist.de) – information on university- and research-based start-ups,
- <https://gruenderplattform.de/> – guide to finding the right public bodies and authorities with information about the formalities of starting a business,
- [www.nexxt-change.org](http://www.nexxt-change.org) – platform to bring together entrepreneurs interested in succession and start-up founders (in cooperation with partners),
- [www.wirtschaft-4u.de](http://www.wirtschaft-4u.de) – information about starting a student-run business (Schülerfirma).

### Links to further information

- BMWi GründerZeiten booklet, Issue 06. Financing start-ups ([GründerZeiten 06. Existenzgründungsfinanzierung](#)),
- BMWi GründerZeiten booklet, Issue 28. (Start-ups: Financing and venture capital ([Gründerzeiten 28. Start-ups: Finanzierung und Wagniskapital](#)),
- Information about start-up activities in Germany in Start-up report 2019 ([Gründungsmonitor 2019](#)) of KfW (Kreditanstalt für Wiederaufbau) banking group.

### Access to capital

The German government contributes to consulting costs for existing young enterprises, businesses, and businesses in difficulty with grants under the Promoting Entrepreneurial Know-how ([Förderung unternehmerischen Know-hows](#)) programme. The scheme is co-financed by the European Social Fund (Europäischer Sozialfonds, ESF) of the European Union. The federal states (Länder) provide funds to help with the costs of advisory services and/or free start-up advice for the pre-launch phase.

BMWi has various funding options for young entrepreneurs and start-ups. These include:

- EXIST-Business Start-up Grant ([EXIST-Gründerstipendium](#)): nation-wide funding initiative that supports innovative start-ups from universities and other research institutions during the early phase of development. The programme funds the development of a product or service idea and the creation of a business plan through to the business launch.
- ERP start-up loan ([ERP-Gründerkredit](#)): low-interest loan for business and freelance start-ups and young enterprises for up to five years after launch.
- Competition for digital start-ups ([Gründerwettbewerb Digitale Innovationen](#)): supports innovative start-ups in the ICT industry.
- INVEST-Contribution to seed capital ([INVEST-Zuschuss für Wagniskapital](#)): income tax-exempt venture capital grant for private investors (business angels) who invest private capital in innovative young start-ups and who keep their stake for at least three years.

[Deutsche Börse Venture Network](#), established in 2015, is based on a BMWi initiative that called a round table to discuss issues of financing for young enterprises. The network connects young, fast-growing enterprises with international investors to help the young businesses finance their growth effectively and get a broad network of contacts.

BMWi also funds Business Angels Network in Germany ([Business Angels Netzwerk Deutschland e.V.](#)), the umbrella association of private investors in Germany who make equity available as funding for young enterprises. Besides a contribution to seed capital, under this scheme a “business angel” assists the start-up with their expertise. Often, business angels become investors in the company in question. They may also become silent partners. Another frequently used option is a convertible loan that can be converted to an investment at a later stage.

### Regional level (Länder) (examples)

The state of Brandenburg (competent ministry: economics and energy) runs a programme called [Meistergründungsprämie Brandenburg](#) that is aimed specifically at entrepreneurs

holding a master craftsman's qualification or an equivalent foreign qualification to assist them in starting up their own firm or taking over an existing craft business. They receive a one-off grant.

### Access to EU funding programmes

Germany is eligible for the European programme for Employment and Social Innovation (EaSI). Under the [Guarantee Financial Instrument](#) dedicated to microfinance and social entrepreneurship no projects from Germany receive funding (as at 30/06/2019).

## 3.10 Promotion of entrepreneurship culture

### Special events and activities

The Federal Ministry for Economic Affairs and Energy ([Bundesministerium für Wirtschaft und Energie](#), BMWi) runs an initiative entitled [Neue Gründerzeit](#) that brings together various assistance schemes, communicates with target groups and informs interested parties about existing competitions, such as [Deutscher Gründerpreis](#) or [Gründerwettbewerb Digitale Innovationen](#), in an attempt to strengthen the start-up culture in Germany. See also [Start-up Funding for Young Entrepreneurs](#).

The Startup Week Germany ([Gründerwoche Deutschland](#)) as a week of events across Germany is a core event initiated by BMWi and implemented in cooperation with more than 1200 cooperation partners to create a new start-up culture and start-up-friendly climate in Germany. One of its goals is to motivate young people to think and act like entrepreneurs, to encourage them to develop entrepreneurial expertise, to stimulate their creativity, to share ideas, experiences and opinions relating to start-ups and being self-employed, and to showcase initiatives that promote start-up ideas. Gründerwoche 2019: 18-24 November.

WOMEN do Business ([FRAUEN unternehmen](#)) is another project by BMWi. It was launched in 2014 and is dedicated to promoting greater entrepreneurship among (young) females. Female entrepreneurs from across Germany attend events as role models to pass on their experiences to female pupils, apprentices, students, graduates and women interested in starting a business.

BMWi, various education ministries in the federal states (Länder) and education programmes support the largest start-up simulation game in Germany: German prize for young entrepreneurs ([Deutscher Gründerpreis für Schüler](#)). Young people from schools and vocational colleges aged 16 and over can turn their ideas into fictional business concepts, including a business plan and marketing strategy, in this online competition. The simulation game aims to foster the start-up climate in Germany. BMWi also supports the Federal student company contest ([Bundes-Schülerfirmen-Contest](#)). Student companies present their business ideas and how their work is organised online. The winning student company gets a cash prize.

The Entrepreneurship Challenge ([Herausforderung Unternehmertum](#)) project run by a scholarship programme called [Studienförderwerk Klaus Murmann](#) is sponsored by BMWi. The programme is for students who wish to gain entrepreneurial skills during their studies. The project provides financial aid of up to 15 000 euros and students can apply once a year by submitting their start-up and project ideas.

### Networks and partnerships

The German Children and Youth Foundation (Deutsche Kinder-und Jugendstiftung) coordinates a specialised network of student companies ([Fachnetzwerk Schülerfirmen](#)). The network's advisors advise student companies and teachers and help them with questions relating to student company work. The network awards a quality seal called Company of Class (KLASSE UNTERNEHMEN).

SchoolPLUS ([SchulePLUS](#)) networks schools and school partners such as businesses, associations and experts from across Germany. Amongst other things, pupils join businesses, start-ups and universities to organise various events that aim to provide them with career guidance. SchulePLUS runs a platform called [schülerpraktikum.de](#) that businesses across Germany can use to advertise traineeship for pupils.

The Berlin Senate Department for Economics, Energy and Public Enterprises (Berliner Senatsverwaltung für Wirtschaft, Energie und Betriebe) works with partner organisations in the Entrepreneurial Spirit Goes To School in Berlin ([Unternehmergeist macht Schule in Berlin](#)) network. The network aims to show school pupils that economic subjects are fun and interesting.

[See also Development of Entrepreneurship Competence > Formal learning](#)

## 3.11 Current debates and reforms

### Forthcoming policy developments

According to the Report on Vocational Education and Training 2019 ([Berufsbildungsbericht 2019](#)), current challenges for the vocational training field include:

- Competition between Abitur/higher education and vocational training
- Decline in the number of apprentices owing to demographic change
- Increase in the number of new apprentices with a university entrance qualification
- Rise in demand for apprenticeships
- Improved coordination between supply of and demand for apprenticeship places

In June 2019 the Federal Government discussed a draft bill to modernise and strengthen vocational education and training ([Gesetzentwurf zur Modernisierung und Stärkung der beruflichen Bildung](#)). It seeks to modernise and strengthen Germany's dual system of vocational training by, amongst other things, introducing minimum pay for apprentices. The major intended changes include:

- Minimum pay for apprentices under the Vocational Training Act (Berufsbildungsgesetz, BBiG)
- Strengthening and developing vocational training schemes leading to higher qualifications by offering transparent, modular vocational courses and recognisable, attractive qualification terminology
- More flexible deployment of graders in final exams
- Greater permeability within the vocational training system as a whole; e.g., possibility to waive examination requirements if candidates have relevant formal vocational experience
- Strengthened part-time vocational training schemes.

### Ongoing debates

In connection with the recognition of skills gained by young people in non-formal and informal learning environments, an informal group of writers from across various organisations has published a white paper: Recognising young people's competencies – promoting career entry ([Kompetenzen junger Menschen anerkennen – den Berufseinstieg fördern](#)). The paper offers basic benchmarks for recognising the non-formal and informal competencies gained by young people to assist them on their journey to employment. It contributes to the discussion on developing the German Qualifications Framework ([Deutscher Qualifikationsrahmen](#), DQR) with a special focus on recognising non-formal and informal competencies gained by young people during the transition from school to work.

## 4. SOCIAL INCLUSION

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In Germany, the term "inclusion" was introduced initially as a technical term originating in sociological systems theory. It entered colloquial language as a term borrowed from English and international parlance and is only gradually becoming established in German. In official language, it is mainly used and applied to people with (physical and/or intellectual) disabilities, as for example in the term "inclusive school". An alternative term in German that is often used in connection with social settings is "integration".

Germany has adopted various national strategies that also serve the social inclusion of young people. There are those that include all age groups (e.g. Strategy to prevent extremism and promote democracy, Civic commitment strategy) and those directed at children and youth (e. g. Youth strategy). See also [Strategy for the Social Inclusion of Young People](#).

There is also a large variety of programmes and initiatives at national (Bund) and regional (Länder) level to promote and support young people's social integration specifically to young people from disadvantaged social backgrounds or who have specific needs. One major initiative in the past years has been the youth policy initiative JiVE. Youth Work International – Experiencing Diversity ([JiVE. Jugendarbeit international - Vielfalt erleben](#)). It has been campaigning improved equal opportunities for all young people, regardless of their social background or origin, in activities of international youth work. See also [Inclusive Programmes for Young People](#) and [Initiatives Promoting Social Inclusion and Raising Awareness](#).

### 4.1 General context

#### Main challenges to social inclusion

##### Disadvantages

Around one quarter of young Germans grow up with disadvantages. In Germany, "disadvantage" is taken to mean the presence of various indicators of risk. The three most common indicators are poverty, unemployment and poor level of education. Recent national reports on education in Germany ([Bildung in Deutschland](#)) also use these three indicators. The socioeconomic situation of children and young people is composed of the disadvantages suffered by their parents, their parents' educational status (school qualification), and the children's and young people's dependence on e.g., state welfare.

- Poverty

Within the [population group](#) 'children and youth', adolescents and, in particular, young adults comprise those who have increasingly at risk of poverty over the last decade in particular.

Over the last few years, the [poverty rate](#) has been highest among young adults aged 21 to 30. According to the German Microcensus, in 2015 the at-risk-of-poverty rate amongst under-18s was 19.7% (income year 2015). Around 2.8 million children and young people were at risk of poverty. The at-risk-of-poverty rate [The at-risk-of-poverty rate measures the spread of relative income poverty. The at-risk-of-poverty rate shows the number of people with an equivalised income that falls below 60% of the median equivalised income for the population as a whole. The equivalised income is the need-weighted per capita income per household (net).] has increased by 1.5 percentage points [since 2010](#). [1] In east Germany, almost one in four young people and one in three young adults (aged 21 to 30) recently lived on an [inadequate income](#).

[Children from immigrant community families](#) are another high-risk group. Almost one in five children from immigrant families live in poverty. One in three is threatened by poverty. In either case, this is true for fewer than half of children of non-immigrant families. [At](#)

[present](#), the influx of children with migrant backgrounds is increasing overall child poverty. The proportion of children at risk of poverty amongst unaccompanied immigrant minors rose from about 36% to 49% between 2011 and 2015. Of children with no migrant background, the figure stayed constant at around 13%.

[Since 2005](#), with slight fluctuations from year to year, 15 per cent of all under-15s have been dependent on social benefit (Sozialgeld) in accordance with Section 28 of Social Code Book II ([Sozialgesetzbuch, SGB II](#)) for family members who are not capable of work who live with those in need of help in a benefits community (Bedarfsgemeinschaft) and as such are dependent on state welfare. [In 2018](#), this group comprised a total number of approximately 2 million children and young people. Children and young people hence represent the largest age group in receipt of benefits under Social Code Book II (SGB II). There are major regional variations. For instance, the rate in east Germany (25.3 per cent) is almost double that in west Germany (13.4 per cent).

Another disproportionately large group comprises [children from immigrant families](#) that receive benefits under Social Code Book II (SGB II ).

- Children and young people subject to housing exclusion

There are no reliable statistics on housing exclusion among children and young people. The Federal association for assistance for the homeless ([Bundesarbeitsgemeinschaft Wohnungslosenhilfe](#), BAG W) estimates that [in 2017](#), around 650 000 persons in Germany did not have a home of their own, including 48 000 that lived on the street (were homeless). Around 82 000 (30%) of persons subject to housing exclusion lived with their partner and/or children. Of the entire group of persons who were subject to housing exclusion in 2017, BAG W estimated that around 8 % were children and underage adolescents (22 000). The number of persons that officially have a refugee status who are subject to housing exclusion amounts to 375 000. To date there are no reliable statistics on whether and how many children and young people who have come to Germany in recent years in search of protection and asylum are affected by housing exclusion or homelessness. According to a [survey published by the German Youth Institute in 2017](#), approx. 37 000 young people (not older than 26 years) in Germany don't have a permanent home, two thirds being males, one third being females. Around 20 % of them are minors.

- Poor level of education

[In 2017](#), 10 per cent of 25 to under 34-year-olds in Germany left school without having completed secondary school, 15 per cent of them are unemployed. [About one in ten](#) 15- to 29-year-olds in Germany is neither in education, training or employment and belongs to the group of the so-called NEETs. At 33 %, the share of 30 to under 35-year-olds from the immigrant community who have no vocational training qualification is around three times as high as their peers who are not from the immigrant community (10 %).

According to the [Education Report 2018](#), 16 to under 30-year-olds from the immigrant community less often attend college or university (15 %) than do their peers who are not from the immigrant community (18 %).

[1] The at-risk-of-poverty rate varies depending on the data source: EU-SILC: 14.6% (income year 2014); Microcensus: 19.7% (income year 2015); SOEP: 21.1% (income year 2014).

### **Other discrimination factors and obstacles to education**

The indicators for disadvantages are not the only factors that can lead to social marginalisation and discrimination. Other models cite (additional) risk factors such as, e.g., growing up with one parent, membership of the immigrant community, or the presence of a certain social environment.

- Immigrant community membership

The educational qualifications of members of the immigrant community differ markedly from those of their non-immigrant peers. 17% of the [immigrant population](#) aged 15 or over have no school qualifications; ; this includes those members of the immigrant community who arrived in Germany between 2015 and 2017. Among non-immigrants, the rate is 2%.

- Young refugees

Young refugees, especially unaccompanied minors and young adults in need of assistance, are a new challenge. As at 2 January 2018, there were around [54 144 unaccompanied minors \(29 171\) and young people of legal age \(24 973\)](#) who fell under the responsibility of child and youth services.

- Children and young people with disabilities

The 13th child and youth report of the federal government ([13. Kinder und Jugendbericht der Bundesregierung](#)), a regular publication on research into the situation faced by children and young people in Germany, took up the situation of children and young people with health restrictions and disabilities for the first time in 2009. It describes a number of factors which, however, are discussed in close context with other disadvantages.

The relationship between the health of children and young people and their socioeconomic status is also the focus of a study entitled Study on the health of children and young people in Germany ([Studie zur Gesundheit von Kindern und Jugendlichen in Deutschland](#), KiGGS), which has been conducted since 2003 by the Robert Koch Institute ([Robert-Koch-Institut](#), RKI). Between 2003 and 2006, it was known as Child and youth health survey (Kinder- und Jugendgesundheitsurvey).

- Social background

In Germany, [educational attainment is closely linked to social background](#). The lower the parents' educational qualifications, the less likely their children are to attend Gymnasium (the most academically challenging secondary school type in Germany). In 2015, most children under 15 whose parents have a high educational qualification attended Gymnasium (61 %). Only very few children from this group (3 %) attend Hauptschule (the least academically challenging secondary school type). For children with parents with mid-level educational qualifications, Realschule (the option between Gymnasium and Hauptschule) is the most frequently chosen option (35 %); only 30 % of children in this group attend Gymnasium. They rarely attend Hauptschule (7 %). Conversely, only one in seven children with parents with low educational qualifications attend Gymnasium (14 %). 22 % of children in this group opt for Hauptschule.

[Academic performance at both primary and secondary school level](#) also varies greatly depending on children's social backgrounds. Children and young people from socially disadvantaged families often still have reading difficulties. According to the PISA model of achievement levels, this risk group, as it is known, includes youngsters who have not reached level 2. Young people from socially disadvantaged backgrounds in Germany account for 15 % of this group. The group of high-achieving readers at level 5 or 6 has remained stable over time at 9 %, which corresponds to the OECD average.

- Other factors influencing disadvantage

Besides those already mentioned, there are [other, context-dependent factors](#) that influence whether children and young people are disadvantaged. One example is the discrimination faced by [lesbian, gay, bisexual and trans\\* young people](#).

### **National surveys containing information on young people's social inclusion**

Regular reporting structures have been established at the federal level concerning the situation of young people. In accordance with section 84 Social Code Book VIII (SGB VIII), a Child and Youth Report (Kinder- und Jugendbericht) is published each parliamentary term, [last in 2017](#).

Since 2001, under the leadership of the Federal Ministry of Labour and Social Affairs ([Bundesministerium für Arbeit und Soziales](#), BMAS), the federal government has produced and published a national Report on Poverty and Wealth ([Armut- und Reichtumsbericht](#)), last in 2017. The report provides an insight into the social situation in Germany and covers issues such as income and wealth distribution, disability, childcare, investment in education, the level of education of the population, the at-risk-of-poverty rate, the impact of social transfers, housing exclusion and so forth. The situation faced by children and young people is included in this, with some reports containing separate sections on this. The reports summarise research outcomes, describe the main factors determining the risk of descending into poverty, and identify ways to give systematic access to opportunities for overcoming disadvantages. These analyses are designed to assist policy-makers at various levels in shaping social mobility policies.

In 2017, also under the leadership of BMAS, the federal government adopted the 2<sup>nd</sup> Federal Government Report on Participation with regard to the circumstances of persons with impairments 2016 ([Zweiter Teilhabebericht der Bundesregierung über die Lebenslagen von Menschen mit Beeinträchtigungen 2016](#)). It includes people with recognised disabilities as well as those who live with health-related impairments but are not formally recognised as disabled or severely disabled. It analyses the factors that impact, negatively and positively, the participation of persons with impairments and contains indicators that promote participation in the following areas: family and social life, education and training, gainful employment and income, everyday life, health, leisure, culture and sports, security and protection from violence, politics, and public life. One of the findings of the 2016 federal government's participation report was that school pupils with special educational needs are increasingly attending mainstream schools. The number being taught at schools for children with learning difficulties is falling slightly. Comprehensives are the main type of secondary schools teaching pupils with special educational needs.

The federal government also commissions ad-hoc research projects to evaluate government-funded programmes and study individual youth and social policy issues. Evaluations assist the government in making political decisions on programmes and activities. Current evaluations include:

- Evaluation of the ESF programme 'Strengthening locally' ([STÄRKEN vor Ort](#)) with which the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth supported, inter alia, young people about to enter working life (2009-2011),
- Evaluation of the ESF programme 'Competence agencies' ([Kompetenzagenturen](#)), part of the JUGEND STÄRKEN (Strengthening youth) initiative, which ran from 2008 to 2014 and offered young people who did not have access to mainstream services targeted assistance as they transitioned from school to training or work,
- Evaluation of the ESF programme 'School dropouts – a second chance' ([Schulverweigerung - Die 2. Chance](#)), part of the JUGEND STÄRKEN (Strengthening youth) initiative, which ran from 2008 to 2014 and offered targeted assistance to young people in danger of dropping out without a qualification,
- Monitoring report on the education package ([Monitor-Bericht zum Bildungspaket](#)): Chancen für Kinder aus Familien mit Kinderzuschlag (Opportunities for children from families receiving supplementary child allowance). Amongst other things, the report presents the results of the evaluation of the use, assessment and impact of the education package for children from families in receipt of supplementary child allowance, (*see also [Inclusive Programmes for Young People](#)*)
- Overall evaluation of benefits relating to marriage and family, including relating to managing work and family life, support for and well-being of children, financial stability for families and compensation for disadvantages ([Gesamtevaluation der ehe- und familienbezogenen Leistungen](#)). (*see also [Access to Quality Services](#)*).

The Federal Statistical Office ([Statistisches Bundesamt](#), Destatis) supplies regular data including, inter alia, on child and youth services ([Kinder- und Jugendhilfe](#)), educational status, social welfare reporting and social welfare. Destatis is responsible for providing and disseminating objective, independent and high-quality statistical information. Federal statistics are available to policymakers, authorities, the private sector and the public at large.

## Main concepts

In Germany, the term "inclusion" was introduced initially as a technical term originating in sociological systems theory. It entered colloquial language as a term borrowed from English and international parlance and is only gradually becoming established in German. Even in official language, it is rarely used to refer to all people or groups of people who are marginalised or threatened by marginalisation. Instead, it is applied specifically to people with (physical and/or intellectual) disabilities (cf. the term "inclusive school").

An alternative term that is often used in connection with social settings is "integration". Experts dispute the appropriateness of the term. Some criticise that it stems from a unilateral attempt to encourage people to integrate in or assimilate with what is known as "mainstream society"; alternatively, that it is taken to mean societal, social and legal equality without genuinely attempting integration in the real sense of the word (which leads to "parallel societies"). By contrast, the term "inclusion" is taken to mean an active (social) attempt to eliminate excluding structures.

There are various definitions of "homelessness" (Obdachlosigkeit) and "housing exclusion" (Wohnungslosigkeit) in Germany. The Federal association for assistance for the homeless [[Bundesarbeitsgemeinschaft \(BAG\) Wohnungslosenhilfe e.V.](#)] uses the term "housing emergency" (Wohnungsnotfall). According to [BAG's definition](#) a housing emergency is what results when households or individuals lack security of tenure in the form of a rental agreement. The individuals in question can include persons living in the street, persons living in homes, shelters, institutions, asylum camps, women's shelters, housing for ethnic German immigrants and asylum-seekers, and individuals living temporarily with relatives, friends or acquaintances.

## 4.2 Administration and governance

### Governance

#### Main actors

##### *Public authorities*

- Federal level (Bund)

The supreme federal authority in the field of youth policy, child and youth services, the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#), BMFSFJ) has the power to make suggestions in order to assist child and youth services in evolving further. Specifically, it influences certain areas within child and youth services by organising expert events, producing publications on specific issues, publishing expert opinions, and responding to parliamentary questions. In each parliamentary term, the Ministry requests experts to submit reports on the situation faced by young people and on child and youth services, known as child and youth reports (Kinder- und Jugendberichte).

The Federal Youth Advisory Board ([Bundesjugendkuratorium](#)) is an expert body that advises the Ministry on all relevant youth policy issues, for instance by publishing expert opinions. For various areas within the child and youth services field, working groups have been set up at the federal level with which the Ministry cooperates. Under the federal government's Child and Youth Plan ([Kinder- und Jugendplan des Bundes](#)), funding is provided for the nationwide child and youth services infrastructure (especially associations

and specialist organisations), model projects are supported, and international youth exchanges and volunteering schemes are promoted.

- Regional level (Bundesländer)

Each of the 16 federal states in Germany have as their supreme youth authority a ministry that is responsible for all matters relating to youth policy (acts to implement the Child and Youth Services Act, regional child and youth plans to support child and youth services). For instance, Brandenburg has the Ministry of Education, Youth and Sports ([Ministerium für Bildung, Jugend und Sport](#)), North Rhine-Westphalia has the Ministry of Children, Family Affairs, Refugees and Integration ([Ministerium für Kinder, Familie, Flüchtlinge und Integration](#)), and Bavaria has the State Ministry for Family, Labour and Social Affairs ([Staatsministerium für Familie, Arbeit und Soziales](#)).

At the regional level (Länder), there are 17 state youth offices ([Landesjugendämter](#)) (North Rhine-Westphalia has two) which function as state-wide authorities for child and youth services. These youth offices ([Jugendämter](#)) fulfil the responsibilities outlined in SGB VIII. They support the local child and youth services authorities (local youth offices and/or independent organisations) and represent the interests of children, adolescents and their families. Specifically, they work towards creating and maintaining environments that benefit children and families. Among all the child and youth services organisations, the state youth offices function as intermediaries between local public-sector organisations, independent organisations and the supreme youth authorities of the state. The state youth offices are divided into two parts, the administrative section (Verwaltung) and state youth welfare committee (Landesjugendhilfeausschuss). They work together in fulfilling their responsibilities. The tasks of the state youth offices are explicitly mentioned in Section 85(2) of SGB VIII.

- Local level (Kommunen)

The [youth office \(Jugendamt\)](#) carries overall responsibility for local child and youth services. This includes an obligation to draw up medium-term youth welfare plans and providing funding for activities designed for children, adolescents and families in city districts, towns and villages.

Around 600 municipalities and districts across Germany run their own youth office. These support parents and guardians in raising, caring for and educating children and adolescents. In doing so, they run preventive support programmes for families that help to create a positive environment for families. Their tasks comprise, inter alia, organising high-quality childcare, providing advice on raising children, providing child protection services, offering activities for young people and creating a child- and family-friendly environment. Anyone can approach the youth office for assistance, especially children and adolescents, if they have a problem or are in an emergency situation.

Besides the public-sector child and youth services organisations, under Section 74 of SGB VIII funding is also available to independent child and youth services organisations ([Freie Träger](#)) if the organisation in question, inter alia, meets the professional requirements of the planned activity, complies with quality development and assurance principles and standards in accordance with Section 79a, is a non-profit organisation, and provides services that are in line with Germany's Basic Law (Grundgesetz).

The aims and measures of the child and youth services community in Germany – which includes the social integration of children and adolescents – are designed and implemented by public-sector and independent child and youth services organisations. Under Section 78 of SGB VIII, public-sector child and youth services organisations cooperate in so-called working groups (Arbeitsgemeinschaften) with recognised independent child and youth services organisations and any organisations that run funded activities. The working groups are designed to ensure that the planned measures are well coordinated and complement each other.

### *Independent child and youth services organisations*

Independent child and youth services organisations include youth associations, groups and other youth work providers, amongst others. They mostly specialise in youth work, such as youth work organisations (section 11 SGB VIII), youth associations (section 12 SGB VIII) and youth social work organisations (section 13 SGB VIII); they may also be providers of educational child and youth protection (section 14 SGB VIII) or organisations that specialise in protecting children and young people or in providing assistance to children, adolescents and families (e.g., family counselling services, girls' services, boys' services, socio-educational family assistance, drug addiction counselling, multi-generational housing, etc.). Other recognised independent child and youth services providers include the churches, religious communities under public law, and independent federal associations for social welfare.

The functions defined in SGB VIII are generally fulfilled by public-sector child and youth services organisations, while the services are normally provided by their independent counterparts. Under section 76 SGB VIII public-sector child and youth services organisations may transfer some of their functions to recognised independent providers of child and youth services, although they remain ultimately responsible.

The elimination of disadvantages and the social integration of children and young people is enshrined in the law and in the functions to be exercised by all providers of child and youth services no matter what their status.

### **General distribution of responsibilities**

Section 1 of the Social Code Book VIII ([Sozialgesetzbuch, SGB VIII](#)) - Children and youth services states that all young people are entitled to be supported in their development and to be raised to become an independent, socially competent individuals. Besides parental responsibility this section also emphasizes the **responsibility of the state by obliging child and youth services to support young people** so they can develop as individuals and as members of society. Child and youth services ([Kinder- und Jugendhilfe](#)) should also help to prevent or eliminate disadvantages. SGB VIII is the federal legislative framework for the activities of the federal government, the federal states, municipalities and districts and for child and youth services.

In the field of child and youth services, the federal and state governments have the power to make suggestions (Anregungskompetenz) and the power to provide support (Förderungskompetenz).

### **Cross-sectorial cooperation**

#### *Structural cooperation with other authorities and public bodies*

In Germany, support for young people is shaped by what is known as sets of legislative provisions (Rechtskreise). The most prominent of these are the Social Code [Book II](#) (Basic security benefits for job seekers), [Book III](#) (Employment promotion) and [Book VIII](#) (Children and youth services).

Depending on the legislation in question, various ministries and subordinate authorities at the federal, state and local level are responsible and/or involved [e.g., the ministries for labour, economics, social affairs and youth; the Federal Employment Agency (Bundesagentur für Arbeit); or the state, district and municipal youth offices].

The independent organisations and bodies ([Freie Träger](#)) that provide child and youth and social welfare services are often thematically affiliated with the public-sector authorities since, as the law stipulates, they receive funding so they can provide their services. However, they usually work within the framework of various sets of legal provisions that apply to young people. The funding they receive depends on the set of legal provisions (Rechtskreise) in question and the stakeholders that provide the services, a situation that can lead to the inadequate and discontinuous provision of support to young people with

fewer opportunities. That being said, child and youth services providers are required by law to cooperate with other organisations and public-sector bodies.

#### *Cooperation with other authorities and public bodies*

Under Section 81 of the Social Code Book VIII ([SGB VIII](#)), public-sector child and youth services are obliged, within their remit, to cooperate with other organisations and public-sector institutions whose services impact on the situation of young people and their families, notably

1. social welfare providers as listed in Social Code Books II, III, IV, V, VI and X, and providers in accordance with the Federal War Victims Relief Act (Bundesversorgungsgesetz),
2. family and youth courts, public prosecutors' offices and law enforcement agencies,
3. schools and school administrations,
4. public-sector health service providers and authorities and other providers in the health field,
5. counselling services in accordance with sections 3 and 8 of the Act on Pregnancies in Conflict Situations (Schwangerschaftskonfliktgesetz) and addiction counselling services,
6. providers of protection against violence in close personal relationships,
7. Federal Employment Agency (Bundesagentur für Arbeit) offices,
8. vocational training organisations and providers,
9. police and regulatory authorities,
10. the labour inspectorate, and
11. providers of training for experts, vocational training providers, and research institutions.

Child and youth services in Germany are provided and implemented by the above-mentioned public-sector child and youth services providers in cooperation with independent child and youth services organisations.

The public-sector and independent providers cooperate, inter alia, in accordance with the applicable legislation. In accordance with Section 78 of the Social Code Book VIII ([SGB VIII](#)), public-sector child and youth services providers should seek to form Arbeitsgemeinschaften (working groups) together with recognised independent child and youth services providers and organisations implementing publicly funded activities. The working groups are designed to ensure that the planned measures are well coordinated and complement each other.

There is also cooperation under the [local youth service committee](#) (kommunaler Jugendhilfeausschuss) and the [state child and youth service committee](#) (Landesjugendhilfeausschuss).

Youth employment agencies ([Jugendberufsagenturen](#)) are a relatively new type of organisation. They are designed to offer all the services listed in the Social Code Books II, III and VIII (SGB II, III and VIII) (see below) for young people under the age of 25. That is why three main institutions work together in this area: the Employment Agencies (Agenturen für Arbeit), the Job Centres (Jobcenter) and youth services organisations. The cooperation models vary from region to region. Many youth employment agencies serve young people with particular needs. They take a particularly broad approach in metropolitan areas such as [Berlin](#), [Bremen/Bremerhaven](#) and [Hamburg](#). [Further information on youth employment agencies](#)

In 2010, the federal and state (Länder) governments began to [cooperate on implementing the EU Youth Strategy](#). In 2011, the states adopted joint resolutions detailing their

respective objectives and programmes. In line with these, the EU Youth Strategy in Germany (until the end of 2018) is to support young people's social integration by the following means:

- the integration of socially disadvantaged young people in the mainstream system for education, training and labour by opening up new areas of learning and competence acquisition for young people and experts,
- the effective participation of young people by identifying new target groups and implementing new formats,
- the scaling-up and recognition of informal and non-formal education while maintaining the traditional standards and concepts of the youth work field.

#### *Other policy areas*

Besides child and youth services, educational policy (the formal education system) and labour market and social policy are responsible for ensuring the social integration of children and young people.

Responsibilities for educational policy are divided between the federation (Bund) and the federal states (Länder). At federal level, the Federal Ministry for Education and Research ([Bundesministerium für Bildung und Forschung](#)) is in charge of educational policy, mainly for vocational training. The 16 state education ministries are in charge of educational policy (school and higher education) or college-based education as part of vocational training.

Labour market and social policy are developed according to the Social Code. The Social Code defines the right to training and employment promotion (Ausbildungs- und Arbeitsförderung), to the basic income support for job seekers ([Grundsicherung für Arbeitsuchende](#)), the services of the statutory health insurance (gesetzliche Krankenversicherung) and social long-term care insurance (soziale Pflegeversicherung), provision in case of health damages, housing benefit ([Wohngeld](#)), social welfare benefit ([Sozialhilfe](#)), rehabilitation and inclusion benefit for disabled persons as well as child benefit ([Kindergeld](#)), supplementary child allowance ([Kinderzuschlag](#)), advance payment of maintenance ([Unterhaltsvorschuss](#)), provisions for education and participation ([Bildung und Teilhabe](#)), parental benefit ([Elterngeld](#)) and child care subsidy (Betreuungsgeld).

## 4.3 Strategy for the social inclusion of young people

### Existence of a national strategy on social inclusion

In many policy areas, Germany has adopted national strategies that also serve the social inclusion of young people. There are [those that include all age groups](#) and [those directed specifically at children and/or youth](#).

#### Strategies including all age groups

##### National Action Plan for inclusion 2.0 (Nationaler Aktionsplan Inklusion 2.0)

The [National Action Plan for inclusion \(Nationaler Aktionsplan Inklusion 2.0, NAP 2.0\)](#) implements the UN Convention on the Rights of Persons with Disabilities (UN CRPD) and is the second NAP adopted by the federal government. NAP 2.0 draws on the first National Action Plan from 2011. NAP 2.0 was adopted by the federal cabinet in 2016 and comprises 175 new measures in 13 areas of activity. For the first time, all federal ministries have contributed their own activities, projects and initiatives to the NAP. Also for the first time, the measures have been aligned with a system of objectives that builds on the UN CRPD's definition of disability. The aim is to enable all citizens to play an independent role in an accessible society and enjoy equal access to political, social, economic and cultural life. NAP 2.0 serves to promote the practical implementation of the UN CRPD one step after another. It also incorporates major legislative projects such as the continued development of Germany's legislation on equality for persons with disabilities. Key activities aimed at children and young people include:

- Fostering the development of children with disabilities from a very early stage,
- Eliminating interface issues in the benefits systems where possible,
- Improving the protection of young people with disabilities against (sexual) violence in institutions,
- Strengthening the human rights and personality rights of people who identify as inter-gender.

The Federal Ministry of Labour and Social Affairs ([Bundesministerium für Arbeit und Soziales](#)) is the first government contact point (or 'focal point') for implementation process steering, cross-sectoral awareness measures, updates and National Action Plan committee guidance.

Some federal states have also designed their own strategies, for instance Hesse. [Hesse's action plan](#) to implement the UN CRPD with Disabilities of 17 August 2012 is a work, information and innovation plan. It serves as a source of guidance for policies for and by persons with disabilities in the state of Hesse. The action plan contains over 350 individual measures, more than 200 individual objectives and over 70 overarching principles. Hesse's action plan was designed in close cooperation with associations representing persons with disabilities, a large number of civil society institutions, and the citizens of Hesse.

Further information on the state of affairs of the action plans and implementation of measures of the UN CRPD at federal (Bund) and state (Länder) level can be found at the [website of the National CRPD Monitoring Mechanism at the German Institute for Human Rights](#).

### **National Strategy for Literacy and the Basic Education of Adults (Nationale Strategie Alphabetisierung und Grundbildung)**

Through the National Strategy for Literacy and the Basic Education of Adults ([Nationale Strategie Alphabetisierung und Grundbildung](#)), the federal government and the federal states plan to bring about a considerable improvement in the reading and writing skills of adults in Germany. To this end, the Federal Ministry of Education and Research ([Bundesministerium für Bildung und Forschung](#), BMBF) and the Standing Conference of the Ministers of Education and Cultural Affairs ([Kultusministerkonferenz](#)) in 2016 proclaimed a Literacy Decade. By 2026, adults, including young adults no longer in school, are to be given access to more support than before that helps them to learn to read and write better. During this Decade, BMBF will spend up to EUR 180 million on literacy projects and design teaching concepts and self-learning programmes. The National Strategy is funded jointly by the federal government and the federal states. The federal states have adopted specific measures to implement it.

### **Strategy to prevent extremism and promote democracy (Strategie zur Extremismusprävention und Demokratieförderung)**

On 13 July 2016 the federal government adopted the strategy to prevent extremism and promote democracy ([Strategie zur Extremismusprävention und Demokratieförderung](#)). The Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#), BMFSFJ) is the lead ministry in this case. This cross-sectoral strategy is based on joined-up action by the federal government, the federal states, local authorities and civil society. Action is to be taken wherever extremism prevention and democracy promotion play a particular role, such as local authorities and districts, institutions, associations and clubs, schools and indeed anywhere where people are working to strengthen democracy and defend human rights and liberties. The strategy is designed to speak to all age groups. The idea is to engage in discussions with young people and provide support to teachers, parents and other caregivers. Under the strategy, support is provided to extremists wishing to quit the scene and hate speech online is countered. Extremism is to be actively prevented in prisons, too.

There are different time frames depending on the actions and measures set up and foreseen by the different ministries, e.g. the federal programme Live Democracy! („Demokratie leben!“) (adopted in 2015 and made permanent in 2018) by BMFSFJ or the initiative to promote social skills in the dual vocational training system (2016-2019) by the Federal Ministry for Economic Affairs and Energy.

### **Civic commitment strategy (Engagementstrategie)**

On 25 January 2016, BMFSFJ launched its Civic commitment strategy ([Engagementstrategie](#)). It was jointly drawn up by civil society groups and representatives of the private sector. Its priority areas include a stronger civic commitment infrastructure and culture of recognition, along with the continued development of voluntary services. The Ministry also wishes to improve the coordination of research in the field of civic commitment and establish a results-oriented support system for civic engagement. To strengthen support for voluntary civic engagement, scientific data is gathered at regular intervals and published, e.g., in the form of the German volunteering survey ([Deutscher Freiwilligensurvey](#)) and a scientific civic commitment report ([Engagementbericht](#)). Target groups are children aged 10 and above, young people and adults who work as volunteers, and organisations that support them in doing so, such as associations, foundations, initiatives, cooperatives, networks, (youth) associations or religious groups.

The federal states also have civic commitment strategies of their own. Examples:

- Hamburg’s strategy for civic commitment 2020 ([Hamburger Strategie für freiwilliges Engagement 2020](#)) adopted by the Hamburg Senate on 15 July 2014. First formal framework for existing volunteering structures promoting the continued development of volunteering and civic commitment in Hamburg.
- Civic commitment strategy for Baden-Württemberg ([Engagementstrategie Baden-Württemberg](#)). Aims to strengthen civic commitment by bringing together all stakeholders and improving the general framework, attracting new volunteers and shaping a united and diverse society that is open to all.
- North Rhine-Westphalia is in the process of developing a participatory engagement strategy ([Engagementstrategie](#)). It is scheduled to be finalised by the end of 2019.

### **Strategies directed at children and/or youth**

#### **Youth strategy 'Action for a child- and youth-friendly society' (Handeln für eine jugendgerechte Gesellschaft)**

The youth strategy ([Jugendstrategie](#)) was adopted by BMFSFJ for the period 2015 to 2018. It is an invitation from the federal government to the federal states and local authorities to engage in strategic cooperation, a forum to exchange concepts and expertise, and a voice for the youth lobby. The guiding principle of the youth strategy is to enable young people to participate in all matters that concern them. The youth strategy brings together a large number of partners. The youth strategy is based on the independent youth policy ([Eigenständige Jugendpolitik](#)), a holistic policy approach that places young people aged 12 to 27 at the centre of cross-sectoral action in a variety of fields. This approach is implemented across Germany through various partners and projects. Policies for young people are supplemented by policies with and by young people.

#### **Integration through education**

In Germany, responsibility for education lies with the federal states. Nationwide education strategies in terms of joint resolutions are adopted by the Standing Conference of the Ministers of Education and Cultural Affairs ([Kultusministerkonferenz](#), KMK), a body that is composed of all education ministers in the federal states, and then implemented at the regional level (Länder). Over the last few years KMK has adopted a number of resolutions designed to promote the integration of children and young people from immigrant families. These generally affect all pupils in all types of schools.

- In October 2015 KMK, various immigrant community organisations and educational publishers adopted a joint declaration entitled 'Reflecting cultural diversity, integration and migration in educational media' ([Darstellung von kultureller Vielfalt, Integration und Migration in Bildungsmedien](#)). The declaration reflects, inter alia, the intent of all signatories to reflect the heterogeneity in German schools in educational media in an adequate and non-discriminatory manner.
- In 2013 KMK and various organisations representing the immigrant community adopted a joint declaration on the partnership on education between schools and parents ([Bildungs- und Erziehungspartnerschaft von Schule und Eltern](#)). The declaration identifies hands-on measures with which education partnerships in schools can be set up and implemented.
- On 13 December 2007 KMK adopted a joint declaration entitled 'Integration as an opportunity – working together for more equality' ([Integration als Chance – gemeinsam für mehr Chancengerechtigkeit](#)). It contains joint recommendations and commitments to improve the integration of and encourage academic excellence among children and young people from immigrant families by working more closely with their parents.
- In response to the specific demands placed on teachers by the presence of several different cultures in the classroom, KMK adopted a set of standards on 16 December 2004 (latest version: 12 June 2014) entitled 'Standards for teacher training: Educational science' ([Standards für die Lehrerbildung: Bildungswissenschaften](#)). Competence 4 (Kompetenz 4) reads: "Teachers should be aware of the social and cultural backgrounds of their students and, within the school environment, influence their students' personal development".

In response to the large number of refugees, in autumn 2015 the Alliance for Initial and Further Training (Allianz für Aus- und Weiterbildung) adopted a declaration entitled 'Creating perspectives for refugees together' ([Gemeinsam für Perspektiven von Flüchtlingen](#)).

### Scope and contents

[See individual strategies under Existence of a national strategy on social inclusion](#)

### Responsible authority

[See individual strategies under Existence of a national strategy on social inclusion](#)

### Revisions/updates

All strategies are revised and monitored on a regular basis. Results are being published on the websites of the respective institution or ministries in charge.

[See also individual strategies under Existence of a national strategy on social inclusion](#)

## 4.4 Inclusive programmes for young people

### Programmes for vulnerable young people

**Programme 'Culture builds strength – Alliances for education' ([Kultur macht stark – Bündnisse für Bildung](#))**

Funded by the Federal Ministry of Education and Research ([Bundesministerium für Bildung und Forschung](#), BMBF)

Time frame: since 2013.

Aim: promotes cultural education projects outside of schools.

Measures: Local citizens across Germany form alliances for education to implement projects for children and young people who have little to no access to cultural education,

such as mentoring programmes, reading programmes, holiday camps, and music, dance, drama and circus projects. 'Culture builds strength' is a [nationwide programme](#).

### **Promoting social integration through international youth work**

[See also Initiatives Promoting Social Inclusion and Raising Awareness > Intercultural Awareness > Youth policy initiative to promote education and participation \(Jugendpolitische Initiative für Bildung und Teilhabe, JiVE\)](#)

### **Education package ([Bildungspaket](#))**

Managed by the Federal Ministry of Labour and Social Affairs ([Bundesministerium für Arbeit und Soziales](#), BMAS).

Time frame: Since 1 April 2011.

Target group: Services are provided especially to children, adolescents and young adults who are in receipt of unemployment benefit II or social benefit or whose parents are in receipt of supplementary child allowance or housing benefit. Those in receipt of benefit under the Asylum Seekers Benefits Act ([Asylbewerberleistungsgesetz](#)) may also be entitled to claim services under the education package. In addition, individuals may be entitled to services under Social Code Book II ([Sozialgesetzbuch](#), SGB II) if the child or his or her parents are not in receipt of any of the benefits mentioned, but are unable to meet the child's specific educational and participation needs.

The Education package provides grants for the following:

- additional expenses for meals at nurseries, schools and daycare centres,
- learning support for pupils in need who would otherwise not be able to reach significant learning targets,
- participation of children in need in sports, games and cultural activities; a monthly amount of EUR 10 is available for these purposes, which may be spent on, e.g., membership fees or (in exceptional cases) equipment,
- the purchase of personal items for pupils (e.g., school bags, pens, calculators, drawing materials); a grant is paid to the families twice per school year for these items,
- expenses relating to one-day or multi-day field trips organised by schools, nurseries or day-care centres (e.g., school excursions),
- expenses for the transportation of pupils provided no other transportation is available.

The education package is implemented locally by the district and municipal authorities. It may be implemented in different ways depending on the district or municipal authorities.

- **Special programmes to promote young people's social integration**

### **Support for youth social work**

Youth social work ([Jugendsozialarbeit](#)) is funded at national, regional and local level as part of regular child and youth services that are provided in accordance with the Social Code Book VIII (SGB VIII). The main sources of funding are the Child and Youth Plan of the federation ([Kinder- und Jugendplan des Bundes](#)), the youth budgets of the federal states ([Landesjugendpläne](#)), and local child and youth budgets. While youth work is open to all young people as a rule, youth social work as one form of child and youth services is dedicated specifically to young people from disadvantaged social backgrounds or who have specific needs. They may have learning difficulties, come from immigrant families, or have mental health problems. The aim is to support these young people in completing their education, learning a trade and entering the labour market and, more generally, to integrate in society. To this end, a wide range of services are available at the local level: counselling services for unemployed young people, career exploration days, and labour market integration and training courses, to name but a few.

### **ESF model programme 'Support young people in the neighbourhood' ([JUGEND STÄRKEN im Quartier](#))**

Funded jointly by the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#), BMFSFJ) and the Federal Ministry of the Interior, Building and Community ([Bundesministerium des Innern, für Bau und Heimat](#), BMI) and through the European Social Fund.

Target group: young people from disadvantaged backgrounds who are transitioning from school to work. The projects are aimed specifically at young people aged 12 to 26 who lack perspectives and for whom other services are largely out of reach, including school drop-outs, young people who have failed to complete a labour market integration course, and recently arrived young immigrants requiring special integration assistance.

Measures: The programme supports young people as they (re-)integrate in school, training, the labour market and society at large. The aim is to reach out to participants with low-threshold services and strengthen their skills profile and personalities. The model programme uses a variety of socio-educational services that can be combined depending on the needs of the target groups at the local level.

Main focal areas: urban social structures and disadvantaged urban areas. During the funding period (2015 to 2018), 178 model municipalities are implementing projects to assist young people together with public-sector and independent providers of youth social work.

Funding: The federal government has contributed around EUR 115 million from the European Social Fund plus another EUR 5 million in federal funding.

### **Pilot programme 'RESPECT' ([RESPEKT](#)) for difficult-to-reach young people**

Funded by the Federal Ministry of Labour and Social Affairs ([Bundesministerium für Arbeit und Soziales](#), BMAS).

Time frame: since 2015, was extended until the end of 2018.

Target group: young people in a difficult phase of life, especially those young people who lack access to regular social welfare services either temporarily or permanently.

Aim: to offer support in such a way that a personal long-term relationship to these young people can be established that builds on trust and gives them a sense of safety, while enabling them to return long-term to training and work.

Measures: 18 projects provide additional support services for young people in a difficult phase of their lives, assisting them in integrating into the education system, accessing employment promotion services, and finding vocational training or employment, and ensuring they are given an opportunity to continue their development.

Evaluation: [evaluation report available](#).

### **ESF-funded federal government programme for assistance with vocational training ([ESF Bundesprogramm Berufseinstiegsbegleitung](#))**

Ministry in charge: Federal Ministry of Labour and Social Affairs ([Bundesministerium für Arbeit und Soziales](#), BMAS).

Time frame: 15 November 2014 to 31 July 2022.

Target group: academically weak pupils who aim to complete Hauptschule (the academically least challenging form of secondary school) and are expected to encounter difficulties with this and/or in transitioning from school to vocational training. It also serves pupils attempting to complete a special education qualification ([Förderschule](#)) for whom a subsequent period of vocational training seems feasible.

Aim: to assist young people in accessing vocational training.

Measures: Programme assistants provide continuous support to each of the young people individually while they are still at school up to the point they enter vocational training. The measures commence in the last-but-one school year in a mainstream school and end six months after starting vocational training. If the transition is not seamless, support is provided for up to 24 months in total. The aim is to

- assist young people in gaining a school leaving qualification,
- making the right choice of career,
- and helping them to secure a long-term place on a training programme.

Target set: Between 2014/15 and 2018/19 the aim is to assist around 113 000 young people in around 3 000 schools in entering the vocational training system.

Funding: ESF funded.

- **Programmes to promote the social integration of young people from immigrant families**

### **Jugendmigrationsdienste (Youth migration services)**

More than 450 youth migration services ([Jugendmigrationsdienste](#), JMD) across Germany advise and support young members (between 12 and 27 years) of the immigrant community who are entitled to remain in Germany permanently, including young refugees. Educational experts who work for the scheme assist them as they start school or vocational training or enter the labour market. The idea is to provide them with equal opportunities and allow them to participate. Together with the young immigrants, objectives are drawn up in a personalised integration plan and the best possible forms of support identified so that every one of them can reach their goals. More than 850 staff work at one of Germany's 450 JMD offices. es. [Each year they assist over 120,000 \(2018\) young members of the immigrant community](#). Cooperation with schools, employers and parents is especially important in this regard. JMD workers do not only advise the young immigrants, but also their parents on matters relating to education and training, and work closely with a migration counselling scheme for adult immigrants (Migrationsberatung für erwachsene Zuwanderer, MBE).

To optimise the integration process, in 2011 the web-based software application "I-mpuls JMD" was introduced across Germany for all organisations working in this field, which also allows for the evaluation of their work. The services provided by JMD are regularly adapted to reflect current developments and needs.

- **Programmes to promote the social integration of immigrants**

### **Unaccompanied minor refugees**

Under Section 42 of the Social Code Book VIII (SGB VIII), foreign minors who come to Germany unaccompanied are entrusted into the care of the youth office ([Jugendamt](#)) if neither a carer nor a guardian is already in the country. Young people of legal age but under the age of 21 can approach a youth office and request assistance under section 41 SGB VIII (Social Code Book VIII). ([See also Access to Quality Services > Housing > Homeless young people – Taking custody](#))

### **Directive to promote measures for the societal and social integration of immigrants ([Förderrichtlinie Integration](#))**

Joint funding directive of the Federal Ministry of the Interior ([Bundesministerium des Innern](#), BMI) and the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#), BMFSFJ).

Aim: to promote measures for the societal and social integration of immigrants.

Target groups: associations, refugee organisations, churches, recognised civic education providers, immigrant community organisations, local authorities and other groups who work with young immigrants on the supraregional, regional or local level.

Time frame: since 1 March 2010.

Measures: focus on projects to promote participation and competence acquisition among immigrants. They should be a good fit with existing local-level services. The involvement of immigrant community organisations is particularly desirable in this regard. Support is available for innovative, low-threshold measures at the local level that promote the societal and social integration of young immigrants. These include, e.g., hands-on measures to strengthen immigrants' social and parenting skills, promote civic commitment and intercultural skills, bring about equal participation for girls and women from the immigrant community, and prevent crime and addiction.

Other stakeholders involved: Federal Office for Migration and Refugees ([Bundesamt für Migration und Flüchtlinge](#), BAMF).

### **Programme 'Vocational orientation for refugees' ([Berufsorientierung für Flüchtlinge](#), BOF)**

Run by the Federal Ministry of Education and Research ([Bundesministerium für Bildung und Forschung](#), BMBF).

Aim and target group: provides young refugees with an in-depth insight into skilled occupations in the crafts and trades field that require vocational training. BOF forms part of the joint vocational training initiative Vocational training opportunities for refugees (Wege in Ausbildung für Flüchtlinge) of BMBF, the Federal Employment Agency ([Bundesagentur für Arbeit](#), BA) and the German Confederation of Skilled Crafts ([Zentralverband des Deutschen Handwerks](#), ZDH). Under the programme, up to 10 000 young refugees are to be given an opportunity to learn a skilled craft.

Measures: Throughout the entire measure the participants are given technical language courses and personally supported by a project counsellor. BOF consists of training phases, which are spent in a protected workshop environment, plus a subsequent in-company training phase

Time frame: 20 April 2016 - 31 December 2018.

### **Initiative 'Vocational training opportunities for refugees' ([Wege in Ausbildung für Flüchtlinge](#))**

Launched by the Federal Ministry of Education and Research (Bundesministerium für Bildung und Forschung, BMBF), the Federal Employment Agency ([Bundesagentur für Arbeit](#), BA) and the German Confederation of Skilled Crafts ([Zentralverband des Deutschen Handwerks](#), ZDH).

Time frame: since 5 February 2016.

Aim: to introduce persons entitled to asylum, recognised refugees, asylum seekers and "tolerated" persons who have access to the labour market to the option of learning a craft or trade.

Measures: In a multi-stage process, starting with integration courses plus general and advanced career orientation, participants are to be equipped to enter a course of vocational training in the crafts sector.

Target groups: young refugees above compulsory school age.

### **Directives 'University guarantee fund' (Garantiefonds Hochschule)**

Adopted by the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#), BMFSFJ).

Aim and target group: supports young ethnic German immigrants, refugees and other immigrants as they work towards a university entrance qualification and subsequent admission to the higher education system.

Measures: Support is available in particular for preparatory German language courses for which a certificate is issued upon completion, allowing participants to prepare for university

admission or to complete a university degree. Support is also available for special courses for those participants wishing to obtain a university (of applied sciences) entrance qualification, attend pre-university preparatory course (Studienkolleg), or attend a preparatory course for Studienkolleg. The courses build on the integration courses offered by the Federal Office for Migration and Refugees ([Bundesamt für Migration und Flüchtlinge](#), BAMF) and complement the current language training measures designed to integrate highly skilled refugees.

Updated directives on a guarantee fund to support young immigrants in preparing for and completing a higher education degree came into force on 1 January 2017. These directives extend the target group of eligible persons to include the spouses of persons entitled to asylum and of recognised refugees who travel to Germany to join them. Also, greater emphasis is given to the pre-university phase.

**Programme 'Social participation through work for young adult refugees and beneficiaries who are fit for work' (Soziale Teilhabe durch Arbeit für junge erwachsene Flüchtlinge und erwerbsfähige Leistungsberechtigte, [STAFFEL](#))**

Launched by the Federal Ministry of Labour and Social Affairs ([Bundesministerium für Arbeit und Soziales](#), BMAS).

Time frame: 2016-2018.

Aim and target group: to promote jobs subject to social security contributions for young recognised refugees and young recipients of benefits under the Social Code Book II (SGB II) aged 25 to 35 who are fit for work who, owing to personal difficulties in being placed on the labour market, require assistance in entering the general market for labour and vocational training and face specific challenges:

- recognised refugees with a valid residence title,
- beneficiaries who are fit for work but whose placement on the labour market is compromised for personal reasons.

Measures: Jobs subject to social security with 20 weekly working hours are eligible under the programme. In addition, a flat monthly grant per month is available for the support and coaching granted to a participant. Accompanying activities are also eligible, such as on-the-job measures to stabilise participants and increase their chances of accessing the general labour market. The programme can accommodate around 500 participants.

Total budget: EUR 21 million.

**Federal programme 'Among friends - Alliances for young refugees' ([Willkommen bei Freunden - Bündnisse für junge Flüchtlinge](#))**

Started by the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#), BMFSFJ).

Aim: supports local authorities in receiving and supporting unaccompanied refugee children and adolescents.

Target groups: local authority staff, initiatives, associations and independent organisations ([Freie Träger](#)).

Measures: Six service units have been established across Germany. The service unit staff can be contacted personally to discuss what needs there are on the ground and put together a tailored package of services.

**Federal programme 'People helping people' ([Menschen stärken Menschen](#))**

Launched by the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#), BMFSFJ).

Aims: to encourage and support partnerships between refugees and citizens. In addition, it encourages families and individuals to become host families or guardians for unaccompanied minor refugees.

Time frame: since the beginning of 2016.

### **Federal states (Länder)**

There are individual programmes to support integration in the federal states, including young people as a target group. Further information can be found at relevant websites run by the respective state governments or ministries:

- [Baden-Württemberg](#),
- [Berlin](#),
- [Bavaria](#),
- [Bremen](#),
- [Brandenburg](#),
- [Hamburg](#),
- [Hesse](#),
- [North Rhine-Westphalia](#),
- [Lower Saxony](#),
- [Mecklenburg-West Pomerania](#),
- [Rhineland-Palatinate](#),
- [Saxony](#),
- [Saxony-Anhalt](#),
- [Saarland](#),
- [Schleswig-Holstein](#),
- [Thuringia](#).

### **Funding**

All programmes listed above are financed (often co-financed) through public-sector funding from federal (federal programmes), state (state programmes) or local authority budgets. Funding is provided in accordance with specific funding directives that stipulate certain terms and conditions that each programme has to meet. In addition, statutory and budgetary provisions apply.

Information has been provided on the budgets of the above programmes where available.

Programmes that use European Social Fund money have been indicated as such.

### **Support for youth associations**

Youth associations receive financial support at federal, state and local level as part of fundamental child and youth services that are provided in accordance with the Social Code Book VIII (SGB VIII). The main sources of funding are the Child and Youth Plan of the federation ([Kinder- und Jugendplan des Bundes](#)), the youth budgets of the federal states, and local child and youth support budgets. The BMFSFJ supports the youth associations' structures at the central federal level. Youth work is organised and designed by young people themselves, who also carry part of the responsibility, under the umbrella of youth associations. The youth associations represent the interests and concerns of young people. At the regional level (Länder), the youth associations are brought together in the shape of regional youth councils (Landesjugendringe), at the local level, they form municipal youth councils (Stadtjugendringe) or district youth councils (Kreisjugendringe). Individual associations receive support at all three levels (national, regional and local).

## Quality assurance

The evaluation projects vary in terms of the methodology, questions, indicators etc. used. Their outcomes vary accordingly. These points are mentioned in connection with the evaluations of individual programmes mentioned in the programme descriptions under [Programmes for vulnerable young people](#), provided they are known.

## 4.5 Initiatives promoting social inclusion and raising awareness

### Intercultural awareness

#### Child and youth services

According to Sections 1 and 3 of the Social Code Book VIII ([Sozialgesetzbuch, SGB VIII](#)), child and youth services providers in Germany must support all children and adolescents in Germany "in their personal and social development and assist in preventing or minimising disadvantages".

The directives ([Richtlinien](#)) of the Child and Youth Plan of the federation ([Kinder- und Jugendplan des Bundes](#)) are the framework for the support of international youth work whose aim is also to help to develop intercultural competences of young people. The implementing acts and youth budgets and plans of the federal states contain similar requirements.

In addition to the integration and inclusion strategies of the federal and state governments ([see Strategy for the Social Inclusion of Young People](#)) there are programmes, projects, campaigns and initiatives run by and for individual areas of child and youth services. The youth associations run activities, programmes and projects at the federal and state level that ensure the associations remain fully intercultural and to support cooperation with young immigrant community organisations. There is a working group 'Intercultural openness' run by the regional youth councils which meets on a regular basis. Amongst others, the [German Sports Youth](#) also promotes the approach of intercultural openness in organised children's and youth sport.

The service office Intercultural learning in daycare centres and schools (Interkulturelles Lernen in Kita und Schule) of the Saxony-Anhalt state network for immigrant community organisations (Landesnetzwerk der Migrantenorganisationen Sachsen-Anhalt) is an information and counselling centre for educational staff working in schools and daycare centres in Saxony-Anhalt. It provides advice and counselling to teachers wishing to develop concepts for managing diversity. It offers training courses and coaching on intercultural learning and provides material on developing intercultural learning materials (amongst other things, via the website [lerneninterkulturell.de](#)). It supports teachers in developing projects on intercultural learning that will later be implemented together with immigrant community organisations and other civil society partners working in the field.

#### Youth policy initiative to promote education and participation (Jugendpolitische Initiative für Bildung und Teilhabe, JiVE)

Type: youth policy initiative coordinated by IJAB - International Youth Service of the Federal Republic of Germany ([IJAB - Fachstelle für Internationale Jugendarbeit der Bundesrepublik Deutschland e.V.](#)) divided into several sub-initiatives implemented by various partners.

Time frame: Launched as a pilot project 'JiVE. Youth Work International - Experiencing Diversity' ('JiVE. Jugendarbeit international – Vielfalt erleben') in 2008, followed by youth policy initiative JiVE running from 2011-2018.

Several sub-initiatives will be continued, e. g. '[Kommune goes international](#)', an initiative to strengthen international youth work at the local level, also coordinated by IJAB.

Core aims: to create a more equal playing field, with all partners aiming to open up international youth work activities and projects to all young people, including those who are currently out of reach.

Main outcomes: Recommendations and manuals created and developed in the initiative will still be available [at the IJAB website](#).

Main target groups addressed: Multipliers and young people.

### **UNESCO Associated Schools ([unesco-projekt-schulen](#))**

Type: intercultural education network in Germany comprising around 300 schools.

Time frame: since 1953.

Main target groups: Pupils of primary schools, vocational colleges, grammar schools and progressive school pilots, mainstream state schools, independent schools.

Core aims: to stand up for a culture of peace, which includes human rights, tolerance, democracy, intercultural learning, environment and sustainability and global development.

Main outcomes: Students at UNESCO Associated Schools absorb the values behind these priority areas, learn to form an opinion on them, and take corresponding action: human rights and democracy education, intercultural learning, environmental education, global learning, and respect for UNESCO world heritage.

### **Young people's rights**

On 18 November 2015, former Federal Minister for Youth Manuela Schwesig launched a campaign entitled Standing up for children's rights ([Starkmachen für Kinderrechte](#)). Backed by testimonials from well-known personalities, the campaign is designed to raise awareness of the rights of children and adolescents in everyday contexts. One major item in the Coalition Agreement ([Koalitionsvertrag](#)) signed in 2018 by the Christian Democratic Party (CDU), the Christian Social Union (CSU), and the Social Democratic Party (SPD) for the 19<sup>th</sup> parliamentary term is the enshrinement of children's rights in Germany's Basic Law (Grundgesetz) in the form of fundamental rights for children. The planned amendment to the Basic Law is currently being discussed by a working group composed of federal and state representatives. It met for the first time on 6 June 2018. A proposal will be put forward at the latest by the end of 2019.

The German Child Protection Association ([Deutscher Kinderschutzbund Bundesverband e.V.](#), DKSB) is committed to protecting children from violence and child poverty and implementing children's rights in Germany. The Association is an independent child and youth services provider. It consists of the federal association, 16 state-level associations and over 430 local chapters. Together, they represent children's interests at the federal and state policy level. The structure of the Association enables it to act as a modern service provider on behalf of children and their families. Amongst other resources, DKSB runs the website [www.jugend-hat-rechte.org](#) for young people aged 12 and 18 explaining their rights to them.

In 2018, the federal state of Lower Saxony and the Lower Saxony chapter of the German child protection association (Deutscher Kinderschutzbund, DKSB) once again awarded various initiatives with the state's [KinderHabenRechtePreis](#), which recognises projects that support children's and young people's right to participate – whether in kindergarten, in youth services or in local policies. The motto in 2018 was "We have a say!" (Wir bestimmen mit!). The award is worth 9 000 euros.

The [National Coalition Germany](#) currently consists of around 110 nationwide organisations and initiatives from various areas of society who come together to raise awareness of the UN Convention on the Rights of the Child (UN CRC) in Germany and promote its implementation. The National Coalition has regular, cooperative and supporting members, among them child and youth services providers, specialist organisations and individual bodies. The National Coalition publishes position papers and organises events. The website

of the National Coalition contains information on the UN CRC and on current developments in regard to its implementation in Germany.

One of the targets in the ruling parties' coalition (2013-2017) agreement was to create a youth check ([Jugend-Check](#)) as an effective testing and awareness tool for proposed new laws and their effects on young people aged between 12 and 27. This tool was developed by the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#), BMFSFJ) together with the youth organisations and with contributions by other civil society organisations as part of the Youth strategy – Action for a youth-oriented society (Jugendstrategie: Handeln für eine jugendgerechte Gesellschaft). BMFSFJ tried to get the youth check added to SGB VIII; the attempt in the 18th legislative period did not get the vote it needed for the law to be amended. The youth check remains a central element of the BMFSFJ's youth strategy.

[See Strategy for the Social Inclusion of Young People > Existence of a national strategy on social inclusion > Youth strategy "Handeln für eine jugendgerechte Gesellschaft" \(Action for a child- and youth-friendly society\)](#)

## **Key initiatives to safeguard democracy and prevent radicalisation leading to violent extremism**

### **Federal programme "Demokratie leben!" (Live Democracy!)**

[See Participation > "Learning to Participate" through Formal, Non-formal and Informal Learning > Non-formal and informal learning](#)

The **federal states** also have democracy programmes:

- **Lower Saxony:** 'Democracy and tolerance' ([Demokratie und Toleranz](#))

Type: funding directive

Time frame: January 2014 - December 2018

Core aims: Lower Saxony supports measures that counter discrimination and xenophobia in society and set a clear signal against right-wing extremism, racism and anti-Semitism and for democracy and tolerance. In particular, it supports projects that raise awareness of democratic values and tolerant behaviour and encourage and empower participants to stand up for human rights and diversity.

Main outcomes: 20 projects received funding in 2014, followed by 15 each in 2015 and 2016. In 2017, the State of Lower Saxony increased the budget substantially. As a result, 44 projects have already received funding as of mid-July 2017.

Main target groups addressed: Applications are accepted from regional authorities and associated alliances that take the form of entities incorporated under German public law, other corporate bodies under public law and non-profit legal entities under private law. The funded measures targets children, young people and adults.

- **Berlin:** Berlin youth democracy fund ([Jugend-Demokratiefonds Berlin](#))

Type: regional fund (Berlin).

Time frame: since 2013.

Core aims: to enable children and young people to experience and engage in democracy and to help strengthen democratic structures, participation, and projects against right-wing extremism, racism and anti-Semitism in Berlin. It favours projects that pursue an experimental and innovative approach or aim to strengthen young people's civic commitment in a special way.

[Main outcomes:](#) So far (as at October 2018), the programme has benefited around 70 000 children and adolescents. The total amount of funding so far stands at EUR 2.8 million. A total of around EUR 1.4 million has been earmarked for the youth democracy fund for 2018/19.

Main target groups addressed: public-sector and independent organisations, associations and civil society initiatives in the fields of youth work, youth association work and youth social work that have local or state-wide relevance.

### **Support for [civic education events and projects](#) by the Federal Agency for Civic Education (Bundeszentrale für politische Bildung, bpb)**

The Federal Agency for Civic Education ([Bundeszentrale für politische Bildung](#), bpb) promotes civic education events and projects for adults (aged 16 and above) in Germany. All of its activities are designed to teach the general public about society and government, European and international politics, and politically and socially relevant developments in culture, business, technology and science. bpb's events and projects aim to assist people in making up their own minds about social and political developments, asserting their rights and interests, respecting their responsibilities towards their fellow citizens, society at large and the environment, and helping to shape a liberal and democratic social order and governmental system. bpb engages in a dialogue with recognised education provider to develop its work programmes for each year. Information about offers directed at young people [at the bpb website](#).

#### **'No Hate Speech'**

Type: national '[No Hate Speech](#)' campaign in Germany supported by BMFSFJ and coordinated by [Neue deutsche Medienmacher](#).

Time frame: since June 2016.

Core aims: part of the 'No Hate Speech Movement' campaign launched by the Council of Europe to counter hate speech and discrimination online. It aims to take a clear stance against hate speech, develop counter-strategies, and support victims.

Main outcomes: Establishment and visibility of the issue of hate speech among the general public, in politics and the media.

Main target groups addressed: to support young people and young media journalists in managing hate speech in online media and social networks.

### **Strategie Demokratieförderung und Extremismusprävention (Strategy to prevent extremism and promote democracy)**

[See Strategy for the Social Inclusion of Young People > Existence of a national strategy on social inclusion > Promoting democracy and preventing extremism](#)

#### **Respect Coaches (Anti-Mobbing-Profis)**

An anti-bullying project by the name of [Respect Coaches \(Anti-Mobbing-Profis\)](#) was launched in 2018 to combat bullying on religious grounds in schools and promote tolerance and an understanding of democracy. Under the scheme, a total of 170 anti-bullying experts ("Profis") across the country are to be given training. The budget for 2018 is EUR 20 million. The Youth Migration Services (Jugendmigrationsdienste) which receive funding from BMFSFJ are responsible for implementing the scheme at the local level.

## **4.6 Access to quality services**

### **Housing**

A homeless person is someone who, involuntarily, has no accommodation or is directly in danger of losing their current accommodation. The same applies when the accommodation is unfit for protecting human beings against severe weather conditions or if using the accommodation carries acute health risks. In these cases, homeless individuals have a [claim to accommodation](#) provided by the local authority. In some states, security and public order acts setting out the applicable rules are in place.

The local authority in which the homeless person usually lives or in which they lived two months before being provided accommodation is responsible for providing help with finding accommodation in line with Article 67 of Social Code Book XII, Assistance with special social difficulties (SGB XII, Hilfen in besonderen sozialen Schwierigkeiten). If a homeless person leaves the municipality and moves around, they lose their usual abode. In this case, the federal state – as the interregional social welfare organisation – is responsible for providing assistance.

The points of contact for homeless persons vary from local authority to local authority. They may be part of welfare office (Sozialamt), housing office (Wohnungsamt), public order office (Ordnungsamt), youth office ([Jugendamt](#)) - in the case of young people - or local social services (kommunaler sozialer Dienst). Some municipalities also have specialised units that seek accommodation for persons excluded from housing. The type of accommodation provided is generally shared accommodation. Frequently, local authorities will be able to provide special accommodation for girls and young women. Some cities offer emergency accommodation (Notschlafstellen) specifically for young people. Finally, there are many different kinds of services run by other organisations, notably independent social welfare providers.

### **Homeless young people – transfer of custody (Inobhutnahme)**

Youth offices ([Jugendämter](#)) may take custody of minors if they request them to do so voluntarily or on the initiative of third parties, such as the police or teachers. The process of taking custody of children and adolescents is detailed in Section 42 of the Social Code Book VIII ([Sozialgesetzbuch, SGB VIII](#)). They are accommodated in a youth shelter (Jugendschutzstelle) or in a on-call foster family (Bereitschaftspflegefamilie). They may also be accommodated in another type of sheltered accommodation or, in individual cases, in a home. The youth office is also responsible for discussing the situation that led up to the transfer of custody together with the young person in question and, where possible, to resolve it.

### **Youth shelters**

Youth shelters accept young people around the clock who are in a personal emergency and whose return to their family, foster family, home or other youth welfare institution is not possible at the point in time in question or not advisable from an educational perspective. Youth shelters are usually run by a public-sector organisation, e.g., a local authority. They take custody usually for a short period of time until a longer-term solution is found. The duration of custody is determined jointly by the guardianship court (Vormundschaftsgericht) by consensus with the parents and the child. In cases where the child's welfare is in danger, the guardianship court decides independently of where the child is to be placed and for how long, potentially against the parents' wishes.

### **Transfer of custody vs. emergency accommodation**

There is a difference between [transfer of custody \(Inobhutnahme\) and emergency accommodation \(Notschlafstellen\)](#). The latter is accommodation for adolescents and young persons of legal age. They are placed in partially sheltered residential groups of the emergency accommodation and, having determined their need for child and youth services, given other forms of assistance or assisted in taking charge of their own life, which can involve renting an apartment of their own. The youth office is obliged to consider various forms of assistance. If it is not able to provide assistance of its own accord, it must refer the child, adolescent or young adult to another counselling service or institution. Possible courses of action can be to fund a rented room or own apartment so that the young adult in question can move into a different social environment and, e.g., return to school or vocational training.

### **Residential homes**

Residential homes ([Wohnheime](#)) familiarise young residents with a life off the street and should be distinguished from overnight accommodation such as emergency

accommodation. Minors may not be accommodated in residential homes for adults of legal age. However, there are residential homes specifically for adolescents and young adults. Known as youth residential homes (Jugendwohnheime), they often offer vocational training to residents. Many youth offices operate a central office that assists young people in finding sheltered forms of accommodation. The requirement for this, however, is that the young person in question requires assistance from child and youth services and wishes to receive this assistance.

### **Counselling services**

Counselling services assist young people in improving their situation. They advise them and help them to find a vocational training place, job or suitable school as well as better accommodation. The counsellors explore various child and youth services options and usually work closely with the competent youth offices and specialist services such as addiction counsellors, debt counsellors, legal advisors and social welfare advisors. Young people receive assistance when they run into trouble with the authorities or their parents. They have no legal claim to financial assistance in the narrow sense. In many cases, the youth offices temporarily stand in as sponsors. For instance, emergency shelters for young people accept all young people who come through the door. In such a case, the cost of accommodation and support by social workers is normally borne by the competent youth office. Applicants with an income of their own will usually be asked to contribute an appropriate amount to the overall cost.

As a rule, young adults (aged 18 and above) are usually taken care of by the youth office. Some of them may find themselves without access to services, since the authorities may be locked in a long dispute over who is responsible for providing assistance. Generally, assistance is available to young people up to the age of 21; only in certain cases will assistance be provided to individuals aged up to 27. As a rule, however, the beneficiary must be in need of assistance with developing their personality and learning to live an independent life.

### **Mobile youth work / street work**

Young people subject to housing exclusion and homelessness may also seek help with mobile youth work organisations (Mobile Jugendarbeit) or streetworkers, in line with sections 11 Youth Work ([Jugendarbeit](#)) and 13 Youth Social Work ([Jugendsozialarbeit](#)) of SGB VIII. This target group is provided with holistic assistance, including support in resolving conflicts with their families or partners, assistance with health problems, criminal prosecution, violence, school problems or career counselling issues, correspondence with the authorities, finding an apartment or improving their accommodation. These services are funded via local authority youth budgets, state youth budgets, private funds, and the European Social Fund.

### **Social services**

In Germany, local child and youth services and in turn, the youth offices ([Jugendämter](#)) are responsible for social support to children and young people provided this is not accounted for under the remit of Social Code Books II and III (SGB II and III) or other matrimonial or family-related services.

Social services include e. g. the payment of housing benefit ([Wohngeld](#)). Housing benefit helps low-income households to cover the costs of living. Tenants receive housing benefits in the form of rent subsidies. Owner-occupants receive housing benefits in the form of cost subsidies. Different factors affect whether and how much benefits can be claimed (total household income, number of household occupants to be counted, amount of rent eligible for subsidies etc.). Every child increases the number of household occupants to be counted and thus the level of housing benefit. Child benefits and child benefit supplements are not included as income when determining eligibility for housing benefit. Single parents receive a tax-free allowance for every child under the age of 12. Children aged between 16 and 24 earning their own income are also given a tax-free allowance in the amount of the income, capped at 600 euros a year.

See also Youth Wiki > [Financial services](#) and [Inclusive programmes for young people](#)

### **Federal Anti-Discrimination Agency (Antidiskriminierungsstelle des Bundes)**

The legally mandated role of the Federal Anti-Discrimination Agency is to [provide counselling](#), carry out research, and perform public relations work. The team of advisors and lawyers provide legal information in the case of discrimination or sexual harassment, explain available options with respect to whether and how certain rights – e.g. in the areas of work, living and services – can be asserted, try to reach amicable settlements to conflicts, and provide details of local experts. The service is based on the General Act on Equal Treatment (Allgemeines Gleichbehandlungsgesetz, AGG). The protection prescribed by the Act applies to all individuals, regardless of their residential status.

### **Health care**

See also Youth Wiki > [Health and Well-Being](#)

#### **Health insurance**

Health insurance is mandatory in Germany. Provided their parents are insured under a mandatory or voluntary statutory health insurance scheme, young people under the age of 18 are covered by a family health insurance (Familierversicherung) at no further cost. The statutory health insurance system covers medical treatments. Children and adolescents aged 18 or under are exempt from prescription fees (EUR 5).

The statutory health insurance ([gesetzliche Krankenversicherung](#)) providers pay for the [cost of health screenings](#) for young people aged 12 to 14 (known as J1). Young people aged 16 or 17 can take part in additional health screenings (known as J2). However, not all statutory health insurance providers pay for the J2 screenings.

#### **Federal Centre for Health Education (Bundeszentrale für gesundheitliche Aufklärung )**

The Federal Centre for Health Education ([Bundeszentrale für gesundheitliche Aufklärung](#), BZgA) also provides [information and material on child and youth health](#) to parents, experts and institutions working in healthcare, early childhood education and education, and child and youth services, but also to children and young people. Its materials and projects reflect recent research, are prepared such that they respond to the target groups in question, and are regularly evaluated and reviewed or redesigned where necessary. BZgA responds to the complex nature of personal and social factors at play in this area with a holistic, lifelong concept to promote the health of children and young people. Its activities are aligned with the life situations of children and young people, and take account of their personal choices and circumstances under which they live.

#### **Counselling offices**

There is a dense network of counselling offices for child and youth health in Germany. They are run by various organisations, including welfare associations, organisations or local authorities. Generally, they are open to the general public, although some specialise in counselling young people. Their services are generally free of charge.

#### **Nationwide telephone helplines**

The nationwide child and youth helpline (Kinder- und Jugendtelefon), also known as the number against sorrow ([Nummer gegen Kummer](#)) - 116111 - offers confidential and free advice to children and young people seeking assistance. It can be reached Monday to Saturday from 2 to 8 pm. There is also an online counselling service through the website. The helpline is a service provided by the association Nummer gegen Kummer e.V. and is funded by the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (Bundesministerium für Familie, Senioren, Frauen und Jugend, BMFSFJ) and Deutsche Telekom AG.

Telephone counselling ([TelefonSeelsorge](#)) is a helpline for callers in crisis (0800 1110111 or 0800 1110222). It is available around the clock, free, and completely anonymous. Here,

too, an e-mail, chat or face-to-face option is available. This helpline is run by associations affiliated with the two major national churches in Germany: Evangelische Konferenz für TelefonSeelsorge, Offene Tür e.V. and Katholische Bundesarbeitsgemeinschaft für Ehe-, Familien- und Lebensberatung, TelefonSeelsorge and Offene Tür e.V. It is also funded by BMFSFJ and Deutsche Telekom AG.

The [Violence against women](#) support helpline ([Hilfetelefon Gewalt gegen Frauen](#)) is reachable under the toll-free number 08000 116016 every day, around the clock. It serves women who are victims of violence. The counselling services are anonymous and are offered in several languages. The support helpline is managed by the Federal Office of Family Affairs and Civil Society Functions ([Bundesamt für Familie und zivilgesellschaftliche Aufgaben](#), BAFzA).

### Specialised counselling services

- **Counselling services for children and young people**

Many local youth offices and non-profit organisations run general counselling services on health, e.g., youth counselling, a child and youth helpline, or an emergency helpline (e.g., for victims of violence or rape).

- **Addiction counselling services**

Addiction counselling services offer [counselling on narcotics, alcohol and drug abuse as well as on gambling addiction](#). The state offices for addiction issues (Landesstellen für Suchtfragen) are also points of referral to addiction clinics, specialised addiction prevention units and self-help groups in the federal states. They are points of contacts and umbrella organisations for associations and organisations that are active in addiction support and prevention at the state level (with the exception of Mecklenburg-West Pomerania). Together, they form the Federal association of state offices for addiction issues (Bundesarbeitsgemeinschaft der [Landesstellen für Suchtfragen](#)).

- **HIV/Aids and STI counselling services**

[These counselling services](#) advise sufferers, relatives, friends, coworkers and teachers who are in personal contact with HIV and Aids sufferers and who may have questions, as well as prostitutes, punters/johns and anyone seeking advice on sexually transmitted diseases. Advice is provided on prevention and testing, along with information on health, personal, professional and administrative matters relating to HIV and Aids. The public health authorities offer testing for free or for a small fee, plus, frequently, counselling. BZgA also offers a telephone helpline and online [counselling on HIV and Aids](#).

Don't give Aids a chance (Gib Aids keine Chance) was a campaign to prevent HIV/Aids that largely urged people to use condoms. After almost 30 years, the campaign was given a fresh image; since 2016 it has been known as Love life ([Liebesleben](#)). While Don't give Aids a chance was clearly targeted at HIV/Aids prevention, the new campaign was extended to include other sexually transmitted diseases (STDs) and new target groups, including young people.

- **Counselling services on sexuality, partnership and contraception**

Recognised [counselling services on sexuality, partnership and contraception](#) exist in most larger towns and cities. Many public health authorities also offer counselling in this field. In addition, in most larger cities in Germany there are other counselling services, including the youth office. These counselling services are also available to children and adolescents. Assistance in case of problems, e.g., violence, is provided by girls' or women's centres or shelters, women's counselling offices, women's helplines, women's shelters, and pregnancy (crisis) counselling offices.

- **Pregnancy counselling services**

State-recognised and -funded [pregnancy counselling services](#) provide free and where requested anonymous advice on all issues relating to pregnancy, birth, sexuality, contraception and involuntary childlessness. The counsellors have a background in social

education, psychology or health and provide advice on public family services, one's rights in the employment arena, and diagnostic possibilities during pregnancy. They also provide information on resolving conflicts triggered by a pregnancy, on support available for children with compromised health, and on methods to terminate a pregnancy. Finally, they provide active help in asserting claims, finding accommodation and childcare, continuing one's vocational training, and finding follow-up assistance.

- **Prevention of abuse and counselling for victims of abuse**

The portal for abuse assistance ([Hilfeportal Missbrauch](#)) supports victims, their families and other individuals who wish to support them. Local assistance services are listed in a nationwide database. The sexual abuse helpline (Hilfetelefon Sexueller Missbrauch) 0800 2255530 provides information and counselling, also anonymously.

[Wildwasser.de](#), a nationwide network of regional independent child and youth services providers, offers socio-educational assistance to children, young people and adults who are affected by sexual abuse, and advises friends and relatives of victims, as well as experts and volunteers.

- **Gambling counselling**

[Gambling counselling services](#) offer support and advise on gambling, addiction and treatment. Their target groups are persons susceptible to addiction, addicts, families, partners and other individuals who regularly interact with persons possibly or actually addicted to gambling.

BZgA offers an online counselling service and a [free telephone helpline on gambling addiction](#) 0800 1372700. It is available across the country and offers anonymous advice, information and emotional support for all callers who are in some way affected by gambling-related problems. There is also an online counselling service.

- **Counselling, self-help and treatment for eating disorders**

There are professional and specialised [counselling services for eating disorders](#) that follow recognised guidelines and provide free advice and information to sufferers, relatives, friends and experts. A database run by BZgA lists the addresses of all eating disorder counselling services in Germany. There are also professionals who run their own practices and provide advice to sufferers for a charge, such as psychotherapists, alternative practitioners, and nutritionists.

An anonymous telephone helpline [+49 (0)221892031] run by BZgA is available to inform sufferers on anything relating to eating disorders and adipositas, also in emergencies.

- **Professional development for health care mediators available**

In Germany, doctors and health care professionals are legally required to undergo ongoing training. This is on the basis of laws regarding professional chambers and health care professionals in the federal states, as well as professional codes and further training regulations issued on the basis of these laws by the chambers with the approval of the relevant state authorities. The professional chambers in the federal states offer recognised further training. The German Medical Association (Bundesärztekammer) website can be used to [search for further training opportunities](#) across Germany.

The German statutory pension insurance scheme ([Deutsche Rentenversicherung](#)) also has information and advice on further medical training.

The GKV network portal ([GKV-Netzwerk](#)) has free information for employees of statutory health insurers, insurance funds and the relevant public authorities.

The online portal [Kindergesundheit-info.de](#) offers information about children's healthy development and is a valuable source for experts.

## Financial services

The government supports families, children and young people in the shape of various grants and tax breaks. Among the most important of these are Among the most important of these are child benefit ([Kindergeld](#)), a tax-free allowance for children ([Kinderfreibetrag](#)), a supplementary child allowance ([Kinderzuschlag](#)), support/maintenance ([Unterhalt](#)) and advance payment of maintenance ([Unterhaltsvorschuss](#)), housing benefit ([Wohngeld](#)), childcare costs ([Kinderbetreuungskosten](#)) and federal education assistance ([BaföG](#)):

- Child benefit: The state pays child benefit for all minors. Parents must apply for child benefit in writing. Child benefit is not based on income and is staggered according to the number of children. Since 1 January 2018, child benefit for the first and second child is 204 euros a month each, for the third child 210 euros a month, and for the fourth and any further child(ren) 235 euros a month. The entitlement to child benefit begins at birth and ends on the child's 18th birthday. If a child is in further education/training, child benefit can be extended up to their 25th birthday. Unemployed children receive child benefit up to their 21st birthday. Child benefit is paid indefinitely for children who are unable to support themselves due to a physical, mental or emotional disability. This is on the condition that the disability presents before the child's 25th birthday.
- Tax-free allowance for children: This allowance can also be claimed instead of child benefit. Unlike child benefit, the allowance for children is not paid out but is a tax-free allowance that is deducted from taxable income. The German tax office (Finanzamt) will usually check whether it makes more sense financially for a family to receive child benefit or to make use of the tax-free allowance when it processes the income tax declaration.
- Supplementary child allowance: Parents who can financially support themselves but not their children receive a child benefit supplement of up to 185 euros a month for every child living in their household. The supplement is paid on top of child benefit and, together with housing benefit, aims to prevent low-income families from having to claim [unemployment benefit II](#) (Arbeitslosengeld II) to make a living. To be eligible for the child benefit supplement, parental couples must earn a joint income of at least 900 euros (gross) per month, single parents at least 600 euros (gross) per month – in both cases excluding child and housing benefit. However, an income ceiling also applies. This ceiling is calculated by adding together blanket standard rates for subsistence (basic needs) and the costs of accommodation and heating. Any income and assets of the child are also taken into account when calculating the child benefit supplement. Benefits for extra needs – such as in the case of disability or pregnancy – can also be included with standard benefits. Alongside basic needs, the calculation to determine the income ceiling also includes a percentage for the parents' accommodation and heating costs.
- Support/maintenance: Every child has a basic right to receive support from its parents. Mothers and fathers can provide this support as care and upbringing or as cash in the form of maintenance. The parent with whom the child lives will usually provide their share of support in the form of the child's care and upbringing. The other parent will normally pay maintenance. There is a difference between maintenance for minors and maintenance for children of age. If the parent with whom the child does not live cannot afford to/does not pay maintenance, an entitlement to advance payment of maintenance exists under certain conditions. Up to their 21st birthday, young adults can contact the youth office ([Jugendamt](#)) for advice and help with their entitlement to maintenance.
- Advance payment of maintenance: If a parent fails to pay maintenance, the other parent is entitled to advance payment of maintenance under certain conditions. The personal income of the single parent does not matter. The advance maintenance (on top of child benefit) currently (July 2019) amounts to 160 euros/month for children under 6 years, 212 euros/month for children aged 6 to 11 years, and 282 euros/month

for children aged 12 to 17 years. For the latter group advance maintenance is being paid following a change in the law as of 1 July 2017 (previously only up to 12 years).

- Housing benefit: [See Social services](#).
- Childcare costs: Two thirds of childcare costs are tax deductible (as special expenses). For each child under the age of 14, a maximum of 4 000 euros per year can be deducted for tax purposes. Working single parents and working couples can offset childcare costs as income-related expenses or service costs. For non-working single parents and couples where only one partner works, these costs can only be offset between the ages of 3 and 6 (deductible as special expenses). However, up to the child's 3rd birthday and between their 6th and 14th birthdays, costs (under certain conditions) for home childcare can be offset for tax purposes. For children with disabilities that present before they reach the age of 25 and who are not able to support themselves, childcare costs are also tax-deductible as an extraordinary burden even after the child reaches the age of 14.
- Federal education assistance: BAföG provides financial aid to help all young people in all social and financial circumstances complete training/education in an area suited to their abilities and interests. BAföG funding is granted to university students and young people attending other further education institutes. Individual eligibility to receive financial training assistance is based on the following requirements: German nationality or a right of residence as listed under Section (8) BAföG, general suitability for the training selected, and applicants must not be over the maximum age limit. Maximum funding currently (July 2019): 735 euros per month. If the individual is a parent living in the same household as their child under the age of 10, a supplement of 130 euros per child can also be paid (Section 14b BAföG). General age limit: 35 years (for master's degree courses). In most cases, 50% of funding for students is provided as a grant and 50% as an interest-free loan. Half of the funding, but no more than 10,000 euros, must be therefore paid back (special arrangements possible).

To promote training/education and career guidance, every child and every young person has a right to the following services under Book III of the Social Code ([Sozialgesetzbuch III, SGB III](#)):

- Career counselling, career guidance, job market counselling (Sections 29 to 34 SGB III),
- Placement of those seeking jobs or training (Sections 35 to 39 SGB III),
- Steps to trigger and support workplace integration (Section 45 SGB III),
- Career guidance schemes (Section 48 SGB III),
- Help with career entry (Section 49 SGB III),
- Trial employment schemes and working aids for people with disabilities (Section 46 SGB III),
- Employment-readiness training (Sections 51 to 55 SGB III),
- Training grants (Sections 56 to 72 SGB III),
- Training grants for people with disabilities (Section 73 SGB III),
- Training support services (Section 75 SGB III),
- Extra-company vocational training (Section 76 SGB III),
- Start-up grant (Sections 93 to 94 SGB III),
- Services to promote participation in working life (Sections 112 to 116 SGB III), and
- Education benefit (Sections 122 to 126 SGB III).

[People with disabilities have a right to rehabilitation and participation](#) – this includes children and young people – as well as a right to social care insurance including services for home and in-patient care, caregiver tools and technical aids; expert integration

services provide advice and help both for job-seekers and for employees with disabilities and their employers. The focus is on helping school pupils with disabilities and employees of workshops for people with disabilities with their efforts to find a job on the general labour market. The expert information services also inform and advise employers on all matters connected with employing people with disabilities, in particular on removing barriers of all kinds.

Recipients of child benefit supplements and housing benefits are entitled to claim education and participation benefits. The so-called education package (Bildungspaket) consists of cash and non-cash benefits. These include: one-day school and nursery trips (actual costs), multi-day class and nursery trips (actual costs), personal school requirements (total of 100 euros/year), transport to school for pupils (actual costs), learning support (actual costs), school dinners or nursery dinners (allowance), participation in social and cultural life in the community (e.g. sports club, music lessons up to 10 euros/month).

See also [Social Inclusion > Inclusive programmes for young people > Programmes for vulnerable young people](#)

The situation of children is influenced in particular measure by SGB II (social benefit and benefits relating to education and participation); that of young people in transition from school to training or work is impacted also by SGB III. The resulting measures serve to ensure the social integration of children and young people.

Claims can only be asserted under certain circumstances. In this regard, [Section 33c of the Social Code Book I \(SGB I\)](#) clearly stipulates what is known as a prohibition of discrimination (Benachteiligungsverbot).

## Quality assurance

In 2014 the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#)) and the Federal Ministry of Finance ([Bundesministerium der Finanzen](#)) published a joint [overall evaluation report of core marriage- and family-related benefits](#). The evaluation looked at the following core marriage- and family-related benefits: child benefit and tax-free child allowance, parental benefit (Elterngeld), additional unemployment benefit (Arbeitslosengeld) for beneficiaries with children, social benefit (Sozialgeld) for children, supplementary child allowance, housing benefit for households with children, free inclusion of spouses in the statutory health insurance scheme, lower contributions to the statutory long-term care insurance for parents with children relative to childless individuals, earned income splitting for married couples (Ehegattensplitting), tax credits for single parents, deductibility of childcare costs, childcare, and advance payment of maintenance for single parents. The evaluation also covered marriage- and family-related benefits in regard to old-age pensions; including the consideration of periods spent raising children when calculating statutory old-age pension payments, surviving dependents' benefits (Hinterbliebenenversorgung), pension splitting (Rentensplitting) and allowance for children (Kinderzulage) for the Riester pension system. The evaluation shows that subsidised childcare and parental benefit are among the most effective benefits. Without the public funding that goes towards childcare, 100 000 mothers with children between 1 and 3 years of age would not be in work. The outcomes of this research serve to continue developing the family-related benefit system and to align it with the modern-day needs and desires of families.

For information about the 'Monitoring report on the education package: Opportunities for children from families receiving supplementary child allowance' see also [General context > Main challenges to social inclusion > National surveys containing information on young people's social inclusion](#).

The Family Report 2017 ([Familienreport 2017](#)) reports on current family-related trends in Germany and describes projects, initiatives and programmes in the federal government's family policy.

## 4.7 Youth work to foster social inclusion

### Main inclusive youth work programmes and target groups

[Youth work](#) that is performed by public-sector and independent organisations ([Freie Träger](#)) providing child and youth services is designed to promote young people's development by creating structures and leisure activities that respond to young people's interests and to which they can make an active contribution. There are open forms of youth work that young people can avail themselves of without being members of a club or similar, such as billiard games or creative courses taught in an open-access youth centre. Support is also provided to youth associations such as the scouts, sports youth, and the youth chapters of the Red Cross and the fire services. Other priority areas of youth work are international youth exchanges, youth counselling services and holiday camps for children and young people. Young people can contribute their ideas and suggestions to the programmes.

For further information on the ongoing nationwide youth work programmes that promote the social integration of children and young people and its target groups see [Inclusive programmes for young people](#). The programmes promote structures as well as activities.

#### Public funding

Youth work receives public funding at all levels (federal, state and local).

#### Support provided through the federal government's Child and Youth Plan (Kinder- und Jugendplan des Bundes)

The Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#), BMFSFJ) is technically the supreme federal authority when it comes to child and youth services. It provides funding wherever child and youth services carries supraregional significance and where, by its nature, it cannot be effectively supported by a federal state alone. This is stipulated in section 83(1) SGB VIII. BMFSFJ fulfils this function under the Child and Youth Plan of the federation ([Kinder- und Jugendplan des Bundes](#)) which was introduced in 1950 and known as the Federal youth plan (Bundesjugendplan) until 1994. The Child and Youth Plan ([Kinder- und Jugendplan](#)) is the main source of funding for child and youth services at the federal level and represents the biggest item in the BMFSFJ budget. It covers the many areas of activity of child and youth services which, inter alia, serve to promote the social integration of all children and young people.

## 4.8 Current debates and reforms

### Forthcoming policy developments

The coalition agreement ([Koalitionsvertrag](#)) for the 19th parliamentary term (as of 2017) foresees, among other items:

- the continued development of child and youth services legislation on the basis of the Act to strengthen protection for children and young people (Kinder- und Jugendstärkungsgesetz) projected during the previous parliamentary term. The idea is to create an effective support system that strengthens families and protects children from harm. In preparation for a new draft law, a broad dialogue is to be held with the involvement of researchers and practitioners in the field of child and youth services, disability services organisations, and representatives of the state and local level. The dialogue will also include a series of expert events such as a conference on the modernisation of Book Eight of the Social Code ("[Die Modernisierung des SGB VIII](#)") on 26-27 November 2018 in Berlin. In addition, input from individuals with personal experience of child and youth services and family court will be collated and analysed systematically.

- the enshrinement of children’s rights in Germany’s Basic Law. To finalise the details, representatives of the federal and state level have formed a joint working group, which met for the first time on 6 June 2018. A proposal is set to be put forward by the end of 2019 at the latest. Various associations and institutions have published statements on this topic, including a position paper by the German Federal Youth Council (Deutscher Bundesjugendring) on enshrining children’s rights in the Basic Law ([“Kinderrechte umfassend im Grundgesetz verankern”](#)) dated 5-6 September 2018, and a position paper by the Child and Youth Welfare Organisation (Arbeitsgemeinschaft für Kinder- und Jugendhilfe) on the government’s impact on education and child-rearing ([“Staat wirkt an Erziehung mit – und wirkt auf Erziehung ein”](#)) dated 27-28 September 2018, which focuses on the relationship between children, parents and the government in the context of enshrining children’s rights in the Basic Law.

## Ongoing debates

The dominant theme in Germany at the moment is the situation faced by refugee children and young people, especially minors who have come to Germany unaccompanied. The debate centres above all on the legal conditions surrounding support for them in the [form of custody by the authorities](#). [In 2017](#), half of the approximately 41 000 young people (14 to 18) who were taken into care were unaccompanied refugees. Articles on current questions and debates surrounding the topic of young refugees in the context of child and youth services can be found at the portal for specialists in child and youth services ([Fachkräfteportal der Kinder- und Jugendhilfe](#)).

Another much-debated issue is the radicalisation of youngsters. The context here is [violent Islamism](#) and [right-wing extremism](#). For more information on programmes and initiatives see [Strategy for the Social Inclusion of Young People > Existence of a national strategy on social inclusion > Strategies including all age groups: Strategy to prevent extremism and promote democracy](#) and [Initiatives Promoting Social Inclusion and Raising Awareness > Key initiatives to safeguard democracy against and prevent radicalisation which lead to violent extremism](#).

## 5. PARTICIPATION

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Youth participation is a guiding principle in the implementation of the youth strategy of the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#), BMFSFJ). The development of a youth check (Jugend-Check) as a central element of the BMFSFJ's youth strategy was implemented by BMFSFJ together with the youth organisations and with input from other civil society stakeholders. The youth check serves to review proposed federal policies to ensure they are in line with the interests and concerns of the younger generation and to raise awareness of the need to consider young people and what is important to them. Another one of the main projects of the youth strategy is the online participation platform [jugend.beteiligen.jetzt](#).

See also [National Strategy to Increase Youth Participation](#).

One important issue is to raise awareness on democratic rights and values among young people. There is a great variety of programmes, initiatives and projects supporting the civic education of young people and more participation in elections. Further information on these programmes and initiatives can be found in the section [Raising political awareness among young people](#).

### 5.1 General context

#### Definitions and concepts

In a general sense, participation refers to "the participation by individuals in structuring social relationships and accomplishing shared tasks". In a stricter sense, it is the "participation by the public in shaping political structures and the democratic formation of political will". Since the end of the nineties, public participation has been seen as a "mechanism for unlocking centralised and bureaucratic political and administrative structures". In addition to the structures of representative democracy, there are many forms of participation that give the public a voice, such as participatory budgeting, civic initiatives and citizen councils. ([German Association for Public and Private Welfare, 2011](#)).

Where decisions by public-sector youth services affect children and young people, the involvement of children and young people is regulated in Book VIII Social Code – child and youth services ([Sozialgesetzbuch, SGB VIII – Kinder- und Jugendhilfe](#)). The following sections are particularly relevant:

1. Section 8 (on the involvement of children and young people in decisions that affect them),
2. Section 11 (on youth work and young people's participation in shaping youth work services),
3. Section 12 (on funding for youth organisations and the active involvement of young people in shaping the work of youth organisations),
4. Section 14 (on educational child and youth protection),
5. Section 17 (on counselling for partnership, separation and divorce issues and the involvement of children and young people),
6. Section 36 (on involvement in decisions relating to help with parenting and help with integrat-ing children and young people with psychological disorders)
7. Section 74 (on funding for independent child and youth services), and
8. Section 80 (on child and youth services planning).

The [Federal Youth Advisory Board \(Bundesjugendkuratorium\)](#) also believes that participation means involving young people in decisions that affect them and giving them the opportunity to co-determine the outcome.

Laws governing the participation of young people are covered in part in:

- [School acts \(Schulgesetze\) in the German federal states \(Länder\)](#), containing rules on pupil participation,
- Section 60 of the Works Constitution Act ([Betriebsverfassungsgesetz](#)), saying that companies that employ young people under 18 years of age or apprentices under 25 years of age must elect youth and apprentice representatives,
- Section 1626 of the German Civil Code ([Bürgerliches Gesetzbuch](#)), saying that parents must involve children and young people in issues of parental custody and consider their wishes and interests.

Some federal states (Länder) include child and youth participation and how it is dealt with in their local regulations, e.g.:

- *Baden-Württemberg*: change to Section 41a of the municipal code of Baden-Württemberg ([Gemeindeordnung des Landes Baden-Württemberg](#)), took effect as of 1 December 2015. The change means that youth participation is anchored in local politics on a town and borough level.
- *Schleswig-Holstein*: Section 47f of the municipal code of Schleswig-Holstein ([Gemeindeordnung für Schleswig-Holstein](#)), entered into force on 28 February 2003. Requires children and young people to be involved in community decisions.
- *Hamburg*: Section 33 of the Hamburg district administration act ([Hamburger Bezirksverwaltungsgesetz](#)), entered into force on 6 July 2006. Requires children and young people to be involved in plans and projects that will affect them.
- *Lower Saxony*: municipal constitution act of Lower Saxony ([Niedersächsisches Kommunalverfassungsgesetz](#)), in force since November 2011, specifically Section 36 on child and youth participation.

[See also Young People's Participation in Policy-Making](#)

## **Institutions of representative democracy**

[Germany](#) is a federal republic with 16 federal states (Bundesländer). It is a parliamentary democracy. Its constitutional organs are the German Parliament ([Bundestag](#)), the Federal Council ([Bundesrat](#)), the Federal President ([Bundespräsident](#)), the Federal Government ([Bundesregierung](#)) and the Federal Constitutional Court ([Bundesverfassungsgericht](#)).

The German Parliament is elected directly by eligible voters every four years. It elects the Federal Chancellor ([Bundeskanzler](#)) in a secret ballot. The Federal Council is made up of members of the state governments. Federal states with larger populations are represented more strongly than smaller ones. On a regional level, state parliaments (Landtage) are elected. On a local level, local councils (Gemeinderäte) are elected. A mayor (Bürgermeister) will usually preside over the local council (Gemeinderat).

[In Germany](#), members of the European Parliament are elected in a general, direct, free, equal and secret vote. The election takes place under the principles of proportional representation using the party-list system. Members of the German parliament (Deutscher Bundestag) and the state parliaments, as well as representatives in local elections, are elected in a general, direct, free, equal and secret vote. The German parliament is elected for a term of four years. Members of the state parliaments are elected to office for a term of four or five years depending on the federal state (Land).

German law establishes the right to vote.

## Voting

Voting in European, parliamentary (Bundestag), state parliament (Landtag) and local elections is done by posting a voting slip in a ballot box or by postal vote. Voters with disabilities [Section 57 Federal Electoral Regulations ([Bundeswahlordnung](#))] can ask another person to help them vote. The helper must be aged 16 or over [Section 66 Federal Electoral Regulations ([Bundeswahlordnung](#))].

Only citizens on the electoral roll or who have been issued a ballot paper can vote. Individuals on the electoral roll receive an election notice. They can only vote in their registered constituency, unless they have been issued with a ballot paper. A ballot paper can be requested in order to be able to vote by post or to vote at a different polling station in the voter's constituency (e.g., because the first polling station is not accessible). Postal voting is possible without the need to give a legitimate reason.

German citizens living abroad who are not registered in Germany are not automatically entered on the electoral roll. If they wish to vote in German parliament (Bundestag) elections, they must apply to be entered on the electoral roll before every election. See Federal Electoral Regulations ([Bundeswahlordnung](#)).

## 5.2 Youth participation in representative democracy

### Young people as voters

#### Active right to vote: age of eligibility (who can vote)

Young people are eligible or have an active right to vote at the age of 18 years. This applies to [European elections](#), elections to the German parliament ([Deutscher Bundestag](#)) and Landtag (state parliament) elections. In some federal states they can vote at the age of 16 years ([Brandenburg](#): amendment adopted in 2011, [Bremen](#): amendment adopted in 2009, [Hamburg](#): adopted in 2013, [Schleswig-Holstein](#): adopted in 2013).

The voting age for participation in referenda and popular initiatives is different in each state. For example, in [Brandenburg](#) and [Berlin](#) the minimum age for participation is 16 years, while in [Bavaria](#) and [North Rhine-Westphalia](#) the minimum age is 18.

All persons aged 18 and over who are eligible to vote on the polling day and who have lived at a registered address within the constituency for at least three months (in the case of multiple residences the primary place of residence applies) or who otherwise live in the constituency are entitled to vote in national referenda and popular initiatives in accordance with Article 29(6) of the Basic Law for the Federal Republic of Germany ([Grundgesetz](#)).

#### Voter turnout in the European elections in 2014

Voter turnout (young people) in Germany broken down by age group, in %

	Total	18-20 age group	21-24 age group	25-29 age group
Germany	49.2	39.6	35.3	36.2

#### Voter turnout in the German parliament (Deutscher Bundestag) elections in 2017

Voter turnout (young people) in Germany broken down by age group, in %

	Total	18-20 age group	21-24 age group	25-29 age group
Germany	76.2	69.9	67.0	68.6

#### Voter turnout in the state parliament elections (Landtagswahlen)

The intervals between each state parliament election – and therefore the legislative period of the respective state government – vary from federal state to federal state in Germany. Therefore it is not possible to provide any aggregate level figures.

### **Voter turnout in the local elections (Kommunalwahlen)**

[As of the end of 2011](#), Germany had approximately 11 300 boroughs (Gemeinden). The frequency of local elections in Germany varies from federal state to federal state, as does the term of office of the elected individuals. It is therefore impossible to contrast voter turnout in local elections with national turnout in a German parliament (Deutscher Bundestag) election.

### **Exclusion from voting**

Section 13 no. 1 of the Federal Elections Act ([Bundeswahlgesetz](#)) says who is excluded from the right to vote. This includes persons excluded from the right to vote on the basis of a judge's ruling, persons who require permanent care, and persons in psychiatric hospitals as a result of illegal activity [Section 63 German Criminal Code ([Strafgesetzbuch](#))].

## **Young people as political representatives**

### **Members of political parties**

Article 21 of the Basic Constitutional Law for the Federal Republic of Germany ([Grundgesetz für die Bundesrepublik Deutschland](#)) provides the basis for the law on political parties ([Gesetz über die politischen Parteien](#)). Article 21 says that parties participate in the formation of the political will of the people.

Each party or party political youth organisation has articles of association that lay down the specific rules on membership (including the minimum age). Examples:

- Christian Democratic Union of Germany (Christlich-Demokratische Union Deutschlands, CDU): The minimum age for party membership in Germany is [16 years](#).
  - Young Christian Democrats of Germany (JUNGE UNION Deutschlands, JU): JU members must be [at least 14](#); membership lapses automatically upon turning 35.
- Social Democratic Party of Germany (Sozialdemokratische Partei Deutschlands, SPD): The minimum age for party membership is [14 years](#).
  - Party of Young Socialists in the Social Democratic Party of Germany (Arbeitsgemeinschaft der Jungsozialistinnen und Jungsozialisten in der SPD, Jusos): Jusos engages young people aged [14 to 35](#).

Article 83(1) Sentence 2 of Book VIII of the Social Code ([Sozialgesetzbuch, SGB VIII](#)) addresses funding for the youth organisations of political parties that carry out supra-regional youth work.

### **Passive right to vote: age of eligibility (who can be elected)**

The age limit for standing as a candidate in European elections [regulated in the European Elections Act ([Europawahlgesetz](#))], in parliamentary (Bundestag) elections (regulated in the Basic Constitutional Law ([Grundgesetz](#))), in state parliament (Landtag) elections and local elections is 18 years. In [Hesse](#), the age limit for standing as a candidate in state parliament (Landtag) elections is 21 years.

Young people cannot stand for election as Federal President (Bundespräsident). Candidates must be [at least 40 years of age](#).

### Representatives elected in the 2017 German Parliament (Deutscher Bundestag) elections - age distribution as at January 2018

Year(s) of birth	Total Mandates
1940	2
1941-1945	7
1946-1950	14
1951-1955	68
1956-1960	95
1961-1965	127
1966-1970	124
1971-1975	109
1976-1980	83
1981-1985	49
1986-1990	28
1991-1992	3
Total	709

### Representatives elected in the state parliament elections (Landtagswahlen)

Land (state) (election year)	Total mandates	Ø age	Mandates 18-29 age group
<a href="#">Baden-Württemberg</a> (2016)	143	approx. 55 yrs.	5
<a href="#">Bavaria</a> (2018)	205	approx. 51 yrs.	7
<a href="#">Berlin</a> (2016)	160	approx. 47 yrs.	2
<a href="#">Brandenburg</a> (2019)	88	approx. 49 yrs.	4
<a href="#">Bremen</a> (2019)	84	approx. 48 yrs.	3
<a href="#">Hamburg</a> (2015)	121	approx. 48 yrs.	6
<a href="#">Hesse</a> (2013)	110	approx. 50 yrs.	-
<a href="#">Mecklenburg-West Pomerania</a> (2016)	71	approx. 49 yrs.	6
<a href="#">Lower Saxony</a> (2017)	137	approx. 51 yrs.	3
<a href="#">North Rhine-Westphalia</a> (2017)	237	approx. 48 yrs.	6
<a href="#">Rhineland-Palatinate</a> (2016)	101	approx. 51 yrs.	3
<a href="#">Saarland</a> (2017)	51	approx. 50 yrs.	2

<a href="#">Saxony</a> (2019)	126	approx. 50 yrs.	3
<a href="#">Saxony-Anhalt</a> (2016)	87	approx. 47 yrs.	6
<a href="#">Schleswig-Holstein</a> (2017)	69	approx. 51 yrs.	1
<a href="#">Thuringia</a> (2014)	91	approx. 48 yrs.	4

### Local elections (Kommunalwahlen)

[As of the end of 2011](#), Germany had 11 300 boroughs (Gemeinden). It is therefore impossible to give an overview of all of the young borough representatives elected.

## 5.3 Youth representation bodies

### Youth parliament

Germany has no youth parliament or similar structure on a national level.

State youth parliaments ([Jugendlandtage](#)) exist as a civic education tool. The state parliaments organise youth parliaments regularly at different intervals in each state. They are an opportunity for young people to exchange ideas with one other as well as with political representatives at state level. Examples include:

- Baden-Württemberg 'Youth state parliament' ([Jugendlandtag](#)),
- Hamburg 'Young people in parliament' ([Jugend im Parlament](#)),
- Mecklenburg-West Pomerania 'Young people in state parliament' ([Jugend im Landtag](#)),
- North Rhine-Westphalia 'Youth state parliament' ([Jugend-Landtag](#)),
- Saxony-Anhalt 'Youth parliament' ([Jugendparlament](#)),
- Schleswig-Holstein 'Young people in state parliament' ([Jugend im Landtag](#)).

### Youth councils and/or youth advisory boards

#### Youth councils

Youth councils ([Jugendringe](#)) are alliances of youth organisations and other organisations active in youth work at national, regional and local level. The youth councils combine the interests of their member organisations and those of children and young people at the various levels and represent them externally. They have very different organisational types, levels of staff resources and structures.

Most of the youth councils (Jugendringe) are registered associations. In Bavaria, they take the form of corporate bodies under public law as the youth councils are set up as subdivisions of the Bavarian youth council. The Bavarian youth council also performs activities for the Bavarian youth office (Landes[jugendamt](#)). Other organisational forms, such as syndicates or non-registered associations, also exist.

The executive board of a youth council is the highest decision-making body. It is responsible for the youth council's activities. The length of mandate and number of executive board and other committee meetings (plenary assemblies or general meetings, board meetings) are set out in the youth councils' articles of association. Organisations must apply to become members. The number of member organisations varies greatly between the youth councils. The average is 28 to 29 (2010).

The youth councils help member organisations mainly by representing their interests, providing resources and carrying out public relations work. Their activities include youth-oriented recreational programmes, youth policy activities, specific educational programmes, addiction prevention services and sport, to name just a few.

Most youth councils are recognised as independent youth services organisations. This lets them access public funding and means that they are subject to the associated administrative and financial regulations.

- **Example German Federal Youth Council**

On a national level, the [German Federal Youth Council](#) (Deutscher Bundesjugendring, DBJR) represents the interests of children and young people and its members in public and in governmental and parliamentary dealings. DBJR is committed to giving children and young people the opportunity and freedom to participate. It works in committees and working groups and issues statements on laws and youth reports. It contributes its views and long-standing experience to political debate.

The DBJR is a registered association. It is a non-profit organisation. It pursues charitable goals and does not exist primarily to serve its own financial interests. DBJR funds can only be used for the purposes defined in its articles of association. The DBJR is financed from public funds, namely the Child and Youth Plan of the Federation ([Kinder- und Jugendplan des Bundes](#)) and is thus subject to the administrative and financial regulations set out in the Child and Youth Plan guidelines.

Members of DBJR: 29 youth organisations, 16 regional youth councils and 6 affiliated organisations. Its members represent a broad spectrum of organisations, from denominational, green and cultural associations to young workers and guide/scout associations, humanitarian organisations and migrant youth organisations.

The executive bodies of DBJR are the general assembly, the council of member organisations, and the board. General meetings are held at least once a year. The council of member organisations meets at least four times a year. The board meets between eight to ten times a year. It leads the political conversations and represents the German Federal Youth Council at events.

The youth organisations that are members of DBJR work independently and without state intervention.

### Youth advisory boards

Youth advisory boards had and have also been established to support policy-makers at regional and community level, e.g.:

- Child and youth board of North Rhine-Westphalia ([Kinder- und Jugendrat Nordrhein-Westfalen](#)),
- Baden-Württemberg youth advisory board for the sustainability strategy ([Baden-württembergischer Jugendbeirat der Nachhaltigkeitsstrategie](#)),
- Hesse youth advisory board for the sustainability strategy ([Jugendbeirat zur Nachhaltigkeitsstrategie Hessen](#)),
- Thuringia youth forum [advisory board for sustainable development](#) ([Jugendforum Beirat für Nachhaltige Entwicklung Thüringen](#)).

### Examples of youth advisory boards

- **Regional (Länder) level: Child and youth board of North Rhine-Westphalia**

According to its articles of association ([Geschäftsordnung](#)), the child and youth board of North Rhine-Westphalia ([Kinder- und Jugendrat Nordrhein-Westfalen](#)) is the central committee representing the interests of children and young people in the state. It represents children and young people in matters that affect them by participating in decisions on state policy under Section 6 (3) of the act on the promotion of children and young people in North Rhine-Westphalia (Kinder- und Jugendförderungsgesetz Nordrhein-Westfalen). It also represents them in dealings with members of the state parliament (Landtag) and the ministries, as well as in public.

The child and youth board is made up of delegates from all child and youth committees in North Rhine-Westphalia. At the start of the local legislative period, each of these committees elects two delegates and two deputies to the council. The delegates elect from amongst themselves five spokespersons of the child and youth board. These spokespersons head the council meetings and represent the council in public. The team of spokespersons is elected for a legislative period of two years.

The child and youth board meets for public sessions at least twice a year and additionally when required. It has no political or religious affiliations.

The work of the child and youth board is publicly funded in line with the [Implementation Act of the Child and Youth Services Act North Rhine-Westphalia](#).

- **Community level: Child and youth advisory board of the town of Lauenburg/Elbe**

According to its articles of association ([Satzung](#)), the child and youth advisory board of the town of Lauenburg/Elbe ([Kinder- und Jugendbeirat der Stadt Lauenburg/Elbe](#)) in Schleswig-Holstein is a committee with no political or religious affiliations that represents the interests of children and young people living in the town. The advisory board advises town committees and meetings of town representatives on matters that affect children and young people in the town.

It is made up of at least five and no more than nine young people aged between 12 and 23 years. The advisory board is elected for two calendar years. It elects delegates from its own ranks for the individual town committees, as well as an advisory board spokesperson and two deputies.

The child and youth advisory board meets for public sessions as required, and at least once a quarter.

The advisory board's work is supported by the town of Lauenburg an der Elbe. It has an annual budget of 1 000 € at its disposal. Other financial means used [2015-2017](#): Subsidies provided through the Youth Fund of the Local Partnerships for Democracy branch of the Live Democracy! ([Demokratie leben!](#)) programme (2015-2019) of the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (Bundesministerium für Familie, Senioren, Frauen und Jugend)

## Higher education student union(s)

The active participation of students in school and at university is an integral part of the formal educational system in Germany. As educational issues fall in the authority of the German federal states the laws regarding the role and the function of the student councils differ from federal state to federal state. In general the laws of the federal states ([Hochschulgesetz](#)) prescribe the students' active participation in different decision-making processes in their university.

### Examples of student representation

- **fzs**

One body representing the interests of tertiary education students in Germany is the umbrella organisation of incorporated and unincorporated student bodies [[Dachverband verfasster und nicht verfasster Studierendenschaften fzs \(freier Zusammenschluss von studentInnenschaften\)](#)]. It is a member of the European Students' Union.

fzs is a party political independent and voluntary organisation. The general meeting is the highest decision-making body. Between general meetings, the student union committee is the highest decision-making body of the fzs. The executive board implements resolutions of the general meeting and represents the association externally.

In June 2018, fzs had 74 member student associations. Individual incorporated and unincorporated university student unions can become members of fzs. Incorporated student unions pay a membership fee.

General meetings (of three days) are usually held once per semester. Each general meeting elects representatives from eight to ten university student unions to the student union committee. The committee usually meets once a month. The executive board consists of four to six students. They are elected for one year.

[The fzs is in favour of](#) free access to education. It is committed to breaking down social barriers and formal hurdles in the education system to give all people, regardless of their background, the greatest possible access to education. The organisation is especially dedicated to the inclusion of socially disadvantaged people in education. It lobbies against the use of tuition fees as social barriers.

The fzs sees itself as a platform to coordinate higher education policy interests. A range of committees (university funding/structure, women and gender policy, finance, international affairs, incorporated student union/political mandate, social policy and academic reform) and working groups (sustainability/ecology, teacher education, anti-fascism/anti-racism, information technology in universities, anti-discrimination, semester ticket and social organisations for students) offer the opportunity to get involved.

As an organisation, the fzs is funded by the membership fees collected from incorporated student unions. It also receives funding from the Federal Ministry of Education and Research ([Bundesministerium für Bildung und Forschung](#), BMBF) for events, as well as grants for special projects by alliance partners and student representatives.

- **German National Association for Student Affairs**

Another body representing the interests of tertiary education students is the [German National Association for Student Affairs](#) (Deutsches Studentenwerk, DSW). The articles of association ([Satzung](#)) of DSW state that it is a registered association. It is a voluntary affiliation of student services organisations (Studentenwerke) in the Federal Republic of Germany.

DSW's mandate is stated in its articles of association as adopted in December 2015. Its executive bodies are: the annual general meeting, the Executive Board, and the Secretary General. The student services organisations themselves operate under various legal bases: Most of them are entities under public law, while some are foundations under public law or legally registered associations. The [legal framework for creating student services organisations](#), along with their organisation and mandates, is found either in the respective state's higher education legislation or in student support services legislation or the entity's own articles of association. The Secretary General presides over the DSW's activities. In carrying out his or her duties, the Secretary General is responsible to the Executive Board and, to the extent he or she acts as an executive body, the annual general meeting. The Executive Board can call extraordinary general meetings.

DSW members can be student services organisations and similar legally independent organisations. An ordinary general meeting is held at least once a year. According to the articles of association, members are represented at the annual general meeting by proxies with written authorisation. The number of votes a member organisation has is dependent on the number of students for whom the member organisation pays contributions. For every 4 000 students or part thereof, one vote is allocated.

DSW helps the student services organisations to perform their public duties of promoting the economic, social, health-related and cultural welfare of students at German universities. It can accept mandates from public administration bodies, institutions and organisations provided these mandates are in line with the association's purpose. DSW looks after social, economic, cultural and health-related issues that affect students. It initiates, funds and manages projects and schemes of inter-regional and international importance. DSW is neutral towards political, religious or ideological groups.

Members of DSW pay an annual fee for each student for whom they are responsible in the winter semester when the financial year begins. The [student services organisations fund themselves](#) from independently generated resources in the form of profits, student

semester fees, state grants, reimbursements claimed under the Federal Training Assistance Act (Bundesausbildungsförderungsgesetz, BAföG) and community grants.

## School student union(s)

[Pupil participation](#) is possible at school conferences ([Schulkonferenzen](#)) and, in some federal states, also at teacher conferences ([Lehrerkonferenzen](#)). Pupil participation is regulated more closely in the school acts (Schulgesetze) and codetermination laws for schools of the federal states.

On a national level, no representative structure for all regional school student councils (Landesschülervertretungen) exists in the Federal Republic of Germany.

### • Conference of school student councils of the federal states in the Federal Republic of Germany

The conference of school student councils of the federal states in the Federal Republic of Germany ([Bundesschülerkonferenz](#), BSK) is a loose affiliation of regional school student councils of the federal states (Länder) except for North Rhine-Westphalia and Saxony-Anhalt (as at October 2017).

Affiliation to BSK is voluntary. BSK has no political or religious affiliations. According to its articles of association ([Satzung](#)), important BSK committees are the plenary meeting (Plenum) that meets at least twice a year, the committees (Ausschüsse) and the units (Referate). Each regional school student council affiliated to BSK is represented by three delegates in the plenary meetings. The day-to-day organisational and administrative tasks of the conference of school student councils of the federal states Germany (Bundesschülerkonferenz) are handled by its administrative office ([Bundessekretariat](#)).

BSK sees itself as a platform to promote the exchange between the regional school student councils. The key area BSK deals with is educational policy of supra-regional importance. The Unit for political representation (Referat für politische Vertretungsarbeit) represents plenary meeting decisions before political committees, e.g. the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany ([Kultusministerkonferenz](#)), the Education Committee of the German parliament and the Federal Ministry of Education and Research ([Bundesministerium für Bildung und Forschung](#), BMBF). The Public Relations Unit (Referat für Presse- und Öffentlichkeitsarbeit) issues press releases that reflect the decisions in the plenary meeting. It coordinates public relations, supports BSK members in issuing joint press releases and represents BSK before the press.

In the past, BSK received funding from BMBF. Information about current funding was not available.

### Regional school student councils

At present, there are regional school student councils in all federal states (Länder). They can have various names in German:

1. [Landesschülerbeirat Baden-Württemberg](#),
2. [LandesschülerInnenvereinigung Bayern e. V.](#),
3. [Landesschülerrats Berlin](#),
4. [Landesschülerrat Brandenburg](#),
5. [Gesamtschüler innenvertretung Bremen](#),
6. [SchülerInnenkammer Hamburg](#),
7. [Landesschülervertretung Hessen](#),
8. [Landesschülerrat Niedersachsen](#),
9. [Landesschülerrat Mecklenburg-Vorpommern](#),

10. [LandesschülerInnenvertretung NRW](#),
11. [LandesschülerInnenvertretung Rheinland-Pfalz](#),
12. [Landesschülervertretung Saarland](#),
13. [LandesSchülerRat Sachsen](#),
14. [Landesschülerrat Sachsen-Anhalt](#),
15. [Landesschülervertretungen Schleswig-Holstein](#),
16. [Landesschülervertretung Thüringen](#).

The regional school student councils receive funding from the respective state (Länder) ministries in charge of education.

Further information on pupils' participation can be found at the [website of Eurydice](#).

## Other bodies

The youth service committees ([Jugendhilfeausschüsse](#)) are the most important body representing the interests of children and young people on a local community (Kommune) level. They form a bridge between young people and politics. Child and youth associations can help to shape policy as part of the youth service committees. The associations represent the interests of young people as independent organisations. On a community level, these are usually affiliated under town and district youth organisations as city and county youth councils (Stadt- or Kreisjugendringe). They include the opinions of children and young people in political processes.

## 5.4 Young people's participation in policy-making

### Formal Mechanisms of Consultation

#### Legal bases

Youth participation is a cornerstone of child and youth policy-making in Germany. The legal bases on youth consultation include federal laws and action plans, including:

- the German Civil Code ([Bürgerliches Gesetzbuch](#), BGB), Section 1 says: "The legal capacity of a human being begins on the completion of birth."
- the Book VIII Social Code – child and youth services ([Sozialgesetzbuch](#) Achtes Buch Kinder- und Jugendhilfe, [SGB VIII](#)), Section 8(1) says that children and young people must be involved in decisions by public-sector youth services that affect them, in line with their level of development. Additional paragraphs relevant to youth participation are Section 1(1) and (3), Section 9(2) and Section 11(1).
- the Federal Building Code ([Baugesetzbuch](#), BauGB). Section 1(6) sentence 3 requires the needs of young people to be considered.
- the Works Constitution Act ([Betriebsverfassungsgesetz](#)), Section 60 on youth and apprentice representation,
- the National Action Plan for a Germany fit for children ([Nationaler Aktionsplan für ein kindergerechtes Deutschland](#)).

At state (Länder) level it is the implementation acts ([Ausführungsgesetze](#)) as laid down in SGB VIII (see [YOUTH POLICY GOVERNANCE > National Youth Law](#)), the state constitutions (e.g. [Section 2 of the constitution of the State of Baden-Württemberg](#), [Article 25 of the constitution of the State of Bremen](#)) and the school acts (Schulgesetze) that form the basis for youth participation in the federal states.

At local level (boroughs, communities), youth participation might be guaranteed through the municipal codes and local constitutions, e.g. the co-determination rights of young people in the municipal codes of Baden-Württemberg, Schleswig-Holstein, Lower Saxony,

Hesse, Rhineland-Palatinate, the Saarland and Saxony. See also the [overview of the municipal codes in Germany ruling child and youth participation](#).

Further information on legal bases to foster children's rights in Germany

Certain guidelines and quality standards for child and youth participation provide a quality framework on how to implement youth participation projects and youth participation in youth work and the community. There are e.g. the quality standards for child and youth participation ([Qualitätsstandards für Beteiligung von Kindern und Jugendlichen](#), edited by the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#), BMFSFJ)). They include general quality standards and practical recommendations for day care centres, schools, communities, child and youth work and educational support. They are aimed at organisations interested in creating a more child- and youth-friendly environment using professional participation structures. The standards form the basis for participation in all action areas.

Some federal states have developed own quality standards for youth participation, as e.g. Bavaria with its quality standards for Bavaria with its quality standards for child and youth participation in towns and municipalities ([Mitwirkung von Kindern und Jugendlichen in den Städten und Gemeinden](#)) in Bavaria, Hamburg-Altona with its check list for the implementation of quality standards for child and youth participation ([Checkliste zur Umsetzung der Qualitätsstandards für die Beteiligung von Kindern und Jugendlichen](#)) or Thuringia by its quality standards for child and youth participation in youth work and youth organisation work and in municipalities ([Qualitätsstandards für die Beteiligung von Kindern und Jugendlichen in der Jugendarbeit und Jugendverbandsarbeit und sowie in Kommunen](#)).

You'll find an overview of community guidelines for public participation at the [website of Netzwerk Bürgerbeteiligung](#).

### **Participation levels and methods**

At national level, young people were involved in developing and designing different strategies. This took place in online and offline consultations. Young people are repeatedly consulted when it comes to the updating and evaluation of the strategies. Strategies where young people were involved are e.g. BMFSFJ's ([Jugendstrategie](#)), the federal government's demographic strategy by contributing to the Youth Shapes the Future ([Jugend gestaltet Zukunft](#)) working group, the federal government strategy Living well in Germany – what's important to us (Gut leben in Deutschland – was uns wichtig ist) including the creation of a government report on the current situation and development of the quality of life in Germany ([Bericht der Bundesregierung zur Lebensqualität in Deutschland](#)) and the Civic commitment strategy ([Engagementstrategie](#)) of BMFSFJ via the German Federal Youth Council ([Deutscher Bundesjugendring](#)).

At regional (länder) level young people were involved in

- developing the independent youth policy ([Eigenständige Jugendpolitik](#)) in Rhineland-Palatinate by way of dialogue on the independent youth policy in Rhineland-Palatinate ([Eigenständige Jugendpolitik in Rheinland-Pfalz](#)) via the Rhineland-Palatinate youth forum ([jugendforum rlp](#)) and the former blog Good youth policy (Gute Jugendpolitik);
- developing an independent integrative youth policy ([Eigenständige einmischende Jugendpolitik](#)) in North Rhine-Westphalia through dialogue with young people at various youth conferences and the Rethink – think young – fresh ideas for NRW ([umdenken – jungdenken! Frische Ideen für NRW](#)) initiative.

Thuringia is currently working on a state strategy on youth participation ([Landesstrategie zur Mitbestimmung junger Menschen](#)).

Methods for consulting young people range from youth parliaments, local youth councils, allotment of dedicated office hours for young people by local politicians, youth advisory

boards and youth fora, conferences and hearings to round tables, participation projects and the participation of young people in online and offline public dialogue. The Youth Policy Days ([JugendPolitikTage](#)) are a new format that was introduced in 2017. These conferences are part of the youth strategy of BMFSFJ's youth strategy. They are organised in cooperation with Youth Press Germany ([Jugendpresse Deutschland e.V.](#)). Young people can pose their questions to federal policy.

## Actors

[For information on main youth actors involved in consultation processes see also Youth representation bodies](#)

Youth participation in political decision-making processes is open to all young people, including young people with fewer opportunities and young people with a migrant background. Public measures also have the aim to increase the diversity of participants.

Key public authorities represented in youth consultation processes are:

- the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#), BMFSFJ),
- the ministries in charge of youth affairs ([Jugendministerien](#)) of the federal states,
- the Local Government Associations at Federal Level ([Bundesvereinigung der kommunalen Spitzenverbände](#)) and
- the statutory institutions in the field of youth services as members of the youth service committees (Jugendausschüsse).

Additional stakeholders involved in consultation processes, too, are e.g.:

- Child and Youth Welfare Association ([Arbeitsgemeinschaft für Kinder- und Jugendhilfe – AGJ](#)),
- regional students' councils ([Landesschülervertretungen](#)),
- Alliance for Democracy and Tolerance ([Bündnis für Demokratie und Toleranz - gegen Extremismus und Gewalt](#)) with its peer network known as "[JETZT – jung, engagiert, vernetzt](#)", which consists of committed young people aged 16 to 23 from all over Germany who are active members of various institutions and organisations.

Apart from that Germany also has so called ombudsmen (Bürgerbeauftragte) which also represent the interests of young people and listen to their needs when requested, e.g. in [Mecklenburg-West Pomerania](#), [Rhineland-Palatinate](#), [Schleswig-Holstein](#) or [Thuringia](#).

## Information on the extent of youth participation

### National level (Bund)

The national survey on the development of the independent youth policy (Eigenständige Jugendpolitik) also collected data – using the online participation tool ePartool – on the number of young people and youth organisations involved in the [seven rounds of the survey](#).

In 2016, online participation channel The need to make demographic policy youth-friendly ([Das muss sein! Demografiepolitik jugendgerecht gestalten](#)) was launched to get young people involved in developing the federal government's demographic strategy. Using the online participation tool ePartool, around 1 000 requests and ideas were collected from young people. [Results of the online participation](#)

### Regional level (Länder)

In Rhineland-Palatinate in the course of developing the youth strategy young people were mainly reached through the youth organisations and the local youth work.

Preparations for the #JUKON16 youth conference of the state government of North Rhine-Westphalia involved asking young people aged between 16 and 25 to give their opinions

online about how they see the Land's future and their wishes, goals and worries for the years to come. The survey was held from 7 April to 4 May 2016. The online platform was accessed almost 6 000 times and over 3 600 responses were received. [Results of the online dialogue](#)

## Outcomes

The input requested from young people depends on the consultation held. In the case of the [national consultation to develop an independent youth policy](#), young people were asked to comment on Youth policy, Education, Participation, School, Transition from school to work, Recognition and the solutions suggested by the experts. Polls contained between 2 and 6 questions. The outcomes of the national consultation were made available at the platform [Ichmache>Politik](#) (I'm in politics). Each poll contained between 2 and 6 questions. The results of the consultation were sent to BMFSFJ, the Coordination body for the development of the independent youth policy and other stakeholders in charge of the relevant topic. The positions of young people were thus considered in the whole process of developing an independent youth policy, which forms part of the youth strategy 2015-2018 'Acting for a child- and youth-friendly society' (Handeln für eine jugendgerechte Gesellschaft). Ideas and suggestions were also incorporated into the subsequent activities of the Independent Youth Policy Centre (Zentrum Eigenständige Jugendpolitik), now the Coordination body for 'Acting for a child- and youth-friendly society' – the central implementation partner of the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth for the youth strategy 2015-2018.

One main outcome of youth participation at local level is the lowering of the voting age to 16 years for the local government elections (Kommunalwahlen). This applies to eight federal states (Baden-Württemberg, Brandenburg, Bremen, Mecklenburg-West Pomerania, Lower Saxony, North Rhine-Westphalia, Saxony-Anhalt, Schleswig-Holstein). In Bremen, Brandenburg, Hamburg and Schleswig-Holstein young people can also take part in the state parliament elections (Landtagswahlen) at the age of 16.

## Large-scale initiatives for dialogue or debate between public institutions and young people

A **youth check** ([Jugend-Check](#)) was developed on a national level. This was agreed in the coalition agreement ([Koalitionsvertrag](#)) of the ruling parties (2013-2017). In August 2017, the German Research Institute for Public Administration ([Deutsches Forschungsinstitut für öffentliche Verwaltung](#)) began setting up the youth check competence centre ([Kompetenzzentrum Jugend-Check](#)). It will initially spend two years reviewing and commenting on draft regulations from all government departments. In addition, the competence centre will advise and support the federal ministries responsible for these regulations.

On a national level, the **youth-friendly communities** ([Jugendgerechte Kommunen](#)) **process** was initiated as part of the 2015-2018 Youth Strategy – action for a youth-oriented society (Jugendstrategie – Handeln für eine jugendgerechte Gesellschaft) of the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#), BMFSFJ). The aim is to find and integrate suitable youth participation formats in participating communities. To support communities a toolbox 'Become youth-friendly!' ([Jugend gerecht werden](#)) was developed.

Another part of BMFSFJ's youth strategy is the **youth.participation.now** ([jugend.beteiligen.jetzt](#)) **project**. This project is for people at national, regional and in particular local level who plan to introduce youth participation processes. Young and adult communication multipliers can use the service to get information, network and access further training opportunities to promote and strengthen youth participation or introduce it for the first time.

The project **Werkstatt MitWirkung** of the German Federal Youth Council (Deutscher Bundesjugendring) develops effective, sustainable participation processes for use in

various youth policy areas. It is part of the Youth Strategy of the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (Bundesministerium für Familie, Senioren, Frauen und Jugend, BMFSFJ). The project is the successor to the two previous participation projects "Ich mache Politik" and the Structured Dialogue.

The [mitmischen.de](https://www.mitmischen.de) portal of the German parliament (Deutscher Bundestag) is a direct line between young people and the German parliament. Young people can use the portal to give their opinions, discuss political topics and submit online petitions.

#### *Regional (Länder) level*

The 2017-2019 youth action programme Shaping the future together – 20 participation projects for Hesse. Participation of young people via children's rights, equal opportunities, inclusion and new media ([Gemeinsam Zukunft gestalten – 20 Partizipationsprojekte für Hessen. Partizipation junger Menschen durch Kinderrechte, Gleichberechtigung, Inklusion und neue Medien](#)) promotes participation projects across the state of Hesse. Funding of up to 50 000 euros per project is available. Recognised independent and public-sector child and youth education institutions as well as associations and organisations can apply.

The **Public Participation and Civil Society** (Bürgerbeteiligung und Zivilgesellschaft) **programme** of the Baden-Württemberg foundation (Baden-Württemberg-Stiftung) included a project called With us in future – youth participation in local communities ([In Zukunft mit UNS! – Jugendbeteiligung in der Kommune](#)) on training young people in participation processes that ran from 2013 to 2016. The handbooks developed include some on [how to strengthen youth participation in local communities, associations and schools](#).

The **Young people make a difference** ([Jugend BeWegt](#)) **programme** in Baden-Württemberg aims to promote and integrate child and youth participation in local communities for the long term. Local communities and associations of towns and communities that wish to implement and support youth participation locally can apply for programme funding. The programme aims to strengthen existing approaches, pool experiences and establish a long-lasting network of local communities/associations of towns and communities. The key element of the project is supportive coaching on participation. The programme is managed jointly by the Regional youth council of Baden-Württemberg (Landesjugendring Baden-Württemberg) and the Youth foundation of Baden-Württemberg (Jugendstiftung Baden-Württemberg).

The **Youth Check NRW** ([Jugend-Check NRW](#)) in North Rhine-Westphalia aims to include a section into law proposals where the parliamentary groups proposing the laws refer to the impact that these laws have on young people.

The **Youth participation resource centre** of North Rhine-Westphalia ([Servicestelle für Kinder- und Jugendbeteiligung in Nordrhein-Westfalen](#)) helps politicians and youth service/youth work experts to implement participation projects. Other services include advice on planned new participation projects in towns and boroughs, and moderation, mediation or in-house training and long-term process support.

So-called **democracy days** ([Demokratie-Tage](#)) are for young people who want to play an active part in shaping their environments, and for educators and parents interest-ed in 'Demokratie lernen und leben' (learning and living democracy). In 2018, they are held – amongst others - in Rhineland-Palatinate, North Rhine-Westphalia, Saxony and Hesse.

The **Participation Workshop** ([Beteiligungswerkstatt](#)) run by the regional youth council of Mecklenburg-West Pomerania (Landesjugendring Mecklenburg-Vorpommern) has been promoting child and youth participation since 2001. It guides, advises and trains employees from public administration, politics, schools, youth work and youth organisations, as well as children and young people, on planning and implementing participation processes and projects.

## 5.5 National strategy to increase youth participation

### Existence of a national strategy to increase young people's political and civil society participation

As yet there is [no coherent strategy](#) for implementing child and youth participation rights and creating participation opportunities for children and young people on a national level in Germany. Improving youth participation is embedded in – and a compulsory part of – the youth strategy ([Jugendstrategie](#)) of the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#), BMFSFJ). The youth strategy was introduced in 2015 and runs initially until 2018.

The continuation of the new youth policy approach is laid down in the current (since 2017) coalition agreement. It is planned to develop a joint federal youth strategy. [See also Youth Policy Governance > Current debates and reforms.](#)

### Scope and contents

On the topic of youth participation, BMFSFJ's youth strategy says that the participation of young people in all matters concerning them must be central to all actions, because young people are experts in their own affairs and have a right to participate. Projects of the youth strategy with a special focus on participation are:

- The **online participation platform youth.participation.now** ([jugend.beteiligen.jetzt](#)): The platform is for people at national (Bund), regional (Länder) and in particular local level who plan to introduce youth participation processes. Young and adult communication multipliers can use the service to get information, network and access further training opportunities to promote and strengthen youth participation or introduce it for the first time.
- the **youth-friendly communities process** ([Jugendgerechte Kommunen](#)): 16 local communities were supported and networked in their efforts to become more youth-friendly. A toolbox called Meeting the needs of young people ([Jugend gerecht werden](#)) was developed for policy-makers, experts and young people locally. It contains examples of sustainable, interdisciplinary (wherever possible) strategies and (youth) initiatives, as well as methods and concepts to promote youth participation, arguments in support of youth policy and information about funding sources.
- the **youth check** ([Jugend-Check](#)) to allow government schemes to be reviewed for compatibility with the concerns of the younger generation and to raise awareness of the need to consider young people and what is important to them. Youth checks are published at <https://www.jugend-check.de/>.

The youth strategy addresses ALL young people no matter what background and origin they have.

### Responsible authority for the implementation of the strategy

#### Government authority

At national level, BMFSFJ is in charge of youth participation and the implementation of the youth strategy. The Coordination body 'Action for a Youth-Oriented Society' (Koordinierungsstelle „Handeln für eine jugendgerechte Gesellschaft“) supports BMFSFJ in implementing the youth strategy.

#### Monitoring/Assessment/Evaluation

The key founding partners of the youth strategy exchange views and network in the planning committee ([Planungsstab](#)) of the Coordination body 'Action for a Youth-Oriented Society'. The planning committee guides, advises and supports the Coordination body on functional issues. It is made up of representatives from politics and academia, as well as practitioners.

The Standing Youth Conference on the Youth Strategy (Jugendkonferenz der Jugendstrategie) gives feedback and recommendations in connection with the youth strategy. The conference gives youth strategy partners and young people a platform for intensive dialogue to review the effectiveness of individual youth strategy projects and bring them in line with the interests and needs of young people. The first conference took place in [September 2016](#).

The 16<sup>th</sup> German Child and Youth Welfare Congress ([Deutscher Kinder- und Jugendhilfetag](#), DJHT) 2017 in Düsseldorf was the place to take first stock of the youth strategy and its results so far. At the same time as the 2017 DJHT, BMFSFJ published its booklet 'Acting for a child- and youth-friendly society – Youth Strategy 2015-2018' ([Handeln für eine jugendgerechte Gesellschaft - Die Jugendstrategie 2015-2018](#)). The booklet outlines the social context and primary needs of young people along with the goals of the youth strategy and the challenges it faces. It lists initiatives that BMFSFJ is implementing together with a range of partners as part of the youth strategy. It also identifies potential and essential action areas for a joint youth strategy for the whole of government.

A final event and concluding documentation is expected in 2018. The Coordination body will take over the ongoing and finalised documentation in close cooperation with BMFSFJ and all founding partners. [Individual youth strategy projects](#) are monitored, documented and evaluated by several partners.

## Revisions/Updates

The youth strategy is being developed continually. The Coordination body is responsible for the ongoing and finalised documentation in close cooperation with BMFSFJ and all implementation partners. Continual youth participation is a requirement of all youth strategy initiatives.

Regular updates on the status of the youth strategy can be found at the [website of the Coordination body 'Action for a youth-oriented society'](#).

[See also Monitoring/Assessment/Evaluation](#)

## 5.6 Supporting youth organisations

### Legal/policy framework for the functioning and development of youth organisations

Book VIII Social Code ([Sozialgesetzbuch](#) Achstes Buch, [SGB VIII](#)) provides the basis for structural support and project funding in connection with youth (association) work and other areas of child and youth services ([Kinder- und Jugendhilfe](#)). Article 12 of Book VIII of SGB VIII addresses funding for youth organisations and their independent activities. It says that youth work which is organised and implemented jointly by young people and for which they share responsibility is to receive funding. The goal is to fund independent child and youth services organisations in accordance with Article 74 SGB VIII, which says that independent child and youth services organisations should receive funding if they meet the professional requirements for the planned project and ensure compliance with the principles and standards of quality development and quality assurance in accordance with Article 79a. Additionally, they must ensure that funding is used efficiently, for the intended purpose and to pursue charitable goals. Organisations must also make an adequate own contribution and ensure that their work supports the objectives of the Basic Law of the Federal Republic of Germany (Grundgesetz). To receive permanent funding, an organisation must be recognised as an independent youth services organisation in accordance with Article 75 SGB VIII.

On a regional (Länder) level, the implementation acts ([Ausführungsgesetze](#)) to SGB VIII provide the basis for structural support and project funding in youth (association) work and other areas of child and youth services.

## Public financial support

The federal government funds and provides stimulus for child and youth services on a national level with its Child and Youth Plan of the federation ([Kinder- und Jugendplan des Bundes](#), KJP) on the basis of Book VIII Social Code (Sozialgesetzbuch, SGB VIII). KJP is part of the government's child and youth policy focus (chapter 1702 in section 17 of the federal budget), which [in 2018](#) has financing of 1076 million euros ([2017](#): 1100 million euros). In 2018, the KJP (budget item 684 01) accounts for around 199 million euros includes child-and-youth-work-related funding of 49 949 000 euros.

Regional youth organisations as representatives of the interests of children and young people, as well as individual projects and youth facilities in local communities and in child and youth services organisations, are funded from the corresponding so-called regional youth plans ([Landesjugendpläne](#)) - regional budgets for youth planning- and from community resources. The amount allocated for youth organisations and their activities varies from federal state to federal state. [For examples please see Youth Policy Governance > Funding Youth Policy.](#)

## Initiatives to increase the diversity of participants

Various initiatives, projects, reports, conferences and so on exist with the goal of establishing intercultural openness in youth organisations ([Interkulturelle Öffnung der Jugendverbandsarbeit](#)) in mind. Examples:

The network for intercultural youth organisation work and research ([Netzwerk interkultureller Jugendverbandsarbeit und -forschung](#), NiJaF) was created in 2005 and meets twice a year. The Centre for Information and documentation of work against racism ([Informations- und Dokumentationszentrum für Antirassismuarbeit e.V.](#), IDA) coordinates the network. Main activities: Supporting youth associations as they work to establish intercultural openness, supporting projects and strategies with the same aim, and promoting the critical exchange of professional opinions in this field. Since 2015, an additional topic has been collaboration with and the participation of young refugees in youth association work. IDA runs an [online database](#) on intercultural openness in youth association work with projects, concepts and approaches for establishing intercultural openness in youth organisations.

The German Federal Youth Council ([Deutscher Bundesjugendring](#), DBJR) helps and funds children and young people with migration histories in the context of (including as volunteers) associations and independent organisations of young migrants. DBJR held an Open to Diversity (Offen für Vielfalt) symposium in 2015. [Report from the symposium](#)

The network for diversity-conscious youth and educational work ([Netzwerk für DIVERsitätsbewusste Jugend- und Bildungsarbeit](#)) originates from the sub-initiative Diversity-Conscious International Youth Work (Diversitätswusste internationale Jugendarbeit) of the JiVE project [International Youth Work – Experiencing Diversity \(Jugendarbeit international – Vielfalt erleben\)](#). The network aims to give as many young people as possible access to social resources and enable participation.

The project 'Participation – education – integration' ([Partizipation – Bildung – Integration](#)) of the Landesjugendring youth organisations in Berlin and Hamburg was funded by the Federal Ministry of the Interior (Bundesministerium des Innern) from 2013 to 2016 following a resolution by the lower house of the German national parliament (Bundestag), as well as by the Commissioner of the Berlin Senate for Integration and Migration (Berliner Senat für Integration und Migration), the Berlin youth democracy fund (Jugend-Demokratiefonds Berlin) and the labour, social affairs, family and integration office (Behörde für Arbeit, Soziales, Familie und Integration) of the Free and Hanseatic City of Hamburg. The project aimed to give youth-led migrant organisations (Migrantenjugendselbstorganisationen, MJSO) a platform for targeted, needs-based support to establish, continually develop and/or strengthen stable association structures, to strengthen participation opportunities for these organisations under the structures of the regional youth councils, and to help and guide youth organisations with measures to

establish intercultural openness. More than 30 consultations, coaching sessions and further training measures by organisation advisors, 15 meetings of the MJSO network up to the establishment of the Berlin youth migration council (Jugendmigrationsbeirat Berlin), two conferences and three youth leader card (Juleica) training programmes were provided under the project.

In August 2016, the ‚Perspectives‘ Agency (Fachstelle ‚Perspektiven‘) was established at the Regional Youth Council of Brandenburg ([Landesjugendring Brandenburg](#)). It offers counselling, information and further training on topics including intercultural openness, interculturalism, migration, refugee and asylum issues to youth-led migrant organisations and youth associations.

## 5.7 “Learning to participate” through formal, non-formal and informal learning

### Policy Framework

The policy framework in Germany applying to the development of social and civic competences of young people through formal, non-formal and informal learning comprises several documents, including resolutions, strategies and laws.

The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany has issued various resolutions relating to citizenship education. These include the following resolutions:

- Strengthening Democracy Education ([Stärkung der Demokratieerziehung](#)) of 6 March 2009. It says that education in democracy is a central task of schools and youth education institutions and that democracy and democratic actions can and must be learnt.
- Intercultural education at school ([Interkulturelle Bildung und Erziehung in der Schule](#)) version dated 5 December 2013. The resolution sets out targets and general principles for systematic intercultural development in schools to help pupils acquire intercultural skills. This includes opportunities relating to democracy education and the promotion of a democratic culture of discussion.
- [Remembering our past for our future – Recommendations for a culture of remembrance to form an object of historical and political education in schools](#) (Erinnern für die Zukunft. Empfehlungen zur Erinnerungskultur als Gegenstand historisch-politischer Bildung in der Schule) of 11 December 2014. It specifies basic principles to provide guidance to integrate remembrance and a culture of remembrance into historical and political education and to enable young people to describe and evaluate historical developments and to understand how their own actions affect the world.
- Media Education in Schools ([Medienbildung in der Schule](#)) of 8 March 2012. The declaration contains basic statements on the importance of the media to schools and education. It gives schools and teachers guidance on teaching pupils media literacy in order to give them the skills they need for civic participation and cultural participation in society.

In July 2017, the federal government adopted its strategy on preventing extremism and promoting democracy ([Strategie zur Extremismusprävention und Demokratieförderung](#)). The strategy's action areas include 'Civic education, intercultural education and democracy' and 'Civil society engagement'. The goal is to expand packages of measures and develop new ideas. This includes a programme by the Federal Ministry of the Interior (Bundesministerium des Inneren) called 'Social cohesion through participation' ([Zusammenhalt durch Teilhabe](#)) (since 2010). Annual funding budget: 12 million euros. The programme funds projects to strengthen democratic participation and combat extremism. The focus is on regional clubs, associations and educators.

The Federal Agency for Civic Education ([Bundeszentrale für politische Bildung](#), BpB) lobbies for a better understanding of political matters, a keener awareness of democracy and greater willingness to get involved in political processes. It provides information for various target groups, including school pupils. The pupils' competition ([Schülerwettbewerb](#)) of the Federal Agency serves to impart political education at school. It is for pupils of grades 5 to 11/12. The topic varies from year to year.

The Live Democracy! ([Demokratie leben!](#)) programme of the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (Bundesministerium für Familie, Senioren, Frauen und Jugend) assists projects across Germany in developing action plans to promote democracy and diversity. It was established in 2015. In May 2018 Dr Franziska Giffey, the Federal Minister for Family Affairs, announced that the federal programme will be continued beyond 2019. The funding volume for 2019 is 115.5 million euros. The programme targets children and young people in particular, along with their parents, family members and individuals in a position of trust. It is also for voluntary, part-time and full-time youth service workers, educators and agents of the state and civil society.

The documents mentioned above focus on young people, teachers and educators alike.

Article 11 of Book VIII Social Code – child and youth services ([Sozialgesetzbuch, SGB VIII Kinder- und Jugendhilfe](#)) provides the legal basis for making youth work programmes available to young people. The law requires these programmes to appeal to the interests of young people. Young people should be able to play an active role and take part in decision-making. The programmes should empower young people to take action and motivate them to take responsibility for their own contribution to society and civic commitment. Youth work areas include youth education in political and social subjects.

Improving youth participation is also embedded in – and a compulsory element of – the youth strategy ([Jugendstrategie](#)) of the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend, BMFSFJ](#)).

## Formal learning

[Citizenship education in Germany](#) in general aims at

- teaching the ideas of freedom and democracy,
- bringing young people up as tolerant people who respect other people and their convictions,
- fostering the belief in international understanding,
- strengthening social commitment and political responsibility and
- enabling young people to assume their own rights and duties.

[Developing an awareness of democracy](#) and politics is part of the German education system. Educational policy is decided by the federal states (Länder). They have their own legislation regarding educational policy. There is a wide array of arrangements. This means that the significance of the subject, the syllabuses and the names of the school subjects can vary from state to state: politics, social sciences, social studies, sociology, political sciences, political education, general studies, international politics – social and civic skills are taught under a variety of names. Therefore, the number of hours devoted to the school subject varies across the federal states. Examples:

- Bavaria – social studies ([Sozialkunde](#)) at grammar school. Number of hours: 2 hours/week (years 11/12);
- Brandenburg – Draft frame curriculum for upper secondary teaching in Brandenburg. Political education ([Vorläufiger Rahmenlehrplan für den Unterricht in der gymnasialen Oberstufe im Land Brandenburg. Politische Bildung](#)): no target weekly hours specified;

- Hesse – Politics/economics syllabus for upper secondary (years 10-12 under the G8 model; years 11-13 under the G9 model) [[Lehrplan Politik / Wirtschaft für die gymnasiale Oberstufe](#) (Klassen 10-12 – G8-Modell; Klassen 11 bis 13 - G9-Modell)]. Number of hours: See information provided on the total number of hours in the respective semester;
- North Rhine-Westphalia – social sciences ([Sozialwissenschaften](#)) at grammar school (upper secondary). Number of hours: [3 hours/week](#) (years 10-12);
- Rhineland-Palatinate – social studies ([Gesellschaftslehre](#)) syllabus for integrated comprehensive schools and secondary comprehensives (Realschulen plus) in Rhineland-Palatinate, years 7 to 10: between 3 and 7 hours/week depending on type of school and class;
- Thuringia – social sciences ([Gesellschaftswissenschaften](#)) (includes history, geography, social studies, economics and law, religious education, ethics) at grammar school: 4 hours/week (during qualification period for upper secondary).

### [Overview of syllabuses in the federal states](#)

## **Non-formal and informal learning**

### **Participative structures within formal education settings**

The regulations found in [frame curricula and syllabuses](#) or in the [school acts in the federal states](#) (Länder) require schools to get pupils actively involved in shaping their school learning. Various types of participation are possible: as class spokesperson, on the students' council, in class conferences, in teacher conferences, in school conferences, as a member of the state student council or at the state school conference. The regulations on this vary across the states.

### **Examples of participative learning in formal and non-formal settings**

- Baden-Württemberg: Pupil mentor programme ([Schülermentorenprogramm](#)) to promote political education among young people). Around 900 school pupils are trained as mentors every year.
- Model European Parliament in Germany ([Modell Europa Parlament Deutschland](#), MEP) for groups of school pupils in years 10 and 11 from Germany (schools from all federal states participate)
- Mecklenburg-West Pomerania: Young people in state parliament ([Jugend im Landtag](#)) participation project
- Junior election ([Juniorwahl](#)) project to practice and experience democracy first hand. Introduces the topic of elections to secondary schools. Teachers integrate "democracy and elections" into the timetable. Junior elections 2018: in Bavaria and Hesse.
- Nationwide youth debate ([Jugend debattiert](#)) competition for schools. Combines training to be a good debater in lessons with a nationwide competition for pupils in year 8 and above.

For further information about pupils' participation please see '[School Conference](#)' and '[Pupils' participation](#)' in EURYDICE.

### **Participation in the local community and wider society**

Federal (national) programmes or competitions to promote democratic action are:

- Federal programme [Live Democracy!](#) ([Demokratie leben!](#)) of the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (Bundesministerium für Familie, Senioren, Frauen und Jugend). Programme funds go mainly to projects that promote democracy and prevent extremism. Target groups: children and young people, their parents, family members and individuals in a position of trust, voluntary, part-time and

full-time youth service workers, communication multipliers and agents of the state and civil society.

Project term: since 2015 (extended in 2018 for an indefinite period of time)

Funding in 2017: 104.5 million euros, projected sum in 2018: 115.5 million euros.

- Federal programme 'Social cohesion through participation' ([Zusammenhalt durch Teilhabe](#), ZdT) of the Federal Ministry of the Interior (Bundesministerium des Innern). Funds go to projects that promote democratic participation and combat extremism. The programme is implemented by the Federal Agency for Civic Education (Bundeszentrale für politische Bildung, bpb).
- Project term: since 2010  
[Annual funding](#): 12 million euros (up to 2015: 6 million/year).
- National competition 'Funding initiative for democratic action' ([Förderprogramm Demokratisch Handeln](#)) of Förderverein Demokratisch Handeln e.V.

Project term: has been running since 1990 and is open to all schools in Germany.

Funded by Bundesministerium für Bildung und Forschung (Federal Ministry of Education and Research) and the ministries of education of the federal states.

The Council of Europe's No Hate Speech campaign '[No Hate Speech](#)' was launched in Germany in July 2016.

Programmes, competitions or initiatives supported by the regional (Länder) governments are:

- **Rhineland-Palatinate:** Youth engagement competition – get involved – make a difference ([Jugend-Engagement-Wettbewerb – Sich einmischen – was bewegen](#)), since 2014. Target group: For young people aged 12-25 years, such as teams from schools, clubs, church groups or independent groups. Aim: To collect project ideas that tie in with the youth manifesto of jugendforum rlp (Rhineland-Palatinate youth forum). Financial support: from 500 to 1 000 euros.
- **Berlin:** State-wide programme 'Strong youth – make a difference' ([STARK gemacht! - Jugend nimmt Einfluss](#)). Main target group: Young people between 12 and 21. Aim: To experience and shape democracy. Projects by public-sector and independent institutions, associations and civil society initiatives in the areas of youth work, youth association work and youth social work receive financial backing of up to 15 000 euros.
- **Saxony:** "Open Saxony for Democracy and Tolerance" ([Weltoffenes Sachsen für Demokratie und Toleranz](#), WOS), run by the Free State of **Saxony**. Encourages civil society action to promote liberal democracy. Established: 2005. Next evaluation: 2019.
- **Brandenburg:** Support fund to promote the participation of children and young people in democracy and in general and elections ([Beteiligung von Kindern und Jugendlichen an Demokratie und Wahlen](#)) of the German Children's Fund (Deutsches Kinderhilfswerk) and the state of Brandenburg. Supports activities to help children and young people understand democracy and participation. Total volume: 90 000 €.
- **Thuringia:** Thuringian state programme for democracy, tolerance and openness ([Thüringer Landesprogramm für Demokratie, Toleranz und Weltoffenheit](#)). Established 2011.

### Partnerships/Cooperation

The all-day school ([Ganztagsschulen](#)) concept enables cooperation between schools and external partners such as youth organisations and youth associations. The investment programme Future Education and Care (Zukunft Bildung und Betreuung, IZBB) provided the basis for implementing all-day schools and resulted in the establishment of more than 8 000 all-day schools between 2003 and 2009. Since then, the federal states have continued to focus on improving quality and extending all-day school activities. The

regulations relating to all-day schools are different in each federal state as the topic is dealt with at state level. In some cases, they take the form of framework agreements between the department of education and various umbrella associations and organisations. These provide the organisational and financial framework for cooperation between schools and associations, clubs and institutions on the provision of childcare and all-day schooling services. Alternatively, schools can enter into cooperation agreements with local or regional external partners. School cooperation partners could be, for example, state sports associations/federations, state federations for cultural youth education or regional youth councils. [Or they could be local educational institutions](#) that provide extracurricular educational activities, or clubs or religious or other social organisations that give children the opportunity to take responsibility for how we live side by side in society.

The 'all-day' schools approach enables schools to enter into partnerships with public-sector and independent youth services and, depending on the school's area of responsibility, allows both sides to be involved in shaping the teaching concept. Content can include social and intercultural education, the prevention of violence, strengthening of personal skills, integration, participation and democracy. The learning provided at all-day schools is reviewed regularly. Evaluations and regular quality management ensure that learning is constantly enhanced and adapted to changing conditions. The all-day schools are funded [by the federal states \(Länder\)](#).

Example of cooperation non-formal education - school:

- ‚Political participation as an aim of civic education‘ ([Politische Partizipation als Ziel der politischen Bildung](#)).

Organisation responsible for the project: Haus am Maiberg. In cooperation with various partner organisations.

Schools and organisations in non-formal education join forces at 10 places in Germany.

Duration: 1 July 2016 – 31 June 2019.

For further information on the involvement of other players in society [also see Eurydice](#).

### Supporting non-formal learning

[Outside of school](#), young people can learn about participation via various state-funded activities, such as volunteer schemes ([see chapter on Voluntary Activities](#)) or membership of a club, youth organisation, youth centre, youth club, etc. Youth organisations are places where young people can practice using democratic systems and thus have an influence on youth policy. [Child and youth work](#) is the basis for social, political and cultural education and for creating space for young people to come together and meet in their free time in a setting of their choosing. [Further important stakeholders](#) are the so-called youth education centers, organisations of political youth education and civic involvement and civil society organisations as part of social movements.

The Child and Youth Plan of the federation ([Kinder- und Jugendplan des Bundes](#), KJP) is the programme for funding youth work and the work of youth organisations on a national level. Areas funded include youth education in political subjects. On a Länder (state) level, the implementation acts ([Ausführungsgesetze](#)) to SGB VIII provide the basis for structural support and project funding in youth (association) work and other areas of child and youth services. [See also Supporting Youth Organisations > Public financial support](#)

### Quality assurance/quality guidelines for non-formal learning

The Social Code Book VIII – Children and Youth Services ([Sozialgesetzbuch](#) Aches Buch – [Kinder- und Jugendhilfe](#), [SGB VIII](#)) includes general statements and objectives on quality, but does not set out specific requirements or quality standards. Specific quality requirements can be derived from Article 11 on youth work (Jugendarbeit). Article 11 says that youth work services should reflect the interests of young people, who should also have a say in their design, and that services should help to teach young people self-determination skills and motivate them to take social responsibility and get involved in

social issues. Youth-led participation is the central quality aspect of child and youth organisation work. Youth group leaders (Jugendgruppenleiter/-innen), also called team leaders (Teamer/-innen), play a particularly important role in this regard. Their training has an impact on their work and thus the quality of participation. Training is completed in line with set standards. In 2009, the conference of youth ministers (Jugendministerkonferenz) adopted a [catalogue of minimum requirements](#) across Germany. The federal states also set supplementary quality standards on aspects such as the duration of training (nationwide: at least 30 hours, in some states up to 50 hours). Anyone who has completed training in line with the applicable standards can apply for the youth leader card ([Jugendleiter/In-Card, Juleica](#)). Juleica card holders are thus certified as meeting the quality and qualification requirements for voluntary youth work. [The card can also be used](#) as authentication to public bodies such as information and advice centres, youth institutions, the police and consulates.

[Safeguarding the quality of participatory processes in youth work](#) means regularly taking a critical look at and reflecting on certain aspects, such as democratic decision-making structures (decision-making flexibility for young people, influence, low threshold of offers, opportunities to gain participation experience) or the framework for shaping participatory processes.

No general quality assurance system exists in the non-formal sector. Many organisations in the non-formal sector have developed their own quality standards. Different quality management/quality assurance systems apply depending on how a project or programme is funded, as different guidelines apply in each case. This relates mainly to national and international youth work and the various formats in which it takes place. In the field of international youth work, a range of quality systems and tools are in place for the following formats: youth exchanges, expert dialogue, volunteer programmes, au pairs, seminars/training and placements. See also 'Innovation forum Global Youth: Quality in formats of international youth work ([Innovationsforum Jugend global: Qualität in Formaten der Internationalen Jugendarbeit](#))' as at 2015.

All formats aim to give children and young people the opportunity to learn how to participate in society and to make an active and voluntary contribution in any number of ways (individual or group formats), either as a participant or leader (group leader, supervisor, team leader) of an initiative. Full-time employees are relevant as they have access to suitable programmes and methods that allow them to teach young people participation skills. As such, in the context of participation, the quality assurance systems mentioned above are always relevant to all stakeholders: children, young people, full-time staff and managers.

An application and use verification process (Antrags- und Verwendungsnachweisverfahren) is in place to ensure funds are used efficiently and for their intended purpose in compliance with the relevant guidelines. Applicants must provide clear cost data in their project planning and funding applications. Projects and initiatives funded, for example, as part of the Child and Youth Plan of the federation ([Kinder- und Jugendplan des Bundes](#), KJP) must comply with the plan guidelines. KJP is the main federal funding source also for activities of political and citizenship non-formal education. To receive funding under KJP, schemes and projects must comply with the guidelines for awarding grants and benefits to promote child and youth services ([Richtlinien über die Gewährung von Zuschüssen und Leistungen zur Förderung der Kinder- und Jugendhilfe durch den Kinder- und Jugendplan des Bundes](#)) under KJP. Quality development is one of the goals that KJP aims to support and strengthen. The guidelines require quality indicators to be developed and determined that allow practices to be reviewed and developed in dialogue- and participation-based processes. These quality indicators must be reviewed and adapted on an ongoing basis. Additionally, they must include processes that ensure participation by young people and their families. Anyone who is given funding under KJP must provide proof of where the money was used once the measure is finished. Lists of participants must be kept.

See also [Country report Germany. 2016 update to the European inventory on validation of non-formal and informal learning](#).

## Educators' support

Teachers are entitled to undergo further training as part of their jobs. They can use the services of teacher training, school development and quality development institutions ([Landesinstitute für Lehrerfortbildung und Schulentwicklung](#)) in the federal states to receive further training in a range of areas including citizenship education, for example in [Bavaria](#), [Hamburg](#), [Lower Saxony](#), [Saxony](#) or [Thuringia](#).

The common content requirements for subject-related studies and subject-related didactics in teacher training ([Ländergemeinsame inhaltliche Anforderungen für die Fachwissenschaften und Fachdidaktiken in der Lehrerbildung](#)) which apply to all federal states include democracy education and democracy didactics for teachers of the school subjects politics/social studies/economics. The standards for teacher training in educational sciences ([Standards für die Lehrerbildung: Bildungswissenschaften](#)), agreed by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany, also include recognising, reflecting on and teaching democratic values and norms, and knowledge of intercultural aspects when shaping education processes.

The Agencies for Civic Education (one at federal level, 15 at the level of the federal states) provide information material, toolkits, publications and teacher training programmes in the field of civic education. See also [Raising political awareness among young people > Information providers / counselling structures](#).

The German children's fund (Deutsches Kinderhilfswerk) offers a nationwide training programme to become a moderator for child and youth participation ([Moderatorin/Moderator für Kinder- und Jugendbeteiligung](#)). The programme provides training for individuals in child- and youth-related roles, such as experts in youth services and in formal and non-formal learning, child and youth commissioners, employees of children's offices and participation coordination bodies, as well as political and public-sector staff involved in planning, organising and implementing participation processes involving children and young people. The programme teaches specific measures and strategies for use in everyday work.

Information about ways to encourage participation by children and young people, theoretical principles, strategies, action areas and cooperation partners is available for experts on the websites [www.kinderrechte.de](http://www.kinderrechte.de) and [www.kinderpolitik.de](http://www.kinderpolitik.de).

The event calendar page of the citizens' information portal ([Wegweiser Bürgergesellschaft](#)) has details of seminars, conferences and events dealing with civil society issues that are organised by civil society groups and charitable organisations.

## Networks/Events

The Federal Network for Child and Youth Participation ([BundesNetzwerk Kinder- und Jugendbeteiligung](#)) is a think tank for positions, projects and campaigns. It lobbies for democracy as a tangible form of governance, societal model and way of life for all age groups.

The civic participation network ([Netzwerk Bürgerbeteiligung](#)) brings together people from all walks of life and professions who want to promote public participation in political decisions. The network meets annually.

The Federal Agency for Civic Education (Bundeszentrale für politische Bildung) set up the NECE platform ([Networking European Citizenship Education](#)) to connect stakeholders involved in citizenship education. Conferences and workshops are held on a regular basis. They are aimed at institutions and individual organisations active in civic education, as well as other stakeholders, such as cultural education or urban development organisations, to ensure cross-disciplinary dialogue incorporating multiple perspectives.

See also [Supporting Youth Organisations > Initiatives to increase the diversity of participants](#)

## 5.8 Raising political awareness among young people

### Information providers / counselling structures

Public authorities and bodies disseminating information about democratic rights and values for young people are e.g.:

- the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#), BMFSFJ) with its Federal Programme 'Live Democracy!' ([Demokratie leben!](#)) and the support of civic education through the Child and Youth Plan of the Federation ([Kinder- und Jugendplan des Bundes](#)).
- the Federal Ministry of the Interior, Building and Community ([Bundesministerium des Innern, für Bau und Heimat](#), BMI) with its federal programme 'Social cohesion through participation' ([Zusammenhalt durch Teilhabe](#), ZdT).
- the Federal Ministry of Education and Research ([Bundesministerium für Bildung und Forschung](#), BMBF) funding the national competition 'Democratic Action' ([Demokratisch Handeln](#)).
- the [Federal Agency for Civic Education](#) ([Bundeszentrale für politische Bildung](#)) as a second-tier authority of BMI lobbies for better understanding of political matters, a keener awareness of democracy and greater willingness to get involved in political processes. At regional (Länder) level, the Regional Agencies for Civic Education ([Landeszentralen für politische Bildung](#)) offer information about civic education and promote local projects.
- Germany's 14 [media authorities](#) ([Landesmedienanstalten](#)) who are in charge of licensing and controlling commercial television and radio in Germany. With their project they [promote media skills](#) among young people and equip them with the tools they need to deal competently with the media and with information. The efforts of the media authorities also promote youth participation as young people gain a better understanding of political processes as their media skills develop. Information about the projects can be found in the media skills report ([Medienkompetenzbericht](#)).

The Joint initiative of providers of political education for youth ([Gemeinsame Initiative der Träger Politischer Jugendbildung](#), GEMINI) is an association of national organisations for political education for youth that operates as the national committee for political education (Bundesausschuss politische Bildung e.V., bap). The initiative is designed to get children and young people interested in actively shaping their own realities of life and their communities and to promote participative skills. It represents the concerns of political youth education institutes before politicians, ministries, authorities and other funding providers. GEMINI coordinates professional dialogues, is active in nationwide initiatives, and is committed to professionalising political youth education. The national committee for political education has presented the "bap award for political education" (bap-Preis Politische Bildung) since 2009 (most recently: 2019), with financial and conceptual support from the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (Bundesministerium für Familie, Senioren, Frauen und Jugend, BMFSFJ).

### Contact points

Approx. 70 youth information centres across Germany provide initial consultations for young people on issues that affect them. The youth information centres in southern Germany joined forces in 1997 to form an association ([Verbund der Süddeutschen Jugendinformationszentren](#)).

Examples of youth information portals:

- [jup! Berlin](#)
- Youth net Baden-Württemberg [Jugendnetz Baden-Württemberg](#)
- [jugendinfo.de](#) for Bremen und Bremerhaven
- Hamburg youth server ([Hamburger Jugendserver](#))
- Youth in Mecklenburg-West Pomerania - Regional youth server ([Jugend in Mecklenburg-Vorpommern - Landesjugendserver](#))
- Youth server Lower Saxony ([Jugendserver Niedersachsen](#))
- JUGEND.RLP.DE - Youth work in Rhineland-Palatinate ([JUGEND.RLP.DE - Jugendarbeit in Rheinland-Pfalz](#))
- Youth server Saar ([Jugendserver-Saar](#))
- Youth information service Saxony-Anhalt ([JugendInfoService Sachsen-Anhalt](#))
- Youth server Schleswig-Holstein ([Jugendserver Schleswig-Holstein](#))

### Legal framework

Young people have a right to information. This right is anchored in Article 5 of the Basic Law for the Federal Republic of Germany ([Grundgesetz für die Bundesrepublik](#)). For youth information and advice, Book VIII – Children and Youth Services of the Social Code ([Sozialgesetzbuch](#) Achtes Buch – [Kinder- und Jugendhilfe](#)) applies. Articles 1 and 11 in particular are understood to anchor legal rights. [Article 1](#) says that every young person has a right to cultivate their personal development and to develop into a responsible and socially competent individual. Child and youth services are to help implement this right, in part by cultivating the personal and social development of young people and by helping to prevent or remove disadvantages. [Article 11](#) says that youth work is part of child and youth services. Youth counselling is a key area of youth work. [[German Federal Youth Council \(Deutscher Bundesjugendring\), 1997](#)].

Youth information centres receive financial support from the local authorities.

### Youth-targeted information campaigns about democratic rights and democratic values

The competition "Active for democracy and tolerance" ([Aktiv für Demokratie und Toleranz](#)) is a competition run every year in July by the Alliance for Democracy and Tolerance (Bündnis für Demokratie und Toleranz), established by the federal government, to promote civic activities that offer practical support of democracy and tolerance. In 2017, 77 projects received awards.

### Campaigns to increase the number of young voters

Various campaigns are held in Germany to increase the number of young and first voters, especially in the lead up to elections. Examples:

1. [Wahl-O-Mat](#) (an election information platform) by the Federal Agency for Civic Education (Bundeszentrale für politische Bildung). Outcome: used over 71 million times since 2002 (as at October 2018).
2. [U18-Wahl](#). Offers its own civic education courses ahead of elections to help young people to develop an opinion and learn about the political system.
3. [#jungesnrw](#) – campaign by North Rhine-Westphalia's regional youth council (Landesjugendring) for the state parliament (Landtag) election in 2017.
4. [neXTvote](#) – "We are bringers of happiness" (Wir sind GlücksbringerXinnen) – campaign by youth organisations and the youth councils in Lower Saxony for more participation by young people in the 2017 parliament (Bundestag) elections and the state parliament (Landtag) elections.

5. "You are politics" ([Du bist Politik](#)) – campaign by the Regional Agency for Civic Education of Saxony-Anhalt (Landeszentrale für politische Bildung Sachsen-Anhalt) in the lead up to the 2016 state parliament (Landtag) election to encourage first-time and young voters and young families to vote.
6. "Do it from 16!" ([Mach's ab 16!](#)) in Brandenburg – campaign by the regional youth council (Landesjugendring) of Brandenburg aimed at first-time voters in the 2014 state parliament (Landtag) elections to reduce the average voting age in Brandenburg.
7. "Make yourself heard: your voice – your choice" (Ton angeben. Deine Stimme – Deine Wahl) – campaign in connection with the 2014 state parliament (Landtag) elections in Thuringia with the aim of making state politics relevant to young and first-time voters and encourage them to vote. [Campaign adverts](#). Initiated by the Regional Agency for Civic Education of Thuringia (Landeszentrale für politische Bildung Thüringen) and the Institute of Media and Communication Science at Ilmenau University of Technology (Institut für Medien- und Kommunikationswissenschaft der TU Ilmenau).
8. "[Vote from 16](#)" (Wählen ab 16) – campaign to reach first-time voters in connection with the local elections in Baden-Württemberg in 2019. [Campaign advert](#) in Baden-Württemberg in 2014.
9. [JuMP](#) project– youth, media and participation (Jugend, Medien und Partizipation) in North Rhine-Westphalia – a state-wide campaign that has been running since December 2012 to actively encourage political media literacy among young people. Outcome: over 1 000 young people have participated in various event formats under the project to date.
10. [wahl?weise!jung](#) – Programme by the Bavarian Youth Council (Bayerischer Jugendring) offering material and tools for democracy education, also in preparation for coordinating Bavaria's "U18" elections (for young people under the age of 18) on 5 October 2018, ahead of the Bavarian state elections on 14 October 2018.

## Promoting the intercultural dialogue among young people

Intercultural dialogue between young people from different cultural backgrounds takes place mainly in schools. The resolution of the Standing Conference of the Ministers of Education and Cultural Affairs (Kultusministerkonferenz) on 'Intercultural education in schools' ([Interkulturelle Bildung und Erziehung in der Schule](#)) sets out targets and general principles for systematic intercultural development in schools to help pupils acquire intercultural skills. This includes democracy education and promoting a democratic culture of discussion.

The intercultural openness of youth organisations promotes the inclusion of children and young people with migrant backgrounds in traditional youth organisation programmes and thus dialogue between them. The inclusion of youth-led migrant organisations in child and youth work structures is also encouraged.

The rise in immigration to Germany and the arrival of large numbers of refugees has produced a large range of activities, initiatives and projects (meeting cafes, communal cooking, language mentors, art and culture workshops, integrative residential communities etc.) in cities and communities. These also support dialogue between young refugees and young people living here.

The Federal Foreign Office (Auswärtiges Amt) provides funding to German schools abroad ([Deutsche Auslandsschulen](#)) and schools in host countries that offer the German Language Certificate (Deutsches Sprachdiplom, DSD) of the Conference of Education Ministers (Kultusministerkonferenz). At present, funding goes to 140 German schools abroad in 72 countries with some 82 000 pupils. In 2015, 377 000 pupils were taught German at schools

offering the German Language Certificate. About 74 000 took the German Language Certificate exams.

The initiative Schools: Partners for the Future ([Schulen: Partner der Zukunft, PASCH](#)) was set up in 2008. The Federal Foreign Office (Auswärtiges Amt) coordinates the initiative and implements it together with the Central Agency for Schools Abroad (Zentralstelle für das Auslandsschulwesen, ZfA), the Goethe-Institut, the German Academic Exchange Service (Deutscher Akademischen Austauschdienst, DAAD) and the Pedagogical Exchange Service Office (Pädagogischer Austauschdienst, PAD) of the Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs (Sekretariat der Kultusministerkonferenz). PASCH-Global – the [digital school newspaper](#) of the PASCH initiative – gives young people across the globe an insight into cultures in other countries and the opportunity to exchange experiences in German. PASCH alumni can network with other alumni worldwide, stay in contact and exchange experiences using the [platform pasch-alumni.de](#).

International meet-ups funded at federal, regional or local level take place both in Germany and abroad and promote intercultural dialogue among young people.

## Promoting transparent and youth-tailored public communication

### Guidelines

The [Guidelines for Successful E-participation by Young People](#) ([Guidelines für gelingende ePartizipation Jugendlicher](#)) were produced in the course of youthpart, a multilateral cooperation project (2011-2014) carried out by IJAB - International Youth Service of the Federal Republic of Germany and its European project partners. They should help experts in youth work, policy-makers, young people, youth organisations and public administration bodies to design effective participation processes.

The project youth.participation.now ([jugend.beteiligen.jetzt](#)) as part of BMFSFJ's Youth Strategy offers knowledge, tools and training for political decision-makers, local communities, child and youth services organisations and youth initiatives to help in the area of digital youth participation. A curriculum called 'Digital youth participation in practice' ([Praxis digitale Jugendbeteiligung](#)) was created as part of the project. It also aims to provide help with planning and implementing training schemes independently. It is mainly aimed at process moderators who have already undergone youth participation training or have worked in the field. The content of certain modules is useful for providing further training for stakeholders of community youth participation processes. In addition, WeTeK Berlin offered a 'Digital youth participation in practice' pilot training programme ([Qualifizierung: „Praxis digitale Jugendbeteiligung“](#)) in 2017/2018 in cooperation with 'youth.participate.now' to train up process moderators and experts in child and youth participation.

### Further links to information about transparency and public communication

- [govdata.de/](#) – data portal for Germany. Interesting facts about open data, open government and civic participation, and information about the data licence Germany. Target group-specific information for the public and people from industry, academia, public administration and civic organisations and media.
- [abgeordnetenwatch.de/](#) – independent, party-neutral Internet platform from Parlamentwatch e.V. on which the public can put open questions to members of the German parliament (Deutscher Bundestag), European Parliament and various state parliaments.
- [digitale-agenda.de](#) – federal government website on the basic principles of digital policy.
- [fragdenstaat.de/](#) – website of Open Knowledge Foundation Deutschland, where members of the public can ask questions about information laws (Freedom of Information Act, Environmental Information Act and Consumer Information Act).

- [offenerhaushalt.de/](http://offenerhaushalt.de/) – volunteer project with no government ties run by Open Knowledge Foundation Deutschland to make federal (Bund), regional (Länder) and local revenue and spending more transparent.

Open Knowledge Foundation Deutschland is committed to open knowledge, open data, transparency and participation. It hosts hackathons, where young people can use open data to create prototypes, digital tools and concepts of their visions of a better society and produced a practical guide to hosting hackathons for young people ([Handbuch Jugend-Hackathons](#)).

## 5.9 E-participation

### Projects and initiatives in the area of e-participation at national level (Bund)

The joint project youth.participation.now ([jugend.beteiligen.jetzt](http://jugend.beteiligen.jetzt)) runs from 2016-2018. It is run by the German Children and Youth Foundation (Deutsche Kinder- und Jugendstiftung, DKJS), the German Federal Youth Council (Deutscher Bundesjugendring, DBJR) and IJAB - International Youth Service of the Federal Republic of Germany (IJAB – Fachstelle für Internationale Jugendarbeit der Bundesrepublik Deutschland e.V.).

- Main goal: promote digital participation through:
  - knowledge and recommendations relating to e-participation,
  - training, e.g. in MOOCs and tutorials,
  - tools: digital tools for various types of e-participation, such as ePartool, Antragsgrün, Ypart, EtherPad and the BarCamp tool Camper,
  - the presentation of good examples of youth participation projects using a project map,
  - networking communities, youth organisations and youth initiatives that use (digital) youth participation to spread good practice examples of digital participation,
  - [further trainings](#).
- Outcomes: project ongoing until 2020.

The [multilateral cooperation project Youthpart](#) was run by IJAB and international partners from 2011-2014.

- Main goal: to share information and experiences on a national and international level and develop models for greater youth participation in the digital society through:
  - identifying innovative e-participation processes on a national and international level and systematising and documenting these processes using youth-friendly criteria for effective participation,
  - monitoring trial runs of pilot projects by public administration bodies and youth work organisations and further developing these projects in bilateral dialogue.
- Outcomes:
  - the development and publication of [guidelines für successful e-participation by young people](#),
  - the development and publication of a [guide for digital youth participation](#) on the participation platform Ypart.eu,
  - the development and publication of a [practical guide for holding youth BarCamps](#),
  - the development of online tools to promote e-participation by young people:
    - ❖ [Ypart](#): Online participation platform for young people,

- ❖ [Camper – the BarCamp tool](#): support tool for organising participative events,
- ❖ [Yourpart](#): Etherpad for collaborative text editing.

The pilot programme "Youthpart #local – youth participation in communities" ([Youthpart #lokal – Kommunale Jugendbeteiligung](#)) was run by the German Children and Youth Foundation (Deutsche Kinder- und Jugendstiftung, DKJS) together with IJAB - International Youth Service of the Federal Republic of Germany (IJAB – Fachstelle für Internationale Jugendarbeit der Bundesrepublik Deutschland e.V.) from 2013-2014.

- Main goal: to help selected local communities introduce Internet-based methods to sustainably integrate youth participation in communities by monitoring and supporting the process using the ypart.eu online tool.
- Outcomes: i.a. a guide to youth participation in communities ([Kommunale Jugendbeteiligung in der Digitalen Gesellschaft: ein Leitfaden](#)).

The youth participation project "I'm in politics" ([Ichmache>Politik](#)) has been implemented by the German Federal Youth Council (Deutscher Bundesjugendring, DBJR) since 2012.

- Main goals are to enable youth participation in current political processes through:
  - participation meetings, workshops and regional activities
    - ❖ 2012-2014: helping to develop an independent youth policy (Eigenständige Jugendpolitik),
    - ❖ 2014-2017: contributing to dialogue on developing a demographic strategy for the federal government.
  - Online-dialogue at [ichmache-politik.de](#) using the e-participation tool ePartool.
- Outcomes: i.a. the participation of young people aged between 12 and 27 in political decisions and shaping policy.

The pilot project [Blended Learning Democracy](#) was run by the Association of German Educational Organizations (Arbeitskreis deutscher Bildungsstätten e.V.) (2012-2013).

- Main goal: to promote and increase participation by young people using political education paired with elements of online-based learning by
  - Developing a learning platform for young people,
  - Training blended-learning tutors,
  - Holding political youth seminars.
- Outcomes: development and publication of a [guide for further training](#) educators, lecturers and educational employees containing project ideas, methods and tools for using social media in political education.

### Projects and initiatives in the area of e-participation at regional level (Länder)

- Rhineland-Palatinate youth forum ([jugendforum\\_rlp](#)) online-dialogue: dialogue on the future of **Rhineland-Palatinate** initiated at [Facebook](#) and continued at the platform [jugendforum.rlp.de](#) (June to October 2012)
  - Main goal: to develop visions and proposals for the future of Rhineland-Palatinate.
  - Outcomes: development of the "Our future" – youth manifesto for Rhineland-Palatinate (Jugendmanifest rlp 'Unsere Zukunft' ) and its handover to the state government. Project report of the Rhineland-Palatinate youth forum ([jugendforum\\_rlp. Eine Dokumentation](#)).
- [E-participation working group](#) at the **Lower Saxony** regional youth council (Landesjugendring) (since 2013)
  - Main goal: to support dialogue and discussions on network policy.

- Outcomes: development of an ABC of e-participation (online and in a series of blogs) – in progress.
- Participation campaign "Your village II" ([DingDeinDorf II](#)) in the **Saarland** (October 2012 to December 2013)
  - Main goal: to rate how youth-appropriate and youth-friendly Saarland towns and communities are and make targeted improvements – using tools such as the Forum DingDeinDialog ("Your dialogue") or Facebook.
  - Outcomes: motivation of young people to get involved in a participation project and ongoing development of communication into a participative process. Broadening of young people's social horizons. Improvements in the youth-friendliness of local communities.

### **Overview of further training programmes on digital youth participation**

#### **ICT tools used to encourage e-participation by young people**

- specific online e-participation tools for young people (see above 'Projects and initiatives in the area of e-participation'),
- online petitions,
- Facebook, Twitter and YouTube,
- videos, podcasts and other websites by parties, politicians, governments and political foundations,
- weblogs.

The services are open to all young people.

#### **Position papers and studies treating the relationship between e-participation and political participation by young people**

- Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (Bundesministerium für Familie, Senioren, Frauen und Jugend), 2017. Political Online Participation (Politische Online-Partizipation). In: 15th Child and Youth Report ([15. Kinder- und Jugendbericht](#)), p. 294 f.
- Regional Agency for Civic Education Baden-Württemberg (Landeszentrale für politische Bildung Baden-Württemberg), 2016. The citizen in the state (DER BÜRGER IM STAAT) 4–2016. Political Youth Participation ([Politische Partizipation junger Menschen](#)).
- Friedrich-Ebert-Foundation (Friedrich-Ebert-Stiftung), 2016: [Young – political – active?!: Political attitudes and engagement among young people. Out-comes of the 2015 FES youth study](#) (Jung – politisch – aktiv?! Politische Einstellungen und politisches Engagement junger Menschen. Ergebnisse der FES-Jugendstudie 2015)
- Ritzi, C./Wagner, A., 2016. Symbolic participation or 'real' participation? – a representative study of online and offline political participation by young people in Germany (Symbolische Beteiligung oder ‚echte‘ Partizipation? Eine repräsentative Untersuchung der politischen Beteiligung junger Erwachsener in Deutschland ‚online‘ und ‚offline‘). *Parliamentary affairs journal* ([Zeitschrift für Parlamentsfragen](#), ZParl), Issue 2/2016.
- German Youth Institute/Technical University of Dortmund (Deutsches Jugendinstitut e.V./Technische Universität Dortmund) research alliance, 2015. Political participation by young people in Web 2.0 – opportunities, limits, challenges ([Politische Partizipation Jugendlicher im Web 2.0 – Chancen, Grenzen, Herausforderungen](#)).
- Alexander von Humboldt Institute for Internet and Society (Alexander-von-Humboldt-Institut für Internet und Gesellschaft), 2014. Get involved online and make a difference

- 2014 participation study ([Online mitmachen und entscheiden. Partizipationsstudie 2014](#)).
- SINUS-Institut in Heidelberg on behalf of the German institute for trust and security on the Internet (Deutsches Institut für Vertrauen und Sicherheit im Internet, DIVSI), 2014: DIVSI under-25s study – children, young people and young adults in the digital world ([DIVSI U25-Studie. Kinder, Jugendliche und junge Erwachsene in der digitalen Welt](#)).
- Hanns Seidel Foundation (Hanns-Seidel-Stiftung), 2013: Youth, Internet and politics in Bavaria – new opportunities and approaches to communication between politics and young voters ([Jugend, Internet und Politik in Bayern. Neue Chancen und Ansätze für die Kommunikation zwischen Politik und jungen Wählern](#)).
- German children's fund (Deutsches Kinderhilfswerk e. V.), 2013. Survey on political engagement by young people ([Umfrage zum politischen Engagement von Jugendlichen](#)) carried out between 10 September and 7 October 2012.
- Ritzi/Schaal/Kaufmann, 2012. Between earnest and entertaining – an empirical analysis of the motives behind online political activity by young adults ([Zwischen Ernst und Unterhaltung – Eine empirische Analyse der Motive politischer Aktivität junger Erwachsener im Internet](#)).
- German Federal Youth Council (Deutscher Bundesjugendring), 2012: e-participation – participation on and with the Internet ([ePartizipation – Beteiligung im und mit dem Internet](#)). Position 85.

## 5.10 Current debates and reforms

### Forthcoming policy developments

There are repeated calls to reduce the voting age to 16 or to better orient participation processes to younger age groups and specific target groups. Various agents have responded by putting forward their views, comments and recommendations:

- View of the German children's fund ([Deutsches Kinderhilfswerk](#)) on the right of children and young people to vote,
- View of the German Federal Youth Council ([Deutscher Bundesjugendring](#)) on reducing the minimum voting age,
- View of the Child and Youth Welfare Association ([Arbeitsgemeinschaft der Kinder- und Jugendhilfe](#), AGJ) on making participation processes at community level more age-appropriate and target group-oriented,
- Recommendations by experts and the expert group of the former Independent Youth Policy Centre ([Zentrum Eigenständige Jugendpolitik](#)) on encouraging democratic participation by young people.

In 2015, the German Academy for Pediatrics and Adolescent Medicine (Deutsche Akademie für Kinder- und Jugendmedizin e.V.) launched a petition in which it called upon the German Federal Government to install a [commissioner for children and adolescents in parliament](#). The Parliamentary Committee for Family Affairs, Senior Citizens, Women and Youth (Ausschuss für Familie, Senioren, Frauen und Jugend) formally rejected the appeal, citing existing parliamentary and administrative bodies and their responsibilities. However, it expressly welcomed the petition's intent to strengthen the rights of children and adolescents. The federal parliament (Deutscher Bundestag) concurred with the proposed resolution of the Parliamentary Petitions Committee (Petitionsausschuss) and has handed over the [petition to the parliamentary groups of the Bundestag for information purposes](#).

In 2017, an association was founded to establish an umbrella organisation for the German youth parliaments ([Dachverband Deutscher Jugendparlamente](#), DDJ). Its aim is to build

an umbrella organisation for all youth parliaments, youth fora or youth advisory boards to integrate all democratically elected representatives of young people in Germany. As a national umbrella organisation, DDJ aims to tie the interests of young people and their local and national lobby groups and und bring them forward.

Youth appropriateness (Jugendgerechtigkeit) is at the heart of the transformation of the current youth strategy (Jugendstrategie) of the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (Bundesministerium für Familie, Senioren, Frauen und Jugend, BMFSFJ) into a joint youth strategy of the Federal Government ([gemeinsame Jugendstrategie der Bundesregierung](#)). The coalition agreement (Koalitionsvertrag) for the 19th parliamentary term foresees the development and implementation of such a strategy with the involvement of young people and civil society groups. It is scheduled for completion by the midpoint of the parliamentary term. A kick-off conference (title: "Politik für, mit und von Jugend") was held on 23-25 September 2018 in Berlin. The Government's joint youth strategy aims to enable young people to influence all decisions that affect them, giving them the best tools available to overcome the challenges of early adulthood. The continuation of the youth participation project "[jugend.beteiligen.jetzt](#)", currently under the roof of the Youth Ministry's youth strategy, is part of this venture.

### Ongoing debates

There is an ongoing debate about incorporating the issue of children's rights into the [Basic Law](#) (Grundgesetz) for the Federal Republic of Germany. In March 2017, North Rhine-Westphalia presented a bill proposal to amend Section 6 of the Basic Law to the Federal Council ([Bundesrat](#)). [Recent reports commissioned by BMFSFJ](#) support this claim. The current coalition agreement provides for such a change of the Basic Law.

Other current debates centre on:

- whether youth participation is seen as a regular element of citizens' participation and what influence young people can take on citizens' participation processes;
- how the potential of open data and digital tools can be used to promote youth participation; see also [demokratielabore.de](#);
- the use of new technologies to promote youth participation, e.g., virtual reality and augmented reality applications (for instance, 360° videos in the context of urban planning projects).

## 6. EDUCATION AND TRAINING

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Education in Germany is strongly determined by the country's federal structure. Responsibilities for education are distributed between the federal government (Bund) and Germany's federal states (Bundesländer). Each federal state has its own education system and school laws. See also [Administration and Governance](#).

The 2018 education report ([Bildungsbericht 2018](#)) mentions the following challenges: Increasing number of individuals in education, tendency towards higher education, sustained disparities between educationally disadvantaged individuals and academic high performers, growing heterogeneity in educational institutions, different development perspectives between educational regions (Bildungsregionen), expansion and reorganisation of educational regions, and personnel development and expansion.

Formal education qualifications are among the most important ways to gain access to the primary labour market.

Digitisation has become a major issue, also in the field of education. In October 2016, the Federal Ministry of Education and Research ([Bundesministerium für Bildung und Forschung](#)) adopted its strategy "Education offensive for the digital knowledge society" ([Bildungsoffensive für die digitale Wissensgesellschaft](#)) to provide a systematic framework for digital education in Germany. It promotes the teaching of digital literacy and learning with digital media in all stages of the education system. The Standing Conference of the Ministers of Education and Cultural Affairs ([Kultusministerkonferenz](#)) adopted the strategy "Education in the digital world" ([Bildung in der digitalen Welt](#)) in December 2016. It contains objectives and areas of action for all 16 federal states, the federal government, local authorities, school organisations and schools.

### 6.1 General context

#### Main trends in young people's participation in education and training

*Outcomes of the 2018 education report (Bildungsbericht)*

The 2018 national education report ([Bildungsbericht](#)) is published every two years. It is a comprehensive and empirically grounded stocktake of Germany's education system that encompasses all stages from early learning, day-care and general-education schools to non-formal learning environments for school-age children, vocational training, higher education and adult education. A separate chapter focuses on education's impacts and benefits in various areas of life and society.

According to the report, after several years of decline the number of early school leavers has recently risen slightly. In 2016, 49 300 or 6% of young people in the same age cohort left school without having obtained at least a general lower secondary-school qualification (Hauptschulabschluss). The increase was most prominent among foreign-born young people.

Since 2013 the number of young adults participating in the Federal Volunteer Service scheme (Bundesfreiwilligendienst) has risen by 27%; the corresponding rise in participants for the Voluntary Social Year (Freiwilliges Soziales Jahr) scheme is 9%. Currently, around one in ten young adult completes a volunteer placement. However, women are far more likely to complete a placement than their male peers. Around 14% of young women and just around 8% of young men currently do so.

The proportion of university drop-outs remains high at just under 30%. More than half of early university-leavers embark on vocational training after they leave prematurely; one fifth take up gainful employment. The number of Master's programme drop-outs has risen in recent years.

The number of young people embarking on one of the two types of vocational training that lead to a full qualification (vollqualifizierend) has remained relatively constant over the last three years. In 2017 around 490 000 young people embarked on a dual vocational training programme (duales System), while around 214 000 began attending a vocational college (Schulberufssystem). The renewed rise in the number of young people completing a transition programme (Übergangssektor) over the last three years is due above all to the fact that individuals in search of protection and asylum-seekers embarked on a foundation vocational course (Berufsvorbereitung). In 2017, around 30% (just under 292 000) of the individuals who newly embarked on a course of vocational training were accounted for by the transition programme.

Of the young people in the largest population group – families in which the parents have a vocational qualification – only a quarter begin a course of study at a higher education institution. In the case of young people from families in which one or both parents are university-educated, the proportion is more than three times as high (79%). These differences are also due to decision-making motivated by the families' socioeconomic background. For two decades already, the likelihood of young people with a university entrance qualification plus either one or two parents with a higher education qualification actually going to university has been 20 percentage points higher.

#### *Challenges in education*

The 2018 education report ([Bildungsbericht](#)) mentions the following challenges: Increasing number of individuals in education, tendency towards higher education, sustained disparities between educationally disadvantaged individuals and academic high performers, growing heterogeneity in educational institutions, different development perspectives between educational regions (Bildungsregionen), expansion and reorganisation of educational regions, and personnel development and expansion.

The 2017 Equity and Excellence Monitor ([Chancenspiegel](#)), a complement to the education report, reports that all federal states have succeeded in making their school systems more effective and equitable, but that the degree to which this has happened varies, with a variety of weak spots having been identified. The opportunities for pupils from disadvantaged backgrounds have improved, yet the issue remains a major challenge for education policymakers, especially when it comes to breaking the link between educational success and social background.

#### *School dropouts*

According to the 2018 indicator report on sustainable development in Germany ([Indikatorenbericht 2018 zur nachhaltigen Entwicklung in Deutschland](#)) the share of early school leavers (aged 18-24) is 10,1%, which is over the target of 10 % in line with the Europe 2020 strategy. This group includes individuals aged 18 to 24 who hold neither a university entrance qualification such as "[Abitur](#)", nor are eligible to attend a university of applied sciences (Fachhochschulreife), nor have taken part in a basic or advanced training programme.

For more information, consult the [Education and Training Monitor 2016](#).

## **Organisation of the education and training system**

In Germany, responsibility for education policy lies with the federal states (Bundesländer), which is why there is no uniform education system. Each of the 16 federal states has its own systems and rules.

In Germany, schooling is compulsory, however the rules are not standard across the country. General education is compulsory nationwide for all children under the age of 18 (legal age). It comprises full-time compulsory education ([Vollzeitschulpflicht](#)) in primary and lower secondary education plus compulsory vocational education. Examples for compulsory education ([Schulpflicht](#)):

Federal state	Compulsory education	Full-time compulsory education	Compulsory vocational education
Baden-Württemberg	until the pupil turns 18	Four years of primary school, five years of secondary school	For the duration of the apprenticeship, provided apprenticeship commences prior to end of compulsory vocational education
Bremen	Twelve years	At least ten years or until having acquired an extended vocational school entrance qualification (Erweiterte Berufsbildungsreife) or a general (or intermediate) education school leaving qualification (Mittlerer Schulabschluss) at a general education institution	For the duration of the apprenticeship
Hesse	until the pupil turns 21	Nine years	For the duration of the apprenticeship
North Rhine-Westphalia	Up to the end of the school year during which the pupil turns 18	Ten years for primary and lower secondary school, nine years for Gymnasium (a grammar-school type of secondary school) (because at Gymnasium, "lower secondary" lasts until grade 9); the tenth year of full-time compulsory education may be substituted by the first year of vocational school	For the duration of the apprenticeship, provided apprenticeship commences prior to apprentice turning 21
Saxony	As a rule, twelve years	Nine years	For the duration of the apprenticeship, provided apprenticeship commences prior to end of compulsory vocational education
Thuringia	As a rule, twelve years	Nine years	For apprentices: up to the end of the apprenticeship year during which the apprentice turns 21

### [Basic structure of the Education System in Germany](#)

Overview of education systems in Germany's federal states ([Bildungssysteme der Länder in der Bundesrepublik](#)).

Overview of the structure of [Germany's education and apprenticeship system](#).

### **Main concepts**

Inclusion: In an educational context, "inclusion" means an education system in which individuals with and without a disability can learn together from the very beginning in all types of educational institutions. An education system must provide special means and

methods to assist individual learners and must adapt the system to learners' needs, rather than vice versa.

Youth work: Youth work comprises learning and social integration assistance outside of a school or work context. It is targeted directly at young people, who participate voluntarily in the activities. Youth work is a social learning field. It assists young people in taking responsibility for their own personal growth and becoming a part of society. It teaches social values. It also opens up, supports and qualifies educational processes; in this context to be understood as self-development processes [[Wiesner, R., 2006 \(3rd ed.\)](#)].

Media literacy: Media literacy, in Dieter Baacke's definition, is not a subjective, individualistic skill; rather, it is an overarching aim to be pursued at a more general, societal level [and is part of the discourse in an information society](#).

Non-formal education ([non-formales Lernen](#)): There is no generally accepted definition of the term "non-formal education". The definition used in the context of non-formal education is aligned with the concepts commonly applied by European and international institutions.

## 6.2 Administration and governance

### Governance

#### Main actors

The distribution of responsibilities for education between the federal government (Bund) and Germany's federal states (Bundesländer) is owed to the country's federal structure. The ministries of education and cultural affairs ([Kultus- und Bildungsministerien](#)) in the individual federal states have supreme authority over education, science and culture. They are responsible for managing matters in schools, higher education and adult education, amongst other fields.

The federal government ([Bundesregierung](#)) is responsible for several educational fields, including non-school vocational education and training, higher education access and higher education qualifications (the federal states may adopt divergent legislation in this area), apprenticeship promotion, protection of participants in distance learning programmes, employment promotion measures, and labour market and vocational research.

#### General distribution of responsibilities

##### *Coordinating bodies*

The Standing Conference of the Ministers of Education and Cultural Affairs ([Kultusministerkonferenz, KMK](#)) consists of the state ministers or senators responsible for (higher) education, research and cultural affairs. It plays a significant role in coordinating and developing matters in these areas that are of interest to all of the federal states.

The Joint Science Conference ([Gemeinsame Wissenschaftskonferenz, GWK](#)), which consists of representatives of the federal government and federal states, coordinates matters relating to national, European and international science and research policy that touches upon both the national and the state level. The GWK is composed of the federal and state ministers responsible for science, research and finance.

For more information on the administration and governance of Germany's education and training system see also [EURYDICE: Germany > Organisation and Governance](#).

### Cross-sectorial cooperation

As a rule, the federal ministries are required to work together in matters that relate to two or more federal ministries. Cross-sectorial cooperation as well as cooperation with other departments in another federal ministry and with the Federal Chancellery (Bundeskanzleramt), the lower (Bundestag) and upper house (Bundesrat) of parliament, the Mediation Committee (Vermittlungsausschuss), and the supreme state authorities of

the federal states is governed by the Joint Rules of Procedure of the Federal Ministries ([Gemeinsame Geschäftsordnung der Bundesministerien, GGO](#)). Depending on the subject or issue at hand, the relevant ministry takes the lead, e.g. in the case of education, the Federal Ministry of Education and Research ([Bundesministerium für Bildung und Forschung, BMBF](#)); youth: Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend, BMFSFJ](#)); labour and social affairs: Federal Ministry of Labour and Social Affairs ([Bundesministerium für Arbeit und Soziales, BMAS](#)); consumer protection: Federal Ministry of Justice and Consumer Protection ([Bundesministerium der Justiz und für Verbraucherschutz, BMJV](#)).

For instance, an interministerial working group for democracy promotion and extremism prevention (Interministerielle Arbeitsgruppe "Demokratieförderung und Extremismusprävention") has been set up by BMFSFJ and the Federal Ministry of the Interior (Bundesministerium des Innern, BMI). The working group serves to coordinate and strengthen the efforts of the federal government to prevent extremism.

The Joint Science Conference ([Gemeinsame Wissenschaftskonferenz, GWK](#)), which consists of representatives of the federal government and federal states, coordinates matters relating to national, European and international science and research policy that touch upon both the national and the state level. The GWK is composed of the federal and state ministers responsible for science, research and finance.

If major, socially significant issues require a cross-sectorial discussion, the lower house of parliament (Bundestag) can establish a study commission (Enquete-Kommission) or a parliamentary advisory council ([Parlamentarischer Beirat](#)).

On the cooperation between ministries/authorities with public sector, educational and training organisations, see also [Tackling Early leaving from Education and Training in Europe](#).

## 6.3 Preventing early leaving from education and training (ELET)

### National strategy

[In Germany](#) there is no single, comprehensive strategy to tackle the problem of early leaving from education and training. There are strategies and action plans to ensure that young people have the opportunity to complete their education and gain the qualifications they need to succeed in the workplace.

The 2007 adoption by the Standing Conference of the Ministers of Education and Cultural Affairs (Kultusministerkonferenz) of an action plan to reduce the number of pupils without an academic qualification ([Schulabbrecher](#)), safeguard their transition and reduce the number of apprenticeship early leavers ([Handlungsrahmen Schulabbrecher](#)) defines strategic objectives, areas of action and measures to address early leaving from school.

The [support strategy for poorer performing students](#) (Förderstrategie für leistungsschwächere Schülerinnen und Schüler) of March 2010 remains in place. An updated report on the status of implementation of the support strategy ([Bericht zum Stand der Umsetzung der Förderstrategie für leistungsschwächere Schülerinnen und Schüler](#)) was published in September 2017. It reports on what the federal states are doing to implement it:

- Providing personalised support in the classroom, safeguarding education standards,
- Providing more time for learning as well as targeted support,
- Providing hands-on teaching,
- Providing extra support to pupils from immigrant families, leveraging diversity,

- Giving special-needs pupils access to general lower secondary school qualifications ([Hauptschulabschluss](#)),
- Developing all-day school activities, strengthening education partnerships,
- Professionalising career orientation services, shaping and supporting the transition from school to work,
- Enhancing the quality of teacher training,
- Evaluating outcomes and scaling up successful models.

In Germany, responsibility for the education system is determined by the federal structure of the state. In areas where the Basic Law (Grundgesetz) does not assign legislative powers to the federal government, the federal states (Länder) have the right to legislate. See also [Eurydice > Germany > Organisation and Governance](#) and [Eurydice > Germany > Legislation > School legislation of the Länder](#).

### **Formal education: main policy measures on ELET**

In Germany, schooling is compulsory, hence schools must pursue any absences from school for which no excuse has been offered. As the federal states are responsible for education, each state has its own school legislation and each school has its own rules, there are no fixed rules on how schools should deal with unexplained absences.

#### **National level**

Various measures, supported by the federal government, exist to promote the successful completion of apprenticeships and combat early school leaving.

- **Initiative on Educational Chains** ([Initiative Bildungsketten](#))

Term: 2010-2020

At the education summit (Bildungsgipfel), the federal and state governments agreed to halve the number of school leavers without a qualification and young adults in the relevant age group without a vocational qualification and to prevent early leaving as far as possible. To this end, all measures have been integrated into this initiative. Successful support schemes are incorporated to form a coordinated, nationwide and structured support system for career orientation and school-to-work transitions. The aim is to enable, where possible, every eligible and willing young person an in-company vocational training place. The career orientation process, which assists young people in making an informed choice of career, hence begins at an early stage and is personalised and systematic. Where necessary, the young people are offered intensive support so they can successfully obtain a school-leaving qualification and integrate into the labour market. All steps that the young participants cover, from career orientation all the way to an apprenticeship or training, are documented in a centralised way, for instance in their "career selection passport" ([Berufswahlpass](#)), the most popular career guidance scheme.

See also [Youth Wiki > Germany > Employment and Entrepreneurship > Career Guidance and Counselling](#).

- **Preparatory vocational measures** ([Berufsvorbereitende Bildungsmaßnahmen](#))

Preparatory vocational measures offer targeted career orientation to young people under 25, assist them professionally and personally, and accompany them as they enter the labour market. These measures are aimed at young people who have not found an apprenticeship or training place, are disadvantaged, have a school leaving qualification or not, have a disability, and/or belong to the immigrant community. Participants undergo a personal aptitude analysis to obtain an overview of the many careers on offer and then to make an informed personal choice. Education providers also offer the young participants an opportunity to gain a practical qualification in a variety of professional areas. Besides professional expertise, the curriculum covers personal development, basic vocational

skills, in-company training, basic IT and media skills training, language training and interview training.

Germany's act on the reinforcement of labour market policy instruments ([Gesetz zur Neuausrichtung der arbeitsmarktpolitischen Instrumente](#)) for young people and adults without a school leaving qualification of 1 January 2009 established a legal entitlement to assistance with acquiring a general lower secondary school qualification (Hauptschulabschluss) or equivalent as a mature student. The cost of these measures is borne by the Federal Employment Agency (Agentur für Arbeit).

- **“Strengthening youth” initiative (Initiative JUGEND STÄRKEN)**

The “Strengthening youth” initiative ([Initiative JUGEND STÄRKEN](#)) of the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#), BMFSFJ) of 2009 is the umbrella initiative for all youth social work programmes. It provides personalised assistance to young people as they transition from school to a career, and improves the level of cooperation between the various participating organisations and institutions. Emphasis is given to the demand-driven, systematic management and coordination of youth social work activities in cooperation with schools and local labour market stakeholders. The initiative has a number of sub-initiatives:

- Strengthening youth in the neighbourhood (JUGEND STÄRKEN im Quartier): Assistance for young people with fewer opportunities in disadvantaged regions as they transition from school to work
- Youth migration services (Jugendmigrationsdienste): Counselling, assistance and education for young members of the immigrant community
- Strengthening youth: 1 000 opportunities (JUGEND STÄRKEN: 1000 Chancen): Assistance for young people with fewer opportunities through hands-on, low-threshold support and insights into the world of work in cooperation with the private sector
- Higher education guarantee fund (Garantiefonds Hochschule): Support in taking up or continuing a university degree course for young ethnic German immigrants ([Spätaussiedler](#)), persons entitled to asylum and young foreign refugees with leave to remain.

**Amount of funding:** 52 million euros p.a. in federal funding plus 25.5 million euros from the ESF.

- **Federal programme “Opportunities for parents II” ([Elternchance II – Familien früh für Bildung gewinnen](#))**

The sub-programme “Strong networks – Assistance for parents in refugee families” (Starke Netzwerke Elternbegleitung für geflüchtete Familien) of BMFSFJ has an annual budget of 3 million euros and is implemented in 50 locations nationwide. Between May 2017 and December 2020, the sub-programme supports local parent assistance networks that help recently immigrated families in settling and integrating into their new environments. The aim is to offer effective support to these families locally, with a special emphasis on giving their children educational opportunities. The network members and participating family assistants build bridges between the refugee families and the educational institutions in the region. They provide hands-on help to parents, for instance with registering their children in local daycare centres, and assist them in finding their way around their new local community.

### Regional level

#### Thuringia: Programme “Success at school” ([Erfolg macht Schule](#))

Term: 1 July 2016 to 31 July 2019

Funded by the Free State of Thuringia, specifically the Thuringian Ministry of Education, Youth and Sports (Ministerium für Bildung, Jugend und Sport) through the European Social Fund.

To promote school development in Thuringia and lower the number of school dropouts, this programme provides targeted advice and support to 20 lower secondary (Regelschule) and secondary (Gemeinschaftsschule) schools across the state. In addition, schools can form networks with other schools, second teachers of certain subjects to another school for a certain period, and send teachers on specialised training courses. The aim is to assist school development and encourage young people to complete a full course of education.

### **School social work - Examples from Saxony-Anhalt and Berlin**

School social work ([Schulsozialarbeit](#)) is

- a firm element of the school system and a school's day-to-day operations,
- an interface between pupils, teachers, school administrators and parents,
- a form of educational work that serves to bring about lasting improvements in the lives and circumstances of children and adolescents,
- a source of support, advice, crisis and conflict prevention and intervention, encouragement and strength,
- a cooperation between child and youth services providers and schools.

School social workers and teachers carry joint responsibility for providing educational support to pupils. The young people are assisted individually in reaching their academic aims. Support can take the form of, e.g., one-on-one counselling in problematic situations (e.g., learning difficulties, drug abuse, school disengagement, delinquency), conflict intervention and de-escalation, and one-on-one assistance with skills development.

In the field of child and youth services, the federal government (Bund) has legislative power, so the legal framework for school social work as a form of cooperation between child and youth services and schools is to be found first and foremost in Book 8 of the Social Code ([Sozialgesetzbuch, SGB VIII](#)), the Child and Youth Services Act (Kinder- und Jugendhilfegesetz). The main legal provisions on school social work are to be found there in sections 1, 13, 11 and 81. In addition, school social work is also subject to the regulations adopted by the districts (Kreise) and municipal authorities (kreisfreie Städte) as well as the education acts, programmes, directives and decrees of the federal states (Länder) on school social work. Both the municipal level as well as the [state governments promote school social work](#).

- Example: Saxony-Anhalt – Programme "Ensuring success at school" ([Schulerfolg sichern](#))

Child and youth services, schools and regional partners in Saxony-Anhalt have been working together since 2008 to ensure that all children and adolescents are given equal access to quality primary and secondary education. The aim is to reach out to all pupils and provide a safety net especially for those in danger of dropping out of school.

Current term: August 2015 - 2020.

Funded by the European Social Fund and the Ministry of Education of the state of Saxony-Anhalt ([Ministerium für Bildung des Landes Sachsen-Anhalt](#)).

Implementation: German Children and Youth Foundation ([Deutsche Kinder- und Jugendstiftung](#), DKJS) (lead organisation) together with the state coordination office ([Landesweite Koordinierungsstelle Schulerfolg sichern](#)). Regional implementation: network offices in all districts (Kreise) and municipal authorities (kreisfreie Städte). Local implementation: school social work in all types of schools.

- Example: Berlin – Programme for youth social work at Berlin schools (Jugendsozialarbeit an Berliner Schulen)

The state of Berlin has a long track record in the field of cooperation between child and youth services and schools. In 2006 an ESF programme on youth social work was launched in the less academic type of lower secondary school (Hauptschule) in Berlin, which was extended to include integrated secondary schools (Integrierte Sekundarschule) in 2010/11. In 2007, an ESF programme on youth social work in Berlin schools for special-needs students was launched. In 2009, the Berlin programme received funding from the state budget so that it could be extended also to primary schools (Grundschule) and vocational schools (berufliche Schule). Today, the programme is also provided in Berlin's "Gymnasium"-type grammar schools. Aims:

1. To support disadvantaged pupils in overcoming academic challenges,
2. To encourage a motivation to learn and build confidence,
3. To reduce any feelings of disengagement from school, encourage parents to take responsibility for their children's education, and strengthen the link between schools and the wider community.

This programme, which is funded by the Senate Administration for Education, Youth and Family ([Senatsverwaltung für Bildung, Jugend und Familie](#)) from the state education budget, covers secondary schools (Sekundarschule), support centres (Förderzentrum), primary schools (Grundschule), "Gymnasium"-type grammar schools as well as vocational (beruflich) and centrally managed (zentralverwaltet) schools. In addition, funding is provided for youth social workers with special functions as well as for inclusive priority schools (inklusive Schwerpunktschule).

The Foundation for the Social Pedagogical Institute Berlin ([Stiftung SPI](#)) coordinates and manages the overall programme.

Information and networking for school social workers across Germany is available on the [website schulsozialarbeit.net](#).

## **Addressing ELET through non-formal and informal learning and quality youth work**

Below are some practical examples to demonstrate how local youth work can help to address early school leaving.

### **Examples from Berlin and Brandenburg**

The Foundation for the Social Pedagogical Institute Berlin ([Stiftung SPI](#)) implements school dropout-themed projects in Berlin and Brandenburg. They include:

- **"Parachute - Assistance for delinquent children and adolescents"** ([Fallschirm – Hilfen für straffällige Kinder und Jugendliche](#)), Berlin

Fallschirm is a walk-in child and youth services project in accordance with section 27 et seq. of Book 8 of the SGB VIII for children and adolescents who are delinquent or disengaged from school. The aim is to strengthen their social skills and support them in overcoming their personal development challenges. This solution- and resource-oriented project requires the children and adolescents to engage personally and provides them with alternative outcomes. The children and adolescents are referred to the project by the competent youth office ([Jugendamt](#)) and given a personal support plan.

Target group: delinquent children and adolescents, repeat and habitual offenders, children and adolescents displaying disruptive behaviour at school and/or are disengaged from school. Underage multiple and habitual offenders are frequently hard to reach out to and are unlikely to change their delinquent behaviour without assistance. This is why Fallschirm's approach is designed specifically with the needs of this group in mind.

- **Learning workshop "Leonardo's masterclass"** ([Lernwerkstatt "Leonardos Meisterbude"](#)), Cottbus

The Lernwerkstatt is run in cooperation with the Sachsendorf secondary school in Cottbus.

Target group: Adolescents displaying active and passive school disengagement behaviour in grades 9 and 10 who are unable to complete a secondary school qualification without socioeducational support.

Aims: To enable participating pupils to successfully complete grade 9. In addition, they are prepared for the labour market by means of in-depth career guidance and traineeships in companies in the region.

The tuition provided corresponds to the 9th grade curriculum in Brandenburg defined in the Education Act (Schulgesetz) for Brandenburg. The teaching is provided in a hands-on, holistic manner. The success of this approach hinges upon intense engagement with the pupils and incorporate socioeducational group and one-on-one work.

The project has been replicated in other municipalities across Brandenburg.

### Examples from North Rhine-Westphalia

- **Jugendhilfe Köln e.V., Cologne**

Since its establishment in 1976, the association [Jugendhilfe Köln e.V.](#) has worked actively to combat youth unemployment. It runs (career) guidance, counselling, support, employment, jobs, training and placement programmes. The association also offers youth workshops for adolescents aged 16 to 21 where they can acquire practical skills in preparation for an apprenticeship while developing their personal competences. Social education workers and craft education workers assist them in solving problems and offer them support and advice. The young participants attend the workshops every day to learn more about specific occupations, explore their professional preferences and acquire some initial professional training. The philosophy behind the youth workshops is that young people need help with developing their personalities in order for them to succeed at school and at work, enter the labour market and integrate in society.

- **apeiros (Wuppertal, Remscheid, Velbert, Solingen)**

The association [apeiros](#) has been combating school absenteeism for a decade. apeiros' philosophy is to pursue several approaches in order to actively combat school disengagement and the non-fulfilment of structural social requirements. A detailed diagnosis is performed of the situation at hand, e.g., the school, its pupils and their environment, then a plan of action is developed to assist endangered pupils on site. Alternatively, pupils can join an off-site programme so they can develop the necessary resources for returning to school long-term and completing their education. apeiros' prevention strategy seeks to take early action to prevent school disengagement and an early departure from school or apprenticeship through absenteeism management and a standardised rapid-response approach. Thanks to this strategy, in a number of cases the school or apprenticeship dropout rate has been cut by up to 90 per cent.

## Cross-sector coordination and monitoring of ELET interventions

### Multi-agency partnerships

To strengthen the system of vocational training in Germany, on 12 December 2014 the Federal Ministry of Education ([Bundesbildungsministerium](#)) and further Federal Ministries joined forces with the Federal Government Commissioner for Integration (Integrationsbeauftragte der Bundesregierung), the Federal Employment Agency (Bundesagentur für Arbeit) and representatives of the private sector, unions and federal states to establish the Alliance for Initial and Further ([Allianz für Aus- und Weiterbildung](#)). It is the successor programme of the National Pact for Training and Skilled Recruits (Nationaler Pakt für Ausbildung und Fachkräftenachwuchs), which expired at the end of 2014. Its aims include:

- to further reduce the number of young people without a school-leaving qualification and,

- under the training guarantee (Ausbildungsgarantie) mentioned in the 2013-2017 coalition agreement ([Koalitionsvertrag](#)), to offer all young people interested in an apprenticeship a "path" (Pfad) that takes them as early as possible to a vocational qualification.

In [2019 the Alliance for Initial and Further Training](#) (Allianz für Aus- und Weiterbildung) will be reformed. The new Alliance (2019-2021) is to become a central political platform for continuing to strengthen the attractiveness, quality and performance of the dual vocational training system (duale Ausbildung). The aim is to give as many young people as possible an opportunity to obtain a qualification. Besides increasing the attractiveness and quality of the dual system, greater emphasis is to be given to higher-level (höherqualifizierend) vocational qualifications. The overarching objectives of the reformed Alliance for Initial and Further Training are:

- To bring more employers and young people together and reduce the apprentice dropout rate
- To continue increasing the attractiveness and quality of the dual vocational training system and to join forces in popularising vocational training in general
- To strengthen advanced vocational training (berufliche Fortbildung) generally and promote higher-level (höherqualifizierend) and higher (höher) vocational training

In addition, the federal government, state governments and the Federal Employment Agency (Bundesagentur für Arbeit) have developed joint concepts for career guidance (also at "Gymnasium"-type grammar schools) and launched measures to assist young people in moving more successfully from school to training. In the field of career guidance and orientation, schools work closely with the local employment agencies (Agenturen für Arbeit). There are also partnerships between schools and youth work/child and youth services/youth social work providers. For instance, pupils can sit down with school social workers to discuss their options.

See also the Eurydice and Cedefop Report "[Tackling Early Leaving from Education and Training in Europe: Strategies, Policies and Measures](#)".

### Monitoring/evaluation

With the Vocational Training Report ([Berufsbildungsbericht](#)), the Federal Ministry of Education and Research ([Bundesministerium für Bildung und Forschung, BMBF](#)) fulfils its statutory obligation to monitor developments in the vocational education field and submit an annual report by 1 April to the Federal Government. Chapter 3 of the report covers the Federal Government's new and existing vocational training policy measures and programmes as well as facts and figures, aims, and outcomes. This includes programmes such as "Initiative on Educational Chains" (Initiative Bildungsketten) and "Strengthening youth" (Jugend Stärken), which aim to prevent early departure from school or apprenticeships and promote various forms of career guidance. The most recent report was published in 2019 ([Berufsbildungsbericht 2019](#)).

The National Report on Education ([Nationaler Bildungsbericht](#)) is part of an overall education monitoring strategy that was adopted by the Standing Conference of the Ministers of Education and Cultural Affairs ([Kultusministerkonferenz](#)) for schools in 2006 and reviewed in 2015. The most recent report was published in 2018 ([Bildungsbericht 2018](#)).

### Link to the Youth Guarantee

In the course of the [implementation of the Youth Guarantee](#), schemes including assisted training ([assistierte Ausbildung](#)) and training support services ([ausbildungsbegleitende Hilfen](#)) were rolled out, while others, such as cooperation between the youth employment agencies (Jugendberufsagenturen), were strengthened. The recommendations suggested by the EU Youth Guarantee have largely been taken up and implemented in Germany. Placement services provided under the law have been adapted on various occasions.

Employment agencies (Agenturen für Arbeit) are required under Art. 37 Book III Social Code (Sozialgesetzbuch Drittes Buch, SGB III) to conclude an integration agreement with young people seeking vocational training or employment. For young people, this agreement must be reviewed after three months at the latest. The integration agreement includes the integration goal, the placement efforts of employment agencies, evidence of the young person's own efforts, and the employment support measures planned. On this basis, young unemployed people of working age who receive basic security benefits for job seekers ([Grundsicherung für Arbeitsuchende](#)) take priority when vocational training places or jobs are awarded.

See also the [assessment of the Youth Guarantee implementation in Germany](#) (May 2018).

## 6.4 Validation of non-formal and informal learning

### Arrangements for the validation of non-formal and informal learning

Due to Germany's federal structure, there is no common legal framework and standardised system for the validation of non-formal and informal learning at national level and across education sectors in the country. Validation of non-formal and informal learning is taking place in all education sectors. There is a lot of different approaches at the various levels.

The validation of non-formal and informal learning achievements in Germany has become an issue particularly in connection with the introduction of the German Qualifications Framework ([Deutscher Qualifikationsrahmen, DQR](#)). As early as in 2011, various groups of experts (from cultural education, adult education, youth education, sports, youth associations and social partners) were tasked by the Federal Ministry of Education and Research ([Bundesministerium für Bildung und Forschung, BMBF](#)) to explore how competences acquired in non-formal and informal settings could be incorporated into the [DQR](#). At this stage already, it was discussed whether it would be possible to formally give equal recognition to competences acquired in this manner and if so, how this could be done. In 2010 already, an expert opinion ([Expertise](#)) was submitted on the subject that examines possible options in the context of the German education system. It proposed the following options:

1. **Maintenance of the formal education system:** Assessment and validation of informal and non-formal learning against the backdrop of the standards and criteria applicable to formal learning; maintenance of existing certificates
2. **Competence-centred system:** Competence-centred revision of standards and criteria while giving equal recognition to informal and non-formal learning achievements; extension of audit and assessment processes and certificates
3. **Parallel system:** Besides the existing formal system, a separate competence-centred system should be introduced that serves to assess, audit and certify agreed standards concerning informally and non-formally acquired competences.

In fact, none of these options came to fruition, despite the backing of the European Council Recommendation on the validation of non-formal and informal learning of 2012. Calls for a validation system were rejected by the DQR bodies citing "lack of remit". As expected, the preferred option – to assess and validate non-formal and informal learning outcomes against the standards applicable in the formal education sector – meant that the majority of outcomes continued to remain unaccounted for. In the DQR process there was strong resistance against efforts to introduce validation for non-formal and informal learning, the outcome of which would have formal force. Given this process, the phrase that is now being used in this context is "[validation of vocationally relevant competences](#)".

Strong objections to use of the German Qualifications Framework (DQR) as a recognition and validation instrument come above all from representatives of the formal education sector ([Vertreter des formalen Bildungssystems](#)), who insist that the DQR should only

serve to create transparency between the vocational and academic education sectors. They fear that, one, an extended DQR could give individuals access to European or even international systems that are outside the control of formal education providers; two, they are against changing the profession and qualification systems and related salary-grade and privilege schemes; and three, they object to the dissolution of the training and apprenticeship system as practised under Germany's dual system.

Hence the same validation processes ([Validierungswege](#)) for non-formally and informally acquired competences continue to apply in Germany that have been in place since 2011:

- **Recognition:**

1. Higher education entrance qualification: aptitude examination (Begabtenprüfung), university access without "[Abitur](#)",
2. Possibilities afforded under the Vocational Training Act ([Berufsbildungsgesetz, BBiG](#)) e.g., crediting of previous vocational education and training (berufliche Vorbildung) or equivalence of [examination certificates](#) (Zeugnisgleichstellung) [sections 7, 8, 43(2), 49, 50],
3. IT continued professional development system,

- **Crediting:**

1. External examinations [for individuals meeting the requirements of general lower secondary school qualification ([Hauptschulabschluss](#)), higher education entrance qualifications ([Abitur](#)) up to the requirements of section 45 of BBiG or section 37 of the Trade and Crafts Code ([Handwerksordnung, HwO](#))],
2. IT continued professional development system,
3. Professionally acquired competences credited towards university degree courses.

A new development which, however, is less relevant to the subject of validation is an act for improving the assessment and recognition of VET qualifications acquired abroad ([Gesetz zur Verbesserung der Feststellung und Anerkennung im Ausland erworbener Berufsqualifikationen](#)), "Anerkennungsgesetz" for short. It came into force on 1 April 2012 and serves to improve the recognition of professional qualifications of individuals from what are known as third countries. However, it has had no real impact on the situation.

The validation processes mentioned here only relate to the processes recognised in the education system such as equivalency assessments for formal qualifications or the crediting of prior qualifications towards (parts of) a course of education. At the same time, the non-formal education sector and the labour market operate a large number of their own "competence balancing" ([Kompetenzbilanzierung](#)) methods and certificates, not all of which are recognised in the formal education system.

BMBF has launched an initiative known as [VALIKOM](#). It is not part of the formal system, but serves to identify and validate "vocationally relevant" (berufsrelevante) competences to determine equivalent professions. VALIKOM covers all the steps of a classic validation scheme: 1. Information and advice (identification), 2. documentation, 3. assessment and 4. certification. The process is aimed at individuals aged 25 and over who demonstrate prior professional experience (also from abroad), but who have no vocational qualification. Their competences are documented in a portfolio, but can also be demonstrated by means of work samples, professional interviews and/or a trial period spent working in a company. "Certification" is effected by means of a validation certificate issued by the chambers (of industry and trade) that confirms partial or full equivalency with the profession in question. However, this does not give the holder any entitlement to the formal education system, neither a formal vocational qualification. It can only be used on the labour market, so as such corresponds to the existing "qualification analysis" scheme. This makes it akin to the process of recognising higher education qualifications, which is done by matching foreign higher education qualifications against the [anabin](#) database of German qualifications. However, it gives the individuals in question no claim to access to the education system.

Experience has shown that the relevance and significance of these certificates that are produced for the "labour market" is weak. Germany's highly formalised education and training system has a strong effect on the labour market and its flexibility. Formal education qualifications are among the most important ways to gain access to the primary labour market.

See also Country report Germany '2016 update to the European inventory on validation of non-formal and informal learning'.

See also [Eurydice > Germany > Adult Education and Training > Validation of Non-formal and Informal Learning](#).

See also [The European Higher Education Area in 2015: Implementation Report](#).

Further information on the validation of non-formal and informal learning in Germany also at the websites [giz.de](#) and [dji.de](#).

## Information and guidance

Information on ways to get recognition of non-formally and informally acquired competences in line with Germany's vocational training or higher education system is provided on the following websites: [Recognition in Germany \(Anerkennung in Deutschland\)](#) (for vocational training) and the [anabin](#) information portal for foreign educational qualifications (for higher education qualifications). Each university has its own system of recognising credit points or examination results gained elsewhere.

## Quality assurance

The lack of a general validation mechanism for non-formally and informally acquired competences means there are also no general quality assurance instruments. However, naturally each of the crediting and recognition systems described above have quality assurance procedures and instruments as described in the relevant laws and ordinances; vocational training and higher education institutions also have their own agreed instruments.

## 6.5 Cross-border learning mobility

### Policy framework

Important documents that are relevant to learning mobility include:

- Federal Government strategy on internationalising education, science and research ([Strategie der Bundesregierung zur Internationalisierung von Bildung, Wissenschaft und Forschung](#))

After adopting the first such strategy in 2008, on 1 February 2017 the Cabinet adopted a new Federal Government strategy for this field ([Strategie der Bundesregierung zur Internationalisierung von Bildung, Wissenschaft und Forschung](#)). It was drawn up under the leadership of the Federal Ministry of Education and Research ([Bundesministerium für Bildung und Forschung](#), BMBF). Inter alia, the strategy aims to make the education and training system in Germany more international by, e.g., assisting apprentices in spending part of their apprenticeship a period abroad. To support the first strategy, BMBF had adopted an action plan for international cooperation ([Aktionsplan Internationale Kooperation](#)).

- Recommendations on internationalising curricula

In addition, the German Rectors' Conference ([Hochschulrektorenkonferenz](#), HRK) on 9 May 2017 published a set of recommendations on internationalising curricula ([Empfehlungen zur Internationalisierung von Curricula](#)). They are a helpful aid for higher education institutions that wish to give their curricula an international, intercultural or global dimension.

- Federal Training Assistance Act ([Bundesausbildungsförderungsgesetz, BAföG](#))

Assistance is provided to encourage the completion of either part or whole degree programmes abroad through the Federal Training Assistance Act ([Bundesausbildungsförderungsgesetz, BAföG](#)), which increases student mobility.

- Child and Youth Plan of the Federation ([Kinder- und Jugendplan des Bundes](#), KJP)

KJP is the instrument through which the government provides assistance to child and youth services at federal (Bund) level, which also extends to international exchanges in non-school settings. KJP guidelines ([Richtlinien KJP](#)) set out the rules and regulations governing grants and financial resources for child and youth services. KJP serves to promote child and youth services at the federal level. It promotes relevant measures to this end, such as international exchanges between young people and experts. For instance, it helps to implement bilateral agreements. It also supports bilateral or multilateral measures that are reciprocal in nature.

Further information available on the [mobility scoreboard](#) and on the [Eurydice website \(Germany > Mobility and Internationalisation\)](#).

## **Main cross-border mobility programmes for students in formal education**

### **Pedagogical Exchange Service (Pädagogischer Austauschdienst, PAD)**

The points of contact for programmes concerning international exchanges for schools in Germany are the ministries of education (Kultusministerien) or senate administrations (Senatsverwaltungen) in Germany's 16 federal states (Länder). Established in 1952, the Pedagogical Exchange Service ([Pädagogischer Austauschdienst, PAD](#)) of the Standing Conference of the Ministers of Education and Cultural Affairs ([Kultusministerkonferenz](#)) has acted on behalf of the federal states as the sole public-sector institution in Germany for international exchanges and international cooperation in and between schools. The PAD's programmes are aimed at pupils, teachers, trainee teachers and schools in Germany and abroad. PAD is a partner of the Federal Foreign Office ([Auswärtiges Amt](#)) and the National Agency for EU programmes involving schools (Erasmus+ School Education and eTwinning). The PAD's exchange programmes, which are funded by the Federal Foreign Office, serve especially to promote German as a foreign language abroad. The Erasmus+ School Education programme aims to promote school development and form networks between schools across Europe. This is to encourage schools to exchange tried-and-tested procedures and methods, e.g., under a school partnership, and to develop and share innovative concepts and materials. The PAD programmes are aimed at the following target groups:

#### **1. Schools (school partnerships) (selection)**

The [German American Partnership Program \(GAPP\)](#) promotes partnerships between schools in Germany and the USA and involves mutual visits. These visits should each have a specific theme or serve a specific project. The visits should last at least 16 days each (including outbound and inbound travel). German pupils and their accompanying teachers are granted a flat-rate contribution towards the cost of their airfare to the USA. In addition, grants of up to 1 500 euros are available to cover project costs. These grants are paid by the Federal Foreign Office (Auswärtiges Amt) and the US State Department.

**School partnerships with Israel** ([Schulpartnerschaften mit Israel](#)) and with **schools in eastern, central eastern and south eastern Europe and the Baltic states** ([Schulen in Ost-, Mittelost- und Südosteuropa sowie den Baltischen Staaten](#)). Grants are available for travel expenses and programme-related costs for the foreign pupils and their accompanying teachers. Schools can also apply for a contribution towards the cost of an exchange visit in Germany (up to 1 500 euros). Stays of foreign pupil groups of between 7 and 21 days at a German partner school are eligible for these grants. The pupils are hosted by local families. The exchanges can take place any time during the school year. From 2017, school partnerships involving eastern Europe and the Baltic states can start

applying for funding for preparatory visits. Financially supported by the Federal Foreign Office (Auswärtiges Amt).

Support for **partnerships with schools around the world** ([Schulpartnerschaften weltweit](#)) (except Europe, the USA and Israel) is provided under the **initiative "Schools: Partners for the future"** ([Schulen: Partner der Zukunft, PASCH](#)) of the Federal Foreign Office (Auswärtiges Amt). The priority regions are: Africa, Asia, South-East Asia, Central Asia, the Caucasus, eastern Europe, the Gulf states, Turkey and the Palestinian Territories. PASCH supports mutual exchanges between groups of pupils in order to encourage more long-term partnerships between schools in Germany and abroad. The initiative pays a grant towards the travel expenses of the German and foreign pupils and their accompanying teachers. Grants are also available to cover the cost of running a programme for groups of foreign students travelling to Germany. Amounts of up to 1 500 euros are available for projects involving German and foreign groups. Stays of foreign pupil groups of between 7 and 21 days at a German partner school, with accommodation in host families, are eligible for these grants. The exchanges can take place any time during the school year. Funding for preparatory visits is also available. Financially supported by the Federal Foreign Office.

Two programmes are funded via foundations. One is the programme **school partnerships with China** ([Schulpartnerschaften mit China](#)). In addition to the PASCH initiative, these partnerships also receive funding from the Mercator Germany-China school partnership fund (Mercator Schulpartnerschaftsfonds Deutschland - China). Pupils and their accompanying teachers receive a flat-rate contribution towards their travel expenses of up to 450 euros per person (an extra 200 euros per person may be made available subject to means testing). Maximum available grant: 7 000 euros (per school in Germany and in China). The school exchange must be project-oriented. As a rule, 12 exchange projects receive funding via this programme each year.

The **junior engineer academy school partnership** ([Junior-Ingenieur-Akademie-Schulpartnerschaften](#)) project is funded by Deutsche Telekom Stiftung in cooperation with the educational exchange service PAD. It involves technical projects by schools that are part of the nationwide network of junior engineers (Junior-Ingenieur-Akademie) in cooperation with schools from central, eastern and south-eastern Europe.

Under **Key Action 2 of the European Union's education programme Erasmus+** ([Leitaktion 2 Erasmus+](#)) Strategic Partnerships are funded in order to encourage innovation and the sharing of best practices. Applications for funding are welcomed from schools as well as all public- and private-sector organisations and establishments that have a thematic connection to pre-schools and schools. A Strategic Partnership is transnational and generally involves at least three institutions from three different countries that participate in Erasmus+.

European schools of all levels and pre-schools that are interested in online school partnerships can participate in the **eTwinning** programme. Partnerships between German institutions are also eligible. After registration, German teachers are given access free of charge to a closed environment containing instruments for media projects. Training courses in Germany and abroad as well as online courses are also offered.

PAD programmes are also open to vocational colleges ([Berufsschule](#)) that participate in the dual vocational training ([duale Berufsausbildung](#)) system.

## 2. Teachers (Continuing Professional Development, CPD) (selection)

The CPD courses offered by [PAD](#) are open to teachers in Germany and abroad.

**Foreign teachers can spend between two weeks and twelve months at a German school** depending on the aim of the programme and the target group. CPD for foreign teachers of German is funded by the Federal Foreign Office (Auswärtiges Amt). The programme goals include:

- Getting to know the German education system,

- acquiring in-depth professional, methodological and didactic, and language skills as well as a better understanding of German culture,
- updating the teachers' image of Germany, and
- allowing them to gather and share intercultural experience.

CPD and work shadowing for teachers of German involves hands-on classroom experience. The CPD courses are a combination of methodology, didactics, language and regional studies for teachers of German plus classroom experience.

The **study visits** are designed in particular for school principals and administrators from north Africa, the Arab-speaking countries and eastern Europe. They serve to promote an exchange of experiences among teachers and administrators with their peers from Germany, a familiarity with the education and teacher training system here, and a familiarity with cooperative forms of school management.

**Teachers from Germany** are equally able to complete CPD courses and work shadowing abroad. They can take part in a course in Belgium, France, Italy, Spain, Taiwan or the UK or gain practical experience in a host school in one of these countries.

Applications may also be submitted via Key Action 1 of **European Union's education programme Erasmus+** ([Leitaktion 1 Erasmus+](#)) for CPD for teachers and educational staff at schools and pre-school establishments; this promotes the quality of tuition by offering career development opportunities to teachers and specialist staff.

### 3. Pupils (selection)

The **Voltaire programme** is offered jointly with the Franco-German Youth Office (Deutsch-Französisches Jugendwerk, DFJW). This is a one-year exchange programme for German and French pupils. The participants attend school together with their exchange partner and are hosted in families. Voltaire gives young people an opportunity to experience a long-term stay abroad and obtain intercultural skills.

The **Johannes Rau scholarship programme** ([Johannes-Rau-Stipendium](#)) is open to young Israelis aged 16 to 18 who wish to travel to Germany on a scholarship. Beforehand, they have to submit an entry to an essay-writing competition. The 20 best entries are selected and the authors invited to come to Germany for 13 days, where they update their image of Germany and get to know their German peers. The Israeli participants are accommodated in host families. The programme is financially supported by the Federal Foreign Office (Auswärtiges Amt).

The two- to three-week **language learning programme "Germany Plus"** ([Deutschland Plus](#)) is open to pupils at secondary schools abroad who have excellent German language skills (minimum A2). The participants attend a general secondary school in Germany and stay with host families. They are given extra language tuition and attend the same classes as their host sisters and brothers. The programme is financially supported by the Federal Foreign Office (Auswärtiges Amt).

The **international winners' programme** ([Internationales Preisträgerprogramm](#)) invites pupils in general-education schools who have outstanding German skills (minimum B1) and are winners of nationwide competitions (e.g., German Olympics, etc.). to spend time in Germany on a full scholarship. The aim is to encourage them to perfect their language skills and update their view of Germany. Participants are accommodated for two weeks in host families and attend a comprehensive school or "Gymnasium"-type grammar school. They also undertake excursions to Cologne, Bonn, Berlin, Munich and Hamburg to further their regional studies knowledge. The programme is financially supported by the Federal Foreign Office (Auswärtiges Amt).

### 4. University students

PAD runs various programmes for German and foreign students:

- **Teaching German at US schools.** PAD pilot programme. Term: 2017/18 and 2018/19 academic years. Trainee teachers in any subject with English language skills (level B2) can spend eight months as classroom assistants teaching German in US schools. Participants are paid a grant of 850 euros per month plus a contribution towards travel expenses, visa fees and insurance premiums. Funded by the Standing Conference of the Ministers of Education and Cultural Affairs (Kultusministerkonferenz) and the federal government (Bundesregierung) under the Transatlantic Program through the budget of the European Recovery Program (ERP) of the Federal Ministry for Economic Affairs and Energy (Bundesministerium für Wirtschaft und Energie).
- **Foreign language assistants ([Fremdsprachenassistentenkräfte](#)).** Most foreign language assistants are assigned to secondary schools, where they provide around 12 hours of classroom language assistance a week in their mother tongue. The programme is based on a bilateral agreement between Germany and 13 countries around the world. German foreign language assistants who go abroad are paid a monthly contribution towards their living expenses by the competent authorities in the host country. They must cover their own travel expenses (exceptions exist for the USA and China). The students are responsible for arranging their own accommodation, although their host institution will normally provide assistance. Foreign language assistants from abroad who work in Germany receive a monthly stipend of 800 euros that is funded from state (Länder) budgets and partly also by the Federal Foreign Office (Auswärtiges Amt). The competent authorities provide them with health, accident and third-party liability insurance coverage for the duration of their stay.

#### 5. Volunteers

In cooperation with the German Commission for UNESCO, under the programme "kulturweit" the Pedagogical Exchange Service (PAD) places volunteers aged 18 to 26 at schools abroad where pupils can sit an exam to obtain the German Language Diploma (Deutsches Sprachdiplom, DSD) of the Standing Conference of the Ministers of Education and Cultural Affairs (Kultusministerkonferenz, KSK) or alternatively at a German School Abroad (Deutsche Auslandsschule). The volunteer placement can last six or 12 months.

In cooperation with the Franco-German Youth Office (Deutsch-Französisches Jugendwerk, DFJW) the PAD sends young German volunteers on assignment to France and young French volunteers on assignment to Germany. The school placements last eight months.

#### *Bilateral youth and coordination offices*

Besides the PAD, the **bilateral youth offices** (Jugendwerke) and **coordination offices** (Koordinierungsstellen) also run school exchange programmes (for individuals and groups). These youth offices include inter alia:

- Franco-German Youth Office (Deutsch-Französisches Jugendwerk, DFJW): The [Brigitte Sauzay programme](#) of the DFJW encourages individual pupils to take part in a Franco-German exchange. Participants spend three months each with a host family in the other country, as well as at least six weeks in a local school. A grant is paid towards the participants' travel expenses. The total budget is reviewed annually.
- The German-Polish Youth Office (Deutsch-Polnisches Jugendwerk, DPJW) promotes German-Polish exchanges between individual pupils ([Deutsch-Polnischer Schüleraustausch](#)) during which participants spend between three and six months in the host country. German participants are paid a stipend of 100 euros per month plus a contribution towards their travel expenses. Total budget: unknown.
- Foundation for German-Russian Youth Exchange (Stiftung Deutsch-Russischer Jugendaustausch, SDRJA): The Foundation organises project-based exchanges between German and Russian pupils ([Schüler](#)) and apprentices ([Auszubildende](#)) in Russia and in Germany. The exchanges (up to 30 days) must include at a joint project lasting at least five days. The maximum available grant for one pair of exchanges is 8000 euros. Participants receive a grant to cover part of their travel expenses. Funding

is also available for pupils who wish to complete an internship ([Berufspraktika](#)) in Russia. The Foundation provides funding in addition to that provided by the federal states (Länder). Schools must submit an application beforehand with the competent state authorities. Provided the state authorities contribute from their own budget, this amount is set off against the amount paid by the Foundation. Total budget: unknown.

- UK-German Connection: The programmes and activities of [UK-German Connection](#) are open to, inter alia, secondary schools and vocational colleges and have an interdisciplinary, theme-specific outlook. Depending on the programme in question, the grants help to cover travel expenses, transportation expenses, accommodation and project costs and materials, and the cost of joint activities and mutual partner visits. Applicants must contribute at least 25 % of the total eligible costs themselves via, e.g., participants' contributions, alternative sources of funding, other co-financing schemes etc. The maximum payable amount ranges from 500 pounds sterling (or the equivalent in euros) to 5 000 pounds sterling depending on the programme. This amount may have to be shared between the participating institutions or schools.
- German-Turkish youth bridge ([Deutsch-Türkische Jugendbrücke](#)): Deutsch-Türkische Jugendbrücke has launched a series of projects entitled "[Strengthening Bridges: Youth Exchange between Turkey and Germany](#)" to strengthen German-Turkish exchanges, identify and expand promising areas of activity for German-Turkish exchanges and support multipliers (April to December 2017). Under the project, funding is provided for three model projects that serve to promote an exchange in the area of professional preparation and vocational training. Applications are welcomed from vocational colleagues, other non-profit or public-sector VET institutions and youth work and youth social work providers. The participants are young people and teachers. The programme is financially supported by the Federal Foreign Office (Auswärtiges Amt).

### Further programmes

The development policy school exchange programme ([Entwicklungspolitisches Schulaustauschprogramm](#)) **ENSA**, which is funded by the Federal Ministry for Economic Cooperation and Development ([Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung](#), BMZ), provides support to new and existing school partnerships. A distinction is made between preparatory trips (Anbahnungsreise) and exchange trips (Begegnungsreise).

- Preparatory trips ([Anbahnungsreisen](#)): Trip undertaken by a partner school to Germany (incoming) *plus* trip undertaken by a German school to the partner country (outgoing). Duration: approx. 1 week. Conferences and seminars to brief and debrief participants in Germany are also offered.

Funding is available for trips involving up to six participants per trip plus at least two participating pupils. Grant: up to 75 % of project and travel costs plus a flat-rate allowance for food up to a maximum of 7 000 euros per trip. Applications for an inclusion top-up may be submitted where required.

- Exchange trips ([Begegnungsreisen](#)): Trip undertaken by a partner school to Germany (incoming) *or* trip undertaken by a German school to the partner country (outgoing). Duration: 14 project days (excluding outbound and inbound travel). Conferences and seminars to brief and debrief participants in Germany are also offered. Applications are welcomed from German public or private secondary schools, school development institutions (Schulförderverein), and non-profit non-governmental organisations.

Funding is available for one exchange trip per year involving between six and 12 pupils and accompanying staff under an existing school partnership. Grant: up to 75 % of project and travel costs plus a flat-rate allowance for food up to a maximum of 14 000 euros. Applications for an inclusion top-up may be submitted where required.

**“Worldwide training”** ([Ausbildung Weltweit](#)) is a pilot project funded by the Federal Ministry of Education and Research ([Bundesministerium für Bildung und Forschung](#), BMBF). Three activities are being run during the 2017 pilot phase:

- Foreign stays by apprentices as part of their dual vocational training,
- Foreign stays by instructors and those in responsible positions in the VET system who work for non-school VET establishments; abroad, they work on vocational training issues (job shadowing, internships, their own teaching work),
- Preparatory visits.

Funding is available for foreign stays in any country with the exception of those covered by the Erasmus+ Key Action for mobility in vocational training and those for which the Federal Foreign Office (Auswärtiges Amt) has issued a travel warning. Applications are welcomed from training providers and non-school VET establishments across Germany.

The **German Academic Exchange Service** ([Deutscher Akademischer Austauschdienst](#), DAAD) is the world’s largest funding organisation for international exchanges between students and researchers. The DAAD’s programmes range from semesters abroad for university students and Ph.D. programmes to internships, guest lectureships, information visits and projects to establish universities abroad. The DAAD and its programmes are mainly funded from public sources. [Main sources of funding](#): Federal Foreign Office (Auswärtiges Amt, 39 %), BMBF (23 %), BMZ (10 %), and the European Union (18 %). Total budget in 2015: 471 million euros. Number of successful applicants in 2016: 131 229 individuals (59 827 via project funding, 44 709 via Erasmus+, 26 693 via individual applications). Example programmes:

- The programme “Hands-on Russia” ([Russland in der Praxis](#)) is part of the [“Go East” initiative](#) and enables German students and university graduates to complete a six-month internship in a Russian company.
- The language assistants’ programme ([DAAD-Sprachassistentenprogramm](#)) of the German Academic Exchange Service (DAAD) is designed especially for young university graduates with a degree in German studies, German as a foreign language, regional studies, social sciences and the humanities. Participants are placed for one year at a foreign university, with the option to extend by another year if they wish. They usually receive support by a DAAD representative on the ground. Participants are paid a monthly stipend (ranging from around 1 100 to 1 700 euros depending on the country). The DAAD pays a flat-rate allowance towards their travel expenses and pays for health, accident and third-party liability insurance coverage. Participants can undergo a language course before departure or during their placement (paid for by the DAAD).

The **Goethe Institute** ([Goethe-Institut](#)), the Federal Republic of Germany’s cultural institute with offices around the world, launched a national scholarship programme known as [“SCHULWÄRTS!”](#) in 2015. It places trainee and recently qualified teachers from Germany in schools abroad that are affiliated with the Goethe Institute. The programme was designed with teachers in the STEM subjects in mind (science, technology, engineering and mathematics). The aim is to put the support provided to the schools abroad by the Goethe Institute on a long-term footing and to help internationalise teacher training. Short-term placements in China and Turkey under this scheme are also financially supported by the Mercator Foundation (Stiftung Mercator). Applications are welcomed from trainee teachers from Germany who are completing a bachelor’s or master’s degree, trainee teachers who have passed the first state examination (1. Staatsexamen), and young teachers with any subject combination and who are qualified to work in any type of school.

Funding is available for two-month placements with a stipend of 2 000 euros and four-month placements with a stipend of 3 000 euros (1 000 euros paid as a one-off plus 500 euros per month). The interns receive professional support on the ground from teaching

experts working for the local Goethe Institute offices. Any organisational issues are resolved with the help of counsellors (teachers) appointed by the schools:

- Points of contact and important addresses,
- Assistance with finding accommodation and registering with the local authorities,
- Drawing up job shadowing and lesson plans,
- Scheduling appointments with school management,
- Translation help,
- Introduction to the school infrastructure, etc.

By the end of 2017, approx. 150 scholarship holders will have completed a SCHULWÄRTS! placement. Applications can be submitted on at least two dates each year. There are international programmes as well as special programmes for individual countries. The application process, the selection process and the departure usually take place within the space of 12 months. SCHULWÄRTS! is known for the strong professional and organisational support it provides to its scholarship holders prior to departure and abroad. Total budget: unknown. [Reviews by returnees from the SCHULWÄRTS! programme.](#)

Besides PAD as the National Agency for the **Erasmus+** School Education and eTwinning programme, there are three other agencies that implement the [Erasmus+](#) programme in Germany:

- Higher education: National Agency for EU Higher Education Cooperation within the German Academic Exchange Service ([Deutscher Akademischer Austauschdienst, DAAD](#)),
- Vocational training/adult education: National Agency "Education for Europe" within the Federal Institute for Vocational Education and Training ([Bundesinstitut für Berufsbildung, BiBB](#)),
- Youth in Action: [JUGEND für Europa](#), Germany's National Agency for the ERASMUS+ Youth In Action programme.

For further information see also

- [Studying in Germany](#),
- [Eurydice website \(Germany > Mobility in Early Childhood and School Education\)](#),
- [Youth Wiki > Employment & Entrepreneurship > Cross-Border Mobility in Employment, Entrepreneurship and Vocational Opportunities](#),
- [Eurydice website \(Germany > Mobility in Higher Education\)](#),
- [Eurydice website \(Germany > Mobility in Adult Education and Training\)](#).

## **Promoting mobility in the context of non-formal learning, and of youth work**

The Child and Youth Plan of the federation ([Kinder- und Jugendplan des Bundes, KJP](#)), the most important promotion instrument for child and youth services at federal level, also supports international youth exchanges. The supported activities are subject to the guidelines ([Richtlinien](#)) of the Child and Youth Plan. They detail, inter alia, the general rules and regulations governing financial support, the scope and amount available, and the requirements to be complied with.

The bilateral youth offices (Jugendwerke) and coordination offices (Koordinierungsstellen) promote and support international youth exchanges. For instance, the Franco-German Youth Office ([Deutsch-Französisches Jugendwerk](#)) promotes youth exchanges that are organised by youth associations and clubs, cities, municipalities and twinning committees in Germany and France. The guidelines of the Franco-German Youth Office ([Richtlinien DFJW](#)) provide the framework for its work.

There are various initiatives to strengthen and promote learning mobility:

### **Initiative “Opportunities through exchange” (Chancen eröffnen durch Austausch und Begegnung)**

The Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend, BMFSFJ](#)) has extended its youth strategy to include the initiative “Opportunities through exchange” ([Chancen eröffnen durch Austausch und Begegnung](#)). It aims to strengthen international youth exchanges as well as the youth organisations that offer them. In particular, international youth exchanges should be made available to young people who previously have not been the traditional target group. Main activities:

- Extending existing activities, lowering barriers,
- improving the provision of information,
- promoting the recognition of cross-border learning achievements,
- supporting and training experts,
- creating a meaningful and reliable body of data.

As part of this Ministry scheme, the youth policy initiative “JiVE - Youth Work International - Experiencing Diversity” ([Jugendarbeit international - Vielfalt erleben](#)) made a tangible contribution towards implementing the objectives of the Youth Ministry’s youth strategy for 2015-2018 (Acting for a child- and youth-friendly society/Handeln für eine jugendgerechte Gesellschaft). JiVE consisted of various sub-initiatives that contribute towards the overall aim of giving all young people access to international youth work activities. The initiative was coordinated by IJAB, the International Youth Service of the Federal Republic of Germany ([IJAB - Fachstelle für Internationale Jugendarbeit der Bundesrepublik Deutschland e.V.](#)). The coordination was funded by the Child and Youth Plan of the federation (Kinder- und Jugendplan des Bundes, KJP). The sub-initiatives and responsible partners were:

- Kommune goes International - IJAB,
- AG International mobil zum Beruf – aktuelles forum e.V.,
- INTERNATIONALE JUGENDARBEIT IM PLAN (IJIP) – IJAB,
- Jugendsozialarbeit macht mobil (Kooperationsverbund Jugendsozialarbeit),
- Mach mit! Jugendmobilität zwischen Deutschland und der Türkei - Deutsch-Türkische Jugendbrücke gGmbH,
- SPORTIVE - Deutsche Sportjugend (German Sports Youth),
- JugendAuslandsBerater (JAB) in NRW (coordinated by transfer e.V.),
- Kompetenznachweis International (KNI) in der Erziehungshilfe im Ausland - Bundesverband Individual- und Erlebnispädagogik e.V.

The outcomes of the sub-initiatives include:

- IJIP: a dossier discussing potential activities for local international youth work offices (“Lokale Fachstelle Internationale Jugendarbeit”); a manual for local-level international youth work in which local authorities participating in IJIP share their practical experiences (“Internationale Jugendarbeit kommunal verankern – Instrumente der Jugendhilfeplanung erfolgreich nutzen!”); and a series of training courses on local-level child and youth services planning to better understand how international youth work can be established at the local level.
- JAB: Implementation of a peer-to-peer-based training course for young people wishing to advise their peers in schools on going broad.

- KNI: a manual on using the recognition tool “Kompetenznachweis International” (KNI) in educational projects abroad.

Thanks to support given to youth initiatives and peer-to-peer projects to develop European and international youth work, with funding from the Federal Youth Ministry’s innovation fund ([Innovationsfonds](#)), innovative approaches by and for young people can be trialled and implemented.

In addition, the active involvement of young people is encouraged in order to raise the visibility of international youth work by having suitable organisations host centralised youth events (youth meetings, conferences, parliaments (2016-2017)). Participants thus become ambassadors for European and international youth work and share their positive experiences with their peers via social networks, schools, peer groups etc.

The initiative “Opportunities through exchange” (Chancen eröffnen durch Austausch und Begegnung) is a longer-term strategy to strengthen international youth exchanges. It will be further developed in cooperation with international youth work organisations and specialised offices.

### **African-German Youth Initiative**

The African-German Youth Initiative ([Deutsch-Afrikanische Jugendinitiative](#), DAJ) is designed to promote exchange between young people in African countries and Germany. It is a political initiative that is implemented on behalf of the Federal Ministry for Economic Cooperation and Development ([Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung](#), BMZ) and the African Union (Afrikanische Union, AU). One year on, the initiative has shown that existing programmes have been financially strengthened and the number of participants raised significantly [e.g. school exchange programmes incoming (to Germany) 2015: 119, 2016: 185]. In addition, [the initiative ran a number of events on international expert exchanges](#).

### **Initiative “Austausch macht Schule”**

The school exchange initiative “[Austausch macht Schule](#)” is run by specialised offices for international school exchanges and youth work in Germany in cooperation with the Pedagogical Exchange Service (Pädagogischer Austauschdienst, PAD) of the Standing Conference of the Ministers of Education and Cultural Affairs (Kultusministerkonferenz). The aim is to give ALL pupils an opportunity to take part in a school exchange. The initiative seeks to make international school exchanges a firm part of the education system and raise public awareness of their importance as a valuable place of learning. Several events have been held since it was launched. The Foundation for German-Russian Youth Exchange (Stiftung Deutsch-Russischer Jugendaustausch) set up a transfer office in December 2016. This office is a permanent point of contact for organisations, supporters and interested individuals who wish to know more about the initiative. The initiative is funded by Robert Bosch Stiftung and the Mercator Foundation (Mercator Stiftung).

### **Campaign #meinauslandspraktikum**

The National Agency “Education for Europe” (Nationale Agentur Bildung für Europa) at the Federal Institute for Vocational Education and Training ([Bundesinstitut für Berufsbildung](#), BIBB) has launched a campaign known as [#meinauslandspraktikum](#). Run on behalf of the Federal Ministry of Education (Bundesbildungsministerium, BMBF), it aims to encourage more young people to complete an internship abroad. Images on Instagram ([@meinauslandspraktikum](#)) and videos on the Youtube channel “My traineeship abroad” ([Mein Auslandspraktikum](#)) are to encourage young people to explore going abroad.

## **Quality assurance**

Quality assurance is an important issue in the context of mobility programmes. However, there is no uniform quality assurance system for any of the mentioned programmes. Every programme has its own system and is subject to the respective rules and regulations of the funding providers. Normally, there are preparatory seminars beforehand and

debriefing sessions afterwards. Some programmes also offer an interim evaluation session. Normally, there are points of contact on the ground who are on hand to assist participants.

Funding applications from programmes that do not meet the formal criteria are rejected. After a project is completed, reports must be written and submitted to the relevant funding partner or implementing organisation. Funds may also be clawed back if, for instance, fewer participants sign up than expected and applied for.

A membership in an umbrella association for international youth work, a working group or a network, e.g. the working group of non-profit youth exchange organisations (Arbeitskreis gemeinnütziger Jugendaustauschorganisationen, AJA), the central association of international youth service providers and youth social services organisations (Trägerkonferenz der Internationalen Jugendgemeinschafts- und Jugendsozialdienste) or the Learning and Helping Overseas Association (Arbeitskreis "Lernen und Helfen in Übersee", AKLHÜ), indicates compliance with certain quality standards.

IJAB has produced manuals, some in cooperation with third parties, that support international youth work experts in their work. They include, e.g., a manual on quality in international youth work projects ([Handbuch zu Qualität in Formaten der internationalen Jugendarbeit](#)). It provides an overview of the main international youth work formats and what characterises them. It also refers to existing quality instruments. A working group on quality criteria in international youth work consisting of representatives of German youth organisations and their umbrella associations has, with IJAB as coordinator, produced a list of such quality criteria ([Qualitätskriterien und Indikatoren für die internationale Jugendarbeit](#)). More information on quality management is available on [IJAB's website](#).

A mechanism that has been used for years to evaluate youth exchanges is "Evaluation Internationaler Jugendbegegnungen". Since 2017, it has been available for use via the online platform [i-EVAL](#) in various languages (German, French, English, Polish). i-EVAL offers scientifically produced questionnaires that cover all relevant aspects of a youth exchange. Users can add their own questions to the questionnaire.

For further information on quality assurance systems see also [Youth Wiki > Germany > Youth Volunteering at national level > Quality Assurance \(QA\)](#)

## 6.6 Social inclusion through education and training

### Educational support

#### Target groups

Among the target groups for special educational measures are young members of the immigrant community ([Migrationshintergrund](#)), young refugees, young people with physical or intellectual disabilities, young people from socially disadvantaged backgrounds, and NEETs.

#### Policies in formal education

Owing to Germany's federal structure, responsibility for education policy is carried by the federal states. The Federal Education Ministry ([Bundesbildungsministerium](#), BMBF) handles overarching issues relating to the education system, such as the development of an all-day school system.

According to the 2018 Education Report ([Bildungsbericht](#)), the issue of teaching pupils of varying abilities together and of streaming pupils according to their academic performance is an ongoing point of debate in Germany. Generally speaking, the number of schools that teach mixed-ability groups together for longer and offer a variety of school-leaving qualifications is on the rise.

All-day schools ([Ganztagsschulen](#)) offer the right infrastructure for teaching mixed-ability groups together both inside and outside the classroom. The additional sports, cultural and other activities they offer are open to all children and adolescents. The federal and state governments have spent a total of 4 billion euros on the investment programme “The future of education and childcare” (Zukunft Bildung und Betreuung, IZBB), specifically on developing a system of all-day schools. Local authorities and other school organisations contributed at least 10% of the amount invested. Federal funds went to 8 262 all-day schools [across the country](#). Owing to Germany’s federal system, the federal states are responsible for any decisions relating to all-day schools. The rules on all-day schools hence vary from state to state. On the one hand, there are framework agreements between the authorities responsible for education and various umbrella organisations and associations. These agreements detail the organisational and financial cornerstones of cooperation between schools and associations, federations and institutions when it comes to providing all-day activities. On the other hand, schools may opt to sign cooperation agreements with local or regional non-school partners, e.g., state sports associations (Landessportverbände/-sportbünde), state associations for cultural youth education (Landesvereinigungen kultureller Jugendbildung), regional youth councils (Landesjugendringe) or state [fire service associations \(Landesfeuerwehrverbände\)](#).

### Education promotion instruments and measures

Germany has many instruments to promote education for all, in particular for (young) people from low-income families. Grants available under the Federal Training Assistance Act ([Bundesausbildungsförderungsgesetz, BAföG](#)) are relevant here. Pupils receive the BAföG subsidy as a grant rather than a repayable loan. By contrast, university students normally receive half the BAföG subsidies as a grant, half as an interest-free repayable government loan. The Upgrading Training Assistance Act ([Aufstiegsfortbildungsförderungsgesetz, AFBG](#)) supports qualified professionals, especially young professionals, [in funding an advanced training course that will give them a higher qualification](#).

The Federal Government’s “education package” ([Bildungspaket](#)) provides assistance to children and adolescents up to their 18th or 25th birthday whose families receive unemployment benefit II (Arbeitslosengeld II) or social benefit (Sozialgeld) in accordance with Social Code Book II ([Sozialgesetzbuch, SGB II](#)), social assistance in accordance with Social Code Book XII ([Sozialgesetzbuch, SGB XII](#)), benefits in accordance with the Asylum Seekers Benefits Act ([Asylbewerberleistungsgesetz](#)), supplementary child allowance in accordance with the Act on Family Allowances ([Bundeskindergeldgesetz](#)) or housing benefit in accordance with the Housing Benefits Act ([Wohngeldgesetz](#)). The education package includes, inter alia, financial assistance for

- learning support (extra tuition, generally limited to 35 hours per school year)
- school supplies (cash benefit to be spent on material such as pens, compasses, gym kits, atlas, etc.)
- [participation in social and cultural activities \(e.g., art classes, club membership fees, participation in camps\)](#)

See also [Youth Wiki > Germany > Social Inclusion > Inclusive Programmes for Young People > Programmes specific for vulnerable young people > Education package \(Bildungspaket\)](#)

Young refugees receive extra language tuition or are assigned to language support groups (also known as welcome classes, preparation classes or language classes) in schools or in special preparatory vocational classes. Children and adolescents requiring special needs education are mostly taught in special needs schools ([Förderschulen](#)), although [a rising number is now taught inclusively in mainstream schools](#). In all federal states the proportion accounted for by these schools has continued to rise. For instance, inclusion assistants (Inklusionsassistenten) are currently employed in schools in Saxony. They support

inclusion processes and enable [all children and adolescents to participate equitably in the education system](#).

When it comes to giving young refugees access to the vocational training system, they first need help with finding their way around the German academic and vocational training system and with acquiring basic skills (German language skills, social skills etc.). There are a large number of programmes and activities designed with this purpose, ranging from career guidance to assistance with finding and applying for apprenticeships ([Ausbildung](#)). See also [Youth Wiki > Employment & Entrepreneurship > Career Guidance and Counselling](#)

See also [Youth Wiki > Germany > Social Inclusion > Inclusive Programmes for Young People](#).

See also Eurydice > Germany

- [Educational Support and Guidance](#),
- [Support Measures for Learners in Early Childhood and School Education](#),
- [Support Measures for Learners in Higher Education](#).

### Further measures in the federal states

*Hamburg: Support programme for schools in socially disadvantaged areas*

Since May 2013 Hamburg's school authorities have supported eleven primary schools, nine district schools (Stadtteilschulen) and three Gymnasium-type schools in particularly disadvantaged areas of the city. The support provided under the programme "23+ strong schools" ([23+ starke Schulen](#)) includes, inter alia, additional teachers, counselling and support by experts and foundations, and encourages the active involvement of parents and pupils. The programme focuses on school and lesson development. After summer 2017, the project will be extended to over 30 schools. Besides numerous other types of support, the participating schools will be given up to 42 additional teaching posts per year. One of the focal areas of the programme is to develop and implement additional learning and educational activities in the afternoon as part of the all-day school programme. Financially supported by the City of Hamburg

- Sub-project: School mentors

The project "School mentors – Together for strong schools" ([Schulmentoren – Hand in Hand für starke Schulen](#) (2014-2017) involves parents acting as mentors. The project was extended and continued 1st October 2017. Pupils and external volunteer mentors work directly with selected pupils. The mentors' duties are determined by the schools. They may include counselling other parents, supporting pupils throughout their school day, reading assistance, career counselling or joint leisure activities. The mentors are given special training. Financially supported by the City of Hamburg, ESF.

*Bavaria: Education package "Excited about education! Support, grants, research" (Für Bildung begeistern! Fördern, Fordern, Forschen)*

The Bavarian education package ([Bildungspaket „Für Bildung begeistern! Fördern, Fordern, Forschen“](#)) covers, inter alia, the following:

- Extra support for special needs schools and for more inclusion. Special needs schools are given extra teaching posts (2018: 50. 2019/20: 100 each). Inclusion is improved (with 100 extra teaching posts each in 2019 and 2020). The capacities of Bavaria's universities for special needs teacher training are being expanded, with five new professorships in this field.
- Stronger vocational education through the "Vocational Training" initiative (Berufliche Bildung). In 2019 and 2020, 100 additional teaching posts will be created at upper secondary vocational schools. The bonus paid to those completing a vocational qualification that is, or is equivalent to, a master craftsman qualification (Meister) is being raised to 1 500 euros on average (total cost p.a.: approx. 17 million euros). In addition, in 2018, 10 million euros will be spent promoting investments in vocational

education and training institutions, plus 5 million euros will go towards VET centres of excellence (Exzellenzzentren) in the field of Industry 4.0.

- Expansion of reserve teachers for schools. In 2018 and 2019, 100 additional reserve teaching posts at "Realschule" type secondary schools and an additional 50 mobile reserve teaching posts for primary and lower secondary schools (Grundschulen, Mittelschulen) will be created.
- Stronger support for school principals at primary, secondary and vocational schools. 150 posts will be created in 2018 to enable principals to spend more time on their management tasks. In addition, in 2018 the number of school administration posts will be increased by 150.
- Stronger support for highly gifted students (Begabtenförderung) under the programme "Fit for the future: Support and research" (Fit für die Zukunft: Fördern und Forschen).

Financially supported by Bavaria.

*Bavaria: Vocational orientation measures "Berufsorientierungs-Modul Integration"*

Under the vocational orientation programme "Berufsorientierungs-Modul Integration", more than 1 300 pupils at lower secondary level (years 7 to 9) who have been displaced and are highly likely to be given leave to remain receive around 60 additional units of tuition. The curriculum contained fixed elements (language tuition for certain occupational profiles, education pathways, support before and during vocational training) but also elective subjects (students' interests and talents, basic skills, desired occupations, requirements of certain occupations, how to apply for jobs). The aim of this programme is to enable students to familiarise themselves with the general and vocational education system (notably the dual system of vocational training, "duale Ausbildung"), improve their language skills (notably specialist language), acquire an ability to source information and choose their own careers, and develop strategies to find an apprenticeship or traineeship. Financially supported by Bavaria.

*Baden-Württemberg: Student mentoring programmes (social responsibility)*

Baden-Württemberg runs various student mentoring programmes (Schülermentoringprogramme, SMP) with different priority areas. In the context of social responsibility, the SMP "Learning social responsibility" ([Soziale Verantwortung lernen](#)) trains pupils to become mentors. The programme is implemented in cooperation with youth work organisations. Once trained, the young mentors then run volunteer programmes in schools, society or in church youth groups. Financially supported by the Ministry of Culture, Youth and Sports of Baden-Württemberg (Kultusministerium Baden-Württemberg).

*Baden-Württemberg: Model projects to prepare severely disabled young people for the mainstream labour market*

Baden-Württemberg has two model projects (one a preparatory vocational institution, the other a cooperative preparatory vocational institution) to prepare young people with a severe disability (mainly intellectual disability) for the mainstream labour market. They are based on a cooperation agreement between the Ministry of Culture (Kultusministerium), the Stuttgart regional government (Regionaldirektion), the Federal Employment Agency (Bundesagentur für Arbeit) and the regional association for youth and social affairs (Kommunalverband für Jugend und Soziales). Meanwhile, the state's legislation on schools has been amended to make these projects part of the regular education system. The measures are provided state-wide. Under the federal inclusion initiative (Bundesinitiative Inklusion), some elements of the projects (e.g., career pathway conferences, assisted traineeships) have been extended to all special needs areas as well as to pupils with autism and epilepsy. Financially supported by Baden-Württemberg.

*Mecklenburg-Western Pomerania: Project "Additional/intensive lessons and coaching" ([Ergänzungs-/Teilungsstunden und Coaching](#))*

Since August 2015 (end of project: end of July 2022), 34 schools and 175 classes with pupils in years 5 through 9 have been given targeted support in the shape of additional lessons to help them leave school with the best possible school leaving qualification for them. Each class has three hours a week to spend on lessons in the core subjects German, maths and English and on coaching teachers. Financially supported by Mecklenburg-Western Pomerania, ESF.

*North Rhine-Westphalia: "Zukunftsschulen NRW – Netzwerk Lernkultur Individuelle Förderung"*

The initiative "Future schools in NRW" ([Zukunftsschulen NRW – Netzwerk Lernkultur Individuelle Förderung](#)) of the North Rhine-Westphalian Ministry of School and Education (Ministerium für Schule und Bildung des Landes Nordrhein-Westfalen) supports schools that want to align their curricula and approaches within a network and in cooperation with "reference schools" (Referenzschulen) with the principle of personalised support. Financially supported by: North Rhine-Westphalia (Ministry of School and Education).

More information on activities and programmes in the federal states to improve education standards is available in the National Reform Programme ([Nationales Reformprogramm](#)) 2017.

More information on projects and activities in the federal states to improve reading skills is available on the website "Reading in Germany" ([Lesen in Deutschland](#)).

### **Programmes/projects/initiatives (non-formal/informal learning/youth work)**

Youth association work activities (e.g., group work, holiday camps etc.) are structured in such a way as to promote non-formal and informal learning for all young people, where possible. The youth leader training scheme [Juleica](#) also serves to create generally accepted standards for promoting education, social cohesion and equal opportunities.

One major area of activity, e.g., to promote reading skills, is cultural youth education. One of part of this is the programme Culture builds strength – Alliances for education ([Kultur macht stark – Bündnisse für Bildung](#)). It is funded by the Federal Ministry of Education and Research (Bundesministerium für Bildung und Forschung). Its time frame was extended in 2018 until 2022. It aims to promote cultural education projects outside of schools. Measures include: Local citizens across Germany form alliances for education to implement projects for children and young people who have little to no access to cultural education, such as mentoring programmes, reading programmes, holiday camps, and music, dance, and drama and circus projects. This nationwide programme is currently being implemented by 32 associations and initiatives that function as partners.

Public libraries also offer free access to education, information and literature, above all to children from disadvantaged families. The libraries offer various initiatives and projects to encourage children and adolescents to enjoy reading, e.g., early reader initiatives, summer reading clubs, the acquisition of a "library licence" (Bibliotheksführerschein), [library sleep-overs, read-aloud sessions and quizzes](#).

Youth social work offers many educational activities, notably as part of school social work (Schulsozialarbeit) and vocational assistance for young people (Jugendberufshilfe), including working groups and projects at schools. See also [Youth Wiki > Germany > Social Inclusion > Inclusive Programmes for Young People > Programmes specific for vulnerable young people > Special programmes to promote young people's social integration Support for youth social work](#)

Youth information centres (Jugendinformationszentren) offer information on ways for young people to gain access to youth work activities.

Information and material for child and youth services experts is offered on the expert portal ([Fachkräfteportal](#)) for child and youth services, which sorts the information into

certain thematic areas, e.g., inclusion ([Inklusion](#)), all-day education ([Ganztagsbildung](#)) and young refugees ([Junge Flüchtlinge](#)).

See also Youth Wiki > Germany > Social Inclusion

- [Inclusive Programmes for Young People](#)
- [Initiatives Promoting Social Inclusion and Raising Awareness](#)
- [Youth work to foster social inclusion](#)

### Public-sector funding

The budget for education, research and science is divided into sub-budgets. In 2013, Germany spent 234.7 billion euros on education, research and science (9.1% of GDP). Spending in 2014 is estimated to have reached 265.5 billion euros (9.1% of GDP). The education area that receives most of the education budget is schools and school-related affairs. In 2013, the share accounted for by this budget item was 47% (2015: 52.6%). In 2013, around four fifths of total education funds came from the federal government, the federal states and the local authorities. The remaining fifth was contributed by private households, non-profit organisations, private-sector companies, and foreign contributors. Federal government spending across all education areas accounted for 10%, the federal states contributed 53%, and the local authorities provided 16%. In the primary school, vocational training and further training sectors, private households, non-profit organisations and private-sector companies traditionally contribute strongly, while the secondary school and higher education sectors are largely publicly funded. In the primary school sector in particular, local authority funding plays a major role at 49%. Secondary school and higher education spending is mainly the responsibility of the federal states. [Vocational education pathways and further training are largely privately funded.](#)

In 2014, federal and state government spending on federal education assistance (BAföG) amounted to 3.14 billion euros, of which almost two thirds were paid out in the form of grants. The remainder was paid out as loans. In 2015, [the federal government took on full responsibility for BAföG spending.](#)

The Child and Youth Plan of the federation ([Kinder- und Jugendplan des Bundes](#)) is the main source of funding for child and youth services, including youth work, at the federal level and is part of the budget of the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#), BMFSFJ). It covers the many areas of activity of child and youth services which, inter alia, serve to promote the social integration of all children and young people.

On a Länder (state) level, the implementation acts to the Social Code Book VIII ([Sozialgesetzbuch](#), SGB VIII) provide the basis for structural support and project funding in youth (association) work and other areas of child and youth services.

## Social cohesion and equal opportunities

### Policies in formal education

The guidelines and resolutions adopted by the Standing Conference of the Ministers of Education and Cultural Affairs ([Kultusministerkonferenz](#), KMK) and the curricula and education plans of the federal states contain important approaches towards promoting social cohesion and equal opportunities in the formal education sector ([KMK Rechtsvorschriften, Lehrpläne](#)).

The KMK guidelines on safeguarding equal opportunities through gender-sensitive education and child-rearing ([Geschlechtersensible schulische Bildung](#)) describe the necessary actions to this end, which are closely aligned with the resolutions and recommendations of the KMK. The guidelines make reference to the need to give a sharper definition to the educational role of schools in regard to minimising and eliminating discriminatory gender stereotypes. This relates to lesson plans, exam questions, teaching and learning materials, teacher training and development, structures (decision-making

processes, professional and educational profile of schools, quality assurance, statistics), [personnel development, and school equipment](#).

The resolution of the KMK to strengthen democracy education ([Stärkung der Demokratieerziehung](#)) describes what schools can do to teach pupils democratic [values, tolerance and respect for their fellow humans](#). School subjects where these issues play a role include history, politics and social sciences, ethics, and foreign languages.

The resolution of the KMK on intercultural education in schools ([Interkulturelle Bildung und Erziehung in der Schule](#)) also draws up principles and objectives for diversity in schools. Schools should be free of open and hidden discrimination and deliberately work [towards social, cultural and linguistic diversity among the student body](#).

In light of increased migration to Germany, the ministries of culture and education of the federal states in particular have been working towards enabling young refugees to enrol in school as soon as possible so they can get an education and enjoy opportunities. Curricula and lesson plans have been adapted and evolved. Language teaching has been mainstreamed in all grades and types of schools. In addition, the requirements for teacher training and development, especially in regard to language teaching (notably German as a second language) were stepped up considerably. In some federal states these subjects are obligatory parts of basic teacher training. Meanwhile, the acquisition of intercultural skills inside and outside the classroom has been made part of most curricula. Some federal states offer assistance to schools that wish to develop their intercultural profiles. The structured development of education partnerships is not yet commonplace across the country. In many federal states there are programmes to assist schools in working with non-school partners in the field of integration. [These efforts need to be stepped up in future and existing measures must be better integrated](#).

Owing to Germany's federal structure, the federal states are responsible for promoting their own programmes and initiatives, e.g.:

- *Rhineland-Palatinate: "Gender-sensitive career counselling – Training and coaching for career counsellors"* ([Gendersensible Berufsorientierung – Training und Coaching für Fachkräfte in der Berufsorientierung](#))

This project (1 November 2015 - 31 December 2016) was aimed at career counsellors and served to raise awareness among them of gender differences in career counselling. Financially supported by: Ministry of Integration, Family Affairs, Children, Youth and Women (Ministerium für Integration, Familie, Kinder, Jugend und Frauen) of Rhineland-Palatinate; Federal Employment Agency (Bundesagentur für Arbeit); Rhineland-Palatinate/Saarland regional government (Regionaldirektion); chamber of crafts and trades (Handwerkskammer) for the Rheinhessen region.

In schools, guidance counsellors (Beratungslehrkräfte), school social workers, mediators and school psychologists help to strengthen social cohesion and prevent exclusion. For instance, in May 2017 North Rhine-Westphalia [adopted a decree on deploying guidance counsellors in NRW schools](#). Many federal states have state-wide school social work programmes (Baden-Württemberg, Brandenburg, Hesse, Mecklenburg-Western Pomerania, Saxony-Anhalt, Thuringia). They tend to focus on [social issues such as conflict and violence prevention](#).

More information on violence prevention in schools in the federal states is available on the education server website ([Bildungsserver](#)).

Material for advanced teacher training on integration and violence prevention is available on the website of the national campaign to prevent violence and encourage integration "[Gewalt verhindern – Integration fördern](#)".

### Projects and initiatives

The initiative "[Nationale Kooperationen zur Berufs- und Studienwahl frei von Geschlechterklischees](#)" serves to remove gender clichés from career orientation. Various

federal and state ministries, federal authorities and partners from the private sector and civil society have signed up to it. Financially supported by: Federal Ministry of Education and Research (Bundesministerium für Bildung und Forschung).

The schools participating in the school network "Schools without racism – Courageous schools" ([Schule ohne Rassismus – Schule mit Courage](#)) pledge to combat all types of discrimination, bullying and violence. The schools work together with various initiatives, public-sector organisations and NGOs which are invited to hold their activities in the schools. The network website contains manuals and materials ([Publikationen](#)). Financially supported by the federal and state governments.

"Diversity in schools" ([Schule der Vielfalt](#)) is a nationwide anti-discrimination project that seeks to prevent discrimination of gay, lesbian, bi and trans persons through awareness-raising. It aims to encourage schools to do more to combat homo- and transphobia and encourage more tolerance for alternative lifestyles. Financially supported by: funds from the federal states (Berlin, North Rhine-Westphalia).

Some German schools (including in North Rhine-Westphalia and Baden-Württemberg) have signed up to a bullying prevention programme to prevent violence. Called "Bullies don't stand a chance" ([Keine Chance mehr für Bullies](#)), it follows the preventive approach of Dan Olweus. Under this programme, the police's national and state criminal prevention scheme works with schools.

### **Programmes/projects/initiatives (non-formal/informal learning/youth work)**

Open child and youth work programmes in cities and local communities are available to all children and adolescents in Germany and are hence participatory in nature. The programmes are implemented in child and youth centres, through leisure activities, creative schemes and projects [to strengthen young people's potential in youth clubs, rehearsal facilities and drama projects](#).

Youth associations are a major part of the education system in their own right. They are independent places of learning. Through their activities, they help young people to shape their personalities, take their own decisions and develop their own talents. The German Federal Youth Council ([Deutscher Bundesjugendring](#)) represents youth associations at the federal level and is active in the field of intercultural development and migration ([Interkulturell](#)). It is committed to combating antidemocratic and hostile tendencies in society ([Rassismus](#)) and takes a stance on issues such as gender mainstreaming, gender equality and queer affairs ([Gender](#)).

Activities for children and adolescents in the field of sports are also strongly characterised by informal and non-formal learning. Besides exercise, they provide young people with an opportunity to acquire personal and social skills. German Sports Youth ([Deutsche Sportjugend](#)) and its member organisations and chapters provide sports activities all across the country. The aim is to assist young people in developing their personalities.

The Federal Youth Ministry (Bundesjugendministerium) supports and promotes activities in the field of civic commitment and volunteering ([Freiwilligendienste](#)). For instance, it supports the Federal Volunteer Service (Bundesfreiwilligendienst) and youth voluntary services (Jugendfreiwilligendienste). The Ministry also supports activities run by initiatives and associations that promote democracy and combat hostility ([Demokratieförderung und Radikalisierungsprävention](#)).

See also Youth Wiki > Germany > [Participation > Learning to participate through formal, non-formal and informal learning > Non-formal and informal learning](#) sowie [Voluntary Activities > Youth Volunteering at national level](#).

### **Learning materials/training**

The institutes and academies for advanced teacher training and school development in the federal states ([Kultusministerkonferenz](#)) also offer training courses for teachers in a wide variety of thematic areas.

The youth leader training scheme [Juleica](#) is a non-school programme that provides training for volunteers subject to a set of quality standards. Those who complete the programme are qualified to lead group sessions or youth camps. Amongst other things, the training covers how to handle prejudices expressed by group members and how to create an inclusive environment.

Publications on social cohesion and equal opportunities:

- Publication series "Innovationsforum Jugend global - Qualifizierung und Weiterentwicklung der Internationalen Jugendarbeit": Language Animation - the inclusive way ([Sprachanimation - inklusiv gedacht](#)); It's normal to be different (Es ist normal, verschieden zu sein). Inclusion and empowerment in international youth work (Inklusion und Empowerment in der Internationalen Jugendarbeit) - Material for expert training ([Arbeitshilfen für die Fachkräfte-Qualifizierung](#)). Editor: IJAB – International Youth Service of the Federal Republic of Germany (Fachstelle für internationale Jugendarbeit der Bundesrepublik Deutschland e.V.)
- Manual "Index for youth work on inclusion for children and adolescents with a disability" ([Index für die Jugendarbeit zur Inklusion von Kindern und Jugendlichen mit Behinderung](#)) with hands-on tips on planning, organising and implementing inclusive activities in child and youth work. Editor: Institut für angewandte Sozialwissenschaften (ifas) Stuttgart.
- MORE THAN CULTURE. Diversity-aware education in international youth work ([Diversitätsbewusste Bildung in der internationalen Jugendarbeit](#)). Editor: JUGEND für Europa - National agency for Erasmus+ Youth in Action
- Diversity-aware (international) youth work – a manual ([Diversitätsbewusste \(internationale\) Jugendarbeit - Eine Handreichung](#)). Ed.: Various authors.

Information and material for child and youth services experts is offered on the expert portal (Fachkräfteportal) for child and youth services, which sorts the information into certain thematic areas, e.g., inclusion ([Inklusion](#)), all-day education ([Ganztagsbildung](#)) and young refugees ([Junge Flüchtlinge](#)).

See also Youth Wiki > Germany > Social Inclusion

- [Inclusive Programmes for Young People](#)
- [Initiatives Promoting Social Inclusion and Raising Awareness](#)
- [Youth work to foster social inclusion](#)

### Public funding

Owing to Germany's federal structure, responsibility for education policy is carried by the federal states. The federal government may provide input on certain overarching issues in education. Otherwise, it is up to the federal states to promote their own programmes and initiatives. See also [Educational support](#).

The Child and Youth Plan of the federation ([Kinder- und Jugendplan des Bundes](#)) is the main source of funding for child and youth services, including youth work, at the federal level and is part of the budget of the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (Bundesministerium für Familie, Senioren, Frauen und Jugend, BMFSFJ). It covers the many areas of activity of child and youth services which, inter alia, serve to promote the social integration of all children and young people.

On a Länder (state) level, the implementation acts to SGB VIII provide the basis for structural support and project funding in youth (association) work and other areas of child and youth services.

## 6.7 Skills for innovation

### Innovation in formal education

#### Curriculum/steering documents

In Germany, responsibility for education lies largely with the federal states, which is why there is no uniform concept for innovation in formal education. The education standards to safeguard quality and innovation ([Bildungsstandards zur Sicherung von Qualität und Innovation im föderalen Wettbewerb der Länder](#)) contain some approaches and notes on innovation, as do the resolution of the Standing Conference of the Ministers of Education and Cultural Affairs (Kultusministerkonferenz, KMK) on cultural youth education ([Beschluss der Kultusministerkonferenz zur kulturellen Jugendbildung](#)) and the KMK strategy on education in the digital world ([Strategie der Kultusministerkonferenz ‚Bildung in der digitalen Welt‘](#)). For instance, North Rhine-Westphalia amended its school legislation in 2006 to highlight the responsibility to be carried by the schools themselves. In 2012, a circular ([Runderlass](#)) was adopted to encourage more innovative projects by schools. Amongst other things, the circular opens up an opportunity for schools to trial innovative lesson organisation methods.

From the 2017/2018 school year onwards, starting with eight model schools Bavaria will develop and trial blueprint concepts for the systematic use of digital learning and working in schools. The project is known as Digital school 2020 ([Digitale Schule 2020](#)). The project is implemented by Stiftung Bildungspakt Bayern, with exclusive support from the Bavarian Industry Association (Vereinigung der Bayerischen Wirtschaft e.V., VBW). Starting in the 2016/2017 school year, teachers at the participating schools have been trained in preparation for the trial period. The 2017/2018 school year will see the project implemented at the model schools (various subjects and grades). The model schools will regularly liaise throughout the trial period. Until the project ends in 2020, they will draw up and try out concepts and strategies for learning and working with digital media which will later be made available to all other schools in the state. In doing so, the model schools are building on existing good practices and expanding and developing these further. A scientific advisory committee is on hand to provide support and advice.

For instance, innovation will be trialled in those subject areas that require pupils to develop entrepreneurial thinking and action. These subjects vary depending on the federal state and curriculum; for instance, [they may include social studies, economics, business, geography, civic education, and politics](#).

See also [Youth Wiki > Germany > Employment & Entrepreneurship > Development of Entrepreneurship Competence](#)

Germany's dual vocational training ([duales System](#)) system incorporates training in recognised training occupations ([Ausbildungsberufe](#); 2015: [328](#)) that is provided in vocational schools and businesses that accept apprentices. The federal government has adopted legislation to regulate the type of training (Ausbildungsordnung, AO) that is provided in-company. Recognised training occupations are referenced in Section 4 (1) of the Vocational Training Act (Berufsbildungsgesetz, BBiG) and Section 25 (1) of the Crafts Code (Handwerksordnung, HwO). They form the basis for the dual system of vocational training. KMK has adopted a framework curriculum for vocational training provided in vocational schools ([Rahmenlehrpläne](#)). It is aligned with the Federal Government's training regulations for each type of occupation ([Ausbildungsordnung, AO](#)). The framework curricula and the training regulations together form the legal basis for the dual system of vocational training. The curricula generally describe what competences apprentices are expected to develop throughout their training (professional, interpersonal, social).

For lessons in economics and social sciences taught to apprentices following commercial or technical courses at vocational schools, KMK has adopted a set of modules in cooperation with the Federal Government and the social partners. One of these is a module on personal life planning and society [as well as independent and entrepreneurial thinking](#).

The KMK resolution on cultural youth education also references lessons and activities in the field of music, art and drama, which serve to promote students' creative skills. There are a number of programmes to help promote these skills:

- The programme Culture.Researcher! ([Kultur.Forscher!](#), 2009-2016) involves schools working with cultural institutions. The project was developed by the German Children and Youth Foundation (Deutsche Kinder- und Jugendstiftung) together with the foundation PwC-Stiftung Jugend – Bildung – Kultur. Teachers and experts from the cultural field work with students to develop projects and initiatives that help children and young people to explore artistic and cultural phenomena in their personal environments and make them part of their daily lives at school. The evaluation at the end of the first project phase showed that
  - students felt particularly positive about the project when they were given an active role to play in the process,
  - they were able to actively engage with art and culture,
  - their personal skills were successfully developed,
  - almost one third of students experienced group work positively,
  - the “researcher book” (Forscherbuch), a tool for documentation and reflection, was used largely for documentation purposes,
  - the intensity of the partnerships between schools and cultural institutions varied,
  - the project helped teachers to develop their personal skills and as such was a form of training,
  - for the students, [working in a non-school environment was one of the most interesting experiences](#).
- The programme “Cultural agents for creative schools” (Kulturagenten für kreative Schulen) is designed to encourage children and adolescents to develop an interest in art and teach them more about art and culture. It began with a model phase (2011-2015) in the federal states of Baden-Württemberg, Berlin, Hamburg, North Rhine-Westphalia and Thuringia. Since the 2015/16 school year the programme has been continued in the following federal states: [Baden-Württemberg](#), [Berlin](#), [Hamburg](#), [North Rhine-Westphalia](#) and [Thuringia](#). The “culture agents” implement projects designed to awaken children and adolescents' creative potential.

The initiative “Innovative higher education institutions” ([Innovative Hochschule](#)) is designed to support higher education institutions to develop a sharper transfer and innovation profile and strengthen their strategic role in the regional innovation system. It was launched in 2016 by the federal and state governments in order to promote the research-based transfer of idea, knowledge and technology. The first promotion round involved 48 selected higher education institutions.

### Competitions

The competition “Young researchers” ([Jugend forscht](#)), which is supported by the Federal Ministry of Education and Research ([Bundesministerium für Bildung und Forschung](#), BMBF) is aimed at young researchers aged 15 to 21. The first competition rounds take place at the regional and state level, then the competition progresses to the national level. Jugend forscht is a public-private partnership and a joint initiative run by the federal government, the German weekly magazine stern, the private sector, research institutions and schools. Its patron is the Federal President. Winners in 2019 ([Gewinner 2019](#)).

Since 2007 the Standing Conference of the Ministers of Education and Cultural Affairs (Kultusministerkonferenz) has awarded a special school prize entitled “[Jugend forscht -](#)

[Schule des Jahres](#)“ that is worth 3 141.59 euros (a reference to the number "pi"). The prize recognises schools that establish a lasting, age-adequate and state-of-the-art infrastructure allowing pupils to develop research skills in the areas affiliated with the "Jugend forscht" youth research programme (world of work, biology, chemistry, geological and spatial science, maths/computing, physics and technology).

The publishing house Ernst Klett and the MNU - German Association to promote maths and natural sciences teaching (MNU - Deutscher Verein zur Förderung des mathematischen und naturwissenschaftlichen Unterrichts) are the joint organisers of a competition for innovative STEM-related teaching ideas ([Wettbewerb für innovative MINT-Unterrichtsideen](#)). The competition is aimed at young teachers in the preparatory stage (Referendariat) or the first five years of service.

Another cultural education initiative is "Children to Mount Olympus!" ([Kinder zum Olymp!](#)), which is run by the Cultural Foundation of the German Federal States (Kulturstiftung der Länder). It is designed to encourage children and adolescents to discover and enjoy art, create an enthusiasm among them for cultural diversity, and provide them with a low-threshold way to incorporate art into their everyday lives at school. The competition "THE OLYMP - Future award for cultural education" (DER OLYMP – Zukunftspreis für Kulturbildung) has been held since 2004. It focuses on developing the relationship between the cultural community and schools. It is funded by the Deutsche Bank Foundation (Deutsche Bank Stiftung).

### **Pedagogical tools and support**

Teaching material that is produced subject to an open licence and can be used by anyone at any time (e.g., interactive exercises, videos, simulations) is already very widespread. However, so far [there is no clear and transparent legal basis for it](#). With funding from BMBF, activities are currently underway to set up an information office for OER ([Open Educational Resources](#)). This office will be a central point of contact for OER in Germany and will be affiliated to the German Education Server (Deutscher Bildungsserver). The German Education Server ([Deutscher Bildungsserver](#)) and the state education servers ([Landesbildungsserver](#)) are well-stocked resources for teachers looking for information on Germany's education system. Both the national and the state servers [have signed a self-declaration concerning OER](#). Amongst other things, they pledge to expand their OER-related activities. They also want to encourage authors to produce more material as OER and attract more teachers to using OER (through offering them training).

The institutes and academies for advanced teacher training and school development in the federal states ([Landesinstitute](#)) also offer training courses for teachers on innovative methods that encourage students to lift their creative potential.

Innovative learning platforms such as mebis, WebWeaver school or its learning are also used in German schools.

Hamburg has launched a project known as "Creative potentials in Hamburg" (Kreativpotentiale Hamburg). It supports and provides training to cultural points of contact in schools so they can better integrate and strengthen cultural education activities in the city's schools. The project will run initially for three years, beginning in the 2017/2018 school year. It is run jointly by the city's school and vocational education authority and the culture and media authority, with support from the Mercator Foundation (Stiftung Mercator) through the Creative potentials ([Kreativpotentiale](#)) framework programme. Funding volume: 1 million euros (50 % from the city of Hamburg, 50 % by the Mercator Foundation).

See also [Youth Wiki > Germany > Creativity and Culture > Developing cultural and creative competences](#)

## Fostering innovation through non-formal and informal learning and youth work

Various competitions, prizes, support schemes and activities exist to encourage innovation and experimentation in non-formal and informal learning settings and in youth work. Here are some examples:

Nationwide IT competitions are an opportunity for pupils to demonstrate their interest in IT and computer science and be recognised for their talent. These competitions are funded by the Federal Ministry of Education and Research ([Bundesministerium für Bildung und Forschung](#), BMBF). One of them is "IT beaver" (Informatik-Biber), which was established in 2001 as an entry-level competition. The youth IT ([Jugendwettbewerb Informatik](#)) competition was introduced in May 2017. It is aimed at pupils of all ages who want to demonstrate their basic skills in algorithmic thinking and coding and is designed to encourage them to pursue their hobby beyond the entry-level "Informatik-Biber" competition. In so doing, they are expected to acquire the IT skills they need to keep honing their talent. An opportunity to compete at a higher level is the nationwide IT competition ([Bundeswettbewerb Informatik](#)), which was established in 1980.

The Innovation Fund ([Innovationsfonds](#)) of the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#), BMFSFJ) encourages innovative approaches and projects in civic education, cultural education, youth association work, international youth work and youth social work. It is funded via the Child and Youth Plan of the federation ([Kinder- und Jugendplan des Bundes](#)). In the preparation period for the current promotion phase (2017-2019) around 400 letters of interest were submitted. 39 projects are currently receiving funding.

The foundation for youth stamps ([Stiftung Deutsche Jugendmarke](#)) supports innovative projects run by recognised independent child and youth welfare organisations which have a supra-regional or national scope to the tune of up to EUR 690 000 in 2018. The foundation is funded by the surcharge on the FÜR DIE JUGEND (For Youth) postage stamps sold. The stamps are issued by the Federal Ministry of Finance (Bundesfinanzministerium). The surcharge-related proceeds from the sale of the special stamps go directly to the foundation. In 2018, the foundation was able to grant cash awards to seven innovative youth projects.

Cultural child and youth education has great potential when it comes to encouraging creative skills. The German Federation for Cultural Youth Education ([Bundesvereinigung Kulturelle Kinder- und Jugendbildung](#), BKJ) and its member organisations from a wide variety of artistic areas and cultural education fields support local, regional and national and even international organisations that offer cultural education projects, training courses and competitions.

- [MIXED UP](#) is a national competition for cultural education partnerships that is run by BMFSFJ and BKJ. Prizes are awarded to teams consisting of cultural child and youth education organisations (including schools) whose projects are all about innovation and sustainability. Nine prizes are awarded in a variety of areas every year.

The nationwide [Rauskommen! - Der Jugendkunstschuleffekt](#) competition is an innovation competition run by the Federal Association of Youth Art Schools and Cultural Education Institutions (Bundesverband der Jugendkunstschulen und kulturpädagogischen Einrichtungen e.V., bjke) under the patronage of the Federal Youth Minister (Bundesjugendministerin) with funding from BMFSFJ. Since 2010, the competition has given visibility to a large number of artistic projects and activities designed to highlight the creative talents especially of children and adolescents. Each year the competition recognises three projects or activities that were either recently completed or are still ongoing. The winners have to meet individual or all criteria of the competition, must provide fresh input for cultural education in Germany, and have to have been tried and tested. The prizes are worth between 1 000 and 2 500 euros.

## Examples from the federal states

- Saxony

In 2018, Saxony will award the state prize for innovation in further training ([Innovationspreis Weiterbildung des Freistaates Sachsen](#)) for the 17th time. It recognises innovations in general, vocational, scientific, political and cultural education and is worth EUR 40 000. Submissions are encouraged from all legal entities under public law or non-profit legal entities under private law that are active in the field of further education and domiciled in Saxony.

- Baden-Württemberg

The [just Geistesblitz](#) innovation award was established to mark the fifth anniversary of the youth foundation "just" (run by the Catholic diocese of Rottenburg-Stuttgart) in 2005. The award is worth 1 000 euros and is given in recognition of particularly innovative ideas relating to church youth work in the Diocese of Rottenburg-Stuttgart. The innovative character of the projects can relate to the form of activity, methods and media, target groups, theme and content, or impact and public outreach. It is awarded annually.

- Bavaria/Baden-Württemberg (Swabia)

The Full of energy ([Volle Energie](#)) youth competition "is run by the district youth council for Swabia and the power utility Lechwerke AG (LEW). Since 2005, it has recognised innovative projects run by youth clubs, centres and initiatives. The winners are awarded up to 1 500 euros. The entries may be no older than two years. There are six categories: Media and online worlds, migration and cultural diversity, addiction and violence, politics and civic engagement, environment and nature, and art, literature and drama.

- Schleswig-Holstein

The innovation award ([Innovationspreis](#)) is an initiative of the youth subcommittee of the Protestant/Lutheran church council (Jugendausschuss des evangelisch-lutherischen Kirchenkreis) in Altholstein and is designed to encourage modern, innovative child and youth services ideas in the council. Specifically, it seeks to promote an exchange of tried-and-tested ideas for working with children and adolescents in a council context. The award is presented in three categories:

1. Making the world better (Weltverbesserungsprojekte; projects in the field of social and civic engagement);
2. youth culture projects and
3. freestyle projects.

Each year, up to three ideas are awarded a prize worth 500 euros each.

## 6.8 Media literacy and safe use of new media

### National strategy

#### *Official documents*

Official documents and national strategies that play a role in this context are:

- **Kinder- und Jugendstärkungsgesetz**

The act to strengthen children and young people ([Kinder- und Jugendstärkungsgesetz](#)) of 29 June 2017 (adopted as part of the reform of Book VIII of the Social Code) assigns responsibility for teaching media literacy to child and youth services and considers it part of educational child and youth protection (erzieherische Kinder- und Jugendschutz). The relevant section ([Section 14 \(1\) of Book VIII of the Social Code](#)) will be amended accordingly. The act comes into force on 1 January 2018.

- **The Federal Government's Digital Agenda ([Digitale Agenda 2014–2017 der Bundesregierung](#))**

The Digital Agenda aims to shape the digital transformation of the economy and of society and in so doing, improving participation in society. During the next parliamentary term from 2017 onwards, the challenge will be [to continue establishing a democratic digital culture and improving media literacy](#).

- **Jugendschutzgesetz (JuSchG)**

The Protection of Young Persons Act ([Jugendschutzgesetz, JuSchG](#)) of 23 July 2002 is the legal basis for protecting children and adolescents from any harm to their mental, psychological and physical welfare. It stipulates age limits for public film screenings (Section 11), for data media with films and games (Section 12) and labelling of films (Section 14), for instance.

Last amended through Section 11 on 10 March 2017.

- **Jugendmedienschutz-Staatsvertrag**

The Inter-State Agreement on Youth Protection in the Media ([Jugendmedienschutz-Staatsvertrag, JMStV](#)) of the German federal states is the universally applicable legal basis for youth protection concerning radio, TV and the internet. It stipulates when and how certain media content may be broadcast or otherwise distributed. The aim is to protect children and adolescents from content in electronic information or communication media that interfere with or endanger their development or education. In addition, it affords protection from content in electronic information or communication media that violates their human dignity or any other legal interests protected by the criminal code (Strafgesetzbuch).

The Inter-State Agreement was last amended in December 2015.

Currently applicable version: JMStV in the version corresponding to the 19th amendment to the Inter-State Treaty on Broadcasting (19. Rundfunkänderungsstaatsvertrag).

The Protection of Young Persons Act and the Inter-State Agreement on Youth Protection in the Media complement each other and together form a coordinated piece of legislation. Both pieces of legislation contain corresponding provisions, ensuring that both federal and state bodies operate according to the same standards of protection.

- **Strategy "Bildungsoffensive für die digitale Wissensgesellschaft"**

The "education offensive for the digital knowledge society" ([Bildungsoffensive für die digitale Wissensgesellschaft](#)) of the Federal Ministry of Education and Research (Bundesministerium für Bildung und Forschung, BMBF) provides a systematic framework for digital education in Germany. The strategy promotes the teaching of digital literacy and learning with digital media. Divided into five areas of action, it describes the potential of digital education systematically and for all areas of education. It highlights opportunities and areas of action that are a result of digital transformation in all stages of the education system, from early learning and school to vocational training, higher education and professional training. The strategy was adopted in October 2016.

- **Netzwerkdurchsetzungsgesetz (NetzDG)**

At the interface between media literacy, youth protection and internet policy is the Federal Government's network enforcement act ([Netzwerkdurchsetzungsgesetz, NetzDG](#)) of 30 June 2017, which combats online hate speech. Provides of social media services are to be given more responsibility to combat online hate speech and establish more effective complaints management mechanisms.

- **Media education in schools**

Key documents in connection with media education in schools are:

- Orientation framework for media education in schools

In 1995 the Bund-Länder committee (Bund-Länder-Kommission, BLK) adopted an orientation framework for media education in schools ([Orientierungsrahmen für eine Medienerziehung in der Schule](#)).

- Declaration on media education in schools

The declaration on media education in schools ([Erklärung zur Medienbildung in der Schule](#)) was adopted on 8 March 2012 by the Standing Conference of the Ministers of Education and Cultural Affairs (Kultusministerkonferenz). It is designed to make media education an integral part of the mandatory school curriculum and to provide schools and teachers with guidance on media education in the classroom.

- Education in the digital world

The Standing Conference of the Ministers of Education and Cultural Affairs (Kultusministerkonferenz, KMK) adopted the strategy "Education in the digital world ([Bildung in der digitalen Welt](#))" in December 2016. It contains objectives and areas of action for all 16 federal states, the federal government, local authorities, school organisations and schools. By the end of 2017, a working group is to be set up at the state secretary level that will draw up a federal/state agreement (Bund-Länder-Vereinbarung) to promote education in the digital world in schools (also known as the Digital Pact for Schools, or Digitalpakt Schule). The Standing Conference of the Ministers of Education and Cultural Affairs (Kultusministerkonferenz) agreed on the basic outline of the agreement in June 2017. As part of the talks, the federal government pledged around five billion euros for the period 2018 to 2022 for expanding the IT infrastructure in general-education, vocational and special-needs schools in the public and private sector.

More information, analyses and opinions on the situation regarding media teaching and education are available on the website of the initiative "No education without media!" ([Keine Bildung ohne Medien!](#)).

#### *Relevant organisations*

At the federal level, a number of ministries are supporting projects and activities that promote media literacy and digital education from a variety of angles. They include the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (Bundesministerium für Familie, Senioren, Frauen und Jugend), the Federal Ministry of Justice and Consumer Protection (Bundesministerium für Justiz und Verbraucherschutz) in matters relating to consumer protection, the Federal Ministry of Education and Research (Bundesministerium für Bildung und Forschung), the Federal Ministry for Economic Affairs and Energy (Bundesministerium für Wirtschaft und Energie), the Federal Ministry of the Interior (Bundesministerium des Innern), and the Federal Ministry of Transport and Digital Infrastructure (Bundesministerium für Verkehr und digitale Infrastruktur).

Given that the federal states are responsible for education, media education is also part of their remit. The state media authorities (Landesmedienanstalten) are active both in the field of statutory youth media protection and in preventive youth protection. Promoting media literacy among children, adolescents and multipliers plays a major role in this respect, both in the formal and in the non-formal education sector. The Commission for the Protection of Minors in the Media ([Kommission für Jugendmedienschutz, KJM](#)), part of the state media authorities, verifies whether content disseminated by private-sector radio and telemedia whether it violates the Inter-State Agreement on Youth Protection in the Media (Jugendmedienschutz-Staatsvertrag, JMStV) and where necessary decides to sanction such content.

Additional organisations dealing with various media (film, games, print media and audio, TV and radio, media education) are listed on the website of the Federal Review Board for Media Harmful to Minors ([Bundesprüfstelle für jugendgefährdende Medien](#)).

The Institute for Media Research and Media Education ([Institut für Medienpädagogik in Forschung und Praxis, JFF](#)) is a one-of-its-kind institution in Germany. It deals with research and educational practice in the field of media consumption of adolescents. The

outcome of their research provides input for model approaches in education and cultural work with children and adolescents.

## Media literacy and online safety through formal education

### Integration in curricula

Media education and media literacy is the responsibility of the federal states, which is why the degree to which media literacy is integrated into the curricula varies from state to state.

For instance, North Rhine-Westphalia's education act ([Schulgesetz](#)), specifically Section 2 (6) item 9, states that pupils should "learn to use media responsibly and confidently". This is where, e.g., the media passport ([Medienpass NRW](#)) comes into play, an initiative of the North Rhine-Westphalian government from 2010. The aim is to make media literacy a firm part of the school day and to improve the connection between schools and non-school activities in this field. Medienpass NRW is a source of orientation for instructors and teachers that helps them to understand what skills children and adolescents should have. A curriculum compass (Lehrplankompass) suggests how and where the relevant exercises can be integrated into the classroom. It also provides practical advice for teachers. The project "Media scouts" ([Medienscouts NRW](#)) of the North Rhine-Westphalian media authorities (Landesanstalt für Medien in Nordrhein-Westfalen) trains small groups of secondary school pupils to become knowledgeable scouts.

In 2016, a basic course in media education ([Basiskurs Medienbildung](#)) was introduced in Gymnasium-type schools in Baden-Württemberg. Taught in year 5, the basic course is an entry-level class in learning how to handle and consume media independently and responsibly. Pupils who have completed the course are issued with a media passport (Medienpass).

In 2009, the Bavarian State Chancellery (Bayerische Staatskanzlei) and the Bavarian State Ministry for Education and Culture (Bayerisches Staatsministerium für Unterricht und Kultus) introduced a "media driver's licence" in Bavaria ([Medienführerschein Bayern](#)). It serves to strengthen media literacy among children, young people and adults. It offers lesson plans for primary and several types of secondary schools (Mittelschule, Realschule, Gymnasium).

The city-state of Hamburg issues media passports ([Medienpass](#)) with five modules. It helps teachers accompany children and adolescents as they move through the digital world and assist them in learning to handle digital services and information in a socially responsible, competent way. For Hamburg's schools, including this material in the curriculum is mandatory.

More information on the various reference frameworks, concepts and curricula in the field of media education is available on the German Education Server ([Deutscher Bildungsserver](#)).

See also the report by the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (Bundesministerium für Familie, Senioren, Frauen und Jugend) entitled "Promoting media literacy among children and adolescents. Situation report" ([Medienkompetenzförderung für Kinder und Jugendliche. Eine Bestandsaufnahme](#)).

### *Technical and Vocational Education and Training*

The Federal Ministry of Education and Research (Bundesministerium für Bildung und Forschung, BMBF) has launched a promotion programme on digital media in vocational training ([Digitale Medien in der beruflichen Bildung](#)). The aim is to promote media literacy and media education competence among employees who provide tuition to apprentices inside companies. The sectors in question include industry (e.g., automotive), retail, crafts and trades, and horticulture and landscape engineering. The projects affiliated with the project seek to establish media literacy as a firm element of in-company vocational

training. The programme receives funding from BMBF and the European Social Fund (ESF) (programme period: 2014-2020).

### Media literacy issues

Media literacy is taught in very different ways in schools. It spans a wide variety of themes and is taught using various methods. Some themes are closely aligned with the curriculum; here, media are used largely as teaching devices. Some media-related issues such as cyberbullying, e-debt, love and online dating are given special treatment. Some schools focus on the creative, productive use of media, including internet research and usage rights. A wide variety of media are used in the classroom: [digital images, video clips, learning platforms, online encyclopaedias, blogs and webquests](#).

### Support for teachers

A wide variety of institutions offer training courses on media education and media literacy. They include the state institutions for teacher training and school development, the state media authorities, adult education centres, media education associations and educational organisations.

Examples of training courses, e.g., offered by the state media authorities ([Landesmedienanstalten](#)):

- Authority of the State of Hesse for private radio and new media (Hessische Landesanstalt für privaten Rundfunk und neue Medien): News caching – News, fake news, hate speech & co. How to navigate online news. ([News Caching - Nachrichten, Fake News, Hate Speech & Co - Zurechtfinden in Online-Nachrichten](#)). School project with integrated teacher training
- Media authority of the State of Berlin-Brandenburg (Medienanstalt Berlin-Brandenburg): Teaching 2.0 – Media literacy in the classroom ([Teaching 2.0 - Medienkompetenz im Klassenzimmer](#)). For trainee teachers.
- Media authority of the State of Saxony-Anhalt (Medienanstalt Sachsen-Anhalt): Teacher training course “Radio in the classroom” ([Radio im Unterricht](#))

Teachers have a range of online resources at their disposal to prepare and debrief their lessons. Among the most frequently used resources are [specialist websites, online encyclopaedias, education servers and online video portals](#).

- Internet ABC for teachers ([Das Internet-ABC für Lehrkräfte](#)) offers guidance on preparing children for using the internet. The resource includes teaching material, tips on how to use the “internet ABC” in the classroom plus information on children and the media.
- [www.so-geht-medien.de](#) is a resource produced by the public media ARD, ZDF and Deutschlandradio on media literacy. It is aimed mainly at teachers and pupils. The aim of the website is to assist them in teaching and acquiring media literacy skills.
- [www.lehrer-online.de](#) offers teachers at all levels (primary, secondary and vocational) lesson plans, exercises and information on education, didactics and media literacy with a focus on the use of digital media in the classroom.
- The state education servers ([Landesbildungsserver](#)) offer information and material on media literacy. List of state education servers:

#### *Regional level (Länder)*

The state institute for school and media (Landesinstitut für Schule und Medien) of Berlin-Brandenburg is the publisher of a manual on cyberbullying ([Cybermobbing ist nicht cool](#)). It contains a project report plus recommended measures to prevent and address cyberbullying incidents. The manual was distributed free of charge to schools across the state.

The senate administration for justice, consumer protection and anti-discrimination (Senatsverwaltung für Justiz, Verbraucherschutz und Antidiskriminierung) in Berlin promotes [interactive workshops in schools on how to manage online data and on cyberbullying and cyberstalking](#) (in German).

## Promoting media literacy and online safety through non-formal and informal learning

### Projects and initiatives at federal level (Bund)

The Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend, BMFSFJ](#)) promotes the following projects and initiatives:

- The initiative LOOK OUT! How your child handles media ([SCHAU HIN! Was Dein Kind mit Medien macht](#)) offers parents and guardians of children aged 3 to 13 guidance on handling digital media. It provides hands-on tips and activities on how to address children's media consumption.
- The multimedia award ([Multimediapreis](#)) mb21 recognises creative projects run by young media producers in various age groups (11-15, 16-20 for school pupils and 12-25 for university students and apprentices). It was established in 1998. A theme-specific special award is given away every year (2019: „Something about media“).
- The Dieter Baacke Award ([Dieter Baacke Preis](#)) recognises educational, social and cultural model projects in the non-formal education area as well as cooperation projects between formal and non-formal educational organisations that encourage young people and families to develop a creative, critical way to handle media and develop media literacy. A special award was presented in 2019 "Be cheeky, wild and wonderful" (special award 2017 was on the critical use of media, echo chambers, hate speech and fake news). The Dieter Baacke Award manuals ([Handbücher](#)) provide an introduction to the winning projects and give users helpful tips on methods, opportunities and challenges in media education.
- The funding guidelines of the national programme "Live democracy" ([Demokratie leben](#)) make reference to the importance of civic commitment online and of combating online hate speech. The programme promotes model projects that are designed to strengthen democracy and civic commitment online. Its innovative educational formats seek to help children and adolescents, but also parents and multipliers and teachers to develop the skills they need to respond adequately to hate speech and hostility online. Individuals and groups on the receiving end of racism and discrimination are to be empowered through the development of new formats. Projects that work with adolescents at risk of engaging in hostile behaviour as well as with radicalised young people are also supported under this programme.

Between 2009 and 2015 the Federal Ministry of Justice and Consumer Protection ([Bundesministerium der Justiz und für Verbraucherschutz, BMJV](#)) ran the project "[Watch your web](#)". It offered young people information on safety in social networks, internet scams, mobile phone security, data protection, consumer rights and copyright issues on the internet. Amongst other things, the project developed a smartphone app to raise awareness among young users in a playful manner of safe internet use. It also produced an "education package" with material that young people could use to prepare and hold their own workshops and activities on online safety, data protection and copyright issues. The project brochure "My digital life – A brief guide on legal issues" (Mein digitales Leben - Rechtliches kurz erklärt) helps young people to understand complex matters such as copyright, personal rights and data protection). More outcomes and project documents ([Projekte und Dokumente](#)).

The Watch your web project also launched the [WebDays event](#), which was spun off to become a separate project in 2016. At WebDays, young people meet up with politicians and experts to discuss consumer protection in the digital world. [Event Webdays 2018](#),

Results 2016 ([Ergebnisse 2018](#)). Young people drew up an agenda for data and consumer protection in the digital world ([Agenda zu Daten- und Verbraucherschutz in der digitalen Welt](#)) and presented it to Germany's Federal Minister of Justice and Consumer Protection and at the national IT summit. Agenda with requests addressed to politicians. Further WebDays events will be held between 2017 and 2020.

The initiative "No education without media!" ([Keine Bildung ohne Medien](#)) is a nationwide initiative to promote media education in all areas of society. Its aims are:

- Media education in early-learning centres and schools, non-school educational settings and in inclusive activities for individuals with disabilities
- Media education for parents, especially those who are less educated
- Funding for media education activities
- Setup and promotion of media education networks
- Mandatory media education in educational degree courses; more research on media education.

More examples to foster media literacy funded by the federal government in Germany: Answer of the federal government to members of parliament (Thomas Hacker, Katja Suding, Nicola Beer, and more and the parliamentary group of the liberals) ([Antwort der Bundesregierung auf die Kleine Anfrage der Abgeordneten Thomas Hacker, Katja Suding, Nicola Beer, weiterer Abgeordneter und der Fraktion der FDP – Drucksache 19/3226](#))

### Projects and initiatives at regional level (Länder)

The state media authorities ([Landesmedienanstalten](#)) are responsible for promoting media literacy and media education among young people. They offer a variety of projects to promote media literacy. Examples:

- The project "Smartphone sector" ([Handysektor](#)) is run by the state media authority for North Rhine-Westphalia. It raises awareness among young users of potential dangers when using smartphones and encourages the responsible use of these devices.

More information on the media literacy activities of the state media authorities is given at [Die Medienanstalten: Medienkompetenz](#)

### Training

Training for child and youth services experts, youth workers and multipliers is offered by, inter alia:

- The Federal Agency for Civic Education (Bundeszentrale für politische Bildung, BpB), which has a collection of materials on media education ([BpB: Material Medienpädagogik](#)).
- The German chapter of the International Federation of Educative Communities ([Internationale Gesellschaft für erzieherische Hilfen](#)) offers media literacy and education support for child and youth services workers: Two-part in-service training course.
- The clearing-house for media literacy ([Clearingstelle Medienkompetenz](#)) of the German Bishops' Conference (Deutsche Bischofskonferenz) at the Catholic University of Applied Sciences (Katholische Hochschule) in Mainz offers a course on media education ([Zertifikationskurs](#)) in practice for multipliers, who are awarded with a certificate upon successful completion.
- The institute for youth work (Institut für Jugendarbeit) in Gauting offers a course in media education in youth work ([Medienpädagogische Praxis in der Jugendarbeit](#)).

The regional association of Westphalia-Lippe ([Landschaftsverband Westfalen-Lippe, LWL](#)) offers training courses on media education.

For an overview of training courses on media education, go to the website of the Association for Media Education and Communication Culture ([Gesellschaft für Medienpädagogik und Kommunikationskultur, GMK](#)).

## Funding

Federal programmes, projects and initiatives on media literacy and online safety receive funding from, inter alia, the budget of the Child and Youth Plan of the federation ([Kinder- und Jugendplans des Bundes](#)) or the Federal Ministry of Consumer Protection (Verbraucherschutzministerium). The projects of the state media authorities (Landesmedienanstalten) are funded by federal state budgets or TV/radio licence fees ([GEZ-Gebühren](#)). Since 1 January 2013 every German household has been liable to a standard TV/radio licence fee of 17.50 euros per month (as at November 2019).

## Raising awareness about the risks posed by new media

### Information and advice

The Federal Review Board for Media Harmful to Minors ([Bundesprüfstelle für jugendgefährdende Medien, BPjM](#)) is an independent supreme federal authority that is affiliated with the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#), BMFSFJ). It verifies whether media content is harmful to young people or not. It is also responsible for promoting media education and media awareness and advising members of the public on matters relating to protection of youth from harmful media.

Information and advice online:

- [jugendschutz.net](#) monitors mostly youth-related content and activities online for youth protection breaches. The nationwide platform documents reactions to and measures taken against content that is in violation of the relevant legislation. Internet users can also report breaches via the site.
- The website "[internet-beschwerdestelle.de](#)" is another place where users can report content that is harmful to minors. The website is run by the German Association for Voluntary Self-Regulation of Digital Media Service Providers (Freiwillige Selbstkontrolle Multimedia-Diensteanbieter, FSM) and the Association of the Internet Industry (eco – Verband der Internetwirtschaft).
- The independent platform "[Internet-ABC](#)", which is run by the organisation "Internet-ABC e.V.", an affiliate of the state media authorities (Landesmedienanstalten), offers information for parents, teachers and children on how to use the internet safely.
- The portal [www.juuuport.de](#) is a platform for young people to offer peer-to-peer support if they encounter trouble while using the internet. Juuuport scouts are specially trained to provide this service. A forum allows users to share experiences. Juuuport is run by seven state media authorities (Landesmedienanstalten), with Lower Saxony taking the lead.
- Between 2012 and 2015 the free online resource "End bullying!" ([Mobbing - Schluss damit!](#)) for children, young people, adults and schools received funding as part of the initiative "A network for children" (Ein Netz für Kinder) by the Federal Government Commissioner for Culture and the Media (Beauftragter der Bundesregierung für Kultur und Medien) and the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (Bundesministerium für Familie, Senioren, Frauen und Jugend). The website continues to exist.
- The portal "[youngdata.de](#)" is where young internet users learn about handling their own data and that of others and how to navigate the internet. It is the youth portal of the independent data protection authorities of the federal and state government and of the Canton of Zurich (Switzerland).

- The website “Riskfree chatting” ([Chatten ohne Risiko](#)) by jugendschutz.net and the state authority for communication (Landesanstalt für Kommunikation) in Baden-Württemberg offers young people information and tips on safe online communication.
- Website of the police’s national and state criminal prevention scheme ([Polizeiliche Kriminalprävention der Länder und des Bundes](#))
- State media authorities ([Landesmedienanstalten](#)),
- Online counselling service of the federal organisation for education counselling ([Bundeskongferenz für Erziehungsberatung, bke](#)) for young people and young adults
- Youth information centres (Jugendinformationszentren), e.g. [Jugendinfo Bremen](#).

The free child and youth helpline ([Nummer gegen Kummer 116111](#)) provides advice to young people by phone and via online chat if they need help after having been bullied or harassed online.

Face-to-face counselling and information is also offered by the consumer advice centres ([Verbraucherzentralen](#)) in the 16 federal states.

### Initiatives for more risk awareness

The initiative “Online safety” ([Sicher online gehen](#)) of the federal government (specifically BMFSFJ), the federal states and the private sector was launched in July 2012 to help protect children online.

BMFSFJ runs various projects to assist children in growing up safely while using media. Amongst other things, it supports the No Hate Speech campaign of the Council of Europe. In Germany, the campaign [NO HATE SPEECH](#) is managed by the organisation New German Media Professionals (Neue Deutsche Medienmacher). Young people, too, need to be made aware of hate speech online. The initiative LOOK OUT! How your child handles media ([SCHAU HIN! Was Dein Kind mit Medien macht](#)) is aimed at parents and guardians of children aged 3 to 13 and provides guidance on handling digital media.

Germany has signed up to the EU campaign [klicksafe](#). It serves to help internet users become critical and competent users of the internet and new media. In Germany, the state authority for media and communication (Landeszentrale für Medien und Kommunikation, LMK) of Rhineland-Palatinate and the state authority for media (Landesanstalt für Medien, LfM) of North Rhine-Westphalia are jointly responsible for implementing it. Among the materials published by Klicksafe is a manual about how to combat cyberbullying ([Ratgeber Cyber-Mobbing](#)).

## 6.9 Awareness-raising about non-formal and informal learning and quality youth work

### Information providers / counselling structures

[The approx. 600 youth offices \(Jugendämter\)](#) in Germany are also responsible for youth work activities, including a variety of non-school activities for young people such as youth centres, youth camps, holiday camps and activities, projects and cultural activities. The municipal youth centres offer a wide range of activities depending on staffing levels, location and clientele. Besides unstructured activities, there are also creative courses, games and learning events, cookery and bakery classes, media-related activities, sports, art, music and dance activities, homework supervision and extra tuition. Through this, the youth offices meet their obligations under Book VIII of the Social Code (Achstes Sozialgesetzbuch, SGB VIII), inter alia Section 11. The youth offices’ websites provide information on what they offer.

The organisations providing child and youth work activities outside of schools also provide information on their activities. A broad network of around 70 youth information centres across Germany provides information on all non-school activities and projects that are

open to young people. In southern Germany, the youth information centres have formed a regional association ([Süddeutsche Jugendinformationszentren](#)).

## Awareness raising initiatives

Through its youth strategy “Acting for a child- and youth-friendly society” (Handeln für eine jugendgerechte Gesellschaft) the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#), BMFSFJ) helps to raise awareness of the fact that young people need space to develop and in turn, highlight the value and significance of youth work. Among its aims is to inform the German debate surrounding the importance of this space and of lively youth cultures in order [to contribute towards the European discourse on the continued development of youth work](#).

The German Federal Youth Council ([Deutscher Bundesjugendring](#)) is the federation of youth associations, regional youth councils (Landesjugendringe) and various affiliated organisations with nationwide activities. It strengthens and represents the interests of the youth work community. Amongst other things, it publishes and communicates its opinions on a variety of matters towards the public, e.g. in its publication on education provided by youth associations ([Jugendverbände machen Bildung - und noch viel mehr](#)).

IJAB, the International Youth Service of the Federal Republic of Germany ([Fachstelle für Internationale Jugendarbeit der Bundesrepublik](#)) works towards creating more visibility for international youth work through initiatives as e.g. Action Alliance for International Recognition ([Aktionsbündnis Anerkennung International](#)).

Similarly, the umbrella youth work associations, such as the German Federation for Cultural Youth Education ([Bundesvereinigung Kulturelle Kinder- und Jugendbildung](#), BKJ) or German Sports Youth ([Deutsche Sportjugend](#)) and their member organisations have a strong influence on the visibility of youth work.

There were and are various campaigns to highlight the value to society of youth work:

- In May 2014 the diocesan working parties for open child and youth services (Diözesane Arbeitsgemeinschaften der Offenen Kinder- und Jugendarbeit) ran the HERE I AM! ([HIER BIN ICH!](#)) campaign in the five (arch-)dioceses together with the state working party for Catholic open child and youth services (Landesarbeitsgemeinschaft Katholische Offene Kinder- und Jugendarbeit) in North Rhine-Westphalia. It aimed to raise awareness of the importance of and necessity for Catholic open child and youth services.
- The campaign “Youth work needs space!” ([Jugendarbeit braucht Freiräume!](#)) of the state youth council (Landesjugendring) in Rhineland-Palatinate called for more non-school education opportunities and self-managed places of learning. It encouraged young people to produce video clips and photos illustrating what these spaces mean to them and to discuss the youth council’s ideas with council representatives.
- In 2014 and 2015, the Bavarian Youth Council (Bayerischer Jugendring) launched the campaign “Juleica for everyone!” ([Juleica für alle!](#)). Juleica is a nationwide ID card scheme for volunteer youth workers. The aim was to increase the number of youth leaders in Bavaria with a Juleica ID.
- In the Saarland there was a campaign called “EiJO! Active in youth organisations” ([EiJO! Engagiert in Jugendorganisationen](#)) that was run by the Saarland youth associations and the Saarland state youth council (Landesjugendring Saar). The organisers wanted to paint a positive picture of the valuable work done by volunteer youth workers in the Saarland and who these young people are who contribute their spare time to youth organisations. Parents, decision-makers, businesses, children and adolescents were informed of this and were given a variety of ways to show their solidarity.
- [Uferlos](#) is a campaign by the working party of youth centres in Saxony (Arbeitsgemeinschaft Jugendfreizeitstätten Sachsen) to encourage more international youth work in the Free State of Saxony. The campaign spotlights young people, their

ideas about leisure activities and their needs and lifestyles so as to include them in a participatory manner in designing attractive, effective youth exchanges. Uferlos is aimed at independent and public-sector youth work organisations and interested experts in Saxony.

- The Action Alliance for International Recognition ([Aktionsbündnis Anerkennung International!](#)) launched the first nationwide campaign event on 8 June 2017. On this day, young people in 11 federal states met with 32 politicians in their local constituency offices and handed over a dossier detailing three improvements for international youth exchanges. One major demand was to provide a mobility voucher to all young people so that ALL young people could take part in an international exchange. The online campaign [#internationalheart](#) by the alliance is designed to show how diverse international exchanges are and that they should become part of everyday life, promoting commitment across the country and beyond. The aim is to make the contribution to society of international youth work more visible and gain more recognition for it.

## 6.10 Current debates and reforms

### Forthcoming policy developments

The question of whether secondary school should last eight years or nine at Gymnasium-type grammar schools (the G8/G9 debate) is repeatedly subject to debates and discussions. In the [2018/2019 school year Bavaria](#) is scheduled to reintroduce the nine-year Gymnasium system; students will still be able to opt for the G8 variant. North Rhine-Westphalia is also planning to reintroduce the G9 system (as from [2019/2020](#)).

Inclusion in education remains a topic of debate in Germany. The Standing Conference of the Ministers of Education and Cultural Affairs ([Kultusministerkonferenz](#), KMK) has created the framework necessary for teachers to acquire the skills they need for inclusive classrooms. This includes the recommendations on inclusive education for children and adolescents with disabilities in schools ([Inklusive Bildung von Kindern und Jugendlichen mit Behinderungen in Schulen](#)), a set of revised teacher training standards ([Standards für die Lehrerbildung: Bildungswissenschaften](#)) from 2014 and a set of joint state-level requirements for specialist disciplines and specialist didactics in teacher training ([Ländergemeinsame inhaltliche Anforderungen für die Fachwissenschaften und Fachdidaktiken in der Lehrerbildung](#)), which were revised to include inclusion. In early 2015 the KMK and the German Rectors' Conference (Hochschulrektorenkonferenz) adopted a comprehensive set of [recommendations on teacher training to promote diversity in schools](#).

The German Association for Public and Private Welfare (Deutscher Verein für öffentliche und private Fürsorge) for instance, has adopted a set of recommendations on the subject ([Von der Schulbegleitung zur Schulassistenten in einem inklusiven Schulsystem](#)). The Association recommends qualifying school assistants and providing systemic and personal assistance so as to enable all pupils to participate fully in school. The German Commission for UNESCO (Deutsche UNESCO-Kommission, DUK) adopted a resolution for inclusive education in Germany ([Für eine inklusive Bildung in Deutschland](#)) that calls for the systematic implementation of inclusive education in Germany. Amongst other things, it calls upon the German parliament (Bundestag) and the federal government to work with the federal states and local authorities to adopt a sufficiently funded programme to promote inclusive education for all stages of life.

The Federal Training Assistance Act ([Bundesausbildungsförderungsgesetz](#), BAföG) was reformed with the aim of creating greater equality and more equal opportunities in education. The grants paid under the Act and earnings exemption rates were raised at the beginning of the 2016 school year and the 2016/17 winter term.

There is need for action when it comes to improving the apprenticeship opportunities open to young members of the immigrant community and young refugees, as well as assisting them with integrating into the VET system. This target group is also in the focus of the Alliance for Initial and Further Training ([Allianz für Aus und Weiterbildung](#)). Another education policy challenge is the failure to fill all available apprenticeship positions in the current training year, as is the decline in the number of enterprises offering apprenticeships. The Federal Ministry of Education and Research (Bundesministerium für Bildung und Forschung) has taken this as an opportunity to launch the JOBSTARTER plus programme and address the needs specifically of small and medium-sized enterprises (SMEs). The Federal Ministry for Economic Affairs and Energy (Bundesministerium für Wirtschaft und Energie) also supports SMEs in finding the right candidates for any unfilled apprenticeship positions ([Ausbildungsplätze](#)).

The Conference of the Ministers of Youth and Family (Jugend- und Familienministerkonferenz (JFMK) [resolved in May 2017](#) to provide more assistance to families through digitalisation.

In its declaration on the integration of young refugees through education dated 6 October 2016 ([Erklärung zur Integration von jungen Geflüchteten durch Bildung](#)) KMK draws up objectives and challenges in regard to integrating young school-age refugees quickly into mainstream classrooms, offering appropriate support to those wishing to embark on an apprenticeship, and supporting young refugees who wish to enrol in university and have the required qualifications.

### **Ongoing debates**

Another major subject in the current education debate is digital education. In June 2017 the federal states pledged allegiance to the federal government/state agreement to support digital education in schools ([Bund-Länder-Vereinbarung zur Unterstützung der Bildung in der digitalen Welt im Bereich der Schule, "DigitalPakt Schule"](#)). The federal government has earmarked around five billion euros for the period 2018 to 2022 for expanding the IT infrastructure in public and independent general-education, vocational and special-needs schools. In December 2016 the Standing Conference of the Ministers of Education and Cultural Affairs (Kultusministerkonferenz) presented its [strategy on education in a digital world](#) (Bildung in der digitalen Welt) which outlines fields of action for Germany's education system.

In vocational training, too, digital education has a role to play. KMK, the Confederation of German Employers' Associations (Bundesvereinigung der Deutschen Arbeitgeberverbände, BDA) and the German Trade Union Confederation (Deutscher Gewerkschaftsbund, DGB) welcome efforts to expand the IT infrastructure in schools. They have pledged to step up cooperation between companies and vocational schools also in the organisational, didactic and methodological fields ([Gemeinsam für starke Berufsschulen in der digitalen Welt](#)).

The reader may also consult the [Eurydice chapter on Germany > Ongoing Reforms and Policy Developments](#).

## 7. HEALTH AND WELL-BEING

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According to the German Health Interview and Examination Survey for Children and Adolescents (Kinder- und Jugendgesundheitssurvey, KiGGS) carried out by the Robert Koch Institute ([Robert-Koch-Institut](#)), the health of children and young people and the health care available to them can be rated good to very good.

Germany has a broad variety of offers and measures relating to the early detection of health disorders and prevention including the early detection and the youth health check-ups. There is also a large number of health education and promotion services and counselling to choose from.

The call for equity in health – including for children and young people – is an important subject and features heavily in discussions on health policy in Germany. The Equity in Health Cooperation Network ([Kooperationsverbund Gesundheitliche Chancengleichheit](#)) was initiated by Federal Centre for Health Education ([Bundeszentrale für gesundheitliche Aufklärung](#)). Its key objectives are to improve equity in health in Germany and promote good health among the socially disadvantaged.

The Federal Ministry of Health ([Bundesministerium für Gesundheit](#)) has a key role in drafting and creating proposed legislation on a federal (national) level. The responsible ministries in the federal states (Bundesländer) play a central role in two main areas of German health care: inpatient care and the public health service. An important focus of activities in the federal states is on prevention, i.e. programmes and initiatives to maintain and promote public health and the health of specific target groups such as children and young people.

Traditionally, the public health service is responsible for health care and prevention (such as check-ups when starting school, counselling for mothers and pregnant women), psychiatric and socio-psychiatric community care, monitoring and counselling services relating to hygiene, infectious diseases, the movement of pharmaceuticals and environmental medicine. These tasks are usually carried out by the local health authorities in the districts and towns/cities or by specialist facilities at regional or federal state level. The federal states control the structure and responsibilities of their public health services in state laws.

### 7.1 General context

#### Main trends in the health conditions of young people

##### Health of children and young people

In Germany, the health of children and young people and the health care available to them can be rated good to very good. These were the findings from parent surveys and studies of children and young people carried out by the Robert Koch Institute ([Robert-Koch-Institut](#)) as part of the German Health Interview and Examination Survey for Children and Adolescents (Kinder- und Jugendgesundheitssurvey, KiGGS). However, there is a noticeable shift away from acute and towards chronic diseases and psychological disorders. The chances of enjoying a life free from disease and health problems are also spread unequally. In particular, children from socially disadvantaged families are exposed to higher health risks. These can be caused by family lifestyle and living conditions. For example, children and young people from disadvantaged families are affected more than average by traffic accidents, various diseases, being overweight and psychological disorders.

Representative studies also show that there are significant problems in Germany as a result of people being overweight and inactive on the one hand, and suffering from eating disorders and malnutrition on the other, as well as a lack of exercise. This increases the risk that children and young people in particular will also suffer from health problems.

The federal government has therefore developed and adopted a strategy for the promotion of child health ([Strategie der Bundesregierung zur Förderung der Kindergesundheit](#)). The strategy is based on the findings of the German Health Interview and Examination Survey for Children and Adolescents ([KiGGS study](#)) carried out by the Robert Koch Institute (Robert-Koch-Institut) from 2003 to 2006. This study was the first of its kind to collect extensive and representative data on the health of children and young people in Germany, their attitudes to health, and the health care available to them. The initial findings from the first follow-up, KiGGS Wave 1 (KiGGS-Welle 1), are summarised in the booklet 'The health of children and adolescents in Germany – 2013' (Die Gesundheit von Kindern und Jugendlichen in Deutschland - 2013), available at [www.kiggs-studie.de](http://www.kiggs-studie.de). The federal government's child health strategy pulls together the various initiatives to promote child health that extend to many areas outside of the health care system, and initiates new measures.

The strategy includes initiatives in the following **key action areas**:

- Improving prevention and promoting health
- Promoting equity in health
- Reducing health risks
- Monitoring the current situation, carrying out basic research and identifying risk and protection factors

To meet these targets, the Federal Ministry of Health ([Bundesministerium für Gesundheit](#)) has launched a [number of projects \(in German\)](#). Measures to promote the mental health of children and young people have been implemented, educational programmes for children with all types of chronic diseases have been developed and tested, and reviews into the expansion of preventive services initiated.

The strategy for the promotion of child health enhances the federal government's child welfare initiatives, which include the National Action Plan for a Germany fit for children 2005–2010 ([Nationaler Aktionsplan der Bundesregierung für ein kindergerechtes Deutschland 2005–2010](#)).

As part of the state's guardian role, the government must ensure that parents take responsibility for the health and well-being of their children. The federal states (Bundesländer) and local communities have the main responsibility for ensuring child welfare and child protection. Outreach work by child and youth services ([Kinder- und Jugendhilfe](#)) and the public health care service along with targeted support for families in difficult living circumstances are important tools in the battle against child neglect and child abuse. The aim is to identify risks before birth and provide families with appropriate offers of assistance. The initiatives in the federal states and local communities support the federal government, for example, as part of the government initiative Early Prevention in Childhood ([Frühe Hilfen](#)).

### **Active child protection thanks to Early Prevention in Childhood (Frühe Hilfen) and reliable networks**

The Early Prevention in Childhood (Frühe Hilfen) programme offers basic child and youth services to parents and parents-to-be. The federal states (Bundesländer) and local communities decide how they approach parents to give them information and advice on local support services. This could be done by the health authorities or youth offices, for example. All key agents of child protection, such as youth offices, schools, health authorities, hospitals, pregnancy advice centres, doctors and the police are brought together in one Early Prevention in Childhood (Frühe Hilfen) network to ensure the support services offered to families on the birth of a child are well coordinated.

In 2012, the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesfamilienministerium](#)) introduced a four-year government initiative to strengthen the creation and expansion of Early Prevention in Childhood (Frühe Hilfen) networks and

the use of family midwives, including the involvement of voluntary organisations, in the federal states and local communities. The federal government made 30 million euros available for this initiative in 2012, 45 million in 2013, 51 million in 2014 and again in 2015.

Once the pilot programme ended, the federal government pledged to provide ongoing financial support after 2015 of 51 million euros a year in the area of Early Prevention in Childhood (Frühe Hilfen) and psychosocial support for families with small children. The federal government thus covers more than half of the additional costs incurred by federal states and local communities in connection with the Federal Child Protection Act ([Bundeskinderschutzgesetz](#)).

The child protection guidelines (Kinderschutzleitlinie) published in February 2019 by the Association of Scientific Medical Societies in Germany (Arbeitsgemeinschaft der Wissenschaftlichen Medizinischen Fachgesellschaften e.V., AWMF) are the [first evidence-based guidelines of this kind](#) to be developed jointly by a number of relevant professional bodies and organisations.

### Health targets

The [gesundheitsziele.de](#) health targets forum involves the cooperation of more than 140 German health care organisations and aims to push forward the national health target process. It has existed for 17 years. Its members include policymakers at federal, state and community level, self-governing organisations, industry associations, patient and self-help organisations and scientific institutes.

The health target for children and young people 'Grow up healthy: life competence, physical activity, nutrition' (Gesund aufwachsen: Lebenskompetenz, Bewegung, Ernährung) was published in 2003 and updated in 2010. The setting-based approach to 'promoting health in child day care' (Gesundheitsfördernde Kindertagesstätte) is currently being evaluated.

The stated aims are:

- To improve children and young people's life skills
- To reduce stress/negative influences on children, young people and families
- To promote physical activity among children and young people
- To reduce malnutrition and promote healthy eating in families
- To improve the conditions and structures in place for promoting health in child day care centres, schools, families/environment

Initial recommended measures:

- Raise awareness among agents of child and youth services with the aim of establishing the promotion of health as a professional standard in child and youth services
- Ban food advertisements directed at children and product placement in and around children's television programmes
- Integrate life skills as a topic into training for all educators and teachers and develop on an ongoing basis to keep up with developments and quality standards
- Child day care centres implement measures in the workplace to promote health
- Child day care centres provide children with at least two free meals per day
- Encourage children and young people to enjoy exercise as part of physical education
- Include practical and theoretical education on nutrition in existing school subjects
- Remove drink vending machines and replace with drinking water dispensers
- Develop setting-based and subject-specific quality assurance tools

## Improving medical care

In 2006, the commission for paediatric medicinal products (Expertenkommission Arzneimittel für Kinder und Jugendliche) was created at the Federal Institute for Drugs and Medical Services ([Bundesinstitut für Arzneimittel und Medizinprodukte](#)) to improve medical care for children and young people. The commission is consulted on national licensing decisions on paediatric medicinal products. It also assesses the licensing requirements for adult medicinal products that are also used for children and young people ([Medikamente für Erwachsene, zulässig auch für Kinder](#)).

## Latest health surveys and studies

### Statistics

The Federal Statistics Office ([Statistisches Bundesamt](#)) regularly collects health data in Germany. The following surveys are of interest with respect to children and young people: A European comparison of accidents, violence and suicide among children and young people ([Unfälle, Gewalt und Selbstverletzungen bei Kindern und Jugendlichen im europäischen Vergleich](#)). Verdict: Between 2001 and 2016, the number of children (1 to 14 years) who died from fatal injuries fell significantly: by 37% (from 4.7 to 3.0 per 100.000) in Germany and across Europe, between 2001 and 2010 the proportion already declined by 44% (from 6.6 to 3.7 per 100.000); these are the most recent available figures. However, fatal injuries sustained by children aged one and above have been the most frequent cause of death among children and young people in Germany and Europe for many years ([Unfälle, Gewalt, Selbstverletzung bei Kindern und Jugendlichen 2014. Ergebnisse der amtlichen Statistik zum Verletzungsgeschehen 2012. Fachbericht](#)).

The large majority of young people aged 16 to 25 rate their health as very good to good ([Selbsteinschätzung des Gesundheitszustandes nach Altersgruppen und Geschlecht](#)).

### German Health Interview and Examination Survey for Children and Adolescents (Kinder- und Jugendgesundheitssurvey, KiGGS)

In 1998, the Robert Koch Institute (Robert-Koch-Institut) began devising and testing a German Health Interview and Examination Survey for Children and Adolescents ([Kinder- und Jugendgesundheitssurvey](#), KiGGS) with the support of national and international experts. KiGGS was carried out from 2003 to 2006 with 17641 children and young people aged from 0 to 17 years old and their parents. Funding for this study, which remains one of a kind in both in Germany and abroad, was provided by the Federal Ministry of Health ([Bundesministerium für Gesundheit, BMG](#)), the Federal Ministry of Education and Research ([Bundesministerium für Bildung und Forschung, BMBF](#)) and the Robert Koch Institute ([Robert-Koch-Institut, RKI](#)). In-depth sub-studies were financed by the Federal Ministry of Food and Agriculture ([Bundesministerium für Ernährung und Landwirtschaft, BMEL](#)), the Federal Ministry for the Environment ([Bundesministerium für Umwelt, BMUB](#)) and the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend, BMFSFJ](#)).

The KiGGS findings were incorporated virtually directly into public health programmes and strategies. For example, the National Action Plan IN FORM ([Nationaler Aktionsplan IN FORM](#)) used the KiGGS findings to help prevent malnutrition, lack of exercise, overweight and associated diseases, as did the Life Carries Weight initiative ([Leben hat Gewicht](#)) and the federal government's strategy for the promotion of child health ([Strategie der Bundesregierung zur Förderung der Kindergesundheit](#)). Analyses of the KiGGS data are found in the federal government's Third Report on Poverty and Wealth ([3. Armuts- und Reichtumsbericht](#)), the Third Report on Child and Youth Sport ([3. Deutscher Kinder- und Jugendsportbericht](#)), the Eighth Family Report ([8. Familienbericht](#)) and a report for the Advisory Council for the Assessment of Developments in the Health Care System (Sachverständigenrat zur Begutachtung der Entwicklung im Gesundheitswesen).

Relatively recent cross-cutting data and trends (2018) exist concerning a variety of health-related topics that came out of Wave 2 of KiGGS:

- [General health of children and adolescents in Germany](#)
- [Youth overweight and obesity in Germany](#)
- [Physical activity of children and adolescents in Germany](#)
- [consumption of sugary soft drinks among children and adolescents in Germany](#)
- [Smoking among children and adolescents in Germany](#)

KiGGS has three special aspects:

- KiGGS regularly makes representative data available nationwide that can be used to describe the current state of health among children and young people under 18 years old as well as identifying trends over time
- KiGGS collects health data using surveys, medical screening, tests and lab analyses to improve the validity of measurements and obtain better estimates of disease rates
- KiGGS also contains a cohort, which means that children and young people from the baseline survey are invited to participate on a regular basis into adulthood to allow the analysis of causes and circumstances that contribute to changes in health during their lifetime.

Key data on the current KiGGS Wave 2 (KiGGS Welle 2) survey:

**Project term:** September 2014 to February 2017

**Participants:** about 23000 (planned)

**Age:** 0 to 29 years old

**Locations:** 167 towns and cities across Germany

KiGGS Wave 2 will focus on state of health, attitude to health, living conditions, protection and risk factors, and the use of health care services.

The 15th child and youth report ([Kinder- und Jugendbericht](#)), entitled 'More opportunities to grow up healthy – health-based prevention and health promotion in child and youth services' (Mehr Chancen für gesundes Aufwachsen – Gesundheitsbezogene Prävention und Gesundheitsförderung in der Kinder- und Jugendhilfe), Report on the living situation of young people and assistance provided by Germany's statutory child and youth services, was published in 2017 by an expert commission headed by Prof. Heiner Keupp and called mainly for better networking of existing services and structures.

### **PISA 2018 study**

The [PISA 2018 study](#) contains a lot of data on the well-being of school pupils in Germany. For example, it found that 73% of school pupils are satisfied or very satisfied with life (OECD comparison: 71%). The study also says that only 3% of school pupils do not engage in any physical activity outside of school (OECD comparison: 7%).

### **Epidemiological study of child and youth medical care in Germany**

An epidemiological study of paediatric care in Germany by the German Academy of Paediatrics and Adolescent Medicine ([Deutsche Akademie für Kinder- und Jugendmedizin e.V., DAKJ](#)) looks at which regions can expect problems in the future especially when it comes to ensuring outpatient paediatrics and adolescent medicine, what the problems might be, the roles of other doctor groups, health care professions or hospitals in safeguarding paediatric and adolescent medicine, and what form needs-based planning for paediatric and adolescent medicine might take. The findings stem mainly from analysing data from the statistical offices in the federal states (Bundesländer) and at a national level, analysing morbidity data and literature, and semi-statistical interviews. Project term: 1 October 2015 to 31 May 2016.

## Nutrition reports

Every four years, the German Nutrition Society ([Deutsche Gesellschaft für Ernährung, DGE](#)) publishes a nutrition report on behalf of the Federal Ministry of Food and Agriculture (Bundesministerium für Ernährung und Landwirtschaft, BMEL). The report investigates what and how much is eaten in Germany, how people's eating habits and health care have changed, whether nutritional recommendations are being implemented and what measures are needed to promote public health. Summaries of the nutrition reports ([Kurzfassungen der Ernährungsberichte](#))

The analysis of the National Nutrition Survey ([Nationale Verzehrstudie, NVS II](#)) confirms that increasing numbers of the German public suffer from weight problems: two thirds of men and more than half of women are overweight. One in five is obese and at risk of cardiovascular disease or diabetes.

A long-term study of eating habits in Germany is carried out as part of the German National Nutrition Monitoring programme ([Nationales Ernährungsmonitoring, NEMONIT](#)). Once a year, the Max-Rubner-Institut surveys a panel of almost 2000 people aged between 18 and 80 years old who have already taken part in the National Nutrition Survey (Nationale Verzehrstudie II).

## Drug affinity study

Once a year, the Federal Centre for Health Education ([Bundeszentrale für gesundheitliche Aufklärung, BzgA](#)) carries out a 'drug affinity study' ([Drogen- und Suchtbericht](#)) on behalf of the Federal Ministry of Health (Bundesgesundheitsministerium). The results of the last study were published in the second half of 2018. According to the study, the federal government's drug and addiction prevention measures are successful. It says that young people are smoking less, drinking less alcohol and taking fewer drugs, but binge drinking and cannabis consumption are still a problem.

## Delphi survey

In 2008, the National Action Plan IN FORM ([Nationaler Aktionsplan IN FORM](#)) was adopted with the aim of reducing malnutrition, increasing activity levels and reducing the number of overweight people to minimise the associated diseases. The IN FORM – German national initiative to promote healthy diets and physical activity (IN FORM – Deutschlands Initiative für gesunde Ernährung und mehr Bewegung) brought a lot of momentum to the promotion of physical activity. The push by the Federal Ministry of Health (Bundesministerium für Gesundheit, BMG) resulted in physical activity and the promotion of physical activity being integrated into prevention and health promotion work, rehabilitation, care and therapy even after project funding ended.

Following this, the Faculty of Health Sciences at Bielefeld University ([Fakultät für Gesundheitswissenschaften der Universität Bielefeld](#)), in cooperation with the German Sport University Cologne ([Deutsche Sporthochschule Köln, DSHS](#)), was tasked by the Federal Ministry of Health (Bundesministerium für Gesundheit, BMG) to evaluate the development of structures to promote physical activity and to identify possible courses of action. The Ministry wanted to know how well the promotion of physical activity has been structurally integrated in various fields in Germany and where gaps remain or repetition has arisen. The focus was on health prevention/promotion work, rehabilitation, care and therapy.

The aim of the project was to deliver a snapshot of the structures in place to promote physical activity and to develop action recommendations to give the BMG possible starting points to advance the promotion of physical activity.

Project term: 1 January to 31 December 2015. Results ([Ergebnisse](#)).

## Other representative studies

Since the 1970s, the Federal Centre for Health Education ([Bundeszentrale für gesundheitliche Aufklärung, BZgA](#)) has been carrying out regular representative studies

on the knowledge, attitudes and habits of young people and young adults regarding alcohol, tobacco and illicit drugs. It has also put together a prevention-related information base on the topics of sex education and AIDS ([Datengrundlagen zu den Themen Sexuaufklärung und AIDS](#)).

### **Surveys on the health situation of children and adolescents in the federal states (Länder)**

A recent publication exists on the health and health opportunities of children in the state of Brandenburg ([Gesundheit und Gesundheitschancen für Kinder im Land Brandenburg](#)).

## **Main concepts**

### **Equity in health**

The [call for equity in health](#) – including for children and young people – is an important subject and features heavily in discussions on health policy in Germany, especially for socially disadvantaged children and adolescents. Since early 2000, growing numbers of studies have researched the causes of social and health-related inequalities in influences on early childhood. These new studies offer an integrated view of the interplay between the environment, the human mind and inherited traits. It has been shown that experiences of poverty and neglect, particularly in the first few months of life, affect long-term behavioural development. These are permanent hormonal patterns that are set during 'sensitive periods', not just simple learning processes, and are thus very hard to change. Children exposed to these kinds of influences have concentration and memory problems and difficulty planning and seeing negotiations through to the end. By contrast, a stimulating, low-stress environment nurtures abilities that lead to success in school and professional life. This affects opportunities to resolve problems and successfully overcome challenges. The result: Opportunities in life are created or restricted, and susceptibility to disease is established at a young age. For more information, visit [gesundheitsliche-chancengleichheit.de](#)

After Germany's Prevention Act (Präventionsgesetz) came into force in 2015, Coordination Centres for Equity in Health ([Koordinierungsstellen Gesundheitliche Chancengleichheit](#)) were rolled out across the country in order to strengthen health services at the municipal level.

### **Early Prevention (Frühe Hilfen)**

Parents in Germany have access to a number of support services and facilities. Systematically linking these up in a way that provides tailored help to parents and children is the task of Early Prevention (Frühe Hilfen). This requires relevant burdens on parents to be identified systematically on the basis of the broadest possible access. Early Prevention services range from practical everyday help such as household organisation through to teaching relationship and parenting skills to mothers and fathers (to-be). The services are available to all parents, but with a focus on families in problematic areas (selective prevention).

In 2007, on behalf of the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (Bundesministerium für Familie, Senioren, Frauen und Jugend, BMFSFJ) and in cooperation with the German Youth Institute (Deutsches Jugendinstitut, DJI), the Federal Centre for Health Education (Bundeszentrale für gesundheitliche Aufklärung, BZgA) set up the National Centre on Early Prevention ([Nationale Zentrum Frühe Hilfen, NZFH](#)). The NZFH is tasked with strengthening the provision of early prevention services in Germany.

### **Participation**

In the mid-2000s, certain criteria and processes were introduced to develop and safeguard the quality of health promotion activities. This came in response to calls from the field and financial backers for the need to be able to better identify and promote effective concepts. The Equity in Health Cooperation Network ([Kooperationsverbund Gesundheitliche](#)

[Chancengleichheit](#)) lists participation as one of its 12 good practices. However, no specific concept is in place on how children and young people can contribute to promoting health.

### Setting-based approach

Health promotion activities in childhood should be gender and age group-oriented and take social circumstances into account. They incorporate the ideas that young girls and boys have about their own health, as well as their cultural backgrounds. The setting-based approach aligns health promotion services with specific groups of people and their 'lifeworlds' as well as quality criteria that allow broad participation. A setting is a social context in which people spend their day-to-day life and which influences their health.

An overview of guiding concepts for health promotion activities in Germany can be found on the Federal Centre for Health Education's website ([Bundeszentrale für gesundheitliche Aufklärung, BzgA](#)).

### Understanding of sport

In Germany, sport is divided into two main areas: public sports administration (by the federal government, the federal states [Länder] and local communities) and self-governed sport (in clubs and associations). Clubs are the backbone of the gymnastics and sport movement. They provide the framework for practicing exercise under the best possible conditions. Germany has about 91000 gymnastic and sports clubs with about 24 million members. Each branch of sport has its own umbrella association (federal associations, or Bundesfachverbände).

On its understanding of sport ([Sportdefinition](#)), the German Olympic Sports Confederation ([Deutscher Olympischer Sportbund, DOSB](#)) says: "Sports clubs and associations are committed to humanist values and to fair play. Their sporting activities provide people an opportunity for holistic physical and body-oriented development of their personality and strive for good physical, mental and social health. Health-oriented sport is a firm part of the member organisations' services. For children and young people in particular, clubs provide a third, important pillar – alongside family and school – for learning social skills. In parallel, clubs and associations are dedicated to the extensive inclusion of physical activity, play and sport in education."

## 7.2 Administration and governance

### Governance

#### Main actors

Information on the system of institutionalised health promotion in the Federal Republic of Germany can be found at the website of the Federal Centre for Health Education ([Bundeszentrale für gesundheitliche Aufklärung, BzgA](#)).

- At government level (federal government and state governments):

The **Federal Ministry of Health** ([Bundesministerium für Gesundheit, BMG](#)) is one of the top federal authorities in the Federal Republic of Germany. It is responsible for many areas of policy. It mainly develops draft bills, legislative acts and administrative acts.

The **Federal Ministry for Family Affairs, Senior Citizens, Women and Youth** ([Bundesministerium für Familie, Senioren, Frauen und Jugend, BMFSFJ](#)) is responsible for child and youth health issues, specifically prevention, the Early Prevention programme and the development of strategies to promote health.

The **Federal Ministry of Food and Agriculture** ([Bundesministerium für Ernährung und Landwirtschaft, BMEL](#)) is responsible for nutritional issues. BMEL places equal emphasis on ensuring balanced, healthy diets with safe foods, clear consumer information when shopping, strong and sustainable farming, forestry and fishing industries, opportunities for the many rural areas, animal welfare and safeguarding the world's food supplies.

The **Federal Ministry of the Interior, Building and Community** ([Bundesministerium des Innern, für Bau und Heimat, BMI](#)) looks after the field of sports, in particular the promotion of elite sport in Germany. See also [7.3 Sport, youth fitness and physical activity](#).

In the **federal states (Bundesländer)**, the respective state ministries are responsible. The topic of health is addressed in a number of different ways. Promoting physical activity in formal education is the responsibility of the [various education authorities](#).

- at the federal state (Länder) level:

**State Ministry of Social Affairs and Integration** ([Ministerium für Soziales und Integration](#)), Baden-Württemberg

**Bavarian State Ministry of Health and Care** ([Bayrisches Staatsministerium für Gesundheit und Pflege](#)) and a separate [department for children and adolescents](#)

**Senate administration for health, care and equal opportunities Berlin** ([Senatsverwaltung für Gesundheit, Pflege und Gleichstellung](#))

**Ministry of Labour, Social Affairs, Health, Women and Family Affairs, Brandenburg** ([Ministerium für Arbeit, Soziales, Gesundheit, Frauen und Familie](#))

**Senator for science, health and consumer protection, Bremen** ([Senatorin für Wissenschaft, Gesundheit und Verbraucherschutz](#))

**Ministry of Health and Consumer Protection, Hamburg** ([Behörde für Gesundheit und Verbraucherschutz](#))

**Ministry of Social Affairs and Integration, Hessen** ([Hessisches Ministerium für Soziales und Integration](#)) and a separate [department for children and adolescents in Hessen](#)

**Ministry of Social Affairs, Labor, Health and Demography, Rhineland-Palatinate** ([Ministerium für Soziales, Arbeit, Gesundheit und Demografie](#))

**Ministry for Economic Affairs, Labour and Health, Mecklenburg-Western Pomerania** ([Ministerium für Wirtschaft, Arbeit und Gesundheit](#))

**Lower Saxon Ministry for Social Affairs, Health and Equal Opportunities** ([Niedersächsisches Ministerium für Soziales, Gesundheit und Gleichstellung](#))

**Ministry of Labor, Health and Social Affairs, North Rhine-Westphalia** ([Ministerium für Arbeit, Gesundheit und Soziales](#)) and a separate [department for child health in North Rhine-Westphalia](#)

**Ministry of Health, Social Affairs, Women and the Family, Saarland** ([Ministerium für Soziales, Gesundheit, Frauen und Familie](#))

**Saxon State Ministry of Social Affairs and Consumer Protection** ([Sächsisches Staatsministerium für Soziales und Verbraucherschutz](#)) and [separate health portals](#)

**Ministry of Labour and Social Affairs and Integration, Saxony-Anhalt** ([Ministerium für Arbeit, Soziales und Integration](#))

**Ministry of Social Affairs, Health, Youth, Family and Senior Citizens, Schleswig-Holstein** ([Ministerium für Soziales, Gesundheit, Jugend, Familie und Senioren](#))

**State Ministry of Social Affairs, Family and Health, Thuringia** ([Ministerium für Arbeit, Soziales, Gesundheit, Frauen und Familie](#))

- Public-sector institutions:

The **Federal Centre for Health Education** ([Bundeszentrale für gesundheitliche Aufklärung, BzgA](#)) provides health education services at a federal (national) level as the specialist authority in the portfolio of the Federal Ministry of Health (Bundesministerium

für Gesundheit, BMG). The Decree of 20 July 1967 assigns specific tasks to BZgA, in particular:

- Elaboration of principles and guidelines relating to the content and methods of practical health education
- Vocational training and continuing education of persons working in the field of health education
- Coordination and intensification of health education in Germany
- International collaboration

The **Robert Koch Institute** ([Robert-Koch-Institut, RKI](#)) resulted from the former Federal Health Office (Bundesgesundheitsamt), which was dissolved in 1994. It is the federal government's central body for identifying, protecting against and combating diseases. Based in Berlin, the institute researches public health issues and advises the federal government. RKI regularly carries out the German Health Interview and Examination Survey for Children and Adolescents ([KiGGS Studie](#)) in Germany.

The **Equity in Health Cooperation Network** ([Kooperationsverbund Gesundheitliche Chancengleichheit](#)) was initiated by Federal Centre for Health Education (Bundeszentrale für gesundheitliche Aufklärung, BzgA). It now has 66 partners in Germany. Its key objectives are to improve equity in health in Germany and promote good health among the socially disadvantaged.

The **National Quality Centre for Nutrition in Child Day Care and Schools** ([Nationales Qualitätszentrum für Ernährung in Kita und Schule](#)) coordinates existing programmes and initiatives for good nutrition in schools and child day care, develops quality standards and concepts for catering quality controls, and raises awareness of the importance of good quality food and nutrition education among the relevant target groups. The aim is to improve the quality of meals provided in child day care and schools.

The **National Centre on Early Prevention in Childhood** ([Nationales Zentrum Frühe Hilfen, NZFH](#)) was created in 2007 by the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (Bundesministerium für Familie, Senioren, Frauen und Jugend, BMFSFJ). Its main goal is to protect children against dangers better and earlier by efficiently networking public health care support services and child and youth services ([Kinder- und Jugendhilfe](#)). To meet this goal, access to risk groups in particular must be improved. NZFH is supported by the Federal Centre for Health Education (Bundeszentrale für gesundheitliche Aufklärung, BZgA), in cooperation with the German Youth Institute ([Deutsches Jugendinstitut e.V.](#)).

- Non-governmental institutions:

The **German Society of Pediatrics and Adolescent Medicine** ([Deutsche Gesellschaft für Kinder- und Jugendmedizin e.V., DGKJ](#)) is a scientific association for all paediatric and adolescent medicine in Germany. It

- has over 15,500 members working in clinics, medical practices, scientific institutions, research institutes and public health care
- brings together 39 companies specialising in paediatric medicine, from diabetology and sports medicine to tropical paediatrics.

The **German Academy of Paediatrics and Adolescent Medicine** ([Deutsche Akademie für Kinder- und Jugendmedizin e.V., DAKJ](#)) is the umbrella association for companies and professional bodies in the field of paediatrics and adolescent medicine, which:

- coordinates the joint non-profit goals and tasks of its members for the well-being of children and young people
- represents these goals to the public and policymakers
- is committed to the best possible health care for children and young people

- is committed to children's rights as contained in the UN Convention on the Rights of the Child.

The **German Association of Social Pediatrics and Youth Medicine** ([Deutsche Gesellschaft für Sozialpädiatrie und Jugendmedizin e.V., DGSPJ](#)) is a scientific association with about 2000 members, mainly paediatricians and doctors of adolescent medicine, but also paediatric nurses and carers, medical doctors with other specialisations, psychologists, therapists, educators and legal entities. The Association's goals are to:

- Promote research, teaching, training and further training in the field of social paediatrics and adolescent medicine
- Initiate and promote health-based prevention programmes for families, children and young people
- Establish initiatives to improve interdisciplinary networking in health care and health sciences and contact with relevant national and international institutions and associations
- Serve socially disadvantaged, chronically ill and disabled children and young people by offering prevention, treatment, rehabilitation and integration
- Advocate for the rights of children in line with the UN Convention

The **Research Centre for School Sport and the Physical Education of Children and Young Adults** ([Forschungszentrum für den Schulsport und den Sport von Kindern und Jugendlichen, FoSS](#)) carries out practical research into exercise, play and physical activity among children and young people to develop tried-and-tested, forward-looking exercise and teaching programmes.

The **Federal Association for Health Promotion and Prevention** ([Bundesvereinigung Prävention und Gesundheitsförderung e.V., BVPG](#)) is a non-profit, politically independent, non-denominational association. Its members include federal health care associations (such as the German Medical Association [Bundesärztekammer], the umbrella associations of the health insurance providers, associations of healing professionals and ancillary medical staff, and educational institutions and academies) that work in prevention and health promotion. One focus of its activities is on children and young people. BVPG receives institutional funding from the Federal Ministry of Health (Bundesministerium für Gesundheit) for the objectives and tasks set out in its articles of association and on the basis of the latest annual work programme. Irrespective of this, projects are financed from public funds and sponsorship money.

**Citizens advice bureaux** ([Verbraucherzentralen](#)) are found in all federal states (Bundesländer) with a wide range of services available from about 200 bureaux. Consumers can use the bureaux to access up-to-date, reliable information and independent advice on topics such as health and nutrition, including specifically for children and young people.

The **German Nutrition Society** ([Deutsche Gesellschaft für Ernährung e.V.](#)) was established in 1953. It deals with all issues relating to nutrition and identifies areas where research is needed. Its publications include a nutrition report every four years.

**Germany's leading provider of information** about agriculture, food and nutrition are the Federal Office for Agriculture and Food ([Bundesinformationszentrum Landwirtschaft](#)) and the Federal Centre for nutrition ([Bundeszentrum für Ernährung](#)).

The **German Centre for Addiction Issues** ([Deutsche Hauptstelle für Suchtfragen, DHS](#)) was created in 1947 as a platform for all associations and charitable organisations active in the field of addiction intervention in Germany. With a handful of exceptions, all institutions providing outpatient counselling and treatment, inpatient treatment and self-help are represented at DHS.

The **centres for addiction issues in the federal states** ([Landesstellen für Suchtfragen](#)) are the points of contact and umbrella organisations for associations and institutions active

in addition treatment and prevention in the federal states (except Mecklenburg-Western Pomerania).

The **federal working committee for more child safety** ([Bundesarbeitsgemeinschaft Mehr Sicherheit für Kinder e.V.](#)) develops programmes to prevent childhood accidents and performs a networking role.

The **Child Health Foundation** ([Stiftung Kindergesundheit](#)) actively promotes the healthy upbringing of children and adolescents.

It provides the public with information on major health issues and works with partners and recognised specialists to develop prevention measures for, e.g., daycare centres, kindergartens and schools.

It facilitates a professional dialogue among doctors and researchers and provides expert input in the field of paediatric prevention.

**German Sports Youth** ([Deutsche Sportjugend, dsj](#)) represents the interests of:

- about 10 million children, adolescents and young people aged up to 26 years old
- who are organised in 90,000 sports clubs in 16 state youth sports organisations (Landessportjugend), 53 youth organisations of the sports associations
- and 10 youth organisations of the associations with special tasks (Jugendorganisationen der Sportverbände mit besonderen Aufgaben).

The federal government, in this case the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (Bundesministerium für Familie, Senioren, Frauen und Jugend, BMFSFJ), funds dsj as a youth organisation from the budget for the Child and Youth Plan of the federation ([Kinder- und Jugendplan des Bundes](#)), the central funding instrument for child and youth services at a federal (national) level. German Sports Youth (Deutsche Sportjugend), its member organisations and their subdivisions provide sports programmes across Germany to help young people with their personal development. Its motto for activities for children up to about 12 years of age is 'Physical activity for children' ([Kinderwelt ist Bewegungswelt](#)). From an educational perspective, the action areas focus on non-formal learning for children of nursery and primary school age.

### General distribution of responsibilities

The Federal Ministry of Health ([Bundesministerium für Gesundheit, BMG](#)), has a key role in drafting and creating proposed legislation on a federal (national) level. BMG develops government health policy and transposes this into legislation.

With the Advisory Council for the Assessment of Developments in the Health Care System ([Sachverständigenrat zur Begutachtung der Entwicklung im Gesundheitswesen](#)), the federal government or, more specifically, BMG has a panel of advisors whose expert opinions have a strong influence on health policy discussions.

The responsible ministries in the federal states (Bundesländer) play a central role in two main areas of German health care: inpatient care and the public health service. An important focus of activities in the federal states is on prevention, i.e. programmes and initiatives to maintain and promote public health and the health of specific target groups such as children and young people.

Traditionally, the public health service has been responsible for health care and prevention (such as check-ups when starting school, counselling for mothers and pregnant women), psychiatric and socio-psychiatric community care, monitoring and counselling services relating to hygiene, infectious diseases, the movement of pharmaceuticals and environmental medicine. These tasks are usually carried out by the local health authorities (Gesundheitsämter) in the districts and towns/cities or by specialist facilities at county or federal state level.

A task that has been expanded a great deal in recent years is health reporting at state and, in some cases, local community level. The health reports provide facts and figures on

the health of the general population and on health care structures and services. The Robert Koch Institute ([Robert-Koch-Institut](#)) reports on health at a federal (national) level.

The federal states (Bundesländer) control the structure and responsibilities of their public health services in state laws.

A particular characteristic of the German health system is the important role given to the associations and bodies linked to statutory health insurance (Gesetzliche Krankenversicherung, GKV) and/or health care services funded by statutory health insurance. The state has delegated responsibility for direct organisation and administrative control to self-governed bodies and their associations. They also take on a key function in prevention and counselling work for children and young people.

## **Cross-sectoral cooperation**

As a rule, the federal ministries are required to work together in matters that relate to two or more federal ministries. Cross-sectoral cooperation as well as cooperation with other departments in another federal ministry and with the Federal Chancellery (Bundeskanzleramt), the lower (Bundestag) and upper house (Bundesrat) of parliament, the Mediation Committee (Vermittlungsausschuss), and the supreme state authorities of the federal states is governed by the Joint Rules of Procedure of the Federal Ministries ([Gemeinsame Geschäftsordnung der Bundesministerien, GGO](#)). Depending on the subject or issue at hand, the relevant ministry takes the lead, e.g. in the case of health, the Federal Ministry of Health ([Bundesministerium für Gesundheit, BMG](#)).

## **Health conferences**

Health conferences are an important tool for managing health policy. In Germany, the establishment of health conferences can mainly be traced back to funding initiatives in individual federal states (Bundesländer) or local communities that have existed to varying degrees and with different emphases since the 1990s. Implementation strategies in the federal states range from local one-off initiatives through to nationwide roll-outs in all areas.

Community health conferences are steering committees that advise on needs-based, community analyses and action recommendations on health and make decisions on implementation. The community health conferences and the associated working groups take joint action on community strengths and weaknesses, identify demand and look for the right solutions. Children and young people also play a role in this regard.

## **Conference of health ministers (Gesundheitsministerkonferenz)**

The federal structure of Germany means that the federal states (Bundesländer) are responsible for public health services. The Working Group of the Supreme Federal States' Public Health Offices (Arbeitsgemeinschaft der Obersten Landesgesundheitsbehörden) was set up as part of the conference of health ministers ([Gesundheitsministerkonferenz](#)) to ensure uniform administration across all federal states. Chairmanship 2020: Berlin. This working group consists of 11 task forces:

1. Emergency services,
2. Addiction,
3. Environment-related health protection,
4. Health reporting, prevention, rehabilitation and social medicine,
5. Pharmaceuticals, pharmacies, transfusions and narcotic drugs,
6. Health care professions,
7. Psychiatry,
8. Anti-infection,
9. Medical devices,

10. Hospitals (including nursing fee issues),
11. European Union.

There is no separate task force for children and young people. However, they are very likely to be covered by at least one of the task forces as a specific target group.

### **Conference of sports ministers (Sportministerkonferenz)**

The conference of sports ministers ([Sportministerkonferenz](#)) represents the sporting interests of the federal states (Bundesländer). It coordinates the interests of the federal states in developing sports with the tasks of the European Union, the federal government, the local communities and non-profit sports. Chair in 2017: Federal State of Saarland.

### **Cooperation and partnerships**

The responsibilities of the federal government and the federal states (Bundesländer) under Germany's federal structure place tight constraints on the direct funding of cooperation and partnerships at a federal (national) level. Agreements exist between state ministries and the state sports federations on school and sport partnerships.

At the federal (national) level, the German Olympic Sports Confederation ([Deutscher Olympischer Sportbund](#), DOSB) and the Standing Conference of the Ministers of Education and Cultural Affairs ([Kultusministerkonferenz](#), KMK) adopted joint recommendations for further developing physical education and school sports fo 2017-2022 ([Gemeinsame Handlungsempfehlungen der Kultusministerkonferenz und des Deutschen Olympischen Sportbundes zur Weiterentwicklung des Schulsports 2017-2022](#)) containing recommendations and suggestions on cooperation between schools and clubs.

A number of agreements exist between sports organisations and, for example, health insurance providers as to who covers course fees for health-related sports programmes.

Several federal ministries [Environment, Nature Conservation, Building and Nuclear Safety ([Umwelt, Naturschutz, Bau und Reaktorsicherheit](#)); Health; Food and Agriculture and top-level federal agencies [Federal Office for Radiation Protection ([Bundesamt für Strahlenschutz](#)); Federal Institute for Risk Assessment ([Bundesinstitut für Risikobewertung](#)); Robert Koch Institute; German Environment Agency ([Umweltbundesamt](#))] cooperate as part of the Action Programme on Environment and Health ([Aktionsprogramm Umwelt und Gesundheit](#), APUG) to support healthy living environments. The programme funds research projects and information campaigns relating to environmental, health and consumer protection. Children and young people are its key target group.

## **7.3 Sport, youth fitness and physical activity**

### **National strategy(ies)**

The German constitution states that responsibilities are divided between the federal government and the federal states (Bundesländer), so the federal government's sports policy is oriented towards this structure. The government sees that its main priority is to fund elite sports in order to promote a positive image internationally. The Federal Ministry of the Interior ([Bundesinnenministerium](#)) is responsible at the federal (national) level. Sports funding in schools and for the general public is the responsibility of the federal states and/or local communities.

### **Strategic documents, action plans, initiatives to promote sports and physical activity**

The **National Action Plan IN FORM** ([Nationaler Aktionsplan IN FORM](#)) aims to improve attitudes to nutrition and physical activity in Germany. Children and young people are one of its key target groups. Promoting a healthy lifestyle is a joint goal of the federal government, the federal states (Bundesländer) and local communities. In addition to

government backing, the National Action Plan is also supported by the health sector, civil society, the economy and the media.

[Overview of supporting organisations \(in German\)](#). [Interim Report of IN Form \(2018\)](#).

The **National Recommendations for Physical Activity and Physical Activity Promotion** ([Nationale Empfehlungen für Bewegung und Bewegungsförderung](#)) were developed by a group of scientists for the Federal Ministry of Health (Bundesgesundheitsministerium) and published in 2016. The recommendations aim to provide a scientific basis for the promotion of physical activity and are directed mainly at experts, decision-makers and communication multipliers. The recommendations are special for two reasons: firstly, they are the first scientifically backed, systematically researched recommendations to be issued in Germany and, secondly, the first to systematically link recommendations on physical activity and the promotion of physical activity, including on an international level. A task force to promote physical activity in daily life (Arbeitsgruppe "Bewegungsförderung im Alltag") commissioned by the Federal Ministry of Health ([Bundesministerium für Gesundheit](#)) will guide the transfer of theory into practice. The recommendations refer explicitly to children and young people as one of the target groups (See information on physical activity recommendations for children and young people on pages 25 to 32 and on promoting physical activity among children and young people on pages 73 to 84 in the National Recommendations).

The declaration by the Standing Conference of the Ministers of Education and Cultural Affairs (Kultusministerkonferenz, KMK) on safeguarding the quality of sports lessons in primary education entitled 'Exercise, play and sport as an opportunity' ([Bewegung, Spiel und Sport als Chance nutzen](#)) (resolution dated 16 April 2009) sets out the KMK's position on physical education in primary education. See also school sports websites of the federal states ([Bundesländer](#)).

Some examples from the federal states (Bundesländer):

- Baden-Württemberg:

**Framework agreement on exercise, play and sport of the Federal State of Baden-Württemberg** (Rahmenvereinbarung über Bewegung, Spiel und Sport des Landes Baden-Württemberg)

The Framework agreement between the Baden-Württemberg state sports association and the Ministry of Education, Youth and Sports of Baden-Württemberg on exercise, play and sport in non-formal physical education and early childhood education Baden-Württemberg ([Rahmenvereinbarung zwischen Landessportverband Baden-Württemberg e.V. und Ministerium für Kultus, Jugend und Sport Baden-Württemberg über Bewegung, Spiel und Sport im außerunterrichtlichen Schulsport und in der frühkindlichen Bildung](#)) was signed in April 2014 and is the result of many years of active cooperation between schools and sports clubs.

**Voluntary Social Year in Sport and School** (Freiwilliges Soziales Jahr Sport und Schule)

The Voluntary Social Year in Sport and School ([FSJ Sport und Schule](#)) format initiated by the State Ministry of Education, Youth and Sports (Kultusministerium) and the Sport in Schools Foundation (Stiftung Sport in der Schule) and developed together with Baden-Württemberg state sports association (Landessportverband Baden-Württemberg, LSV) was piloted in the 2013/2014 academic year. Volunteers focus on extracurricular sports (exercise breaks; exercise, play and sport groups; school sports competitions, etc.). The project became a permanent programme from the 2016/2017 school year on.

- Berlin:

**Partnership on health and physical education in Berlin**

The accident insurance fund (Unfallkasse Berlin), in partnership with Berlin Senate Department for Education, Youth and Science (Senatsverwaltung für Bildung, Jugend und Wissenschaft) published a guide called 'More courage – reasons not to fear physical

education' ([Mehr Mut! – Keine Angst im Schulsport](#)) on health in and as a result of physical education.

The guide tackles safety issues, the environment, nutrition, participation in and exemption from physical education classes, special weather conditions and physical resilience.

- North Rhine-Westphalia:

### **Partnerships between schools, child day care centres and sports clubs in the Federal State of North Rhine-Westphalia (NRW)**

Afternoon exercise, play and sports groups at all-day schools promote personal development and the health of children and young people. The NRW state government is expanding the programme and strengthening the involvement of sports clubs in the school day. A framework agreement was signed on 30 August 2011 entitled 'Exercise, play and sport in all-day schools and facilities' ([Bewegung, Spiel und Sport in Ganztagschulen und Ganztagsangeboten](#)) .

### **Programme: 1000 X 1000 – recognition for sports clubs ([1000 X 1000 – Anerkennung für den Sportverein](#))**

Since 2013, as part of a partnership with the North Rhine-Westphalia sports federation ([Landessportbund NRW](#)), the former North Rhine-Westphalia State Ministry for Family Affairs, Children, Youth, Culture and Sport (Ministerium für Familie, Kinder, Jugend, Kultur und Sport des Landes Nordrhein-Westfalen), now Ministry for Children, Family Affairs, Refugees and Integration ([Ministerium für Kinder, Familie, Flüchtlinge und Integration](#)) has encouraged sports clubs to get involved in physical education at all-day schools and child day care centres. Every year, 1 000 000 euros are made available to the programme from the federal state budget.

The state-wide programme 'Sports clubs in all-day schools and child day care centres' ([Sportvereine in Ganztage und Kindertageseinrichtungen](#)) aims to strengthen partnerships between sports clubs and schools/child day care centres.

### **School/sports club tandems**

Cooperation between physical education advisers and experts from city and regional sports associations (Stadt- und Kreissportbünde) brings schools and sports clubs closer together.

The set-up of adviser tandem teams is an important step towards establishing and supporting structures in schools and clubs across local communities. The North Rhine-Westphalia state sports federation (Landessportbund NRW) receives funding from the State Ministry and from the Child and Youth Plan of the federation ([Kinder- und Jugendplan des Bundes](#)) to set up expert positions in city and regional sports associations.

- **Saxony-Anhalt:**

### **School and sport partnerships**

Section 1 of the Act to promote sports and physical activity ([Sportfördergesetz](#)) aims to promote sports in a variety of ways, including by strengthening partnerships between sports clubs and schools ([Zusammenarbeit von Schulen und Sportvereinen](#)).

Partnerships with schools focus on the following key areas:

1. Ongoing development of the elite sports schools
2. More promotion of physical activity for individual pupils
3. Stronger involvement in sports by pupils on a volunteer basis

### **Physical education assistant training**

In the 2011/2012 school year, the Saxony-Anhalt state association of PE teachers (Sportlehrerverband Sachsen-Anhalt) launched an initiative to train school pupils as physical education assistants. They learn how to prepare and carry out school sports events with physical education teachers. Pupils get the opportunity to develop a sense of

responsibility and their social skills. The training can also prepare pupils to enter instructor training and lay the foundation for involvement in volunteer work in the future.

More information: [Sachsen-Anhalt: Zusammenarbeit Sport und Schule](#)

- Schleswig-Holstein:

### **Initiative: No child without sport (Kein Kind ohne Sport)**

The former State Ministry of Interior and Federal Affairs ([Ministerium für Inneres und Bundesangelegenheiten](#)) [now: Ministry of Interior Affairs, Rural Areas and Integration of Schleswig-Holstein (Ministerium für Inneres, ländliche Räume und Integration)], together with Schleswig-Holstein Sports Youth ([Sportjugend Schleswig-Holstein](#)), launched a state-wide information and networking campaign called 'No child without sport' ([Kein Kind ohne Sport](#)). It aims to encourage sports clubs, local communities, schools and nursery schools to start new projects. The projects should help socially disadvantaged children and young people to access club sports.

### **Promoting and supporting sport and physical activity among young people**

The main initiative to promote fitness and physical activity among young people is the National Action Plan IN FORM ([Nationaler Aktionsplan IN FORM](#)). See [National Strategies](#).

### **Personal and team development with German Sports Youth ([Deutsche Sportjugend, dsj](#))**

The main aim is to help dsj member organisations establish training programmes and competitive events that help the personal development of young athletes by teaching sports-related skills and much more. The model developed to promote psycho-social skills – and its implementation in specific individual sports – aims to give the youth organisations of the dsj's umbrella associations the opportunity to use their core competencies to trigger the processes in children and young people that are generally associated with sports activities:

- strengthen social skills
- develop a realistic self-image or
- improve teamwork

German Sports Youth (Deutsche Sportjugend) has published many resources to support teamwork in sport ([Publikationen](#)).

### **Programme: Sport: Alliances! Exercise – Education – Participation (Sport: Bündnisse! Bewegung – Bildung – Teilhabe)**

German Sports Youth (Deutsche Sportjugend, dsj) launched the programme Sport: Alliances! Exercise – Education – Participation ([Sport: Bündnisse! Bewegung – Bildung – Teilhabe](#)) in June 2013. It was financed from public funds by the Federal Ministry of Education and Research ([Bundesministerium für Bildung und Forschung](#), BMBF) as part of the government funding initiative 'Culture builds strength – Alliances for education' ([Kultur macht stark. Bündnisse für Bildung](#)). More than 300 education alliances from all over Germany, made up of sports clubs, sports organisations and institutions such as universities, aid organisations and youth centres, have launched programmes to promote exercise, education and participation among educationally disadvantaged children and young people. New funding target group since 2016: refugees up to the age of 26 ([Neue Zielgruppe seit 2016: Geflüchtete bis 26 Jahre](#)).

### **Funding initiative: ZI:EL+**

From 1 January 2016, the funding initiative ZI:EL (2013-2015) was continued as ZI:EL+ 'Investing in the future: development of young commitment to sport' ([Zukunftsinvestition: Entwicklung jungen Engagements im Sport!](#)), part of the Child and Youth Plan of the federation ([Kinder- und Jugendplan des Bundes](#)). The main aim of the funding initiative is

to promote involvement by youngsters for and with other young people who have difficulty accessing sports programmes.

Part of the goal is to find new areas for engagement and (further) develop support formats. In particular, model programmes on inclusion, integration and help for educationally disadvantaged young people are to be implemented ([Konzeption ZI:EL+](#)). Target groups of the funding initiative ZI:EL+ :

- young people with disabilities
- young people with migrant backgrounds
- young people at an educational disadvantage
- young refugees

### **Youth Training for Olympia (Jugend trainiert für Olympia)**

The national school competition Youth Training for Olympia ([Jugend trainiert für Olympia](#)) was launched in 1969. It is the biggest competition in Germany to promote extracurricular school sports. National competitions across 15 Olympic disciplines are held using a tournament system starting at local and district level, through to state and national finals. Talented young athletes aged from 8 to 19 years old can enter for their school teams. The YOUTH TRAINING FOR OLYMPIA Commission (Kommission JUGEND TRAINIERT FÜR OLYMPIA) of German School Sports Foundation (Deutsche Schulsportstiftung) plans, holds and develops the competition. The competition takes place every year.

Special target groups: a separate competition Youth Training for the Paralympics (Jugend trainiert für Paralympics) with seven disciplines was introduced in 2010 for children and young people with disabilities.

Supporters: Federal Ministry of the Interior (Bundesministerium des Inneren), Berlin Senate Department (Senatsverwaltung der Stadt Berlin), German Olympic Academy (Deutsche Olympische Akademie).

### **Physical education in schools**

The federal states (Bundesländer) are responsible for school education in Germany. The result is that physical activity is integrated into formal education to different extents in each state. In primary and secondary schools, physical education is mandatory and takes up 3 to 5 hours of the weekly timetable. There are also a number of volunteer activities, such as the active structuring of school breaks or physical activity in all-day schools.

The Federal Youth Games ([Bundesjugendspiele](#)) are annual sports events for schools. They are mainly for years 1 to 6 and aim to introduce pupils to gymnastics, track and field, and swimming. The Federal Youth Games are funded by the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (Bundesministerium für Familie, Senioren, Frauen und Jugend), the Standing Conference of the Ministers of Education and Cultural Affairs (Kultusministerkonferenz) and German Sports Youth (Deutsche Sportjugend).

The Standing Conference of the Ministers of Education and Cultural Affairs (Kultusministerkonferenz) has created a syllabus database ([Lehrplandatenbank](#)). The database contains basic information on the syllabuses, such as school type and subject, as well as contact addresses for publishing houses or ministries and links to the full versions of the syllabuses if the state ministries of education, state institutes or publishers have published them online (some are subject to a charge).

### **Initiatives and syllabuses in the federal states (Bundesländer)**

- **Baden-Württemberg:**

**Initiative: School with a physical education profile** ([Schule mit sport- und bewegungserzieherischem Schwerpunkt](#))

The School with a physical education profile initiative of the Baden-Württemberg State Ministry for Education, Youth and Sport (Ministerium für Kultus, Jugend und Sport) and the Baden-Württemberg State Institute for Physical Education, Art and Music in Schools (Landesinstitut für Schulsport, Schulkunst und Schulmusik) uses a range of ways to promote exercise and physical education in classes and everyday life in Baden-Württemberg's schools. The general concept of 'PE- and exercise-friendly schools' in Baden-Württemberg was developed further in the year 2000 as part of a physical education campaign with initiatives such as 'Primary school with a physical education profile' (Grundschule mit sport- und bewegungserzieherischem Schwerpunkt, GSB).

**Initiative: Physical education mentor ([Schülermentor/-in Sport](#))**

The Physical education mentor initiative makes a valuable contribution to school life. Together with the state sports association and the various sports federations, about 20365 young people have been trained as physical education mentors by the end of the 2015/2016 school year. Once they successfully completed their training, the physical education mentors jointly lead and supervise groups as part of school projects, task forces, competitions, etc. with the help of an instructor. This gives young people the opportunity to get involved in challenging tasks from an early age and to take responsibility for themselves and for others. Experiences over the years have clearly shown that this approach is a useful addition to formal physical education and is valuable for encouraging young people to continue their volunteer commitments in later life.

**Initiative: Fit for learning and life (Fit für Lernen und Leben)**

Regional teams of sports specialists (Regionalteam Sport) in the state education authorities are made up of instructors who offer school-based further training for primary school teachers on 'Fit for learning and life'. This training explains the positive connections between exercise and sport on the one hand, and school learning success and socio-emotional development on the other

- **Bavaria:**

The current physical education syllabus ([Fachlehrpläne Sport](#)) for primary schools, middle schools, secondary comprehensives, schools for children with learning difficulties, vocational colleges and grammar schools can be found on the website of the State Institute for School Quality and Education Research in Munich ([Staatsinstitut für Schulqualität und Bildungsforschung München, ISB](#)).

**Physical education in upper secondary at grammar schools**

The curriculum for all school pupils in years 11 and 12 includes physical education as a mandatory subject. Pupils with a special interest in physical education can choose sport as a practical written or practical oral university entrance qualification (Abitur) exam subject by attending an additional sports theory class. They can also attend physical education seminars as a main subject if offered by the school. The regulations on holding physical education lessons in years 11 and 12 ([Durchführung des Sportunterrichts in den Jahrgangsstufen 11 und 12](#)) are set out in a pronouncement dated 1 December 2008 (KWMBI ref. 1/2009).

**Initiative: School in motion (Bewegte Schule)**

The initiatives 'Primary school in motion' (Bewegte Grundschule) and 'School in motion' (Bewegte Schule) aim to ensure that all schools make better allowance for children and young people's need for exercise and offer more physical activity programmes in lessons and during breaks. As physical education is the only subject to teach basic motor skills and abilities, the initiative wants schools to encourage pupils to get moving both in and out of class and provide other opportunities for physical activity. The long-term goal of promoting physical activity in schools is to develop lasting attitudes to exercise in adolescents using a holistic educational approach to counteract the increasingly prevalent effects of sedentary lifestyles.

- **Berlin:**

Information about the framework curriculum for physical education as a school subject in the different school years is available on the website of the Berlin Senate Department for Education, Youth and Science ([Senatsverwaltung für Bildung, Jugend und Familie](#))

Physical education in Berlin schools includes a broad range of official school sports competitions ([Offizielle Schulsportwettbewerbe](#)) in various fields, which all schools can take part in provided they meet the school year and competition class requirements.

- **Hesse:**

The inclusion of physical activity in school life plays an important role in schools in Hesse. The field of 'School & health' (Schule & Gesundheit) covers a wide range of subjects relating to exercise and perception.

Successful examples of the practical implementation of exercise and perception concepts in school life are found on the 'School & health' homepage ([Schule & Gesundheit](#)).

Hesse state sports association ([Landessportbund Hessen e.V.](#)), Hesse sports youth ([Sportjugend Hessen e.V.](#)), the Hessian Ministry of the Interior and Sports ([Hessisches Ministerium des Inneren und für Sport](#)) and the Hessian Ministry of Education and Religious Affairs ([Hessisches Kultusministerium](#)) have jointly developed concepts for all-day schools to give pupils adequate opportunity for physical activity. Sport and exercise are given high priority. One concept is the state programme 'Schools and sports clubs – working together for an active day' ([Schule und Sportverein – gemeinsam für einen bewegten Tag](#)). As part of this programme, sports clubs partner with schools and offer opportunities for physical activity, e.g. in task forces.

- **North Rhine-Westphalia (NRW):**

Framework requirements for physical education in schools (1 December 2014) ([Rahmenvorgaben für den Schulsport](#))

An edict ([Erlass](#)) by the Ministries of School and Further Education (Ministerium für Schule und Weiterbildung) and for Family Affairs, Children, Youth, Culture and Sports (Ministerium für Familie, Kinder, Jugend, Kultur und Sport) of North Rhine-Westphalia dated 1 July 2012 governs quality development and support services in physical education in schools.

[Initiativprogramm "Auch im Schulsport Spitze"](#), a programme to strengthen school sports in North Rhine-Westphalia that was launched on 23 April 2002 by the then state ministry for urban development, housing, culture and sports (Ministerium für Städtebau und Wohnen, Kultur und Sport) serves to ensure that an adequate amount of physical education remains on the core curriculum of schools. In addition, it foresees additional sports and exercise activities.

- **Saxony:**

Physical education in schools in the Free State of Saxony is split into three levels:

- **Saxon State Ministry of Education and Cultural Affairs, Division 32 (Sächsisches Staatsministerium für Kultus, Referat 32)**

The division's responsibilities include setting the content of physical education lessons and providing inter-regional professional support. It also looks after the state-wide organisation of extracurricular school sports and represents the Free State of Saxony nationwide in matters of physical education in schools.

- **School sports experts at Saxon Education Agency (Sächsische Bildungsagentur)**

These experts provide professional regional support for physical education lessons and organise extracurricular school sports on a regional level.

- **Physical education coordinators**

These coordinators assist a clearly defined number of schools with extracurricular activities.

See the **Administrative act** ([Verwaltungsvorschrift](#)) on the structure of physical education in schools dated 10 December 2014.

See also school sports **competitions** and **campaigns** by the Saxon State Ministry of Education and Cultural Affairs ([Sächsisches Staatsministerium für Kultus](#)).

### Sport in vocational training

A federal working committee for sport in vocational training ([Bundesarbeitsgemeinschaft Sport in der beruflichen Bildung](#)) has been set up. Its aim is to promote sport during vocational training in both formal and non-formal learning contexts. It also encourages collaboration between institutes and agencies responsible for sport.

The syllabuses of the vocational colleges can be found on the website of the Standing Conference of the Ministers of Education and Cultural Affairs ([Kultusministerkonferenz](#)).

### Collaboration and partnerships

There are no further specific political programmes, initiatives or funding measures to create partnerships between formal education, non-formal education, health experts and sports associations at a national (federal) level other than those listed under [Sport, youth fitness and physical activity](#).

## 7.4 Healthy lifestyles and healthy nutrition

### National strategy(ies)

#### Healthy nutrition

The national strategy to improve the eating habits of children and young people is the National Action Plan IN FORM (Nationaler Aktionsplan IN FORM), described under [Sport, youth fitness and physical activity > National strategy\(ies\)](#).

#### Prevention of overweightnes

The **prevention of overweight** in children and young people is a key funding priority in the policy work of the Federal Ministry of Health ([Bundesministerium für Gesundheit, BMG](#)). BMG has three aims:

- identify success factors to ensure the long-term effectiveness of measures
- improve project quality and effectiveness
- develop needs-based and target group-oriented information and education materials

Since 2015, BMG has backed various programmes to meet these targets. See also [Encouraging healthy lifestyles and healthy nutrition for young people > b\) Encouraging healthy lifestyles](#)

#### Healthy sexuality

In accordance with the Act on Assistance to Avoid and Cope with Conflicts in Pregnancy ([Schwangerschaftskonfliktgesetz, SchKG](#)), the Federal Centre for Health Education ([Bundeszentrale für gesundheitliche Aufklärung, BZgA](#)), together with the federal states (Bundesländer) and representatives of all types of family advice clinics, has developed concepts and designs and communicated uniform national measures on sexual education and family planning. This legal mandate is specified in more detail in a framework concept on sexual education agreed with the federal states. BZgA has created several related Internet services. See also [Encouraging healthy lifestyles and healthy nutrition for young people > a\) Encouraging general and sexual health for young people](#).

## Addiction prevention

Addiction prevention is one of four levels in the federal government's National Strategy on Drug and Addiction Policy ([Nationale Strategie zur Drogen- und Suchtpolitik](#)). The strategy was adopted in February 2012. Its main goals are to reduce the consumption of legal and illegal addictive substances and to prevent drug and addiction-related problems. The Drug Commissioner of the Federal Government ([Drogenbeauftragte der Bundesregierung](#)), part of the Federal Ministry of Health (Bundesministerium für Gesundheit), coordinates drug and addiction policy. Addiction prevention measures are aimed at the entire population, but some activities and campaigns target children and young people specifically. For specific projects and Internet services see also [Encouraging healthy lifestyles and healthy nutrition for young people > c\) Preventing risky behaviour \(drugs, alcohol, tobacco etc.\)](#).

## Action Programme on Environment and Health (Aktionsprogramm Umwelt und Gesundheit, APUG)

Several federal ministries [Environment, Nature Conservation, Building and Nuclear Safety ([Umwelt, Naturschutz, Bau und Reaktorsicherheit](#)); Health; Food and Agriculture and top-level federal agencies [Federal Office for Radiation Protection ([Bundesamt für Strahlenschutz](#)); Federal Institute for Risk Assessment ([Bundesinstitut für Risikobewertung](#)); Robert Koch Institute; German Environment Agency ([Umweltbundesamt](#))] cooperate as part of the Action Programme on Environment and Health ([Aktionsprogramm Umwelt und Gesundheit](#), APUG) to support healthy living environments. The programme funds research projects and information campaigns relating to environmental, health and consumer protection. Children and young people are its key target group. The programme funds research projects and information campaigns relating to environmental, health and consumer protection. Children and young people are its key target group. It aims to protect children and young people against damaging environmental factors and enable research into the effects of hazardous substances on children. For example, it supports activities designed to create child-friendly residential areas and healthy environmental and living conditions. It encourages the active involvement of the public – in particular children and young people – in shaping their living environment.

## Encouraging healthy lifestyles and healthy nutrition for young people

The National Action Plan **IN FORM – German national initiative to promote healthy diets and physical activity** (Nationaler Aktionsplan IN FORM – Deutschlands Initiative für gesunde Ernährung und mehr Bewegung) aims to bring about long-term improvements in eating habits and physical activity in Germany by 2020. See [7.3 Sport, youth fitness and physical activity](#).

The federal government also funds special projects and initiatives in specific areas:

- a. Encouraging general and sexual health among young people

**Internet services to encourage sexual health** by the Federal Centre for Health Education (Bundeszentrale für gesundheitliche Aufklärung, BZgA):

- [loveline.de](#): Youth homepage on love, partnerships, sexuality and contraception. An interactive learning tool for young people with chats, dictionary of terms, trivia games, FAQs, polls, news and monthly focus topics.
- [familienplanung.de](#): An online service with information on contraception, family planning, pregnancy and early parenthood. Basic, background and current information is available via a range of channels. Lots of information on selected topics, including accounts of personal experiences, interviews with experts and statistical data. Individuals in need of advice can use the large database of information on pregnancy advice centres across Germany to find their nearest centre quickly and easily.

- [Schwanger-unter-20.de](http://Schwanger-unter-20.de): This online service provides a lot of information and guidance for pregnant minors, young women and their partners. Includes information on financial assistance and key points of contact along with answers to frequently asked questions. Young people are encouraged to accept help and, as parents-to-be, have their own say in personal accounts of their experiences.
- [komm-auf-tour.de](http://komm-auf-tour.de): The project 'Come on tour – my strengths, my future' (Komm auf Tour - meine Stärken, meine Zukunft) aims to help pupils in years 7 and 8 at secondary schools, comprehensives and similar schools to discover their strengths and interests at an early stage. Young people are given guidance and help with making decisions on upcoming practical training and can find out about possible career prospects. Personal topics such as friendship, sexuality and contraception are integrated age-appropriately. A project description, tour data for ongoing state projects, project resources and results of the ongoing evaluation are available on the website.

b. Encouraging health lifestyles

**Campaign: STAY HEALTHY move, relax, eat! ([GUT DRAUF bewegen, entspannen, essen – aber wie!](#))**

The aim of the federal (national) campaign STAY HEALTHY move, relax, eat! of the Federal Centre for Health Education (Bundeszentrale für gesundheitliche Aufklärung, BZgA) is to bring about long-term improvements in the health of young people aged 12 to 18 years old. It is based on an integrated, well-founded concept for nutrition, physical activity and stress regulation. The website also includes plenty of resources on health and nutrition for young people.

**Encouraging healthy nutrition**

Programmes and projects funded by the Federal Ministry of Health to prevent overweightness among children and young people:

- Quality standards for the prevention of overweight children – the status quo ([Qualitätsstandards der Prävention von Übergewicht bei Kindern – Eine Bestandsaufnahme](#)). Implementing organisation: Alice Salomon University, Berlin (Alice Salomon Hochschule Berlin). Project term: June 2015 – January 2016.
- Systematisation of conceptual approaches to the prevention of overweightness among children in their home environments ([Systematisierung konzeptioneller Ansätze zur Prävention von Kinderübergewicht in Lebenswelten](#)). Implementing organisation: Federal Centre for Health Education (Bundeszentrale für gesundheitliche Aufklärung, BZgA). Project term: July 2015 – March 2017.
- Effectiveness of the use of electronic media on the prevention of overweightness and obesity among children and young people – a draft concept paper ([Wirksamkeit des Einsatzes von elektronischen Medien zur Prävention von Übergewicht und Adipositas bei Kindern und Jugendlichen – Erstellung eines Konzeptpapiers](#)). Implementing organisations: Integrated Research and Treatment Center (IFB) AdiposityDiseases, University Hospital Leipzig (IFB AdipositasErkrankungen, Universitätsmedizin Leipzig). Project term: June 2015 – December 2015.
- Development of a booklet on the prevention of overweight and obesity among children and young people ([Entwicklung einer Broschüre zur Prävention von Übergewicht und Adipositas bei Kindern und Jugendlichen](#)). Implementing organisation: Federal Centre for Health Education (Bundeszentrale für gesundheitliche Aufklärung). Published 2016.
- Quality criteria for reducing obesity in children – A survey of organisations and experts ([Qualitätskriterien in der Übergewichtsreduktion bei Kindern – eine Träger- und Expertenbefragung](#)). Implementing organisation: Alice Salomon University of Applied Sciences (Alice Salomon Hochschule), Berlin. Project term: June 2016 – December 2016
- National population monitoring of factors influencing adipositas in children – Structure, out-comes, future options ([Bevölkerungsweites Monitoring adipositasrelevanter](#)

- [Einflussfaktoren im Kindesalter - Aufbau, Ergebnisse und Entwicklungsmöglichkeiten](#)). Implementing organisation: Robert Koch Institute, department 27 (Health Behaviour/Gesundheitsverhalten). Project term: June 2015 – December 2017
- Let's go – Every step counts ([Let's go - jeder Schritt hält fit](#)): Healthy hiking for families, children and daycare centres. Implementing organisation: German hiking association (Deutscher Wanderverband). Project term: November 2015 – January 2018
  - Development of prototypical intervention materials to reduce sitting time among children in family settings ([Entwicklung prototypischer Interventionsmaterialien zur Reduzierung von Sitzzeiten von Kindern im Setting Familie](#)). Implementing organisation: Working group for prevention and health promotion, School of Public Health, Bielefeld University (in cooperation with the nutrition and exercise platform (Plattform Ernährung und Bewegung e.V., peb). Project term: June 2015 – January 2016
  - Pilot project and media dissemination of family-based interventions to reduce sitting time ([Pilotierung und mediale Verbreitung einer familienbasierten Intervention zur Reduzierung von Sitzzeiten](#)). Implementing organisation: Working group for prevention and health promotion, School of Public Health, Bielefeld University (in cooperation with the nutrition and exercise platform (Plattform Ernährung und Bewegung e.V., peb). Project term: April 2016 – Mai 2017
  - Development of an online tool for paediatricians to assess the risk of metabolic syndrome in children ([Entwicklung eines Online-Tools für Pädiater zur Beurteilung des Risikos eines Metabolischen Syndroms bei Kindern](#)). Implementing organisation: Leibniz Institute for Prevention Research and Epidemiology (Leibniz-Institut für Präventionsforschung und Epidemiologie, BIPS). Project term: September 2015 – May 2016
  - JANPA event "The EU campaign on nutrition and physical activity among children and adolescents – Implications for Germany" ([Die EU-Aktion zur Ernährung und Bewegung bei Kindern und Jugendlichen – Was können wir für Deutschland lernen?](#)). Implementing organisation: German Nutrition Society (Deutsche Gesellschaft für Ernährung, DGE). Project term: August 2017 – September 2017
  - Idea competition on situational prevention under the "prevention of childhood obesity" funding priority of the Federal Ministry of Health ([Ideenwettbewerb Verhältnisprävention im Rahmen des Förderschwerpunkts Prävention von Kinderübergewicht](#)). Implementing organisation: Society for insurance studies and structure (Gesellschaft für Versicherungswissenschaft und -gestaltung e.V., GVG). Project term: December 2016 – October 2017
  - Production, presentation and dispatch of the booklet to accompany the idea competition on situational prevention ([booklet](#)). Implementing organisation: Society for insurance studies and structure (Gesellschaft für Versicherungswissenschaft und -gestaltung e.V., GVG). Project term: December 2017 – March 2018
  - Redesign of the website section on children's physical activity ([Kinderwelt ist Bewegungswelt](#)) of German Sports Youth (Deutsche Sportjugend, dsj), part of the German Olympic Sports Confederation (Deutscher Olympischer Sportbund e.V.). Implementing organisation: Deutsche Sportjugend (dsj) im Deutschen Olympischen Sportbund e.V. Project term: December 2016 – December 2017
  - Treating obesity – update to the consensus paper 'Patient education programmes for children and young people with obesity' ([Therapie der Adipositas – Aktualisierung des Konsensuspapiers "Patientenschulungsprogramme für Kinder und Jugendliche mit Adipositas](#)). Implementing organisation: Task force on childhood obesity (Arbeitsgemeinschaft Adipositas im Kindes- und Jugendalter, AGA) of the German Obesity Society (Deutsche Adipositas-Gesellschaft e.V.). Project term: December 2015 - April 2017.

## Projects to support healthy nutrition as part of IN FORM

- **IN FORM project: Healthy start to life – network for young families** ([Gesund ins Leben – Netzwerk Junge Familie](#))

The Healthy start to life – network for young families project helps young families in their efforts to raise healthy children. It aims to pass on knowledge and skills to young families relating to balanced nutrition and allergy prevention and to motivate them to lead a healthy lifestyle.

- **School + food = A\*** (Schule + Essen = Note 1)
- [School + food = A\\*](#) is also part of the IN FORM Action Plan. The project aims to improve school meals and keep them at the best possible level. The German Nutrition Society (Deutsche Gesellschaft für Ernährung, DGE) helps those responsible for school meals to provide a wholesome range of food. It does this on the basis of the DGE Quality Standard for School Meals ([DGE-Qualitätsstandard für die Schulverpflegung](#)).
- **Network organisation for school meals** ([Vernetzungsstellen Schulverpflegung, VNS](#))

The network organisation for school meals helps schools across Germany as well as child day care centres in some federal states to develop and improve the quality of school meals and ensure a balanced selection. The organisation is jointly funded by the federal government and the federal states (Bundesländer). It aims to bring about a long-term improvement in school meals in the federal states.

## Further programmes

- **Joschi can do it (Joschi hat's drauf) – a programme of action by the citizens advice bureaux in the federal states (Bundesländer)**

The three to six-month campaign aims to pass on nutritional expertise to educators. It also provides stimulus and ideas for implementing nutrition campaigns of all sizes. Mascot Joschi helps children to experience food and drink using all of their senses.

Example from Rhineland-Palatinate: [Joschi hat's drauf Aktionsprogramm für Kitas](#)

[Final evaluation report](#) on the campaign of the consumer advice centre (Verbraucherzentrale) of Rhineland-Palatinate, published by Heinrich Heine University Düsseldorf in December 2011

- **Feel Fit|Youth Hostels (Fit Drauf – Jugendherbergen)**

Under the motto "Aktiv und fit | Jugendherbergen", the German Youth Hostel Association ([Deutscher Jugendherbergensverband, DJH](#)) offers youth-friendly programmes to promote health as part of its Feel Fit|Youth Hostels ([Fit Drauf - Jugendherbergen](#)) campaign. The campaign slogan is 'Experience the good – feel fit for life'. It refers to a modern approach to health that includes healthy eating, stress regulation and exercise as well as the teaching of social and life skills to promote socio-ecological orientation or 'education on sustainable development'.

The concept links activities relating to healthy eating, physical activity, relaxation and social learning in a health-promoting environment. Activities range from food festivals, cooking courses, picnics, sporting events, popular sports, fun olympics, beauty salons, body talk sessions and dream holidays, to cooperation games, educational experiences, job application training, media workshops and dealing with stress, drugs and conflict.

These experience-based personal development programmes encourage positive attitudes to health in a child and youth-friendly way. Participation and self-determination by young people is vital to triggering big enough changes in attitudes and integrating behaviour into daily life.

### c. Preventing risky behaviour (drugs, alcohol, tobacco etc.)

## **Make children strong (Kinder stark machen) – participatory campaign for early addiction prevention**

The Make children strong campaign ([Kinder stark machen](#)) of the Federal Centre for Health Education (Bundeszentrale für gesundheitliche Aufklärung, BZgA) aims to give children aged four and over, young people and adult contact persons the bio-psychosocial skills they need to lead an addiction-free life. The campaign mainly works in the leisure and sports field and with parents. It is run in close cooperation with the big leisure sport associations and organisations involved in child and youth services ([Kinder- und Jugendhilfe](#)) and addiction prevention.

## **National competition for addiction prevention in the community (Kommunale Suchtprävention)**

The theme of the seventh national competition ([Kommunale Suchtprävention](#)) was 'innovative addiction prevention – locally' ([Innovative Suchtprävention vor Ort](#)). It was launched on 22 September 2015. The closing date was 15 January 2016, by which time 68 towns, cities, local communities and districts had submitted their contributions. The competition was funded by the Federal Centre for Health Education (Bundeszentrale für gesundheitliche Aufklärung, BZgA) and the Drug Commissioner of the Federal Government (Drogenbeauftragte der Bundesregierung) and held with the support of the National Association of Statutory Health Insurance Funds (Spitzenverband der gesetzlichen Kranken- und Pflegekassen) and local umbrella associations. The prize money totalled 60000 euros.

## **Health education and healthy lifestyles education in schools**

In its **Recommendation on health promotion and prevention in schools** ([Empfehlung zur Gesundheitsförderung und Prävention in der Schule](#)) dated 15 November 2012, the federal states (Bundesländer) made their most recent joint statement at the level of the Standing Conference of the Ministers of Education and Cultural Affairs (Kultusministerkonferenz). The recommendation sets out the following basic objectives: "[Health promotion and prevention are integral parts of school development. Far from being additional responsibilities for schools, they are at the core of all school development processes.](#)" The individual federal states are responsible for implementing the recommendation.

## **Health promotion and prevention – example from the Federal State of Rhineland-Palatinate**

The Network to promote health in schools ([Netzwerk Schulen für Gesundheit](#)) helps schools to implement health promotion and prevention steps and networks them regionally. Schools are encouraged to develop health-enhancing structures and ensure the long-term integration of health promotion in their profiles.

The basis for **sex education in schools** in the Federal State of Rhineland-Palatinate is Section 1 of the Rhineland-Palatinate state education act (Schulgesetz). Section 1(3) says: "The mandate of schools includes sex education. It comprises an integral element of general education and is implemented on an interdisciplinary basis to teach responsible sexual behaviour. Pupils are to be familiarised with the topic of sexuality and taught human, social and equal partnership skills in an age-appropriate way with the necessary discretion. Sex education must comply with the value judgements with respect to marriage and family enshrined in the Basic Law for the Federal Republic of Germany (Grundgesetz) and the constitution of the Federal State of Rhineland-Palatinate and take into account the requirement for tolerance. The school shall inform parents in good time about the aims, content and form of sex education."

**Addiction prevention** is an educational mandate for schools, covered by Section 1(2) of the education act (Schulgesetz) ([Gesundheitsförderung Suchtprävention](#)). There is also a general **school dental hygiene programme** ([Gesamtprogramm der Schulzahnpflege](#)).

School regulations cover medical care in schools and protection against infectious diseases, steps to take when the health of other pupils is at risk, smoke and alcohol-free schools and commercial activity/the sale of items.

- Sections 91, 92, 93 and 105 of the General school regulations for state secondary comprehensives, integrated comprehensives, grammar schools, colleges and night schools ([Schulordnung für die öffentlichen Realschulen plus, Integrierten Gesamtschulen, Gymnasien, Kollegs und Abendgymnasien \[Übergreifende Schulordnung\] dated 12 June 2009](#)).
- Sections 57, 58, 59 and 70 of the School regulations for state vocational colleges ([Schulordnung für die öffentlichen berufsbildenden Schulen dated 9 May 1990](#)).

### Lesson resources for teachers

The Federal Centre for Health Education (Bundeszentrale für gesundheitliche Aufklärung, BzgA) has a range of lesson resources for teachers ([Materialien zur Unterrichtsunterstützung für Lehrer/-innen](#)) in the following areas:

- chronic diseases
- nutrition and exercise
- vaccinations and personal immunisation
- communication and social skills
- noise prevention
- help with the learning process
- media skills
- organ donation
- sex education
- addiction prevention

And in the area of sex education at upper and lower secondary (Sekundarstufe I/II): on sexually transmitted diseases ([Sexualerziehung zu sexuell übertragbaren Krankheiten](#)).

### Peer-to-peer education approaches

The central element of the peer-to-peer approach is the prevention campaign Alcohol? Know your limits ([Alkohol? Kenn dein Limit](#)) by the Federal Centre for Health Education (Bundeszentrale für gesundheitliche Aufklärung, BzgA). Every year, 50 peer educators aged between 18 and 24 tour around Germany. They approach young people to talk about alcohol and educate them about potential risks. Their focus is on young people aged between about 14 and 24.

### Collaboration and partnerships

The Act to strengthen health promotion and prevention ([Präventionsgesetz](#)), which came into effect on 25 July 2015, strengthens the basis for greater collaboration between social security agencies, federal states (Bundesländer) and local communities in the area of prevention and health promotion. Statutory health insurers, statutory pension insurance providers, statutory accident insurers, social care insurance agencies and private health insurers are all involved. At a national prevention conference, the social security agencies set joint goals together with the federal government, the federal states, local communities, the Federal Employment Agency (Bundesagentur für Arbeit) and social partners and agree a uniform approach.

### Examples of partnerships between health insurers and child day care centres or schools

The health insurance provider **AOK** in Berlin has a state-wide programme in place to promote healthy schools ([Landesprogramm für die gesunde Schule](#)). Programme partners

are the Berlin Senate Department for Education, Youth and Science (Senatsverwaltung für Bildung, Jugend und Wissenschaft Berlin), the Ministries of Education in Brandenburg and Mecklenburg-Western Pomerania, the statutory health insurance providers and health insurance associations, as well as other partners from social services and the health care sector.

Health insurance provider **Barmer Krankenkasse** has a media service for schools ([Medienservice für Schulen](#)) and actively helps teachers to create lesson plans on exercise, health, stress avoidance and nutrition.

Accident insurance provider **Unfallkasse Nordrhein-Westfalen** in North Rhine-Westphalia awards a school development prize called 'Good, healthy school' ([Gute gesunde Schule](#)).

A project exists in Lower Saxony called **School network for healthy life and learning (Netzwerk Schulen Gesund Leben Lernen, GLL)**. It is a cooperation project between the state statutory health insurance provider associations and the Association for Health Promotion and Academy for Social Medicine in Lower Saxony (Landesvereinigung für Gesundheit und Akademie für Sozialmedizin Niedersachsen e.V.). The project aims to develop the school organisation into a healthy place to grow up and work for teachers and pupils alike.

From 2014 to 2016, accident insurance provider **Unfallkasse Sachsen-Anhalt** in Saxony-Anhalt supported the implementation of occupational health management in child day care and schools with a special focus on mental health in cooperation with the Association for Health in Saxony-Anhalt ([Landesvereinigung für Gesundheit Sachsen-Anhalt e.V. - Projekte](#)).

Stakeholders in child day care and schools were offered help to develop and strengthen health skills. The project aimed to establish holistic occupational health management in child day care and schools, with the focus of the backing on mental health.

### **Raising awareness on healthy lifestyles and on factors affecting the health and well-being of young people**

For bodies and organisations that provide information on healthy lifestyles, see [Administration and Governance > Governance > Main actors](#).

Some federal states (Bundesländer) still have their own youth information services ([Jugendinformationen](#)).

Information portals of the Federal Centre for Health Education (Bundeszentrale für gesundheitliche Aufklärung, BZgA) on addiction prevention:

- [rauch-frei.info](#) – Internet service with information for young people on the effects, risks and damage to health caused by smoking. The non-smoking page for young people is mainly made up of the elements: information, communication (smoke-free community) and a personal programme to quit smoking.
- [spielen-mit-verantwortung.de](#) – Portal with information on and help with gambling addiction. Includes information on the potential dangers of different games, how gambling addiction arises and its impact on those affected and their loved ones. There is also a self-test function to test personal gambling behaviour, an online help programme for people trying to quit and information on local advisory centres.
- [kenn-dein-limit.info](#) – Portal for young people. Includes information about risks and dangers to health of heavy and risky alcohol consumption.
- [drugcom.de](#) – A low-threshold internet project in the recreational sector aimed at young people taking or likely to take drugs. It aims to promote communication with young people with experience of drugs. Internet-based, anonymous information and counselling services help to motivate young drug users to critically reflect on and modify their consumption.

- [prevnet.de](http://prevnet.de) – Cooperation project between the Federal Centre for Health Education (Bundeszentrale für gesundheitliche Aufklärung, BZgA) and the state addiction prevention coordinators from twelve federal states (Bundesländer: Hamburg, Brandenburg, Bremen, Lower Saxony, Mecklenburg-Western Pomerania, Berlin, North Rhine-Westphalia, Hesse, Rhineland-Palatinate, Saarland, Saxony, Bavaria). The portal presents addiction prevention programmes by the federal government and the federal states (Bundesländer) and connects experts with one another. Information on facilities, activities, supporters, studies and resources relating to addiction prevention is bundled together in one portal. The interactive section of the portal, with forums, mailing lists and work groups, including a virtual office function, allows experts to share knowledge and cooperate across state borders.

Youth-friendly information campaigns are mostly also implemented by the Federal Centre for Health Education (Bundeszentrale für gesundheitliche Aufklärung, BZgA).

- **Youth alcohol prevention campaign: Zero alcohol – full power (Null Alkohol – Voll Power)**

Continuation of the youth campaign OH GREAT! ([NA TOLL!](#)) by the Federal Centre for Health Education (Bundeszentrale für gesundheitliche Aufklärung, BZgA), launched in 2009. Since 2012, goes under the name Zero alcohol – full power ([Null Alkohol - Voll Power](#)). This is an education initiative under the federal government's alcohol policy. It provides young people with information about alcohol and encourages them to take a critical view of their own alcohol consumption, as well as helping them to change damaging consumption behaviour. Target group: young people aged 12 to 16.

See also [Encouraging healthy lifestyles and healthy nutrition for young people](#).

## 7.5 Mental health

### National strategy(ies)

There is no specific national strategy in place to improve young people's mental health.

The federal government's strategy for the promotion of child health ([Strategie der Bundesregierung zur Förderung der Kindergesundheit](#)) also targets the health of children and young people, especially their mental health.

### Improving the mental health of young people

There are several initiatives and projects to improve the mental health of young people.

**Initiative: Life carries weight** (Leben hat Gewicht)

**Project term:** ongoing since 2007

**Aims:** The Life carries weight initiative ([Leben hat Gewicht](#)) aims to educate the public that eating disorders are serious illnesses. Children and young people are encouraged to question beauty standards to develop a positive sense of self-worth. The initiative was launched by the Federal Ministry of Health ([Bundesministerium für Gesundheit](#)), the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#)) and the Federal Ministry of Education and Research ([Bundesministerium für Bildung und Forschung](#)). It is part of the National Action Plan IN FORM – German national initiative to promote healthy diets and physical activity (Nationaler Aktionsplan IN FORM – Deutschlands Initiative für gesunde Ernährung und mehr Bewegung). A panel of experts bundles together and specifies the federal government's activities.

**Outcomes:** These include the development of recommendations on the integrated treatment of eating disorders in Germany.

**Funded by:** Federal Ministry of Health (Bundesministerium für Gesundheit) and Federal Ministry of Food and Agriculture ([Bundesministerium für Ernährung und Landwirtschaft](#)).

## Therapy services for children and young people in Germany suffering from psychological trauma and affected by violence

Project term: 1 November 2015 to 31 January 2017

**Aims:** An expert report is to be produced with an overview of the range of therapy services available to children and young people in Germany suffering from psychological trauma and affected by violence. The report is to cover the therapy and counselling services in place for psychologically traumatised children and young people affected by violence, how much of the costs are covered by statutory health insurance ([Gesetzliche Krankenversicherung](#), GKV), which therapy service costs are covered by other bodies and whether there is scientific evidence of the effects of non-GKV-financed therapy approaches.

**Outcomes:** Expected in early 2017

**Funded by:** Federal Ministry of Health (Bundesministerium für Gesundheit).

## Additional data collected as part of KiGGS Wave 2 ([KiGGS Welle 2](#)) on family-related and treatment-specific factors influencing the onset, development and effects of psychological disorders (especially ADHD), obesity and allergies

Project term: 1 January 2015 to 31 December 2018

**Aims:** The additional data is to allow research into the progression over time of the three chronic health problems: ADHD, obesity and allergies (asthma). These particular illnesses are widespread among children and young people, can have long-lasting effects on quality of life as an adult and put significant cost pressure on the health care system. The collection and analysis of additional data in KiGGS Wave 2 aims to,

- provide a detailed description of the progress of diseases,
- analyse the effects of family-related factors (such as socio-economic status, migration background, family environment, daily pressures, family type, traumatic childhood experiences, parental illnesses such as mental impairments or obesity) on the progression of the disease,
- analyse the effects of treatment-specific factors (such as use of health care services, guideline-based therapy, treatment during the phase between paediatrics and adult medicine) on the progression of the disease, and
- describe the effects of the three health problems on short-, medium- and long-term health and psychosocial development.

The data and analyses take gender-specific aspects into consideration throughout. The project is thus also to look at, for example, if and how the progression of diseases during the transition into young adulthood differs between men and women and whether any connection to family-related factors and health care treatment can be identified.

**Target groups:** 0- to 17-year-olds (inclusive); 10- to 29-year-olds (participants from the original data set)

**Outcomes:** No outcomes are available yet.

**Funded by:** Federal Ministry of Health (Bundesministerium für Gesundheit)

KiGGS is part of the health monitoring activities of the Robert Koch Institute ([Robert-Koch-Institut](#)). It aims to continuously deliver extensive data on the health of children and adults in Germany.

## ADHD status conference (Statuskonferenz ADHS)

**Project term:** 1 December 2014 to 31 December 2015

**Aims:** In December 2014, 60 experts attended an ADHD status conference to discuss the latest developments in medical treatment for children, young people and adults with attention-deficit/hyperactivity disorder (ADHD). At the conference, an overview of the

current status of treatment was given and evaluated in relation to the current national and international guidelines on diagnosis and therapy.

**Outcomes:** The central ADHD network ([zentrale adhs-netz](#)), together with industry associations and organisations in an interdisciplinary advisory committee, drafted a new white paper on the treatment of people with ADHD ([Eckpunkte ADHS 2016](#)). This paper summarises (largely scientifically proven) knowledge of the causes and treatment options for ADHD.

**Funded by:** Federal Ministry of Health (Bundesministerium für Gesundheit).

**Project: Treatment of children and young people in Germany with mental illnesses – a status report and needs analysis** ([Versorgung psychisch kranker Kinder und Jugendlicher in Deutschland - Bestandsaufnahme und Bedarfsanalyse, KIJU](#))

**Project term:** 1 November 2014 to 31 December 2016

**Aims:** To discuss the current state of quantitative and qualitative treatment for children and young people with mental illnesses, including the integration and accessibility of services and an analysis of target-group outreach and treatment results.

**Outcomes:** Expected mid-2017

**Funded by:** Federal Ministry of Health (Bundesministerium für Gesundheit).

**Directory Kidskompass** ([Wegweiser „Kidskompass“](#))

**Project term:** since May 2017

**Aims:** makes the search for information and offers on mental health of children and youth in the state of Brandenburg easy for families and experts

**Funded by:** Ministry of Health of the state of Brandenburg

## 7.6 Mechanisms of early detection and signposting of young people facing health risks

### Policy framework

In order to identify health risks to children and young people at as early a stage as possible, the federal government has adopted the **Federal Child Protection Act** ([Bundeskinderschutzgesetz](#)) and the **Act to strengthen health promotion and prevention** ([Präventionsgesetz](#)).

**Federal Child Protection Act** (Bundeskinderschutzgesetz)

- Came into effect: 1 December 2012.
- Aims: Using findings from the Early Prevention in Childhood (Frühe Hilfen) programme and its many associated projects as the basis, the Act aims to improve child protection in Germany across the board, close gaps and strengthen the position of those who work in child welfare (such as parents, paediatricians, midwives, youth offices, family courts).
- Authorities responsible: Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#), BMFSFJ).
- Selected measures: Make Early Prevention in Childhood programmes and strong networks available immediately from pregnancy, exclude ex-offenders (of relevant crimes) from working in child and youth services, prevent youth office-hopping ([Jugendamt-Hopping](#)), implement standards for custodians of professional secrets with respect to providing information to the youth office, establish regulations on house visits, create binding standards in child and youth services ([Kinder- und Jugendhilfe](#)).

- Evaluation: On 31 December 2015, the federal government filed a report evaluating the Federal Child Protection Act with the lower house of the German parliament ([Bundestag](#)).

### **Act to strengthen health promotion and prevention (Präventionsgesetz)**

- Came into effect: 25 July 2015
- Aims: To strengthen the bases for closer collaboration between social security agencies, federal states (Bundesländer) and local communities in the fields of prevention and health promotion.
- Authorities responsible: Federal Ministry of Health ([Bundesministerium für Gesundheit, BMG](#))
- Measures: Promote vaccination programmes, develop existing health screening for children, young people and adults, increase investments by health insurers and social care insurance providers in health promotion and prevention by more than 500 million euros in child day care centres, schools, communities, workplaces and care facilities.
- On the basis of a national prevention strategy ([Nationale Präventionsstrategie](#)), social security agencies – with the involvement of the Federal Employment Agency (Bundesagentur für Arbeit) and community umbrella associations – agree with the federal states (Bundesländer) on the specific type of cooperation on health promotion in local communities, child day care centres, schools, workplaces and care facilities in particular.

### **Stakeholders**

On the government side, the [central stakeholders in health promotion and prevention work at a local level](#) are the public health care service, the local authorities and their schools and youth centres. Health insurers and hospitals also get involved when the health of young people is at risk. In the private sector, youth work organisations, sports clubs, welfare organisations, education providers, self-help groups and counselling services also help with prevention.

See also [Social Inclusion > Access to Quality Services](#)

For schools, **school social work** ([Schulsozialarbeit](#)) plays an important role in prevention. It provides largely low-threshold, preventive socio-educational assistance. This assistance compensates for social disadvantages or helps people to overcome personal limitations. A national school social work website ([Schulsozialarbeit](#)) is available with information and network details. The site presents examples and concepts from school social work in the individual federal states (Bundesländer) and local communities. School social work is governed by district and independent-city regulations, as well as the education laws, programmes, guidelines and edicts of the federal states relating to school social work.

Key stakeholders in school social work:

- **Federal working committee for school social work** ([Bundesarbeitsgemeinschaft Schulsozialarbeit](#))

The federal working committee for school social work of the German Association of Schools of Social Work (Fachbereichstag Soziale Arbeit) supports and promotes school social work in teaching, academia and applied research and development as well as other forms of socio-educational work in and for schools.

- **Association of school social workers** ([Kooperationsbund Schulsozialarbeit](#))

Its members are full-time employees of various federal associations (Workers' Welfare Association – Arbeiterwohlfahrt Bundesverband, AWO), the federal working committee for evangelical youth social work (Bundesarbeitsgemeinschaft Evangelische Jugendsozialarbeit, BAG EJSJA), IN VIA Catholic association for social work for girls and women in Germany (IN VIA Katholischer Verband für Mädchen- und Frauensozialarbeit

- Deutschland), the international association IB (Internationaler Bund), the social welfare organisation Der Paritätische Gesamtverband, the executive board of Education and Science Workers' Union (Gewerkschaft Erziehung und Wissenschaft, Hauptvorstand
- GEW) and other individuals.

An overview of stakeholders of school social work in the federal states can be found on the education server ([Bildungsserver](#)).

The **Healthy Cities Network** ([Gesunde Städte-Netzwerk](#)) in Germany is part of the World Health Organization's Healthy Cities project. It is a voluntary network of local communities. The main goal is to act as a campaign and learning tool to support local work under the Healthy Cities initiative. The Healthy Cities Network gives professional and specialist assistance to health authority, social security office, housing department, environment agency and urban development planning employees as well as representatives of health initiatives and self-help groups. The German branch has a general meeting once a year, and Healthy City symposia are held every two years.

The **German Society for Prevention of Child Abuse and Neglect** (Deutsche Gesellschaft für Prävention und Intervention bei Kindesmisshandlung, -vernachlässigung und sexualisierter Gewalt, DGfPI) is a collective of around 750 experts and expert organisations from across Germany and neighbouring countries who work actively to improve child protection.

DGfPI offers a platform for professionals working in any field in positions of responsibility who are confronted with the various forms of child abuse and neglect and who work with victims and their families.

They include experts working in social work, education, the justice system, the court and probation system, healthcare, therapy and counselling, and academia and research.

### Guidance to stakeholders

Local stakeholders in prevention work will find support and information ([Informationsmaterialien](#)) at the Federal Centre for Health Education (Bundeszentrale für gesundheitliche Aufklärung, BzgA). Information, educational, school and training services and resources for individuals affected and communication multipliers can be found by following the Internet links under [Healthy lifestyles and healthy nutrition](#). BzgA also has an overview of national counselling services ([Beratungsstellen](#)) in the following areas:

- addiction counselling,
- aids,
- eating disorders,
- pregnancy advice,
- sexuality, partnerships and contraception.

### Guides, reports

In 2015 the Federal Centre for Health Education (BzG A) published a special edition on prevention and health promotion in Germany ([Prävention und Gesundheitsförderung in Deutschland](#)). It contains a overview of its concepts, strategies and interevention approaches.

BzG A has produced a handout called 'Stay healthy – communities' ([Handbuch: Gut Drauf-Kommune](#)) to promote the health of children and young people in local communities.

The surveys carried out by BZgA on drug use and other dependencies (computer games, Internet) among young people ([Studien BZgA](#)) support efforts to prevent young people from becoming addicted.

The Addiction Yearbook ([Jahrbuch Sucht](#)) by the German Centre for Addiction Issues (Deutsche Hauptstelle für Suchtfragen e.V.) contains the latest statistics on the use of alcohol, tobacco and pharmaceuticals, and on gambling and the use of addictive

substances behind the wheel in Germany. It also provides information on the treatment of addicts in Germany and statistics on addiction treatment and rehabilitation.

Surveys are also carried out in the individual federal states (Bundesländer) on the use of addictive substances, and the results are used for prevention work and other activities. The Saxony centre for addiction issues ([Sächsische Landesstelle gegen die Suchtgefahren e.V., SLS](#)) publishes a report on addiction treatment ([Sucht 2018](#)).

### Websites

[bundesgesundheitsministerium.de](#) – Website of the Federal Ministry of Health (Bundesministerium für Gesundheit) with information on prevention and child health

[kindergesundheit-info.de](#) – Website of the Federal Centre for Health Education (Bundeszentrale für gesundheitliche Aufklärung) with information on risks and prevention, along with work materials and practical background information for professionals

[difu.de](#) – Website of the German Institute of Urban Affairs (Deutsches Institut für Urbanistik, Difu) with specialist lectures from a conference on 8 December 2014 in cooperation with the Federal Centre for Health Education (Bundeszentrale für gesundheitliche Aufklärung, BZgA) and the Association of German Cities (Deutscher Städtetag, DST) on 'Improving the promotion of health and prevention work in cities. Local communities and health insurance providers get involved together' (Für eine bessere Gesundheitsförderung und Prävention in der Stadt. Kommunen und Krankenkassen engagieren sich gemeinsam).

### Target groups

Specific target groups for prevention work and health promotion activities are small children [Early Prevention in Childhood (Frühe Hilfen) programmes] and their families, children of nursery school and school age, children whose welfare may be at risk, and children and young people from disadvantaged backgrounds [poverty, migrant background ([Migrationshintergrund](#)), dysfunctional family background, children who have dropped out of school, disability etc.].

### Funding

The federal government does not specifically fund health promotion measures and prevention work at a local or community level.

Financial support for projects to promote health in local communities is, for example, offered by some health insurers.

On the basis of Sections 20 and 20a of Book V of the Social Code ([Sozialgesetzbuch, SGB V](#)), Bavarian health insurer **AOK Bayern** supports community projects to promote health in the Free State of Bavaria by providing project funding. The funding framework is explained by the National Association of Statutory Health Insurance Funds (Spitzenverband der gesetzlichen Kranken- und Pflegekassen, GKV) in its prevention guideline ([Leitfaden Prävention](#)). The guideline specifies action areas and quality criteria for health insurance services in connection with primary prevention and the promotion of health in the workplace and which apply bindingly to the provision of local services. The guideline helps policy holders to avert health risks at an early stage, reach their full health potential and improve their resources to do so. Assistance could be, for example, steps to assess need, training in prevention and health promotion for communication multipliers, documentation, evaluations or public relations.

The health insurer **Techniker Krankenkasse** supports community projects to promote health that focus both on individual measures and on creating healthy communities as part of a general Healthy communities ([Gesunde Kommune](#)) concept.

The health insurer **Kaufmännische Krankenkasse** also backs projects and campaigns to promote health in the community ([Kommunale Gesundheitsförderung](#)).

## 7.7 Making health facilities more youth friendly

Although the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#), BMFSFJ) is tackling the issue of how politics, society, government etc. can become more youth friendly as part of the youth strategy 'Action for a youth-oriented society' (Jugendstrategie "Handeln für eine jugendgerechte Gesellschaft"), its focus is on youth participation and the political structures needed.

No further information on top-level programmes, projects and initiatives etc. to make health services and facilities more youth friendly is available.

## 7.8 Current debates and reforms

### Forthcoming policy developments

In March 2017, the Professional Association of Paediatrics and Adolescent Medicine ([Berufsverband der Kinder- und Jugendärzte Deutschlands e.V., BVKJ](#)), the German Society of Pediatrics and Adolescent Medicine ([Deutsche Gesellschaft für Kinder- und Jugendmedizin e.V., DGKJ](#)) and the German Association of Social Pediatrics and Youth Medicine ([Deutsche Gesellschaft für Sozialpädiatrie und Jugendmedizin e.V., DGSPJ](#)), under the umbrella of the German Academy of Paediatrics and Adolescent Medicine (Deutsche Akademie für Kinder- und Jugendmedizin e.V., DAKJ), adopted a joint position paper entitled Equity in health for children and young people in Germany – action recommendations ([Gleiche gesundheitliche Chancen für Kinder und Jugendliche in Deutschland – Handlungsempfehlungen](#)). The paper identifies opportunities to improve the situation of children and young people and their families, and gives specific action recommendations for the next legislative period. It is also supported by the Association of Leading Child and Youth Doctors and Child Surgeons in Germany ([Verband leitender Kinder- und Jugendärzte und Kinderchirurgen Deutschlands e.V., VLKGD](#)).

In a recent statement also dated March 2017 on prevention, child protection and the promotion of health among children and young people ([Stellungnahme Prävention](#)), the Federal Youth Advisory Board ([Bundesjugendkuratorium, BJK](#)) highlights opportunities and limits in prevention. It suggests focussing more on promoting health and well-being. BJK proposes the broad assumption of responsibilities for the interdisciplinary task of ensuring children grow up healthy and safe that are not only restricted to health policy and child and youth services. The BJK statement looks at current laws and concepts designed to promote prevention among children and young people.

In its **Situation Report on the situation of refugee children in Germany** ([Lagebericht zur Situation der Flüchtlingskinder in Deutschland](#)), published on 21 June 2016, UNICEF criticises the situation refugee children are facing in Germany and calls for better care, including health care.

The **German Academy of Paediatrics and Adolescent Medicine** (Deutsche Akademie für Kinder- und Jugendmedizin e.V.) wrote an open letter to the delegates of the lower house of the German parliament (Deutscher Bundestag) petitioning and emphasising the appointment of a child welfare officer in the Bundestag ([Petition 57180](#)).

The **Act to strengthen health promotion and prevention** ([Gesetz zur Stärkung der Gesundheitsförderung und der Prävention, Präventionsgesetz](#)) came into effect on 25 July 2015. The Act strengthens the promotion of health for children and young people. Steps include the further development of screening for children and young people and better immunisation.

An **e-learning foundation programme for medical professionals on child protection** ([Kinderschutz in der Medizin](#)) has been in development since 1 June 2015. The course aims to provide medical professionals with ongoing, high-quality further training on child protection oriented to everyday practices (target groups: doctors,

psychotherapists, child and youth psychotherapists, nurses and caregivers, paediatric nurses and caregivers, physiotherapists, other members of the health professions). Participants are to be given an overview of the current legal situation, changes in the law, and the epidemiology and diagnosis of different types of abuse. The goal is to enable them to recognise signs of sexual abuse and respond appropriately. Project management: Ulm University Hospital of Child and Youth Psychiatry/Psychotherapy (Universitätsklinikum Ulm Klinik für Kinder- und Jugendpsychiatrie). Project term: until 30 June 2018.

Since 1 December 2014, a task force has been drafting a guideline on child abuse and neglect with the help of child and youth services and educators ([Kinderschutzleitlinie](#)). Partners from child protection and child and youth services are also involved. The new guideline will give doctors an up-to-date tool kit based on scientific findings. The aim is to support medical decisions on diagnosis, therapy and the use of other measures, including cooperation with other professional groups. The guideline will also cover the interface to collaboration with other professional groups, in particular from the field of child and youth services. Project management: Department of General Paediatrics and Polyclinic (Klinik und Poliklinik für Allgemeine Pädiatrie und Poliklinik) at the Paediatrics Centre (Zentrum für Kinderheilkunde), Bonn University Hospital ([Universitätsklinikum Bonn](#)). Project term: until 31 December 2017.

In its recommendations on 'The well-being of young people in schools and non-formal places of learning and education' ([Das Wohlbefinden Jugendlicher in Schule und außerschulischen Lern- und Bildungsarten](#)), an expert group from the former Modern Youth Policy Centre (Zentrum Eigenständige Jugendpolitik) (Coordination body for 'Action for a youth-oriented society' since December 2014) asks how the interplay between formal and non-formal places of learning and education can be better oriented to youth well-being. It refers to subjective feelings of confidence and secure future prospects, experiences that allow self-efficacy, the quality of relationships, free spaces and time, freedom of choice and decision-making abilities, and fair access to places of learning and education.

## Ongoing debates

### Universal free school meals

In a [motion dated January 2019](#), the DIE LINKE parliamentary party calls for a "forward-looking and socially sound nutritional policy" for children. Specifically, the motion calls for free government-funded school meals in all schools and day-care facilities, the quality of which should meet the standards of the German Nutrition Society (Deutsche Gesellschaft für Ernährung). In addition, children and adolescents are to be involved in preparing meals and growing food in school kitchen gardens so they receive hands-on education about food and nutrition. DIE LINKE also want to introduce a mandatory strategy to reduce sugar, unsaturated fatty acids and salt in processed foods to prevent nutritious ingredients being substituted by cheap ingredients and additives and to improve the quality of food. Finally, they are calling for the Federal Government to amend the Food and Feed Code (Lebens- und Futtermittelgesetzbuch, LFGB) to include a ban on food advertising targeted at children as well as a ban on sugary and high-calorie processed food, fast food, sweets, savoury snacks and soft drinks.

### Child protection and the health system

In March 2019 members of the AfD parliamentary party submitted a parliamentary interpellation concerning child and adolescent victims of abuse or ill treatment. According to the members, the victims ought to receive rapid professional help throughout Germany from child protection clinics and centres of excellence, in line with the services to be implemented in North Rhine-Westphalia from 2019 onwards at the [initiative of the state health ministry](#). [Answer of the German federal government](#)

### **Education campaign for better food**

In a [motion dated May 2019](#), the FDP parliamentary party called upon the Federal Government to promote more education, exercise and better food. Specifically, they called for an education campaign in daycare centres and schools so children and adolescents can start to learn about food at a young age. The campaign should also include adult education, given that parents lead by example. In addition, the FDP recommends extending the EU's school fruit, vegetable and milk scheme and increasing its budget.

## 8. CREATIVITY AND CULTURE

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The last decade has seen a significant upswing in discourse on cultural education. It is encouraged for all children and young people, but the implementation is to some point proving difficult as cultural education is not a defined technical or legal term. There is a wealth of responsibilities, stakeholders and opportunities in cultural education for children and young people at all - federal (national), state and community – levels.

Cultural education for children and young people includes looking at art and culture throughout history as well as contemporary youth culture. Promoting cultural and creative competences is an aim of all cultural education initiatives in Germany, irrespective of whether they are formal or non-formal programmes. All of the legal frameworks, political strategies and funding initiatives work with this goal in mind. While schools tend to focus on teaching knowledge, cultural institutions in particular offer opportunities to experience artistic works or cultural heritage. Non-formal cultural education for children and young people mainly encourages them to develop their own creativity. Opportunities are available across all genres, including (new) media, which allow children and young people to get artistically and culturally active.

Cultural education in Germany also includes promoting young people who wish to pursue their artistic and cultural talents and interests professionally.

### 8.1 General context

#### Main trends in young people's creativity and cultural participation

Encouraging participation in cultural activities and promoting the creative development of young people are goals for which in Germany a) there is a general consensus within society; b) they are pursued in various parts of society; and c) they enjoy support from various political areas. All education stakeholders generally agree that cultural education for children and young people is an essential part of education. There are a lot of expectations regarding the effect of cultural education on young people, such as on their personal and skills development, as well as on their social participation, in particular in society and cultural activities.

Young people are interested and participate in a wide range of cultural activities. A 2011 study ([2. Jugend-KulturBarometer](#)) found that only 13 % of all 14 to 24-year-olds have never made use of cultural education opportunities. 45 % of young people have hobbies in a creative field. The wide range of interests amongst young people with and without migrant backgrounds is particularly notable. For example, 61 % of young people with a Turkish migrant background have already attended one or more events on art influenced by Islamic culture, compared to just 19 % attending events relating to classical European culture. Only about 25 % of all young people surveyed had a 'strong' interest in culture, although it is not clear what exactly a 'strong' interest means.

More recent studies have examined interest in cultural activities among the general population. A secondary analysis of almost 100 quantitative German-language (non) visitor surveys of the last 25 years revealed the following information concerning visits to publicly funded cultural institutions (e.g., theatres, museums, concert halls):

- "The potential of those attending cultural events regularly ranges from 5 to 15% of the total population.
- The number of occasional visitors who visit cultural institutions less than once a month but at least once a year ranges from 35 and 45% of the German population.
- Around 50% of Germans never attend cultural events." [[Cf. Renz, T. 2016](#)]

Today, cultural education frequently happens via digital channels, with a current study by the council for cultural education (Rat für Kulturelle Bildung) identifying YouTube as the

main medium in this regard. With 86% of 12- to 19-year-olds using YouTube, the council recommends that “cultural education providers, whether in formal or non-formal contexts, should leverage the strong potential of audio-visual media when designing new cultural education contents and formats.” [[Rat für Kulturelle Bildung, 2019](#)]

## Trends

‘The last decade has seen a significant upswing in discourse on cultural education which is also having a direct effect on current practice, as shown in the following example taken from the infrastructure survey on education services in classical cultural institutions (Infrastrukturhebung zu Bildungsangeboten in klassischen Kultureinrichtungen) ([Keuchel, S., Weil, B., 2010](#)). The sharp rise in the number of services since 2004 is mainly directed at school classes (61 %) and child day care centres (17 %). Educational services for children (10 %) or young people in their spare time (6 %) remain a rarity. (...) Looking at the interests of 14 to 24-year-olds, it is clear that the growth in cultural activities does not go hand in hand with a rise in interest amongst the young population. What this means is that more activity in the cultural landscape has not resulted in a positive change in young people's interests in broadening their cultural horizons, for example by visiting classical cultural institutions like museums and theatres, [but also by attending rock/pop concerts or poetry slams.](#)’ We can only speculate as to the reasons for this. Several key changes took place during this period. For example, social media was not around in 2004. In addition, the education landscape in Germany has changed – for example, all-day schools continue to be rolled out and secondary education was shortened in some states from nine to eight years, which has led to fuller timetables and more study time. Both of these phenomena are responsible for much of the time that young people spend.

For this reason, in recent years the public sector as well as foundations, associations and organisations have stepped up their efforts to strike up partnerships between schools and providers. These partnerships are voluntary in nature and involve offering school pupils extracurricular cultural education services in the shape of, e.g., working groups or workshops. Over the last 10-15 years, these partnerships have dominated the field. It was hoped that the switch to all-day schools would give more young people access to cultural education activities, yet there is no indication yet that this is happening. A study by the council for cultural education ([Rat für Kulturelle Bildung](#)) from 2015 which questioned 9th and 10th graders in general education schools across the country concluded that 29% of girls and 44% of boys (average: 37%) do not engage at all in school-based cultural activities) outside of music or art classes. This result held across all parental backgrounds, school types and ethnic backgrounds. That having been said, cultural activities in schools appear to be on the rise. In 2015, the respondents indicated, 71% of schools had a drama club, 63% had a school choir, 58% ran a student newspaper, 48% had a band and more than one third of schools had art, photography and dance clubs.

In recent years many efforts have been made to give all children and adolescents easier access to cultural education and to develop and scale up new activities. [[Keuchel, S., 2013](#)] To this end, a large number of special programmes were launched at the national and Länder level. For reasons including the growing financial effort involved in offering cultural education, currently there is much debate surrounding the quality of activities in this field, especially when it comes to cultural education in all-day schools. The quality of activities offered in all-day schools and day-care centres cannot be assured [[Rat für Kulturelle Bildung, 2017: Cultural education in all-day schools](#); [Rat für Kulturelle Bildung, 2017: Quality assurance in cultural education in \(all-day\) schools](#); [Obermaier, M./Köhler, T., 2018](#)]; neither can the quality of training in this field. [[Becker, H., 2017](#)] In 2013, the council for cultural education concluded [[Rat für Kulturelle Bildung, 2013](#)] that while the issue of good-quality cultural education is frequently raised, there is rarely a good answer. In 2014 the council stated that assuring the quality of cultural education was “a core development issue”. [[Rat für Kulturelle Bildung, 2014](#)]

Another major trend is the arrival of a large number of refugees in Germany (culminating in 2015). While the Federal Ministry of Education and Research (Bundesministerium für

Bildung und Forschung) has pointed to the pivotal role of cultural education in building a "culture of integration", cultural education providers still face major challenges in this regard. [[Bundesministerium für Bildung und Forschung. 2015](#); [Fuchs, M. 2016](#)] While there already are a number of formats and concepts for this, it is vital "not to turn refugees into a target group for educational activities or to attempt to assimilate them into mainstream society, but to interact with them as stakeholders, interlocutors, as teachers and learners, as actors." [Ziese, M.; Gritschke, C. 2016] In addition, a number of funding options are available for projects, although there is currently no platform or database specifically for projects by, involving, or for refugees. [[Bundeszentrale für politische Bildung. 2018](#)]

## Research

Regardless of the level of public interest in cultural education, to date there has been no systematic monitoring of cultural education for children and young people and no public report at a federal (national) level. No representative, national, qualitative surveys exist on participation by young people in cultural activities. Nor is there any reliable data on cultural education in schools and child and youth services or the sub-area of youth work/cultural youth education. This is partly down to the extent of the responsibilities of the federal states in formal education and the fact that responsibility is mainly at a community level, as well as the participatory structure of the child and youth services system. There are no comprehensive statistics from official sources or socio-scientific surveys for either area.

In 2010 researchers formed a network for cultural education research ([Netzwerk Forschung Kulturelle Bildung](#)) in an effort to bring together research activities in this field, promote an interdisciplinary dialogue on theories, challenges and research methods in cultural education, and support young researchers.

## Main concepts

There is no standard official concept of what 'cultural participation' or 'access to art and culture' could mean specifically. Instead, various approaches and concepts exist with different political and specialist biases, starting with the popular debate amongst specialists on what 'art' and above all 'culture' is. Even when talking about 'cultural participation', it can refer to anything from 'just' participation (e.g., a museum/theatre visit or the reading of a book) to advanced opportunities that focus more closely on educational processes and intentionally make them possible. More recently, the term 'cultural education' has been in popular use as a general term to cover the entire spectrum. 'Cultural education', too, does not refer to a specific concept, but is instead used as a catch-all term for various ways of accessing cultural opportunities through to advanced educational programmes for independent cultural and artistic activities. This diverse terminology is also reflected in official documents, like section 6.1.1.1 of the 12th child and youth report ([12. Kinder- und Jugendbericht](#)). The terminology used in the report is inconsistent and is not discussed critically ('[cultural work](#)', '[youth culture work](#)', '[cultural youth education](#)', '[cultural music education](#)', '[aesthetic-cultural education](#)', '[youth culture](#)', '[everyday culture](#)', '[interculture](#)').

Recognition of the value of cultural education in youth work and other areas of child and youth services, at nursery level and in schools and other educational areas has risen a lot in the last 20 years. Since then, the question of what this means, which concepts are suitable, and what the right approach is to give more young people the opportunity to participate has (once again) become the subject of fierce debate in various social and professional groups and political arenas. A particularly strong argument is that cultural education generates secondary and transfer effects that contribute to the development of young people's skills, to their professional prospects and to social cohesion.

In its 'Recommendation on cultural education for children and young people' ([Empfehlung zur kulturellen Kinder- und Jugendbildung](#)) dated 10 October 2013, the Standing Conference of the Ministers of Education and Cultural Affairs (Kultusministerkonferenz)

put it thus: 'Cultural education is crucial to the personal and character development of young people. It improves the conditions for attaining a successful educational profile and promotes the acquisition of cognitive and creative skills. It contributes to the emotional and social development of all adolescents and to their integration into the community, and is thus a basic condition for social participation.' The 2012 national report on Education in Germany ([Bildungsbericht der Bundesregierung](#)) emphasised that cultural education 'helps individuals to lead a self-determined life, to discover and develop their expressive needs and to actively participate in culture. In a world where social, political and economic processes are shaped by a wealth of aesthetic media, music/aesthetic-cultural education will be a requirement for autonomous and critical participation in society and politics.' At the same time, cultural education is described as an educational area with independent goals ([eigenständige Ziele](#)). The 15th child and youth report ([15. Kinder- und Jugendbericht](#)) also notes that: 'Cultural education opportunities are an important learning environment for young people. They convey artistic abilities, creativity, expressiveness, tolerance and social skills – key conditions for participation and social integration.'

Critics of this stance point out that art and culture have an intrinsic value and that cultural education/participation in art and culture is a vital part of general personal development. What is more, art and culture are seen as a critical counterpoint to social and political developments and should play a central role in the lives of (all) people to promote holistic existence and forward-looking social development.

### Cultural heritage

In Germany, the term 'cultural heritage' is rarely heard in connection with education for young people. Efforts to give young people access to art and culture and cultural education are mainly founded on a certain understanding of education and personal development or on a holistic view of humankind. There is no general agreement that 'cultural heritage' should be passed on, for example, to anchor national traditions or a national identity. One reason for this and something on which there is a general consensus (at least to date) is the critical view of nationalist tendencies in light of Germany's recent history (National Socialism and World War II).

## 8.2 Administration and governance

### Governance

#### Main actors

As culture in Germany is the responsibility of the federal states, there is no federal (national) ministry of culture. The federal government's culture policy is coordinated by one state minister – the Federal Government Commissioner for Culture and Media ([Beauftragte der Bundesregierung für Kultur und Medien, BKM](#)), who reports directly to the Federal Chancellor (Bundeskanzlerin). The Commissioner's role includes funding nationally relevant cultural institutions and projects.

As the Federal Government has no material competences in the field of culture, the Commissioner has limited powers. Responsibility for cultural policy lies largely with the federal states (cultural sovereignty, or "Kulturhoheit"), which each have a competent ministry, but also with the local authorities, which to this end operate a cultural agency (Kulturamt).

Between 2009 and 2018, the Commissioner awarded an annual BKM prize for cultural education ([BKM-Preis Kulturelle Bildung](#)) to recognise projects that promote art and culture in an innovative and sustainable way – and which focus especially on under-represented target groups. This award is currently being updated in line with the coalition agreement of 2018. The current coalition agreement ([Koalitionsvertrag](#)) foresees a "national alliance for inclusive cultural education" (gesamtstaatliches Bündnis der inklusiven kulturellen Bildung) under which existing cultural education initiatives such as the BKM award are brought together and strengthened. The Commissioner provides

funding for exemplary projects that promote diversity in terms of personnel, programming and audiences and continue to strengthen cultural teaching and education. The amount [earmarked for such projects in 2019 is around 2.7 million euros](#).

#### *Cultural youth education by child and youth services*

Article 1 of Book VIII of the Social Code ([Sozialgesetzbuch](#) Achstes Buch – [Kinder- und Jugendhilfe, SGB VIII](#)), also known as Child and Youth Services Act ([Kinder- und Jugendhilfegesetz, KJHG](#)), states that every young person has a right to cultivate their personal development and to develop into a responsible and socially competent individual. In addition to the responsibility of parents, it emphasises the responsibility of the state: Under Article 1 (3), child and youth services are required to implement the law in accordance with paragraph 1 in particular by promoting the personal and social development of young people and helping to prevent or break down barriers. SGB VIII identifies cultural youth education in Article 11 (3) as a key focus of youth work and a specific service to be provided by child and youth services. SGB VIII is the legal basis in Germany for child and youth activities by the government, the federal states, towns/cities and districts and for the structure of child and youth services.

#### *Child and youth services at national (Bund) and federal state (Länder) level*

The federal government and the federal states have the power to make suggestions and provide funding in the field of child and youth services. The supreme federal agency in this field (Federal Ministry for Family Affairs, Senior Citizens, Women and Youth [[Bundesministerium für Familie, Senioren, Frauen und Jugend, BMFSFJ](#)]) makes general suggestions on the development of child and youth services and specific suggestions on individual areas with independent conferences, publications on specialist issues, statements and responses to parliamentary enquiries. With respect to current issues in child and youth services, in each legislative period the BMFSFJ commissions expert reports on the services provided by child and youth services (child and youth reports [[Kinder- und Jugendberichte](#)]). The Federal Youth Advisory Board ([Bundesjugendkuratorium](#)) is an expert panel that provides advice on all relevant youth policy issues, for example in the form of statements. Working groups for the various areas covered by the work of child and youth services exist at federal (national) level in which the BMFSFJ works together with child and youth service organisations. The Child and Youth Plan of the federation ([Kinder- und Jugendplan des Bundes](#)) co-finances the national infrastructure of child and youth services in Germany (mainly associations and professional bodies), funds pilot projects and supports international youth exchange and volunteer programmes.

The state ministry responsible for youth policy matters ([implementation acts to the Child and Youth Services Act](#) [[Kinder- und Jugendhilfegesetz, KJHG](#)], state youth plans [[Landesjugendpläne](#)] to finance child and youth services) is the supreme youth authority in each of the 16 federal states (e.g., Brandenburg Ministry of Education, Youth and Sport [[Ministerium für Bildung, Jugend und Sport in Brandenburg](#)], North Rhine-Westphalia State Ministry for Family, Children, Refugees and Integration [[Ministerium für Kinder, Familie, Flüchtlinge und Integration des Landes Nordrhein-Westfalen](#)] or the Bavarian State Ministry of Family, Labour and Social Affairs [[Bayerisches Staatsministerium für Familie, Arbeit und Soziales](#)]).

17 state-level youth offices ([Landesjugendämter](#)) (each in each in federal state except for North Rhine-Westphalia, there are two) provide supra-regional youth services. The state-level youth offices take the role of supra-regional child and youth service organisations in accordance with SGB VIII. They support the regional child and youth services (youth offices, independent organisations) and serve the interests of children, young people and their families. They focus in particular on establishing and maintaining child- and family-friendly living conditions. In conjunction with all youth welfare organisations, the state-level youth offices see themselves as liaisons between local public organisations, independent organisations and the supreme state youth authority. The state-level [youth office has a two-part structure](#) made up of administration (Verwaltung) and the state youth

services committee (Jugendhilfeausschuss). They perform their duties jointly. The mandate of the state-level youth offices is specified in Article 85 (2) of SGB VIII.

#### *Child and youth services at community level*

About 600 towns/cities and districts in Germany operate a youth office ([Jugendamt](#)) as part of local self-government. The youth office helps parents and guardians with raising, caring for and educating children and young people. It focusses on preventive, family-based services that help to create positive living conditions for families. Its services range from organising high-quality childcare to parent counselling and protecting the best interests of the child, to funding youth initiatives and establishing a child- and family-friendly environment. The youth office is open to anyone who is having problems or in an emergency, especially children and young people.

The youth offices take overall responsibility for local child and youth services. This also includes the obligation to provide medium-term child and youth service plans and to fund activities for children, young people and families in districts of towns and cities and in villages. In addition to public child and youth service organisations, in accordance with Article 74 of SGB VIII independent child and youth service organisations are also funded provided the organisation in question fulfils specific conditions, which include meeting the professional requirements for the programme planned, guaranteeing compliance with the principles and standards of quality development and quality assurance in accordance with Article 79a, pursuing charitable goals and ensuring that their work supports the objectives of the Basic Law for the Federal Republic of Germany (Grundgesetz). In accordance with Article 78 of SGB VIII, public youth service organisations work on task forces with recognised independent youth service organisations and providers of funded programmes. The aim of the task forces is to ensure that planned measures are coordinated and complementary.

#### *Organisations offering cultural education for children and young people*

In addition to organisations that offer general youth work as well as cultural education in this context, other organisations exist that specialise in cultural education for children and young people. They focus on a wide range of subjects, ranging from literature, music, theatre, dance and rhythm, to the visual arts, photography, media, play and circus skills. These organisations have their own facilities, such as youth music schools, youth art schools, literary organisations, child and youth theatre, mobile organisations (play buses) and other organisations that have no venue of their own (usually clubs and associations).

The German Federation for Cultural Youth Education ([Bundesvereinigung Kulturelle Kinder- und Jugendbildung, BKJ](#)) is the umbrella association for cultural education for children and young people in Germany. It is an alliance of 56 national formal and non-formal educational institutions, professional bodies and state-level umbrella organisations for cultural education. Its member organisations represent various different genres of the arts and culture, as well as cultural education action areas. They support institutions, projects, further education programmes and competitions at community, state, federal (national) – in some cases even international – level.

The 12th child and youth report ([12. Kinder- und Jugendbericht](#)) from 2005 uses the term “child and youth cultural work” (Kinder und Jugendkulturarbeit) as a synonym for “cultural youth education” (kulturelle Jugendbildung): “In their daily lives, children and adolescents do not just encounter so-called ‘high culture’ and culturally oriented learning and experiential environments. Rather, cultural youth education is also a vital educational element of youth work as a form of extracurricular youth education. Cultural youth education helps them to develop a sense of self, self-efficacy, social awareness and aesthetic expression (...). The federal association for cultural youth education ([Bundesvereinigung Kulturelle Kinder- und Jugendbildung, BKJ](#)), an umbrella organisation, brings together associations and organisations in all cultural fields (drama, music, literature, media, visual arts). Its scope extends beyond the child and youth services field and its organisational structures and overlaps in particular with cultural and educational

policy. Cultural educational institutions include children's museums, music schools, youth art schools, media workshops, educational drama centres and similar. Youth art schools are the most frequent institutions of this kind. In addition, cultural youth education is an educational aspect of youth work as a whole and as such is mainstreamed in all youth activities in some way."

#### *Cultural education in school education*

The right to education, guidance and personal advancement, as well as to cultural participation, is laid down in all target paragraphs of the state school acts (Schulgesetze), such as in this example taken from North Rhine-Westphalian school act ([Schulgesetz für das Land Nordrhein-Westfalen](#)). Article 1 (1) states that every young person, irrespective of their financial situation, background or gender, has a right to school education, guidance and personal advancement, and that this right is guaranteed within the framework of this law. Article 2 (4) covers the mandate of schools to provide education and guidance, which says that schools must teach the knowledge, skills, abilities and values needed to fulfil their educational and guidance mandate. In doing so, the school must take the individual requirements of the pupils into consideration. The school gives pupils the ability to be responsible citizens of social, societal, economic, professional, cultural and political life and to shape their own lives.

Cultural participation/cultural education in schools is ensured via the curriculum, mainly in the range of subjects taught. Cultural subjects at school are usually: music lessons, art lessons (focus on visual arts), German lessons (literature), and in some federal states and selected types of schools also performing art (theatre), dance or representation and expression. Schools have a certain amount of flexibility within the legal framework to broaden their programme or establish a profile as a cultural school. For example, they might award art and culture subjects a special status (for example by allocating a greater portion of school hours) or offer optional art/culture subjects and extracurricular work groups. Regular extracurricular opportunities in cooperation with external partners such as institutions and organisations that provide cultural education for children and young people, or with cultural institutions or individual artists, are also widespread.

#### **General distribution of responsibilities**

For information on the structure and responsibilities of child and youth services and organisations [see also 'Main actors'](#).

In Germany, the federal states are responsible for the school system. The responsible state ministry is the supreme education authority. The states set curriculum standards and special regulations – for example on cooperation with external partners – on the basis of the respective state education laws. In many federal states, administrative tasks, primarily those of the school authorities, are spread across what are known as intermediate authorities (regional administration deaneries).

#### *Cultural education in the cultural sector*

Cultural education – in addition to other tasks – is also seen as a (social) mandate of public cultural institutions in Germany. However, it is not anchored in law or established nationwide. The Basic Law for the Federal Republic of Germany (Grundgesetz) states that the funding of art and culture is a voluntary task of the federal states ('cultural sovereignty'), who must also establish the necessary legal frameworks and provide funding.

The fact that support for culture and the arts is a voluntary task for the public sector is not without its critics in Germany and there continue to be repeated calls for its inclusion in the Basic Law (Grundgesetz): 'Despite the fact that it has not yet found its way expressly into the Basic Law (...), multiple top-level rulings by the Federal Constitutional Court (Bundesverfassungsgericht) and Article 35 of the German Unification Treaty describe Germany explicitly as a 'cultural nation'. The cultural educational mandate derives from this and is the reason why the German public authorities provide about eight billion euros

in funding per year for art and culture on a federal (national), state and community level. For example, [public theatre in Germany is subsidised by about 84 % on average, with just 16 % generated by the theatres themselves.](#)'

A wide range of stakeholders and cultural institutions cover the area of art and culture in Germany. These include libraries, theatres, museums, orchestras, choirs, publishing houses, the film industry, television, radio, parts of the Internet, as well as privately and publicly run music schools and adult education centres, and artists from all genres. The educational mandate is interpreted and implemented in a wide variety of ways, ranging from a systematic focus on visitor numbers to reach as many people as possible, through to educational programmes. 246 cultural associations and organisations are members of the German Cultural Council ([Deutscher Kulturrat](#)), the umbrella association of cultural associations in Germany. The German Cultural Council also represents the educational mandate of the cultural institutions.

## Cross-sectorial cooperation

Discussions in recent years regarding more cultural participation and more cultural education for children and young people [see also the list of statements on the [Deutscher Kulturrat website](#) and publications/downloads ([Publikationen/downloads](#)) at the BKJ website] have increasingly addressed cross-stakeholder and cross-sectorial cooperation, in particular between schools and external cultural education partners. To promote this, many pilot programmes were set up at national (Bund) and federal state (Länder) level and encouraged the creation of 'educational landscapes' ([Bildungslandschaften](#)). In some federal states efforts are being made to coordinate political and funding decisions across ministries. While various ministries, other agencies and associations work together towards this goal to varying extents, this is rarely the case at national (Bund) level. Some examples:

- Hamburg (framework concept for funding child and youth culture [[Rahmenkonzept zur Förderung der Kinder- und Jugendkultur](#)]) and Berlin (Berlin framework concept for cultural education 2016 [[Berliner Rahmenkonzept Kulturelle Bildung 2016](#)]): The city states have each implemented a general concept for cultural education to promote the dovetailing of the fields: culture, education, and child and youth services. Hamburg also has a cultural education network ([Netzwerk Kulturelle Bildung](#)), which funds cultural project work in Hamburg. The network aims to bring together the various cultural providers with schools, child day care centres and independent child and youth work organisations in order to put joint cultural projects into practice.
- Hesse: The Office for Cultural Education ([Büro Kulturelle Bildung](#)) of the Hessian Ministry of Cultural Affairs (Hessisches Kultusministerium) supports and networks schools who place particular emphasis on cultural education (e.g., musical primary schools, schools with an emphasis on music, culture schools [KulturSchulen]), helps other schools that are looking to establish a cultural profile, offers its own state-wide programme to improve lesson quality ('creative lesson practice') for all types of schools, funds artistic projects by pupils, advises and helps schools on working with artists, and cooperates with cultural education institutions and associations in Hesse. The pilot project "Culture case" ([Kulturkoffer](#)), funded by the Hessian Ministry for Science and Art (Hessisches Ministerium für Wissenschaft und Kunst, HMWK), seeks to roll out cultural education across the state so that all young people in Hesse, regardless of their ethnic origin, place of residence or socioeconomic background, have access to art and culture.
- North Rhine-Westphalia: The state government runs funding initiatives and targeted projects - especially in the [youth](#) and [culture](#) fields and [in schools](#) - to promote the ongoing expansion of cultural education ([Kulturelle Bildung](#)) in North Rhine-Westphalia. In North Rhine-Westphalia, the state ministries responsible for youth, culture and education have formed a jointly financed office of cultural education in schools and youth work ([Arbeitsstelle Kulturelle Bildung in Schule und Jugendarbeit NRW](#)). The office advises and supports local authorities, schools and youth work facilities in

designing cultural education activities for all young people and in networking effectively at the local level. It also helps communities and districts across the state to expand their [general concepts for cultural education](#).

- Brandenburg: In 2011 Brandenburg launched a cultural education concept to strengthen and bring together existing organisations, introduce cultural activities in schools, and adopt a law specifically for youth art schools, which hitherto was part of the state's legislation on music schools. Also in 2011 Brandenburg launched the online platform [plattformkulturellebildung.de](http://plattformkulturellebildung.de) for cultural education providers. The platform helps actors and potential partners to link up, assists them in launching projects, advises them on funding opportunities, and offers training and networking services.
- Baden-Württemberg: The state-wide pilot project "Cultural school 2020 Baden-Württemberg" ([Kulturschule 2020 Baden-Württemberg](#)) was [launched in 2015](#) by the Ministry of Culture in cooperation with the Karl Schlecht Foundation. Ten schools are affiliated with the programme, each of which receive an annual grant of 10 000 euros for five years so they can expand their cultural profile. The schools use a "culture roadmap" (Kulturfahrplan) that guides them through this process. Based on their projects, a collection of best educational practices will be drawn up for use in other schools across the state.
- 'Culture.Researcher – children and young people go on a voyage of discovery' ([Kultur.Forscher – Kinder & Jugendliche auf Entdeckungsreise](#)) (joint project by various federal states). School pupils have been learning actively about cultural aspects of their 'lifeworlds' as cultural researchers since 2008. They ask questions and then try to find the answers themselves using a range of methods, such as researching, observing, questioning, collecting, arranging, filming, painting and describing. They collect suggestions from artists, historians, sociologists, the mayor and other experts. At the end of their research journey, they discuss their experiences, present their findings – and ask new questions. The 'Culture.Researcher' (Kultur.Forscher!) network is funded by the PwC foundation (PwC-Stiftung). It currently (2019) covers schools in the federal states of [Baden-Württemberg](#), [Bremen](#), [Hesse](#), [North Rhine-Westphalia](#), [Rhineland-Palatinate](#), [Saxony](#) and [Schleswig-Holstein](#). Every school cooperates with one or more cultural partners from their region.

However, one type of cooperation takes place mainly at a community level. This refers to collaboration between the culture, youth service and school committees, the city council and the relevant administration bodies (youth office, cultural office, school administration office). On 9 November 2012, the Association of German Cities (Deutscher Städtetag) supported this development with the Munich statement ([Münchner Erklärung](#)) and advocated the further development of community education landscapes and the 'networking of educational stakeholders in communities of responsibility'. This resulted in general community concepts on cultural education ([Kommunale Gesamtkonzepte](#)) being proposed, which were supported and evaluated by the federal states.

## 8.3 National strategy on creativity and culture for young people

### Existence of a national strategy

Between 2015 and 2018 the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#), BMFSFFJ) implemented a youth strategy (Jugendstrategie) with the guiding theme 'Acting for a child- and youth-friendly society' ([Handeln für eine jugendgerechte Gesellschaft](#)). The youth strategy was an invitation by the federal government to the states and local communities to collaborate strategically, a platform for expert conceptual dialogue and a lobby for the youth. The youth strategy brought various partners together. They aimed to

- achieve an effective level of youth participation and protect the rights of young people,

- structure transitions successfully; this includes career guidance, training and social integration,
- offer time and space for young people trying to balance demands with needs,
- further develop places of education and education opportunities using partnerships and by improving visibility and recognition.

The strategy was based on the 'modern youth policy' ([Eigenständige Jugendpolitik](#)) as a comprehensive policy approach that puts young people aged between 12 and 27 in the focus of cross-sectoral activities. Adolescence is seen as a separate stage of life, and actions are guided by the interests and needs of young people and young adults. This approach was promoted and implemented across Germany by various cooperation partners and in projects. Policy for youth is supplemented by a policy with youth and a policy by youth.

According to the coalition agreement for the 19th parliamentary term, a (new) joint Federal Government youth strategy is to be developed together with young people and civil society groups by the halfway point of the parliamentary term, [led by BMFSFJ](#). The strategy seeks to involve young people in all decisions that relate to them, and to offer young people the best possible opportunities to overcome the challenges they face. The new youth strategy is slated for implementation between 2019 and 2021. The online platform is currently under review.

Cultural education for children and young people is part of the modern youth policy. Under the strategy to implement a modern youth policy, between 2017 and 2019 a total of 40 youth (social) work projects will receive funding from an 'innovation fund' ([Innovationsfonds](#)). Funding is provided for projects that help to promote a modern youth policy, raise awareness of the potential and opportunities inherent in a society with strong youth, and at the same time balance the demands of society on young people with their own needs and interests and effectively get them to participate in decision-making processes. One group of projects relates to cultural education.

In addition, no federal (national) strategy exists in Germany. In the coalition agreement ([Koalitionsvertrag](#)) for the 19th legislative period (2017-2021), the federal government stated that all children and young people must have access to cultural education and that more funding should be earmarked in the child and youth plan for cultural education. This agreement was implemented in the form of the federal programme 'Culture builds strength – Alliances for education' ([Kultur macht stark. Bündnisse für Bildung](#)), which initially ran from 2013 to 2017 and has now been extended from 2018 to 2022. The Federal Ministry of Education and Research ([Bundesministerium für Bildung und Forschung, BMBF](#)) uses the programme to support local alliances for education across Germany. Under such alliances, various local stakeholders (such as music groups, sports clubs, foundations, libraries, theatre and youth groups and schools/child day care centres) join forces to provide extracurricular programmes to educationally disadvantaged children in various areas of cultural education. The programme aims to reach educationally disadvantaged families and give them further opportunities for education as well as to establish a strong network of education stakeholders at local level and promote social engagement for (cultural) education. As BMBF is not responsible for schools, the programme is implemented by 35 national associations and initiatives for extracurricular education.

The joint initiative 'Children to Mount Olympus!' ([Kinder zum Olymp!](#)) of the Cultural Foundation of the German Federal States (Kulturstiftung der Länder) is implemented at federal state level. Partnerships between cultural institutions and artists on the one hand and schools on the other aim to get young people interested in art and culture, which also helps them to discover their own creativity. The initiative organises congresses, which are documented, and a competition that recognises 'particularly special and sustainable contributions'.

Additionally, on 10 October 2013 the Standing Conference of the Ministers of Education and Cultural Affairs (Kultusministerkonferenz) adopted a Recommendation on cultural

education for children and young people ([Empfehlung zur kulturellen Kinder- und Jugendbildung](#)). Although the recommendation is not legally binding, it acts as a kind of voluntary obligation to which the federal states can commit themselves when structuring their own education policy. The recommendation is being implemented in part using special funding initiatives.

### Scope and contents

See Existence of a [national strategy on creativity and culture](#)

### Responsible authority for the implementation of the strategy

See Existence of a [national strategy on creativity and culture](#)

Child and youth work organisations and schools are responsible for fulfilling the basic mandate to promote cultural participation by children and young people using cultural education on the basis of the laws stated under [Administration and Governance](#), especially Book VIII German Social Code ([Sozialgesetzbuch](#) Aches Buch zur [Kinder- und Jugendhilfe](#), [SGB VIII](#)) and the school acts (Schulgesetze) in the federal states.

### Revisions/updates

See Existence of a [national strategy on creativity and culture](#)

The implementation of the mandate to promote cultural participation by children and young people using cultural education is evaluated in child and youth work mainly by monitoring the award of funding with a final review, as well as by the responsible committees at federal state – but mainly community – level (youth office, youth service committee, city council). Separate quality assurance systems for schools are in place in each federal state and implemented by the school authorities.

## 8.4 Promoting culture and cultural participation

### Reducing obstacles to young people's access to culture

The key programmes for promoting cultural participation and cultural education also promote different structures (institutions, organisations) and programmes for cultural education for children and young people at federal (national), state and community level. They usually offer funding for alliances, organisational work, training and development for full-time and volunteer staff.

#### Federal level (Bundesebene)

- Funding via the Child and Youth Plan of the federation ([Kinder- und Jugendplan des Bundes](#), KJP): As the federal agency with supreme authority, the Federal Youth Ministry (Bundesjugendministerium) encourages activities by child and youth services and offers funding provided they are of supra-regional importance and cannot be funded effectively by the federal state alone. The Federal Youth Ministry (Bundesjugendministerium) does this on the basis of the Child and Youth Plan of the federation ([Kinder- und Jugendplan des Bundes](#), KJP), prior to 1994 known as the National Youth Plan [Bundesjugendplan]) adopted in 1950. KJP is the central funding instrument for child and youth services at federal (national) level and has the biggest budget of all of the Federal Youth Ministry's funding initiatives. One area of child and youth services covered by the Plan refers to cultural education in accordance with Article 11 of Book VIII of the Social Code – Child and Youth Services ([Sozialgesetzbuch](#) Aches Buch – [Kinder- und Jugendhilfe](#), [SGB VIII](#)).
- Culture builds strength – Alliances for education (Kultur macht stark. Bündnisse für Bildung): The federal government's special programme Culture builds strength – Alliances for education ([Kultur macht stark. Bündnisse für Bildung](#)), which initially ran from 2013 to 2017 and has now been extended from 2018 to 2022, supports local education alliances across Germany. Under such alliances, various local stakeholders

(such as music groups, sports clubs, foundations, libraries, theatre and youth groups and schools/child day care centres) join forces to provide extracurricular programmes to educationally disadvantaged children in various areas of cultural education. The programme aims to reach educationally disadvantaged families and give them further opportunities for education as well as to establish a strong network of education stakeholders at local level and promote social engagement for (cultural) education. As the Federal Ministry of Education and Research (Bundesministerium für Bildung und Forschung, BMBF) is not responsible for schools, the programme is implemented by 35 national associations and initiatives for extracurricular education. See also [National strategy on creativity and culture for young people](#).

- Education package (Bildungspaket): The 'Education package' ([Bildungspaket](#)) (services for education and participation) provides services especially for children, young people and young adults who receive the so-called [unemployment benefit II](#) (Arbeitslosengeld II), other forms of income support or social benefits, or whose parents receive supplementary child allowance (Kinderzuschlag) or housing benefit (Wohngeld) (See [Youth Wiki > Social Inclusion > Access to Quality Services](#)). Anyone who receives benefits under the German Asylum Seeker Benefits Act ([Asylbewerberleistungsgesetz](#)) is also entitled to make use of the educational package. Individuals may also be entitled to services under the educational package in accordance with [SGB II](#) even if neither the child nor its parents receives any of the social benefits listed, but where the specific educational and participatory needs of the child cannot otherwise be met. The education package provides targeted support to 2.5 million children and young people. It also provides grants and subsidies to needy children who want to participate in sports, games and cultural activities in their free time. A monthly amount of up to 10 euros is available, for example for membership fees, other fees or in exceptional cases for equipment. The education package is implemented locally in districts and independent towns/cities. Specific approaches to implementing the education package can vary across districts and independent towns/cities.

### Funding for extracurricular cultural youth education at federal state and community level

Extracurricular cultural education is also funded at federal state and community level as part of basic child and youth work in accordance with SGB VIII. The funding comes mainly from the state youth (funding) plans ([Landesjugendpläne](#)) and community funding for children and young people. Special programmes are also set up in the federal states depending on demand:

- Promotion via art and culture subjects in schools: Cultural participation/cultural education in schools is ensured via the curriculum, mainly in the range of subjects taught. See also [General context](#).
- Promotion of easier access and partnerships: Cultural education partnerships and partnership projects between schools and external partners are encouraged in order to give children and young people better access to cultural education opportunities. In addition to the Culture builds strength – Alliances for education (Kultur macht stark. Bündnisse für Bildung) programme, these mainly relate to programmes in the federal states.

### Examples at federal state level

- Cultural agents for creative schools ([Kulturagenten für kreative Schulen](#)): The 'Cultural agents for creative schools' programme has been continued since the 2015/16 school year in Baden-Württemberg, Berlin, Hamburg, North Rhine-Westphalia and Thuringia as separate state programmes. The programme is funded by the state education ministries and the Mercator foundation (Stiftung Mercator). The 'Cultural agents for creative schools' programme aims to get children and young people curious about artistic activities and teach them more about art and culture. Schools achieve this by designing comprehensive and interdisciplinary cultural education programmes and

establishing partnerships with cultural institutions. The programme began as a pilot in the federal states of Baden-Württemberg, Berlin, Hamburg, North Rhine-Westphalia and Thuringia from 2011 to 2015. 46 cultural agents each supported a local network of three schools.

- Culture case ([Kulturkoffer](#)) (Hesse): The Hessian State Ministry for Higher Education, Research and the Arts (Hessisches Ministerium für Wissenschaft und Kunst, HMWK) is providing funding via the 'Culture case' pilot project of about 4 million euros from 2016 to 2018 to broaden the cultural education landscape in Hesse. The pilot project by the HMWK aims to give all children and young people in the state of Hesse access to art and culture, irrespective of their background, address or environment. The HMWK is making funds available over a period of three years to broaden the cultural education landscape across all of Hesse. With a guiding theme of 'Strengthen strengths' (Stärken stärken), 'Culture case' supports the continuation and expansion of established model cultural programmes and the development of innovative concepts and initiatives across all artistic genres and formats. 'Culture case' aims to benefit in particular young people aged from 10 to 16 who live in rural areas, socially vulnerable areas or in underdeveloped city districts and who until now have only had limited or no access to art and culture. The project promises to provide greater opportunities for participation and aims to take the target group on a cultural journey of discovery at no charge or at least at a reduced cost. 'Culture case' funding is available to cultural education institutions, mainly public and charitable art and culture institutions, as well as initiatives that have worked in the current calendar year with at least one cooperation partner (e.g., socio-spatial partners, education providers, private funders or foundations) on a joint project in the area of cultural education.
- [JeKits](#) (Nordrhein-Westfalen): JeKits – An Instrument, Dancing or Singing for Every Child (JeKits – Jedem Kind Instrumente, Tanzen, Singen) is a primary school programme in North Rhine-Westphalia based on partnerships between schools and external partners (such as music schools or dance studios). The programme is open to all children at a JeKits school. JeKits offers three choices: instruments, dancing or singing. JeKits aims to give children the chance to experience making music, dancing or singing in a group as a way of expressing themselves. JeKits wants to reach as many children in North Rhine-Westphalia as possible, irrespective of their origins or their socio-economic background, to offer access to musical or dance education. JeKits wants to be a long-term enhancement to the local education landscape by systematically maintaining partnerships between schools and external partners. 150 local communities in North Rhine-Westphalia are taking part in the 2016/17 school year, with a total of 814 primary schools on the JeKits programme. The JeKits programme receives funding of 10.74 million euros from the state government of North Rhine-Westphalia.
- Cultural Backpack North Rhine-Westphalia ([Kulturrucksack NRW](#)): The Cultural Backpack programme ties in with existing programmes like 'Artists visit child day care' (Künstler in die Kita), An Instrument for Every Child (Jedem Kind ein Instrument), 'Culture and school' (Kultur und Schule), 'Culture scouts' (KulturScouts) or 'Cultural newbs' (Kulturstrolche), which are already offered in child day care centres and schools across North Rhine-Westphalia. It is for young people aged between 10 and 14. The aim is 'to open the door to art and culture for all children and young people as early and as wide as possible'. The Cultural Backpack wants to offer them opportunities to learn about institutions and organisations from the areas of art and culture and about cultural education, and to make use of the opportunities available. Local communities in which more than 3 500 young people aged from 10 to 14 are living can take part directly; smaller towns and communities can apply jointly with others. The federal state of North Rhine-Westphalia provides Cultural Backpack communities with 4.40 euros/year per person in the age group mentioned.

## Disseminating information on cultural opportunities

No centralised policy exists in Germany, either at federal (national) or state level, for informing children and young people about cultural opportunities. Information about cultural education opportunities is disseminated via schools and child and youth service organisations and the media, mainly at a community level. Information for the general public is mainly about special programmes, such as in the booklet *Culture builds strength - developing strengths with cultural education! Programme, projects, stakeholders'* ([Kultur macht stark - Stärken entfalten durch kulturelle Bildung! Programm, Projekte, Akteure](#)).

Other publications exist at federal state or local community level. Examples include:

- Booklet: 'Children, youth and culture – for a child- and youth-friendly NRW (North Rhine-Westphalia), land of culture' ([Kinder, Jugend& Kultur - Auf dem Weg zum Kinder- und Jugendkurland NRW](#))
- Cultural Education Network in Hamburg' ([Netzwerk Kulturelle Bildung in Hamburg](#)). The website of the Hamburg Ministry of Culture (Kulturbehörde), the Ministry of Schools and Vocational Training (Behörde für Schule und Berufsbildung), the state working group for child and youth culture (Landesarbeitsgemeinschaft Kinder- und Jugendkultur, LAG), the youth information centre (Jugendinformationszentrum, JIZ) and Hamburg city culture (Stadtkultur Hamburg) brings together teachers and trainers with cultural institutions, cultural initiatives and artists. It also makes suggestions on the use of cultural opportunities and projects to enhance lessons. The database lists opportunities in the areas: art, handicrafts/design, literature, media, music, dance/movement, history, world heritage and festivals/events, as well as ecology, the environment, nature, sport, social engagement and the economy.

Only a handful of information sources are directed specifically at young people, such as the booklet 'What's going on where? Recreational facilities for children and young people in Berlin' ([Wo ist was los! Kinder- und Jugendfreizeiteinrichtungen in Berlin](#)) or the website 'Youth Culture Service' ([JugendKulturService](#)) with information on cultural opportunities for young people in Berlin.

## Knowledge of cultural heritage amongst young people

As already explained under [Main concepts](#), 'cultural heritage' is rarely mentioned in policy rationale or expert discourse in Germany. At all levels, cultural education always implies ties with art history, art heritage sites and artistic monuments. Cultural education for children and young people includes looking at art and culture throughout history as well as contemporary youth culture.

## 8.5 Developing cultural and creative competences

### Acquiring cultural and creative competences through education and training

Promoting cultural and creative competences is an aim of all cultural education initiatives in Germany, irrespective of whether they are formal or non-formal programmes. All of the legal frameworks, political strategies and funding initiatives work with this goal in mind. While schools tend to focus on teaching knowledge, cultural institutions in particular offer opportunities to experience artistic works or cultural heritage. Non-formal cultural education for children and young people mainly encourages them to develop their own creativity. Opportunities are available across all genres, including (new) media, which allow children and young people to get artistically and culturally active. However, this description makes a rough distinction that does not necessarily apply in all cases.

Cultural education is taught in schools mainly through special subjects, as well as work groups and other extracurricular opportunities. See also [General context](#). A curriculum analysis carried out as part of the 'Mapping cultural education' project

([mapping//kulturelle-bildung](#)) found that the number of teaching hours allocated to cultural education in the individual states in the 2007/8 school year was about 72 on average. This equates to about 9.8 % of total teaching hours allocated to cultural education on average. It is important to remember that the curriculum analysis only included subjects expressly designated as artistic, and that the amount of cultural education taught in schools is actually higher as cultural education is also relevant in other subjects. However, it is difficult to determine the exact portion of artistic and [creative teaching that takes place, for example in language subjects or history class \(relating to cultural history\)](#). 'In addition to the curriculum, other cultural education services are available in schools on a voluntary basis, such as cultural opportunities outside of lessons, e.g., school libraries, school choirs, school orchestras, or theatre groups. The provision of additional programmes like these is not included in the statistical data on schools. However, the Youth Culture Barometer (Jugend-KulturBarometer) records past attendance at such programmes amongst 14- to 24-year-olds. According to the Barometer, 56 % of young people had participated in an artistic or creative club at school at least once in their lives. [If attendance at the Internet club \(e.g., designing the home page\) is also included as a borderline case, the share in 2010/11 rises to 62 %.](#)'

The differences across the school systems and the status of creative school subjects in the syllabuses make it very difficult to collect data on teaching hours. Examples of the distribution of teaching hours:

- Lower Saxony: Teaching hours per subject for years 5 to 10 at integrated comprehensive schools ([Studentafel](#))
- Saarland: Teaching hours per subject for grammar schools (years 9 and 10) ([Studentafel](#)).

Cultural and creative competences are both included as targets in the school frameworks and curriculum requirements for school subjects.

## **Specialised training for professionals in the education, culture and youth fields**

Teachers must complete professional studies before they can teach at schools. [In order to start teacher training in an artistic discipline, the individual must pass an artistic aptitude test.](#)

### **Teacher training**

Further training for qualified teachers is offered in specific subjects by various providers in the federal states. Further training is also available as part of special programmes. Some programmes also address the promotion of collaboration between schools and external cultural education partners. However, a study from 2019 on the awareness, concept, target groups and concepts relating to training courses for partnerships between extracurricular cultural youth education providers and schools concluded that special programmes aside, training opportunities are virtually non-existent. [[Becker, H. 2017](#)]

Examples of further training available in the federal states:

- Baden-Württemberg: The Rotenfels Castle academy for school art, school theatre and amateur dramatics ([Akademie für Schulkunst, Schul- und Amateurtheater Schloss Rotenfels](#)) is the state's central teaching and training academy for artistic disciplines. It sees itself as a practice-based meeting place for teachers, pupils, artists and experts from all areas of school and cultural life. The Academy helps schools to develop aesthetic-cultural projects through further training and school-related events. It aims to act as a liaison and advisor for schools and cultural institutions/cultural partners. The Academy is an official teacher-training provider in Baden-Württemberg, offering teacher-training events that look at the practical and creative as well as theoretical and reflective aspects of the visual arts, and at the substance of theatre, dance and neighbouring areas.

- Saxony: The KOST school and theatre partnership in Saxony ([Kooperation Schule und Theater in Sachsen](#)) offers various further training opportunities training in the field of performing arts and school theatre in conjunction with the Saxon institute of education (Sächsisches Bildungsinstitut) and the Saxon Education Institute (Sächsische Bildungsagentur).
- Bavaria: Cultural education training is offered in the fields of music, art/dance/drama/film, museum education and monuments, and new media. These courses are offered on the Bavarian State Ministry of Education and Culture ([Bayerisches Staatsministerium für Unterricht und Kultus](#)) website.
- Hesse: The project office for cultural education ([Projektbüro Kulturelle Bildung](#)), which is part of the Hessian Ministry of Cultural Affairs (Hessisches Kultusministerium), offers further training on subjects such as 'creative teaching practice', music and performing arts.

Almost all professional bodies and state associations for cultural child and youth education (Fachverbände und Landesvereinigungen Kulturelle Kinder- und Jugendbildung) offer [further training on extracurricular cultural child and youth education](#). There are also training academies for cultural education or specific artistic genres in the federal states, such as the 23 federal and state music academies ([Bundes- und Landesmusikakademien](#)) or the theatre education centres. This is in addition to three national training academies:

1. Academy of Arts Education of the German Government and State of North Rhine-Westphalia (Akademie der Kulturellen Bildung des Bundes und des Landes) in Remscheid,
2. Federal academy for cultural education in Wolfenbüttel (Bundesakademie für Kulturelle Bildung Wolfenbüttel e.V.),
3. Federal academy for musical youth education in Trossingen (Bundesakademie für musikalische Jugendbildung Trossingen).

All three academies offer further training programmes for various professions in schools, nursery/child day care, youth work and culture.

Additionally, further training is available from training and advice centres and as part of special programmes. Examples:

- North Rhine-Westphalia: The Office of Cultural Education in Schools and Youth Work of North Rhine-Westphalia ([Arbeitsstelle Kulturelle Bildung in Schule und Jugendarbeit NRW](#)) provides information about training opportunities at the intersection between school, youth work and cultural education. In addition, [ProQua](#) is offered by the Academy of Arts Education of the German Government and State of North Rhine-Westphalia (project term: 2018-2022). The project offers specialist educational support for the national funding programme "Culture builds strength. Alliances for education" (Kultur macht stark. Bündnisse für Bildung) and organises conferences on cross-cutting subjects and general cultural education issues. The aim is to help train specialist staff and thus improve educational opportunities for disadvantaged children and adolescents. ProQua events are aimed at experts, multipliers and volunteers and focus on quality developments and the interests of local partnerships under the "Kultur macht stark" programme.
- German Federation for Cultural Youth Education ([Bundesvereinigung Kulturelle Kinder- und Jugendbildung, BKJ](#)): BKJ offers conferences and resources for improving quality. Its 'youth.culture.exchange' (jugend.kultur.austausch) section provides advice, funding and training on international youth culture and expert meetings.

## Providing quality access to creative environments

All legal frameworks, political strategies and funding initiatives described so far under [General context](#), [Administration and governance](#), [National strategy on creativity and culture for young people](#), [Promoting culture and cultural participation](#) und [Developing](#)

[cultural and creative competences](#) are designed to encourage young people to access 'creative environments' in which they can pursue their own ideas and creative activities.

## 8.6 Developing entrepreneurial skills through culture

### Developing entrepreneurial skills through cultural activities

All legal frameworks, political strategies and funding initiatives described so far under [General context](#), [Administration and governance](#), [National strategy on creativity and culture for young people](#), [Promoting culture and cultural participation](#) und [Developing cultural and creative competences](#) aim to encourage young people to develop their creativity and initiative and give them the ability to put their own ideas into practice and develop the necessary skills. By contrast, promoting entrepreneurial skills in the stricter sense is not a goal of cultural education.

### Support young entrepreneurs in the cultural and creative sectors

Cultural education in Germany also includes promoting up-and-coming artistic talent, i.e. young people who wish to pursue their artistic and cultural talents and interests professionally. Funding in this area is thus aimed at training artistic abilities and improving the profiles of young artists. In addition to training opportunities, mainly at colleges of the visual arts, music, musicals and dance, stage, art history, film and photography, a wide range of vocational training is also available, such as at stage schools, dance schools, music schools, etc.

Programmes and, above all, prizes offer up-and-coming artists the opportunity to benefit from scholarships, publicity and financial support. Programmes and prizes are organised at federal (national), state, regional and local level. Examples of prizes, programmes and similar for young artists include:

- Youth making music ([Jugend musiziert](#)) is a music competition for children and young people that began in Germany in 1964. In addition to the artistic challenge, Jugend musiziert is about bringing together passionate young music fans. The competition has three phases: The winners of over 160 regional contents go through to the state competition. The first-placed males and females in the state competition then go through to the national final. Certificates and prizes are awarded at all three levels. In addition, foundations, organisations, institutions and private supporters award grants, special prizes and scholarships. The winners of the national finals are presented with an award by the Federal Minister of Family Affairs, Senior Citizens, Women and Youth.
- The German Youth Photo Prize ([Deutscher Jugendfotopreis](#)) discovers and promotes talented young photographers and helps them to develop their skills as a personal and artistic form of expression. This is done through awards, workshops, exhibitions and publications. Since it was established, well over 50 000 photographers have taken part in the German Youth Photo Prize as individuals and in groups. The German Youth Photo Prize was launched in 1961 and is organised by the German Centre for Youth and Children's Films (Deutsches Kinder- und Jugendfilmzentrum) on behalf of the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (Bundesministerium für Familie, Senioren, Frauen und Jugend). Other backers include the German photographic industry association (Photoindustrie-Verband) and photokina.
- The Socio-Cultural fund's 'Giving youth a chance' ([Fonds Soziokultur 'Der Jugend eine Chance'](#)) funding initiative for young cultural initiatives provides financial support to young people aged 18 to 25 who have formed an initiative or club.
- The Young Artists' Festival Bayreuth ([Festival junger Künstler Bayreuth](#)) brings together 1 950 talented young individuals from across the globe. The young artists themselves organise and entertain at the festival. About 25 000 young people from 80 nations have visited Bayreuth for the festival in 60 years. The close collaboration between young artists and cultural managers is an important part of the training.

- The Ministry of Culture and Science (Ministerium für Kultur und Wissenschaft) of North Rhine-Westphalia runs an award scheme for young artists, with 14 individual prizes worth 7 500 euros each awarded to artists in the fields of painting, graphic design and sculpture; poetry and writing; composition, conducting and musical performance; drama: directing, acting, singing, dance and set design; film: directing, set design, camera; media art; architecture, interior design, landscaping, urban design and design.

In addition, young artists are often reliant on 'regular' business funding, such as seed funding for start-ups. However, in many cases this kind of support is not right for projects in the cultural and creative sector. Some federal states thus offer special assistance. Example:

- Baden-Württemberg: The MFG Innovation Agency ([MFG Innovationsagentur](#)) has been supporting media and the creative industries since 1995. It aims to strengthen the competitiveness of creative companies and promote industry networking, as well as to establish contacts with universities, commercial enterprises and funding institutions. MFG offers artists in the state of Baden-Württemberg needs-based support and funding for innovation processes and media projects. Other key areas include promoting talent, location marketing and continuing vocational training.

## 8.7 Fostering the creative use of new technologies

### New technologies in support of creativity and innovation

Current and past efforts at national level in Germany have attempted to give as many school pupils as possible access to the Internet. The initiative 'Schools go online' (Schulen ans Netz), involving the federal government, the federal states and local communities, ran from 1996 to 2012. The initiative was funded by an association created as a result of a joint initiative by the Federal Ministry of Education, Research and Technology (Bundesministerium für Bildung, Wissenschaft, Forschung und Technologie) (now the Federal Ministry of Education and Research [[Bundesministerium für Bildung und Forschung](#)]) and Deutsche Telekom. The initiative aimed to give free Internet access to all schools in Germany, which it successfully achieved. By the end of 2001, all of the about 34 000 schools and colleges in Germany had Internet access. After achieving this goal, the focus turned to projects such as information portals for teachers and pupils, training opportunities and integrating new media into daily school life. Professional Internet services and platforms helped teachers and educators in the non-formal sector (those active in early childhood education and career guidance as well as assistance for migrants) in their day-to-day work with computers and the Internet. Some projects were continued by private backers after project funding ended. These include flagship projects such as the 'Teachers online' ([Lehrer-Online](#)) website and the associated work and communication platform [Lo-net2](#) – both platforms are for teachers – and [LizzyNet](#), an online portal for girls and young women. The results of further projects are being evaluated by other institutions and used to maximum effect.

In 2016, BMBF launched its 'Education offensive for the digital knowledge society' ([Bildungsoffensive für die digitale Wissensgesellschaft](#)). The Federal Ministry's strategy aims to identify the opportunities and action areas that digital change creates for all areas of education, from early childhood education and schools, to vocational training, universities and continuing vocational training. The platform [www.qualifizierungdigital.de](http://www.qualifizierungdigital.de) provides comprehensive information on the use of digital media in vocational training.

In 2019 a digital pact for schools ([DigitalPakt Schule](#)) was launched, a scheme under which the Federal Government and the Länder are equipping schools with high-quality digital technology. Over a five-year period, the Federal Government is providing a total of five billion euros; with at least another half a billion euros coming from the Länder, the total is at least 5.5 billion euros. Schools can apply to the respective Länder government for funding. To enable this scheme, the upper (Bundesrat) and lower (Bundestag) houses of parliament amended Section 104c of Germany's Basic Law (Grundgesetz). The aim is to

create “digital education infrastructures” by building school clouds, for instance, and facilitating and improving teaching using digital means.

The Standing Conference of the Ministers of Education and Cultural Affairs ([Kultusministerkonferenz](#)) has also come up with an action plan in the form of its strategy ‘Education in the digital world’ ([Bildung in der digitalen Welt](#)). Under the plan, learning in the context of the increasing digitisation of society and work and critical reflection on this trend are to become integral elements of the educational mandate. Digital media is to contribute to the development and roll-out of new teaching and learning processes and better promote personal development for pupils, thus supporting efforts to establish greater gender equality using education.

Associations, companies and foundations have also set up programmes and initiatives to improve digital learning. One example is the programme ‘Digitising education’ (Digitalisierung der Bildung) by the Bertelsmann Foundation (Bertelsmann Stiftung). Together with the CHE Centre for Higher Education (Centrum für Hochschulentwicklung) the Foundation wants to lead a debate on when and how digital learning media offer genuine benefits. The debate is to be supported with selected studies, events and projects – taking a learner-centric approach using educationally sound reasoning rather than based on what is technologically possible. The online platform for digital education ([digitalisierung-bildung.de](#)) pools various activities from school level to lifelong learning. Regular blog posts offer a platform for mutual dialogue.

Another example is the platform [kunstlabore.de](#), which was launched in 2019 as a source of inspiration, guidance and practical help. The latter project, a platform, is the outcome of a cooperation between art practitioners and schools and is run by [MUTIK gGMBH](#), a partner organisation of the Mercator Foundation. It offers methods and approaches in dance, music, the visual arts, literature and drama in a variety of formats (video, audio, photo galleries) and as downloadable content.

In addition to the major initiatives, a large number of programmes, networks and activities take place at federal state and local level. These include, e.g., the education portal mebis in Bavaria, content-based platforms [such as the Mesax portal for education media in Saxony ([MeSax Bildungsmedien in Sachsen](#))] and initiatives to teach media skills to school pupils. There are a lot of advisory and ‘certification-based’ approaches to teaching media skills at federal state level, such as the project ‘Media scouts’ ([Medienschouts](#)) by the Media Authority of North Rhine-Westphalia (Landesmedienanstalt NRW) or the ‘Media pass’ (Medienpass) initiatives in Thuringia, Hamburg and North Rhine-Westphalia. Activities in the federal states mainly take the form of projects. [Long-term institutional approaches are rare.](#)

## **Facilitating access to culture through new technologies**

The federal government ([Bundesregierung](#)) believes that digital technologies and dissemination over the Internet have revolutionised and democratised the procurement of and access to cultural assets and media content as well as opportunities to form and express opinions. The provision of digital content and images online strengthens the foundations not only of culture, science and research, but also social participation. The government has thus set itself the task of developing overarching strategies and plans of action to digitise cultural assets (including the digitisation of cinema and film) using suitable technical solutions and standards and to promote the preservation of knowledge, information and cultural assets in digital form and create the legal framework needed to do so. One step is to accelerate the expansion of the German digital library ([Deutsche Digitale Bibliothek, DDB](#)).

In addition, the German Federal Cultural Foundation (Kulturstiftung des Bundes) runs a programme known as “[Kultur Digital](#)”, which supports cultural institutions in „helping to shape digital opportunities and challenges independently and for the greater good”. The programme has an open-access, open-content and open-source approach and encompasses three areas:

1. Fonds Digital, which welcomes applications from cultural institutions from all areas that already have a digital strategy;
2. Coding da Vinci, a cultural hackathon that brings together cultural institutions with experts in programming, development, design, art and gaming;
3. the academy for theatre and digitality (Akademie für Theater und Digitalität) in Dortmund, a new space for digital artistic research and basic and advanced training for artistic and technical staff. Between 2019 and 2021 54 artist scholarships will be funded.

The German Federal Cultural Foundation has earmarked a total of 18 million euros for Kultur Digital for the period 2018 to 2024.

The federal states are also implementing various projects. Examples include:

- Hamburg: Hamburg promotes the digital availability of information from cultural institutions. The aim is to make cultural assets available digitally to be experienced by all. The Hamburg Ministry of Culture (Kulturbehörde) published its [eCulture Agenda 2020](#) at the beginning of 2014 as a framework for planning and organising digital access to culture efficiently. The number of eCulture projects – including internationally networked projects – is growing. These include diverse apps with information and animations on cultural institutions (museums, memorial sites) or digital platforms that teach knowledge and provide new opportunities to access works of art and cultural institutions at school or on the move. The Hamburg Ministry of Culture (Kulturbehörde) has also earmarked funding for pilot projects to digitise the theatre. The aim of this is to create specific infrastructure and reusable solutions that can then be used by as many theatres as possible as the basis for creating their own offerings.
- North Rhine-Westphalia: The NRW museum platform website ([museumsplattform nrw](#)) was launched in 2006 and provides a comprehensive look at the collections and activities of selected museums in North Rhine-Westphalia. It also aims to get a new audience interested in visiting museums. With 13 000 visitors to the site each month, there is a lot of interest in using this unique tool for an interactive and communicative look at art online.

## 8.8 Synergies and partnerships

### Synergies between public policies and programmes

Although there are a number of programmes to promote partnerships between stakeholders from the school, youth work and cultural fields, there are few strategies in place to ensure these programmes are coordinated by the responsible ministries and authorities. No formal agreements exist at federal (national) level. They are only found when federal states or local communities have overall concepts – i.e. strategies – in place to organise the necessary collaboration and dialogue. See [Administration and Governance > Cross-sectorial cooperation](#) .

### Partnerships between the culture and creative sectors, youth organisations and youth workers

In the last few years, mainly since the roll-out of all-day schools, various political strategies and funding initiatives have aimed to get schools, cultural education providers and cultural bodies to work together to create more and better cultural education opportunities for children and young people (see the position paper of the general meeting of the German Federation for Cultural Youth Education [Bundesvereinigung Kulturelle Kinder- und Jugendbildung] dated March 2015 '[Cultural education is coproduction – Developing extra-curricular and school cultural education effectively](#)').

Corresponding strategies and programmes have already been described under [Administration and governance > Cross-sectorial cooperation, National strategy on](#)

[creativity and culture for young people](#), [Promoting culture and cultural participation](#), [Developing cultural and creative competences](#). So far there are no comprehensive evaluations or data sources to support the effective-ness of these partnerships.

## 8.9 Enhancing social inclusion through culture

### Fostering equality and young people involvement through cultural activities

See [Combating discrimination and poverty through cultural activities](#)

### Combating discrimination and poverty through cultural activities

There is a general consensus within society that cultural education should help to promote social inclusion and combat exclusion, discrimination and poverty (see the position paper of the general meeting of the German Federation for Cultural Youth Education [Bundesvereinigung Kulturelle Kinder- und Jugendbildung] dated February 2011 'Culture opens up new worlds: More opportunities through cultural education' [[Kultur öffnet Welten: Mehr Chancen durch Kulturelle Bildung](#)]).

Article 1 of Book VIII of the Social Code ([Sozialgesetzbuch](#) Ahtes Buch – [Kinder- und Jugendhilfe](#), [SGB VIII](#)) says that every young person has a right to cultivate their personal development and to develop into a responsible and socially competent individual. In Article 1 (3), child and youth services are required to implement the law in accordance with paragraph 1 in particular by promoting the personal and social development of young people and helping to prevent or break down disadvantages. SGB VIII is the legal basis in Germany for child and youth activities by the government, the federal states, towns/cities and districts and for the structure and funding of child and youth services. It thus applies to all recognised child and youth service organisations that provide cultural education for children and young people, along with their initiatives.

The government programme 'Culture builds strength – Alliances for education' ([Kultur macht stark. Bündnisse für Bildung](#)) is aimed at young people who could be considered to be at a disadvantage. See also [National strategy on creativity and culture for young people > Existence of a national strategy](#) and [Promoting culture and cultural participation > Reducing obstacles to young people's access to culture](#).

## 8.10 Current debates and reforms

### Forthcoming policy developments

The topic of cultural education has received a growing amount of attention in recent years. Cultural education for all children and young people is encouraged, but its implementation remains patchy. This is partly due to the vagueness of the field. The references in Book VIII of the Social Code ([Sozialgesetzbuch](#) Ahtes Buch – [Kinder- und Jugendhilfe](#), [SGB VIII](#)) aside, cultural education is not a defined technical or legal term. Also, there is a wealth of responsibilities, stakeholders and opportunities in cultural education for children and young people. It 'results in diverse and heterogeneous practice – mostly with lobby support – and sculpts a landscape of institutions and opportunities (Einrichtungs- und Angebotslandschaft) with different contours, profiles and rules across each [of the 16 federal states](#).'

The result is a large number of funding initiatives for cultural education, all with their own agendas. 'It wouldn't be so bad if they weren't all a secret. (...) Consequently, funding policy is not only opaque but in some cases also counter-productive. There is competition, squeezing and turbulence. The special programme budgets often exceed the basic funding that is there to safeguard the infrastructure that makes the special programmes possible in the first place. As a result, none of the current popular funding initiatives offers support in the form of structural security. Even in areas where the creation of structures is the aim

of the programme, these are not financed. Instead, precarious conditions are actually perpetuated – for example by only financing freelancers. Everyone is talking about partnerships. We know that these take communication and coordination, but [not even the coffee for coordination talks \(Koordinierungsgespräche\) is covered by the materials funded.](#)'

Since the push to roll-out all-day schools across Germany, politicians are concentrating mainly on partnerships between schools and external cultural education partners. 'A wide variety of extracurricular organisations, institutions and cultural education opportunities has developed organically over time. The expansion of all-day education is bringing about a paradigm shift in their structures and self-image, because project-based cultural education opportunities are increasingly gaining a foothold in the extended school day. At a general level, there is a shift in orientation from programmes to partnerships, in structural terms it's about the move from institution-based services to networked [education opportunities \(Bildungsangebot\).](#)'

According to many youth work representatives, this is putting their special approaches at risk, in particular with respect to the aspects of voluntary participation, strength orientation and personal awareness: 'Emphasising the value of cultural education for general education – in contrast to emphasising its intrinsic value as part of general education – makes it easy for the public, politicians, authorities and institutions such as schools to see cultural education providers and their services as service providers.' And 'when communities dream about creating general community education concepts that integrate cultural education, they do not necessarily also assume that the legally anchored youth participation rights (Partizipationsrechte) as laid down in SGB VIII – which apply to [children, young people, parents and independent bodies – will also be adopted.](#)'

## Ongoing debates

Many critics are worried that the rise in cooperation opportunities will result in formal education and the associated high demands on performance increasingly controlling the lives of children and young people. These trends are also addressed in the federal government's 15th child and youth report ([15. Kinder- und Jugendbericht](#)). It complains that adolescence is disproportionately dominated by the core challenge of gaining qualifications, which pushes other social expectations on young people into the background by comparison. It also states that supporting the self-positioning and independence of young people is both an opportunity for and the responsibility of child and youth work – i.e. the area of child and youth services that looks after cultural youth education.

As there have been no reliable scientific studies to date on the effects of these developments, political initiatives mainly rely on assumptions. The controversy over the right approach to providing cultural education for all children and young people continues.

## 9. YOUTH AND THE WORLD

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This chapter provides the context of youth cooperation at global level and participation in global issues. Current studies show that young people are actively learning about global questions and issues. They are engaged in environmental issues, in peace work and development policy work. The 2017 child and youth report (Kinder- und Jugendbericht 2017) says that young people are interested in global issues like conservation and energy policy, as well as world affairs.

The involvement of young people in world affairs is encouraged at national and international level in a number of ways, either through consultation processes as e.g. youth conferences or dialogue platforms or the participation in international conferences and youth summits (e.g. J7 or J20 summits). See also [Exchanges between young people and policy-makers on global issues](#).

The adoption of the National Action Plan Education for Sustainable Development ([Nationaler Aktionsplan Bildung für nachhaltige Entwicklung](#)) in June 2017 paves the way to embed education for sustainable development in all areas (formal, non-formal and informal education) and at all levels of the education system. For further information on programmes, initiatives and activities to educate on sustainable development see also [Raising awareness about global issues](#).

### 9.1 General context

#### Main concepts

In 1992, Germany ratified the UN Convention on the Rights of the Child ([UN-Kinderrechtskonvention](#)), which gives children and young people a right of participation. Participation is a cornerstone of youth policy in Germany. The youth check ([Jugendcheck](#)) developed in the 18th legislative period looks at proposed new laws and their effects on young people aged between 12 and 27.

In 2001, the federal government and the federal states adopted joint guidelines on international youth policy and youth work ([Leitlinien der Internationalen Jugendpolitik und Jugendarbeit von Bund und Ländern](#)). The guidelines explain the overall responsibility of the federal government, the states and the local communities for international youth exchange. Each level promotes youth exchange programmes within its power and at its discretion.

In a global education context, the following important terms and concepts are used in Germany:

*Education for sustainable development (Bildung für nachhaltige Entwicklung)*

Education for sustainable development aims to give school children the skills they need to make an active contribution to a green, economic and socially just environment taking global aspects, basic democratic principles and cultural diversity into account. It is a holistic, interdisciplinary concept. The goal is to understand complex interconnections and acquire what is called 'Gestaltungskompetenz' in German, which refers to the ability to apply knowledge to sustainable development and recognise the problems of non-sustainable development. It includes many different subsets of skills. The category called 'Interacting in heterogeneous groups' covers skills such as being able to plan and negotiate with others and being able to take part in decision-making processes. [This includes the participation of young people](#).

*Global education (Globales Lernen)*

The term 'global education' covers many educational intentions and perspectives as well as topic areas to be taught ([Bunk, B., 2017](#)). Global education is about "teaching the skills to take action as an individual and collectively in the name of worldwide solidarity". It

"promotes respect of other cultures, ways of living and world views. [It highlights the prerequisites associated with one's own position and enables people to find sustainable solutions to shared problems.](#) Global education is largely seen as part of education for sustainable development.

Areas of global education are set, for example, using the Curriculum Framework: Education for Sustainable Development ([Orientierungsrahmen für den Lernbereich Globale Entwicklung](#)):

- Social affairs (demographic development, urban-rural relations, culture/lifeworld, religions, language/communication, mobility, socialisation/education, solidarity systems, health),
- Economy (economic systems, economic sectors, informal structures, foreign trade, commodity markets/trade, financial markets, labour market, technology/energy, agriculture),
- Politics (international structures, state structure, system of rule, legal system, lobbies/representation of interests, internal and external security),
- Environment (natural space, lithosphere, soil, biosphere/fauna, flora, air/climate, water, system relation human being-nature).

Further information can also be found in the discussion paper 'Global education as transformative education for sustainable development' ([Globales Lernen als transformative Bildung für eine zukunftsfähige Entwicklung](#)), 2014. The paper was published by VENRO (Verband Entwicklungspolitik und Humanitäre Hilfe deutscher Nichtregierungsorganisationen), the umbrella organisation of development and humanitarian aid non-governmental organisations, at the end of the UN Decade of Education for Sustainable Development.

*Transformative education (Transformative Bildung)*

The term 'transformative education' ([Transformative Bildung](#)) was partly coined in the expert review by the [German Advisory Council on Global Change](#) (Wissenschaftlicher Beirat der Bundesregierung Globale Umweltveränderungen, WBGU) called '[World in Transition. A Social Contract for Sustainability](#)' ([Welt im Wandel: Gesellschaftsvertrag für eine Große Transformation](#)). It is featuring more and more as a new concept in debates on global education and education for sustainable development.

*Global citizenship education*

The term '[global citizenship education](#)' (GCE) is increasingly finding its way into everyday use in connection with global education. GCE is often used as a cover-all term for various educational concepts, from development policy education, global education, peace education, human rights education, and political and intercultural education, to education for sustainable development.

## Youth interest in global issues

*Studies*

Current studies show that young people are actively learning about global questions and issues. Young people are engaged in environmental issues, in peace work and development policy work.

The 2017 child and youth report ([Kinder- und Jugendbericht 2017](#)) published by the federal government says that young people are interested in global issues like conservation and energy policy, as well as world affairs.

The 2016 Sinus Youth Study (Sinus-Jugendstudie) on 'What makes young people tick in Germany' ([Wie ticken Jugendliche?](#)) says that almost all young people see protection of the environment as one of the biggest challenges of today and tomorrow. They are less

familiar with the term 'critical consumption'. The topic is not something they encounter much at school, at home or with friends.

The 2014 German Survey on Volunteering ([Deutscher Freiwilligensurvey](#)) shows that 14- to 29-year-olds have the highest participation rate when it comes to joint public activities (74.7%). This age group has one of the highest rates of volunteers. More school pupils and people with good school-leaving qualifications work as volunteers than people with average and poor educations.

The Shell Youth Study ([Shell-Jugendstudie](#), 2015) shows that young people are careful and thoughtful in the way they engage with events in the world and the consequences on their home country of Germany. They believe that Germany's culture and society are attractive to others and may serve as an example to other countries around the world.

Greenpeace Germany's 2015 sustainability barometer ([Nachhaltigkeitsbarometer](#)) shows that young people care about climate protection and the paradigm shift in energy production towards renewable energy sources (Energiewende). They are committed to a socially just and resource-friendly lifestyle in many different ways.

Another representative survey by Greenpeace ([Mode: Jugend denkt grün, kauft aber konventionell, 2015](#)) highlighted fashion consumption behaviour among young people. It showed that young people are aware of social and ecological ills in the textile industry and would like to have more practical information and purchasing guides. However, despite this knowledge they still make snap purchases in shops and online without considering the sustainability aspect.

The 2016 Environmental Consciousness Study ([Umweltbewusstsein in Deutschland](#)) shows that young people (up to the age of 30) are less interested in the environment as a whole but are interested in lots of individual areas. Their focus is on both their direct surroundings and on global issues: from urban culture to education policy, from integration to social and green issues. Environmental risks are seen as a threat. However, environmentally conscious behaviour in the conventional sense attracts less attention. Young people are more likely to get involved in response to specific events and are more likely to go for low-threshold civil society initiatives. The 2014 study Environmental Consciousness in Germany ([Umweltbewusstsein in Deutschland](#)) shows that young people are actually becoming less willing consider the environment in their actions. However, they are very interested both in concepts on sharing that aim to protect the environment, and approaches to conscientious consumption. Another study by the German Environment Agency (Umweltbundesamt) in 2011 gives an insight into youth culture ([Einblick in die Jugendkultur](#)) and how young people can be introduced to the topic of sustainability. The study shows that there is an awareness of the environment and the need for sustainability. Interest in more in-depth and, above all, active involvement with the issue is still lacking and young people need targeted incentives and motivation.

The results of the study 'Youth, sustainability and sustainable consumption' ([Jugend, Nachhaltigkeit und nachhaltiger Konsum](#)) by the Hans Böckler Foundation from 2012 also show that sustainable thinking is widespread among young people.

At a federal state level, in 2016 the state of Hesse published a youth study called Quality of life – happy in Hesse ([Lebensqualität – Glücklich in Hessen](#)). The study showed that young people are highly aware of current challenges, including environmental and climate protection.

There are various ways for young people in Germany to get involved internationally. For more information, see:

- [Voluntary Activities – Cross-border mobility programmes](#),
- [Employment and Entrepreneurship – Cross-border mobility in employment, entrepreneurship and vocational opportunities](#),
- [Education and Training – Cross-border learning mobility](#).

*Statistical records*

The Learning and Helping Overseas Association (AKLHÜ e.V. - Fachstelle und Netzwerk für internationale personelle Zusammenarbeit) keeps annual records of volunteer numbers across both regulated (funded by the state) and unregulated (private) international volunteer programmes, and of workcamp participation levels ([2016 Freiwillige in internationalen Freiwilligendiensten](#)). In 2016, 213 organisations took part in the survey. They placed a total of 9740 volunteers abroad. 92% of volunteers were placed via regulated, 8% via unregulated, programmes. The number of workcamp participants fell by 8.8% compared to the year before. 47.8% of all participants of regulated programmes went abroad via the 'weltwärts' volunteer programme. About 24% of all returning volunteers are actively involved in initiatives run by their sending organisation in Germany. The most popular destination countries for volunteers outside of Europe were: South Africa, India, Israel. Female volunteer rates (all programmes): around 70%.

The 2016 statistical reports ([Deutsche Studierende im Ausland. Ergebnisse des Berichtsjahres 2016](#)) of the Federal Statistics Office (Statistisches Bundesamt) contain data on the destination countries visited by students. Outside of Europe these include the United States, China, Canada, Australia, New Zealand, South Africa, Japan, Brasil, the United Arab Emirates, Israel and Saudi-Arabia.

## 9.2 Administration and governance

### Governance

#### Main actors

International youth policy collaboration is the responsibility of the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend, BMFSFJ](#)) at national (federal) level and the responsibility of the various state ministries at state level.

The Federal Ministry of Education and Research ([Bundesministerium für Bildung und Forschung, BMBF](#)) is responsible for education for sustainable development at a national (federal) level. It launched the national platform Education for Sustainable Development (Bildung für nachhaltige Entwicklung, BNE) in 2015.

Other key contributors to global education and education for sustainable development are:

#### Ministries

- Federal Foreign Office ([Auswärtiges Amt](#)): Funding/collaboration with civil society in Member States of the Eastern Partnership and the Arab world, youth exchange programmes in key regions addressed in Germany's foreign cultural and educational policy, 'kulturweit' international cultural voluntary service,
- Federal Ministry for Economic Cooperation and Development ([Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung, BMZ](#)): Development policy information and education, 'weltwärts' volunteer programme,
- Federal Ministry for the Environment, Nature Conservation, Building and Nuclear Safety ([Bundesministerium für Umwelt, Naturschutz, Bau und Reaktorsicherheit, BMUB](#)): Initiatives to improve the sustainable use of resources and raise climate protection awareness
- Federal Ministry of Food and Agriculture ([Bundesministerium für Ernährung und Landwirtschaft, BMEL](#)): Initiatives to stop food waste.

#### Public authorities, tier-2 facilities, advisory councils

- The Federal Agency for Nature Conservation ([Bundesamt für Naturschutz](#)) is the scientific authority that supports BMUB) with all areas of national and international nature conservation and rural conservation.

- The German association for international cooperation ([Deutsche Gesellschaft für Internationale Zusammenarbeit, GIZ](#)) helps the federal government to achieve its international development policy cooperation targets.
- The German Commission for UNESCO ([Deutsche UNESCO-Kommission](#)) uses international encounters and exchanges to promote international understanding, open-mindedness and cultural engagement among young people.
- [Engagement Global gGmbH](#) is the point of contact for development policy engagement in Germany and abroad; it unites development policy facilities, initiatives and programmes ([Initiativen und Programme](#)) that are dedicated to fair global togetherness.
- The [Goethe-Institut](#) is an intermediary organisation for the federal government's foreign cultural and educational policy.
- The federal government's parliamentary advisory council on sustainable development ([Parlamentarischer Beirat für nachhaltige Entwicklung im Bundestag](#)) monitors compliance with Germany's National Sustainable Development Strategy (Nationale Nachhaltigkeitsstrategie).
- The national competence centre for sustainable consumption ([Nationales Kompetenzzentrum für nachhaltigen Konsum](#)) coordinates the implementation of the National Programme for Sustainable Consumption (Nationales Programm für nachhaltigen Konsum) and provides information on sustainable consumption.
- The German Council for Sustainable Development ([Rat für Nachhaltige Entwicklung](#)) advises the federal government on sustainability policy and proposes ways of developing and implementing the National Sustainable Development Strategy (Nationale Nachhaltigkeitsstrategie).- Advisory Councils at regional (Länder) level:
  - Baden-Württemberg: Advisory board of the state government for sustainable development (Beirat der Landesregierung für nachhaltige Entwicklung)
  - Hamburg: Future council (Zukunftsrat)
  - Thuringia: Parliamentary advisory council on sustainable development (Parlamentarischer Beirat zur Nachhaltigen Entwicklung)
- The German Environment Agency ([Umweltbundesamt](#)) is Germany's central environment authority.

#### *Independent institutions and facilities*

- AIESEC Germany ([AIESEC Deutschland](#)) helps young people to develop leadership skills and gain their own global experiences.
- The National Working Group for Nature and Environmental Education ([Arbeitsgemeinschaft Natur und Umweltbildung, ANU](#)) is the umbrella professional association for environment centres, initiatives, providers, freelance and self-employed professionals, and individuals active in non-formal environmental education.
- The National Working Group of One World regional networks ([Arbeitsgemeinschaft der Eine-Welt-Landesnetzwerke in Deutschland](#)) helps its members with education, information and project work, networks programmes and campaigns on current focus issues, and organises exchanges and dialogue between the regional networks using communication services, further training and networking meet-ups.
- The Learning and Helping Overseas Association (AKLHÜ e.V. - Fachstelle und Netzwerk für internationale personelle Zusammenarbeit) is a central service centre for people and organisations working in development cooperation and members of the public interested in development policy.
- The Federal Working Group for Work and Life ([Bundesarbeitskreis ARBEIT UND LEBEN](#)) is the professional body for political and social educational. Its education initiatives help

- to ensure social justice, equal opportunities and solidarity in people's work and lives with the aim of ensuring a democratic culture of participation.
- The [Berghof Foundation](#) works to strengthen the potential of young people and promote peace-building in schools.
  - The Federal Working Group of Voluntary Ecological Year organisations ([Bundesarbeitskreis der FÖJ-Träger \[Freiwilliges Ökologisches Jahr\]](#)) represents the interests of organisations that make the Voluntary Ecological Year (Freiwilliges Ökologisches Jahr, FÖJ) possible.
  - Youth of BUND – Young Friends of the Earth Germany ([BUNDjugend – Jugend im Bund für Umwelt und Naturschutz](#)) is the youth organisation of Friends of the Earth Germany (BUND für Umwelt und Naturschutz Deutschland). Part of the international network [Young Friends of the Earth](#).
  - The United Nations Association of Germany ([Deutsche Gesellschaft für die Vereinten Nationen, DGVN](#)) provides information about the work of the United Nations and communicates UN matters to the public.
  - The German National Committee for International Youth Work ([Deutsches Nationalkomitee für Internationale Jugendarbeit, DNK](#)) is a joint working group of the German Federal Youth Council (Deutscher Bundesjugendring, DBJR), German Sports Youth (Deutscher Sportjugend, dsj) and the Council of Political Youth Organisations (Ring Politischer Jugend, RPJ) and represents the interests of German youth organisations in multilateral contexts.
  - The OneWorld Internet Conference ([Eine Welt Internet Konferenz, EWIK](#)) is a network of organisations and institutions providing online development policy education services.
  - The German NGO Forum on Environment and Development ([Forum Umwelt und Entwicklung](#)) coordinates the activities of German non-governmental organisations in international political processes on sustainable development.
  - [Germanwatch](#) advocates North-South equity, the preservation of livelihoods and the peaceful building of a shared global future by educating, advising and informing the public about development and environmental policy in these areas,
  - Greenpeace Youth ([Greenpeace Jugend](#)) works with youth conservation groups (for young people aged between 14 and 19).
  - Green Youth ([GRÜNE JUGEND](#)) is the political youth organisation of the Alliance 90/Greens parliamentary group (BÜNDNIS 90/DIE GRÜNEN). It provides political education and information, and networks and supports the work of youth organisations, groups and initiatives across Germany and regionally.
  - The Information Centre Educational Mandate North-South ([Informationsstelle Bildungsauftrag Nord-Süd](#)), resident at World University Service, networks joint efforts by the federal government, the federal states, the European Union and non-governmental organisations to promote development education in formal and non-formal education.
  - IJAB - International Youth Service of the Federal Republic of Germany ([IJAB – Fachstelle für Internationale Jugendarbeit der Bundesrepublik Deutschland e.V.](#)), works on behalf of the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSFJ) and its members. It funds and shapes international youth work and international youth policy cooperation with countries in Europe, promotes dialogue between child and youth services, networks stakeholders in Germany and abroad, informs and advises child and youth service organisations, policy-makers and public administration, and advises young people on foreign placements and the funding available.
  - The German Institute for Human Rights ([Institut für Menschenrechte](#)) offers training resources and seminars on human rights.

- Climate-Alliance Germany ([Klima-Allianz](#)) is an alliance of churches, development and consumer protection organisations, youth, environment and trade associations, trade unions and other groups advocating climate protection.
- The Civil Peace Service ([Konsortium Ziviler Friedensdienst, ZFD](#)) is a community of nine German peace and development organisations that promote peace in crisis zones and conflict regions.
- The Youth Association for the Protection of Nature ([Naturschutzjugend, NAJU](#)) is the youth division of the Nature And Biodiversity Conservation Union ([Naturschutzbund Deutschland, NABU](#)) and Germany's largest child and youth organisation for conservation and environmental protection.
- German Young Naturefriends ([Naturfreundejugend Deutschlands](#)) is the child and youth branch of Friends of Nature Germany (NaturFreunde Deutschlands) [www.naturfreunde.de](http://www.naturfreunde.de), and works to educate young people about sustainable lifestyles.
- The German Scout Federation and German Guide Federation ([Ringe deutscher Pfadfinderinnen- und Pfadfinderverbände](#)) represent the interests of their member organisations in youth policy and promote the interests of children and young people.
- [VENRO](#) is the umbrella organisation of development and humanitarian aid non-governmental organisations in Germany.
- WWF Youth ([WWF-Jugend](#)) is the youth division of the World Wide Fund For Nature (WWF) in Germany for young people aged between 14 and 24 who are interested in wildlife conservation, sustainability and climate protection.

The website of the UNESCO Global Action Programme Education for Sustainable Development ([Bildung für nachhaltige Entwicklung](#)) includes many stakeholders dedicated to supporting and mobilising young people.

The global education portal ([Portal Globales Lernen](#)) has information on central organisations and networks promoting global education topics in Germany and other German-speaking areas.

Many civic organisations in the federal states work to improve sustainability and strengthen the skills to act sustainably.

#### *Foundations*

Political foundations in Germany also make a big contribution to political education. They encourage the public to learn about political issues and strengthen political engagement. The foundations include:

- Friedrich Ebert Foundation (Friedrich-Ebert-Stiftung),
- Konrad Adenauer foundation (Konrad-Adenauer-Stiftung),
- Hanns Seidel Foundation (Hanns-Seidel-Stiftung),
- Friedrich Naumann Foundation for Freedom (Friedrich-Naumann-Stiftung),
- Heinrich Böll Foundation (Heinrich-Böll-Stiftung),
- Rosa Luxemburg foundation (Rosa-Luxemburg-Stiftung).

Other foundations:

- The Foundation Remembrance, Responsibility and Future ([Stiftung Erinnerung Verantwortung Zukunft, EVZ](#)) remembers the victims of National Socialism and funds international humanitarian projects.
- The Karl-Kübel foundation ([Karl-Kübel-Stiftung](#)) provides development policy education to help educators teach a balanced world view to school pupils.

## General distribution of responsibilities

The federal government – represented by the federal ministries and the federal commissioners – encourages young people to get involved in world affairs in a number of ways. The way that responsibility is divided under Germany's federal structure means that the federal states or, more specifically, the relevant state ministries, senate departments or state chancelleries, have the main responsibility for implementing projects and initiatives. See also [Main actors](#).

### *Coordinating bodies*

The federal states help with the ongoing development of international youth policy and youth work via the Conference of Youth and Family Ministers ([Jugend- und Familienministerkonferenz, JFMK](#)). JFMK is the expert committee of federal state ministers and senators responsible for child, youth and family policy. It discusses and decides on key matters of child, youth and family policy. BMFSFJ, the German Parliamentary Committee on Family Affairs, Senior Citizens, Women and Youth (Ausschuss für Familie, Senioren, Frauen und Jugend beim Deutschen Bundestag) and the Association of German Cities (Deutsche Städtetag) are guests of JFMK. JFMK Chair in 2019: Thuringia. JFMK resolutions are prepared by the Working group of the highest state youth and family authorities (Arbeitsgemeinschaft der Obersten Landesjugend- und Familienbehörden, AGJF).

Education, parenting, research and cultural matters are discussed at the Standing Conference of the Ministers of Education and Cultural Affairs ([Kultusministerkonferenz](#)). The aim is to reach a [consensus on matters of nationally relevant culture policy and to share concerns](#).

## Cross-sectorial cooperation

The [Joint Rules of Procedure of the Federal Ministries \(Gemeinsame Geschäftsordnung der Bundesministerien, GGO\)](#) says that the federal ministries must cooperate on matters affecting several of them. The Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend, BMFSFJ](#)) is responsible for international youth policy cooperation.

The federal government and the federal states regularly hold meetings on current matters. In the National-Regional Working Group for development information and education (Bund-Länder-Arbeitsgruppe Entwicklungspolitische Informations- und Bildungsarbeit), development cooperation stakeholders work together and share information on national and regional development education activities.

The National Platform Education for Sustainable Development ([Nationale Plattform Bildung für nachhaltige Entwicklung](#)) is a national platform where experts in the fields of early childhood education, schooling, vocational training, university education, informal and non-formal learning/youth and local communities help decision-makers from politics, academia, business and civil society. The aim is to integrate sustainable thoughts and actions into all areas of the education system.

The [Jugenti working group](#) is a panel of stakeholders from international youth work and development volunteer and education work that meets several times a year. Jugenti aims to tailor international development policy cooperation to the needs of all stakeholders. This relates to exchanges in both formal and non-formal education.

Every two years, the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (Bundesministerium für Familie, Senioren, Frauen und Jugend, BMFSFJ) invites international youth work organisations to attend a joint conference. It is a platform to provide and share information on the latest developments and the advancement of work in this field. Documents from the 2018 conference ([Dokumentation der Trägerkonferenz 2018](#)).

See also the Federal government's report on Education for Sustainable Development ([Bericht der Bundesregierung zur Bildung für eine nachhaltige Entwicklung](#)) 2017, pp. 12 et seq.

## 9.3 Exchanges between young people and policy-makers on global issues

### Global issues exchanges with policy-makers at the domestic level

Consultation processes between the ministries are regulated in the [Joint Rules of Procedure of the Federal Ministries](#) ([Gemeinsame Geschäftsordnung der Bundesministerien](#), GGO). The ministries are free to choose their own approaches on how to address e.g. young people. Youth conferences help to support the dialogue with policy-makers:

- Youth Politics Day 2019 ([Jugendpolitiktage 2019](#)) of the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (Bundesministerium für Familie, Senioren, Frauen und Jugend, BMFSFJ) in Berlin. . At this event young people meet with politicians and representatives of society to discuss political issues and voice their concerns.
- Youth Conference 'We move tomorrow's world' (Jugendkonferenz 'Wir bewegen die Welt von morgen') (April 2017) of IJAB - International Youth Service of the Federal Republic of Germany (IJAB – Fachstelle für Internationale Jugendarbeit der Bundesrepublik Deutschland), the Ministry of Social Affairs, Integration and Equality (Ministerium für Soziales, Integration und Gleichstellung) and the Mecklenburg-Western Pomerania Landesjugendring youth organisation in Schwerin. Young people discussed opportunities, possibilities and initiatives in international youth exchange and talked to the former Federal Minister of Family Affairs, Senior Citizens, Women and Youth, Manuela Schwesig. [Recommendations of the Youth Conference](#).
- The 2017 youth biodiversity congress ([Jugendkongress Biodiversität](#)) (June 2017) of the Federal Ministry for the Environment, Nature Conservation, Building and Nuclear Safety (Bundesministerium für Umwelt, Naturschutz, Bau und Reaktorsicherheit, BMUB), the Federal Agency for Nature Conservation (Bundesamt für Naturschutz, BfN) and the German Federal Environmental Foundation (Deutsche Bundesstiftung Umwelt) in Osnabrück. 180 young people aged from 16 to 27 joined the debate and implementation of the national biodiversity strategy (Nationale Strategie zur biologischen Vielfalt) by talking about biodiversity and sustainability issues. They talked to experts, trainers and policymakers (Dr Barbara Hendricks from the Federal Environment Ministry and President of BfN, Prof. Beate Jessel).

Another example is the involvement of non-government stakeholders and civil society in the discussion surrounding the National Sustainable Development Strategy. The federal government's sustainability dialogue platform ([Dialog Nachhaltigkeit](#)) included young people to give them the opportunity to express their ideas and opinions. The new version of the National Sustainable Development Strategy was then adopted in January 2017 ([Deutsche Nachhaltigkeitsstrategie](#)) to support the 2030 Agenda ([Agenda 2030 für nachhaltige Ziele](#)). The German government also involved the public, including young people aged 18-35 years, both directly and online when developing its Climate Action Plan 2050 ([Klimaschutzplan 2050](#)).

The Federal Environment Ministry ([Bundesumweltministerium](#), BMU) launched its 'Global geography – young people and the environment' project ([Projekt Erdballkunde – Jugend macht Umwelt](#)) at the start of 2017. It implements projects and initiatives for young people and young adults who get the chance to get involved in environmental policy and learn about related topics and issues. The project supports the long-term goal of BMU's education service, which is to involve children, young people and young adults in the ministry's activities.

The national steering platform for the implementation of the Global Action Programme Education for Sustainable Development ([Weltaktionsprogramm Bildung für nachhaltige Entwicklung](#)) includes an [expert forum on 'Non-formal and informal learning/youth'](#) with representatives of various youth organisations. The Federal Ministry of Education and Research (Bundesministerium für Bildung und Forschung) has overall control.

Since 2012 and the start of the UN Decade on Biodiversity, youth goodwill ambassadors ([UN-Dekade Botschafter/-innen](#)) have been chosen by the Federal Environment Ministry (Bundesumweltministerium). Their role is to spread word of the goals of the UN Decade on Biodiversity, take part in discussions and share their passion for biodiversity.

In the UNICEF Youth Council ([UNICEF-Juniorbeirat](#)), children and young people advise UNICEF Germany on programmes and projects. Since 2016, UNICEF has also given young people the opportunity to get involved in various programmes designed to build a better future for children and young people worldwide.

The Action Alliance for International Recognition ([Aktionsbündnis Anerkennung International](#)) advocates the recognition of skills acquired in international youth work contexts. The Action Alliance organises a variety of activities (such as a campaign day for international youth exchanges on 8 June 2017) to demonstrate the benefits of international youth work for young people and society at large.

At federal state level, for example, the youth advisory boards of youth initiatives created under the sustainability strategies in Baden-Württemberg ([Wir ernten was wir säen, Jugendbeirat](#)), Hesse (until 2014) ([Jugendbeirat Nachhaltigkeitsstrategie](#)) and Thuringia (youth forum advisory board for sustainable development [Jugendforum des Beirats für Nachhaltige Entwicklung]) give young people a platform to talk about sustainable action with representatives from politics, academia, business and civil society. In 2013 and 2014, the state of Brandenburg carried out youth fora ([Jugendforum](#)) when developing and further implementing its sustainability strategy.

When implementing its development policy, the state of Bremen set up a young development forum ([junges entwicklungspolitisches Forum](#), Jep) to get young people more involved in local development cooperation.

## **Global issues exchanges with policy-makers at the international level**

Each year, two Youth Delegates ([Jugenddelegierte](#)) go with the delegation of the German federal government to the General Assembly of the United Nations in New York. They represent the interests of young people together with Youth Delegates from other countries. The German UN Youth Delegates take part in the meeting of the Commission on Social Development (CSocD) as representatives of non-governmental organisations. Youth Delegates in Germany are appointed for one year. They go through an application and selection process. The Youth Delegate programme is supported by the United Nations Association of Germany (Deutsche Gesellschaft für die Vereinten Nationen) and the German National Committee for International Youth Work ([Deutsches Nationalkomitee für internationale Jugendarbeit, DNK](#)).

The Youth Delegates on Sustainable Development ([Jugenddelegierte für nachhaltige Entwicklung](#)) work with the programme initiator, the Federal Environment Ministry (Bundesumweltministerium, BMU). They cooperate closely with the Federal Ministry for Economic Cooperation and Development (Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung, BMZ). The Youth Delegates join the German government delegation to the UN negotiations on sustainable development and the High-Level Political Forum on Sustainable Development. The programme is backed by the German Federal Youth Council (Deutscher Bundesjugendring, DBJR).

Germany regularly sends representatives to the EU Youth Conferences that are organised in connection with the EU Council Presidencies. The point of contact for this is the German National Committee for International Youth Work ([Deutsches Nationalkomitee für](#)

[internationale Jugendarbeit, DNK](#)). The youth representatives are expected to raise issues that are of concern to young people with the aim of encouraging a more active dialogue between young people and politicians. DNK represents German youth organisations in a multilateral context: in the Lake Constance-Benelux-plus partnership (Bodensee-Benelux-plus-Kooperation), the European Youth Forum, the youth forum of the European Union, the Baltic Youth forum (Ostsee-Jugendforum) and the Council of Europe. The committee is made up of the German Federal Youth Council (Deutscher Bundesjugendring), German Sports Youth (Deutscher Sportjugend) and the Council of Political Youth Organisations (Ring Politischer Jugend).

In the past, young Germans have also taken part in the youth summits organised in the lead up to the G7/G8 and G20 government summits. They provided a young person's perspective on the political agenda at the government summit and called for a youth-specific view. In 2015, young people from all over the world met for the international J7 youth summit in Berlin with the guiding theme 'Responsibility to act' (Verantwortung zu handeln). They discussed what their governments and they themselves can do for sustainable development and then drafted a [position paper with their results](#), which they presented to and discussed with Federal Chancellor Angela Merkel and former Federal Minister of Family Affairs, Senior Citizens, Women and Youth Manuela Schwesig. The G20 summit took place in Germany in 2017. Young people met up beforehand for the J20 youth summit in Berlin where they sat down with Chancellor Angela Merkel and discussed their proposals.

German youth delegations also take part in the UN Convention on Biological Diversity and the UN Climate Change Conference.

*Bundesländer (federal states)*

Since 2001, the North Rhine-Westphalian state government has been inviting young people from Germany, Poland and France to take part in a trilateral youth summit ([Bund.Europa.Internationales: Weimarer Dreieck](#)). The summit rotates each year between the Hauts-de-France region of France, Silesia in Poland, and North Rhine-Westphalia. The young participants work on a current European issue and engage in a dialogue with politicians from the three regions. The 2019 event is all about diversity in practice and social cohesion (title: "Gelebte Vielfalt – Engagement für sozialen Zusammenhalt"). The International Association for Education and Exchange ([Internationale Bildungs- und Begegnungswerk, IBB](#)) in Dortmund supports and guides young people from North Rhine-Westphalia on behalf of the state government.

## 9.4 Raising awareness about global issues

### Formal, non-formal and informal learning

On 20 June 2017, the National Action Plan Education for Sustainable Development ([Nationaler Aktionsplan Bildung für nachhaltige Entwicklung](#)) was adopted. It defines 130 objectives and 349 to embed education for sustainable development in all areas (formal, non-formal and informal education) and at all levels of the education system.

#### Formal learning

Global education and education for sustainable development issues are cross-subject topics in a formal learning context. The [Curriculum Framework: Education for Sustainable Development \(Orientierungsrahmen für den Lernbereich Globale Entwicklung in der Schule\)](#) and the Recommendation on the Promotion of Human Rights in Schools ([Empfehlung für die Förderung der Menschenrechtserziehung in der Schule](#)) are essential resources for integrating these subject areas into school education and designing syllabuses.

The Curriculum Framework: Education for Sustainable Development is for everyone in school education who is involved in planning syllabuses and/or teaching resources, or

providing teacher training. The framework (revised in 2015) is the result of a joint initiative of the Standing Conference of the Ministers of Education and Cultural Affairs ([Kultusministerkonferenz](#), KMK) and the Federal Ministry for Economic Cooperation and Development ([Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung](#), BMZ). It offers help with integrating education for sustainable development into school education and general school policy.

The new and extended edition of the framework covers primary and lower secondary level. In addition to geography, politics, religion/ethics and economics, global development education now also includes history, mathematics, natural sciences (biology, chemistry, physics), new foreign languages, art, music, sport and German. The new edition also addresses the topic of vocational education. It formulates competencies, educational areas and guiding principles to give school pupils the ability to contribute to global development. The framework provides basics for the extension into upper secondary level.

Examples of how global education topics can be integrated into syllabuses:

- North Rhine-Westphalia syllabus ([Lehrpläne NRW](#))
- Hamburg syllabus ([Lehrpläne Hamburg](#))

Federal state projects to implement the framework in different schools (including grammar schools and vocational colleges) ([Umsetzung des Orientierungsrahmens für den Lernbereich Globale Entwicklung](#))

The expert forum on schools ([Fachforum Schule](#)) developed goals and implementation strategies for school education as part of the national implementation of the Global Action Programme Education for Sustainable Development (ESD) (Weltaktionsprogramm Bildung für nachhaltige Entwicklung, BNE) in Germany. It also identified examples from practice and suggests new education and learning formats. Through Engagement Global, the Federal Ministry for Economic Cooperation and Development (Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung, BMZ) supports [educational activities and systematic training for teaching staff in the area of ESD](#). For specific projects and measures to embed ESD into schools and vocational colleges, please refer to the National Action Plan Education for Sustainable Development ([Nationaler Aktionsplan Bildung für nachhaltige Entwicklung](#)).

The Across Boundaries project ([Grenzenlos](#)) of the World University Service (WUS) organises teaching partnerships for teachers at vocational colleges in several federal states (Baden-Württemberg, Brandenburg, Hesse, Rhineland-Palatinate, Saarland). Students from Africa, Asia and Latin America who are studying in one of the participating German states talk about development, sustainability and globalisation issues at the vocational colleges. They receive a certificate for their contributions. The project is funded by Engagement Global on behalf of BMZ and by the participating federal states of Baden-Württemberg, Brandenburg, Hesse, Rhineland-Palatinate and Saarland.

In addition, pupils and students learn about the work and structure of international formats like the United Nations in domestic and international simulations (Model United Nations, MUN).

Youth work organisations and schools cooperate to promote ESD and global education. Examples:

- With workshops on climate protection, climate justice and renewable energy, the educators at Youth of BUND in Berlin ([BUNDjugend Berlin](#)) help children and young people learn to be more environmentally aware.
- Simply DIFFERENTLY ([Einfach ganz ANDERS](#)) is an education project by the One World network in North Rhine-Westphalia (Eine Welt Netz Nordrhein-Westfalen) and the Youth of BUND in North Rhine-Westphalia (BUNDjugend Nordrhein-Westfalen). It integrates non-formal educational programmes on sustainability into lessons at all-day schools.

- Global education in Baden-Württemberg: Services for schools ([Lernangebote für Schulen](#))
- [„FAIR macht Schule!“](#) und [„FAIRändere deine Stadt!“](#) are schemes run by the umbrella association for development policy of the state of Baden-Württemberg (Dachverband Entwicklungspolitik Baden-Württemberg e.V.) with activities for, amongst other things, class groups and project groups in all school types across the state from grade 8 onwards.

### Non-formal and informal learning

Education for sustainable development is a task of all areas of non-formal education. It affects how specific topics are dealt with, [including environmental, political, developmental, international and cultural education](#). A wide range of institutions and organisations are active in this area, including adult education centres, environment centres, local Agenda 21 initiatives, museums, clubs, foundations, churches, trade unions, businesses and (youth) associations. Target groups include the general public, and [in particular children and young people, especially those from socially disadvantaged and/or migrant backgrounds](#).

The '[Non-formal and informal learning/youth' expert forum](#) developed action areas, goals and implementation strategies for non-formal and informal education as part of the national implementation of the Global Action Programme Education for Sustainable Development ([Weltaktionsprogramm Bildung für nachhaltige Entwicklung](#)) in Germany. It also identifies examples from practice and suggests new education and learning formats.

The federal government funds the activities of child and youth services and programmes in non-formal child and youth work of supra-regional importance that a federal state cannot fund alone. The funding instrument is the Child and Youth Plan of the federation ([Kinder- und Jugendplan](#), KJP). The Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (Bundesministerium für Familie, Senioren, Frauen und Jugend) uses KJP to fund associations and expert organisations and their political, sports and cultural education programmes, youth organisation work and international youth work and youth exchange. The federal states fund these services via their regional youth plans ([Landesjugendpläne](#)). Under the UNESCO Global Action Programme, non-formal learning providers are key partners in the development of [local education landscapes and the implementation of education for sustainable development at a local level](#).

The guidelines on the allocation of funding under KJP ([Richtlinien für Zuschüsse aus dem Kinder- und Jugendplan](#)), which took effect on 1 January 2017, have introduced a quality development process in the form of a framework agreement for national organisations and professional bodies. The guidelines specify the aims of funding in further detail. For organisations attached to the central office process ([Zentralstellenverfahren](#)), the central offices (Zentralstellen) must ensure professional quality management and develop quality management and (self-) evaluation procedures.

The Federal Ministry for Economic Cooperation and Development (Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung, BMZ) supports development policy information activities and education to promote civic commitment in Germany. The strategy 'Effecting change together. Action programme on civic involvement in development policy' ([Gemeinsam Viele\(s\) bewegen. Aktionsprogramm zum bürgerschaftlichen Engagement in der Entwicklungspolitik](#)) has and [continues to focus on getting young people interested in development policy with a varied range of programmes and initiatives](#). This includes setting up an African-German youth initiative and expanding and developing existing funding initiatives such as ENSA, the weltwärts programme and ASA ([see Intercontinental youth work and development cooperation > Development cooperation programmes](#))

The 'One World promoters' programme ([Eine Welt-Promotor\\*innen](#)) of the national working group of One World regional networks ([Arbeitsgemeinschaft der Eine-Welt-Landesnetzwerke in Deutschland](#)) stretches across all federal states and is coordinated

and financed jointly at a national and regional level. It is for stakeholders and trainers from One World work and other areas of civil society, education, politics and business, as well as young people, the 50+ generation and interested members of the public. It is funded by Engagement Global on behalf of BMZ and all federal states.

Education meets Development ([Bildung trifft Entwicklung, BtE](#)) is a national programme run by a network of eight educational organisations. The programme focuses on global education that links global effects with the local 'lifeworlds' of participants. It is funded by Engagement Global on behalf of BMZ.

The Federal Ministry for Environment, Nature Conservation and Nuclear Safety (Bundesministerium für Umwelt, Naturschutz und nukleare Sicherheit, BMU) has the 'Innovative climate protection – individual projects' (Innovative Klimaschutz-Einzelprojekte) and 'Promoting sustainable development in vocational training' (Berufsbildung für nachhaltige Entwicklung befördern) funding initiatives to fund mainly extracurricular learning activities for all school years and types. The money comes from national funds and the European Social Fund in Germany (Europäischer Sozialfonds). Information on supported projects ([Förderprojekte](#)).

The German Environment Agency ([Umweltbundesamt](#)) funds projects by associations working in environment protection and conservation. Their aim is to raise awareness of the environment and conservation and increase commitment to their protection. The projects also include child and youth projects with a large reach.

- Programmes in the federal states

The state of Baden-Württemberg funds education programmes by charitable organisations under its funding initiative 'Model projects to educate on sustainable development' ([Beispielhafte Projekte für eine Bildung für nachhaltige Entwicklung](#)). The programmes should enable children, young people and adults to be an active part of ecological, sustainable, economically viable and socially just development while considering global aspects. Children and young people should also be encouraged and mobilised in line with the Global Action Programme Education for Sustainable Development (Bildung für nachhaltige Entwicklung).

- Funding: Baden-Württemberg state budget.
- Quality assurance: Applicants must comply with contractual rules and conditions. Non-compliant use of funds or use contrary to the intended purpose can result in the money having to be paid back.

The North Rhine-Westphalian development policy information and education programme ([EpIB – Entwicklungspolitische Informations- und Bildungsarbeit](#)) promotes projects by One World groups as part of development policy education.

- Funding: North Rhine-Westphalia (up to 5 000 euros per project).
- Quality assurance: Applicants must comply with contractual rules and conditions. Non-compliant use of funds or use contrary to the intended purpose can result in the money having to be paid back.

The North Rhine-Westphalian environment ministry (Umweltministerium) launched a funding initiative in 2016 to help set up a [regional network of non-formal environmental education institutions](#) as part of the North Rhine-Westphalian state strategy 'Education for sustainable development – learning the future of NRW (2016-2020)' (Bildung für nachhaltige Entwicklung – Zukunft Lernen NRW [2016-2020]). The institutions support formal education and work, for example, with child day care centres, schools, universities and training providers.

For events that promote global education among young people, please refer to '[Youth-targeted information campaigns on global issues](#)'.

## Support for educators and trainers

In 2009, the German Rectors' Conference ([Hochschulrektorenkonferenz](#), HRK) announced that the [topic of sustainability would be integrated into teaching and research](#). There are already stakeholders and groups at various universities across Germany who work in education and the subject fields themselves with the content, systems and methods of education for sustainable development. The inclusion of education for [sustainable development is not yet an automatic part of all education programmes](#). Education for Sustainable Development is present in the following higher education institutions:

- University initiatives in Baden-Württemberg that deal with global sustainability and justice ([Campus Welten - Globale Nachhaltigkeit an Hochschulen](#))
- Munich University of Applied Sciences ([Hochschule für angewandte Wissenschaften München](#)),
- University Vechta ([Universität Vechta](#)),
- Bochum University of Applied Sciences ([Hochschule Bochum](#)),
- University Heilbronn ([Hochschule Heilbronn](#)),
- Eberswalde University for Sustainable Development ([Hochschule für nachhaltige Entwicklung Eberswalde](#)).

Education for sustainable development is integrated into teacher training to differing levels in the various federal states. Programmes range from topics related to sustainable development, to support services including specialist lectures, symposia or [tackling the topic in school initiatives and education days](#). There are many training programmes available to trainers and educators, such as:

- eFef training courses for global learning multipliers (["Multiplikator/-in für Globales Lernen"](#)).
- Training provided by the Youth of BUND in North Rhine-Westphalia ([BUNDjugend NRW](#)).
- Global education training for trainers provided by the development education information centre ([Entwicklungspädagogisches Informationszentrum, EPIZ](#)).
- Seminars as part of the Funding Programme for Development Education in Germany ([Förderprogramm Entwicklungspolitische Bildung, FEB](#)) of Engagement Global gGmbH to train organisations on submitting applications, project management and providing documentation.
- Basic development policy education programme ([Entwicklungspolitisches Basisprogramm](#)) of the Working group of One World regional networks in Germany ([Arbeitsgemeinschaft der Eine-Welt-Landesnetzwerke in Deutschland](#)) to train and support stakeholders in development policy education and information activities.
- Further training under the 'One World in schools' project ([Eine Welt in der Schule](#)) of the primary schools association (Grundschulverband e.V.) and University of Bremen.
- Further training for trainers in the area of peace-building and global education, provided by the [Berghof Foundation](#)
- Learning modules for teachers on education for sustainable development ([Grundlagenmodule für Lehrende](#)).
- Practical and skills-based further training – [Training of Trainers](#) (ToT) – provided by the ESD Expert Net on education for sustainable development.
- Further training of the Development Policy Service for global education in Lower Saxony (VEN-Fachstelle Globales Lernen in Niedersachsen) with [training programmes](#) for non-governmental organisations and individuals active in the field of global education and education for sustainable development.

- WorldWideKnowledge ([WeltWeitWissen](#)), last held in 2018, is a national education conference for global education and education for sustainable development. It is organised by the North Rhine-Westphalian One World Network (Eine Welt Netz NRW), the national working group of One World regional networks (Arbeitsgemeinschaft der Eine-Welt-Landesnetzwerke) and the Gustav Stresemann Institute (Gustav-Stresemann-Institut). Next conference: 2020 in Thuringia.

Non-governmental organisations can apply for money via the funding programme for development policy training ([Programm zur Förderung entwicklungspolitischer Qualifizierungsmaßnahmen, PFQ](#)) to carry out training measures for other non-governmental organisations or interested parties. Funding: Federal Ministry for Economic Cooperation and Development (Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung, BMZ). Realisation: Engagement Global gGmbH – Service for Development Initiatives (Service für Entwicklungsinitiativen). Funding for: One- or multiple-day seminars and series of seminars on development policy training. Topics: Reducing poverty, gender equality, participatory development and good governance, conservation of the environment and resources, crisis prevention, rural development, programme-based approaches and commercial development. Project applications can be submitted at any time but must be received at least 12 weeks before the project starts.

#### *Guides/journals/magazines*

- Guide to writing effective project applications for development policy activities in Germany ([Handreichung zur wirkungsorientierten Antragstellung in der entwicklungspolitischen Inlandsarbeit "Wirkt so oder so"](#)) by the Berlin development policy advice centre (Berliner Entwicklungspolitischer Ratschlag) and the North-South Bridges Foundation (Stiftung Nord-Süd-Brücken).
- Expert guide to global education ([Handbuch Globales Lernen für Referent\\_innen](#)) by the development policy education and information centre in Berlin (Entwicklungspolitisches Bildungs- und Informationszentrum Berlin, EPIZ Berlin).
- Global education portal (Globales Lernen) with information on educational materials (teaching journals on global education, guides) ([Bildungsmaterialien](#))
- Global education in Berlin schools – a guide to teaching social and natural sciences and languages at secondary level ([Globales Lernen an Berliner Schulen – Handreichung für den Unterricht der Sekundarstufen in gesellschafts- und naturwissenschaftlichen Fächern und Sprachen](#)) by EPIZ Berlin, Engagement Global.
- [www.dija.de/jugenti/](http://www.dija.de/jugenti/) – guides and materials on development policy work.
- Global education magazine (Global Lernen) by Bread for the World ([Brot für die Welt](#)) on development policy issues; includes educational references and suggestions for lessons in secondary schools (Sekundarstufe II).
- 'One world in schools' magazine ([Eine Welt in der Schule](#)) by the German association of primary schools (Grundschulverband) and the University of Bremen with practical teaching examples for primary schools and lower secondary schools relating to 'One world – global education – global development' (Eine Welt – Globales Lernen – Globale Entwicklung).
- Guide to global education in business apprenticeships (Hesse) ([Globales Lernen in der Ausbildung](#)) by the Hesse development policy network (Entwicklungspolitisches Netzwerk Hessen)
- Global how? [Handreichung zur Qualifizierung von Multiplikator/innen des Globalen Lernens \(German version\)](#) by German (Baden-Württemberg) and European project partners. [Global how? Facilitating Global Learning. A Trainer's Manual \(English version\)](#)
- 'global.patriots – exchanges, positions and stimulus on climate justice, biological and cultural diversity' ([global.patrioten – Begegnungen, Positionen und Impulse zu Klimagerechtigkeit, Biologischer und Kultureller Vielfalt](#)) by the Association of Education

Initiatives in Lower Saxony (Verein Niedersächsischer Bildungsinitiativen, VNB), the world views centre (Arbeitsstelle Weltbilder) and the IFAK institute for applied cultural research (Institut für angewandte Kulturforschung, IFAK) (publisher).

#### Networks

- National working group of One World regional networks ([Arbeitsgemeinschaft der Eine Welt-Landesnetzwerke in Deutschland](#)). Member organisations carry out education, information and project activities.
- GloNet – national network for global education in vocational training ([GloNet - bundesweite Vernetzung zu Globalem Lernen in der beruflichen Bildung](#)). Includes network meetings for organisations that focus on global education in vocational training.
- [teamGLOBAL](#) – peer education network for young communication multipliers (in German). Provides training programmes on globalisation to young people.
- [ESD \(Education for Sustainable Development\) Expert Net](#) – Germany, India, Mexico and South Africa. Brings together experts in one global network. They promote international dialogue on education for sustainable development and develop international approaches and strategies that they give back to Germany, India, Mexico and South Africa.

#### Websites

- Education service of the Federal Environment Ministry ([Bundesumweltministerium](#)) with resources for tackling environmental topics in lessons,
- BNE compass ([BNE-Kompass](#)), an online database for non-formal learning initiatives in the area of education for sustainable development in Baden-Württemberg,
- Global learning portal (Portal Globales Lernen) with [information on educational material](#) (teachers' material on global learning, manuals),
- Website of Engagement Global gGmbH with further training opportunities ([Weiterbildung](#)),
- Website of Greenpeace with educational resources for teachers and educators ([Bildungsmaterial](#)),
- 'Teachers online' website (Lehrer-Online) by Eduversum Verlag publishing house with background information and [teaching resources on education for sustainable development](#) for all subjects/schools,
- Portal of the UNESCO Global Action Programme Education for Sustainable Development (Bildung für nachhaltige Entwicklung) with [teaching and learning material on Education for Sustainable Development](#),
- Website of the Federation of German Consumer Organisations ([Verbraucherzentrale Bundesverband](#)) with information on sustainable consumption and globalisation.
- [DIJA.de](#), a website with manuals and material for development policy work.

### Youth-targeted information campaigns on global issues

The federal government and the federal states fund or support many different campaigns and action days on global issues, for example by funding projects, as for example the 'My Climate Protection' campaign (Mein Klimaschutz) supported by the Federal Ministry for Environment, Nature Conservation and Nuclear Safety (Bundesministerium für Umwelt, Naturschutz und nukleare Sicherheit, BMU). It includes an energy-saving champion competition ([Energiesparmeister](#)) for schools, which has been running since 2009. The competition is for pupils, groups of pupils and school projects and recognises outstanding approaches to climate protection and energy efficiency.

Schools, child day care centres, extracurricular partners and networks in *North Rhine-Westphalia* can use the 'School of the future – education for sustainability' campaign

([Schule der Zukunft - Bildung für Nachhaltigkeit](#)) (2016-2020) to raise awareness of issues that are relevant today and in the future. They can also teach ways of working that promote 'Gestaltungskompetenz' among children and young people (see 9.1 General context) and support partnerships and networking with many extracurricular partners. The campaign has been running in several phases since 2003.

The Development education days in Saarland ([Entwicklungspolitische Bildungstage im Saarland](#), EPOBITS) are for children and young people as well as for adults. 2019: 28 October to 22 November. Chosen subject "Climate protection" ("Klimaschutz") with a focus on number 13 of the Sustainable Development Goals of the United Nations (Climate Action).

### Other campaigns and action days

The national campaign 'Your day for Africa' ([Dein Tag für Afrika](#)) has been organised by the Aktion Tagwerk association in Germany since 2007. Instead of going to school, pupils in years 1 to 13 either spend a day working, help out with family and friends, organise sponsored runs or arrange activities such as bake sales or plays. The proceeds go to education projects in five African countries. Action day in 2019: 18 June. Aktion Tagwerk's campaign partners for the mobile information visits are the federal government (Federal Ministry for Economic Cooperation and Development [Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung], [www.bmz.de](http://www.bmz.de)) and the Federal State of North Rhine-Westphalia (ministry of federal, European and international affairs [[Ministerium für Bundes- und Europaangelegenheiten, Internationales](#)]).

Every year on 20 November, Land of People (terre des hommes) carries out a 'Change your perspective – street child for one day' campaign ([Sichtwechsel – Straßenkind für einen Tag](#)). Children and young people learn about the rights of minors and the living conditions of street children.

Germany takes part in the Europe-wide [Global Education Week](#) (GEW). The events and campaigns help to make global education topics more visible. In Germany, the GEW is coordinated by the Information Centre Educational Mandate North-South (Informationsstelle Bildungsauftrag Nord-Süd) at the World University Service (WUS). 2018: 19 to 25 November. Motto: The world is changing – and we? Joint global learning as a chance ([Die Welt verändert sich – und wir? Gemeinsames Globales Lernen als Chance](#)). The work of the Information Centre Educational Mandate North-South is funded by the federal government and states via the Funding Programme for Development Education in Germany ([Förderprogramm Entwicklungspolitische Bildung, FEB](#)).

### Information providers

See also [Administration and Governance > Governance](#)

IJAB - International Youth Service of the Federal Republic of Germany ([IJAB – Fachstelle für Internationale Jugendarbeit der Bundesrepublik Deutschland e.V.](#)) informs and advises young people and experts on youth and expert exchanges.

Engagement Global gGmbH – Service for Development Initiatives ([Service für Entwicklungsinitiativen](#)) is the point of contact for development policy engagement in Germany and abroad. It is the central body responsible for implementing the development policy information and education activities of the Federal Ministry for Economic Cooperation and Development (Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung, BMZ). Engagement Global:

- provides information on current projects and programmes,
- advises individuals and groups on development policy projects and provides financial support,
- provides needs-based training,
- brings together people and institutions,

- supports civic and community engagement, private stakeholders and organisations.

The Information Centre Educational Mandate North-South ([Informationsstelle Bildungsauftrag Nord-Süd](#)) at the World University Service networks and informs about development education activities and global education. It is a project by the federal states and the Federal Ministry for Economic Cooperation and Development (Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung, BMZ).

The Federal Agency for Civic Education ([Bundeszentrale für politische Bildung](#)) and its regional offices also provide information on global education. The key topics are human rights, the environment, political education and sustainability.

Other information platforms:

- [bmz.de](#) – Information provided by the Federal Ministry for Economic Cooperation and Development (Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung, BMZ) about global education in schools.
- [globaleslernen.de](#) – Central portal for global education and education for sustainable development (joint project with EWIK – see [Administration and Governance > Governance](#)).
- [eine-welt-medien.de](#) – One World media database (Eine-Welt-Medien) (EWIK project – see [Administration and Governance > Governance](#)).
- [eine-welt-unterrichtsmaterialien.de](#) – Database of One World teaching resources (EWIK project – see [Administration and Governance > Governance](#)).
- [bne-portal.de](#) – Portal of the German Commission for UNESCO with information on the UNESCO Global Action Programme “Education for Sustainable Development”.
- [bund.net](#) – Information provided by Friends of the Earth Germany (BUND für Umwelt und Naturschutz Deutschland) for young people; includes curricular and extracurricular programmes on environmental topics and issues in the globalised world.
- [eineweltblabla.de](#) – 'OneWorldBlahBlah' youth portal (EineWeltBlaBla) on sustainability (EWIK project – see [Administration and Governance > Governance](#)).
- [17ziele.de](#) – Engagement Global project on the Sustainable Development Goals of the United Nations.
- [lernplattform-nachhaltige-entwicklungsziele.de](#) – Education platform provided by eight German development policy organisations with educational materials and information on education services relating to the Sustainable Development Goals.
- [sherpa-bne.org](#) – Internet site of the German-Polish Youth Office (Deutsch-Polnisches Jugendwerk) on education for sustainable development and its integration into international youth exchanges.
- [naturdetektive.de](#) – Interactive multimedia platform by the Federal Agency for Nature Conservation (Bundesamt für Naturschutz) with lesson materials for teachers on environmental issues and biodiversity.

Information in the federal states about global education and education for sustainable development:

- [bne-sachsen.de](#) – Services and information about global education and education for sustainable development in Saxony
- [bne-bw.de](#) – Services and information about global education and education for sustainable development in Baden-Württemberg
- [globolog.net](#) – Portal with services and information about global education in Lower Saxony and Bremen
- [www.daara.de](#) – Roadmap and information on global development issues in Schleswig-Holstein.

## Key initiatives

With the German Climate Initiative ([Nationale Klimaschutzinitiative, NKI](#)), the Federal Ministry for Environment, Nature Conservation and Nuclear Safety (Bundesministerium für Umwelt, Naturschutz und nukleare Sicherheit, BMU) has been initiating and funding climate protection projects in schools and other educational institutions since 2008, including:

- 'Climate representatives in schools' project ([Klima-Schülervertreter](#)). The representatives organise climate protection campaigns and projects to reduce their school's greenhouse gas emissions.
- 'Class climate' project ([Klasse Klima – heißkalt erwischt](#)). The project introduces the topic of climate protection in secondary schools. Young volunteers from the Youth of BUND (BUNDjugend), Youth Association for the Protection of Nature (Naturschutzjugend) and German Young Naturefriends (Naturfreundejugend) try a green lifestyle with pupils in years 5 to 10 and motivate them to adopt a more sustainable way of living.
- Climate Art School project ([KlimaKunstSchule](#)). Reinforces climate- and resource-friendly actions by school pupils in their living environments and promotes active support for climate protection.

The German Action Days on Sustainability ([Deutsche Aktionstage Nachhaltigkeit](#)) were launched by the Council for Sustainable Development (Rat für Nachhaltige Entwicklung) in 2012. They raise awareness of sustainable development across Germany. 2019: 30 May to 5 June. Action days on sustainability also take place in the individual federal states, such as the Sustainability Days (Nachhaltigkeitstage) in Baden-Württemberg (2019: 1 to 4 June).

Focusing on 'From knowledge to sustainable action', the Federal Ministry of Education and Research (Bundesministerium für Bildung und Forschung, BMBF) funds the annual Federal Environment Competition ([Bundesumweltwettbewerb](#)). This is a project-based contest for young people and young adults aged between 10 and 20. The aim is to encourage talented young individuals interested in the environment, sustainability and society. The winners receive cash and non-cash prizes (total value approx. 25,000 euros).

The All for One World – One World for all ([Alle für Eine Welt – Eine Welt für alle](#)) school competition on development policy run by the Federal President (Bundespräsident) and the Federal Ministry for Economic Cooperation and Development (Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung, BMZ) aims to teach pupils about global diversity and sustainable action. It is held every two years, the next round in 2019/2020 will be all about the future (motto: "My, your, our future!? Global codetermination – Local action" ("Meine, deine, unsere Zukunft!? Globales Mitbestimmen – Lokales Handeln"). The competitions in 2017/18 attracted 516 submissions from around 32 000 students. More than 150 pupils were awarded cash prizes for their classes or schools. Since 2015, the school competition has been accompanied by the song contest 'Your song for ONE WORLD' (Dein Song für EINE WELT!).

During the intercultural week ([Interkulturelle Woche](#)) (2019: 22 to 29 September), various events and initiatives provide information about integration, diversity and tolerance. Motto: Live together, grow together ("Zusammen leben, zusammen wachsen"). The week is an initiative by the German Bishops' Conference (Deutsche Bischofskonferenz, DBK), the Evangelical Church in Germany (Evangelische Kirche in Deutschland, EKD) and the Greek Orthodox Church in Germany (Griechisch-Orthodoxe Metropolie) and has been running since 1975.

The CHAT of the WORLDS ([Chat der Welten](#)) is for all pupils at all schools. It combines global education with digital media to promote dialogue between pupils from the Global North and the Global South. [The federal states of Baden-Württemberg, Brandenburg,](#)

[Mecklenburg-Western Pomerania, North Rhine-Westphalia, Saarland and Thuringia](#) take part in the CHAT of the WORLDS.

## 9.5 Green volunteering, production and consumption

### Green volunteering

The Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (Bundesministerium für Familie, Senioren, Frauen und Jugend, BMFSFJ) funds volunteer programmes, including ones in ecological areas. BMFSFJ funds the Federal Volunteer Service ([Bundesfreiwilligendienst](#), BFD), which can be environment-related, and the Voluntary Ecological Year (Freiwilliges Ökologisches Jahr, FÖJ). The Voluntary Ecological Year can be in the area of conservation, environmental protection or environmental education. It is managed at a federal state level. The [organisations providing the volunteer programmes](#) are mostly youth, environment (protection) and nature (conservation) associations or church organisations. They are recognised places of work for the Voluntary Ecological Year. The Voluntary Ecological Year can also be done abroad.

Information on BFD and FÖJ can be found under [Voluntary activities](#)

Environmental activities are often included and even the focus of [international workcamps](#) in Germany and abroad and are paid for from public funds (Child and Youth Plan of the federation [[Kinder- und Jugendplan des Bundes](#)], regional youth plans [[Landesjugendpläne](#)]). At the workcamps, young people from different countries work together in small groups on a charitable project. The camps are between two and four weeks long.

### Green production and consumption

The federal government and the federal states fund programmes, initiatives and projects to promote sustainable production and consumption. The ministries for education, nutrition, agriculture, energy, environment, transport and consumer protection are responsible at a national and state level.

In 2016, the federal government adopted a [National Programme for Sustainable Consumption](#) ([Nationales Programm für nachhaltigen Konsum](#)) as part of its general strategy to improve sustainability.

- Aim: To improve sustainable consumption in households, mobility, nutrition, office and work, clothing, tourism and leisure time and educate consumers by providing more information.
- Target group: All parts of the population, including children and young people.
- Key programmes/outcomes: Programmes and campaigns on sustainable consumption and awareness-building.
- Funding: Federal government.

### Examples of government-supported/implemented projects

Competition: "Let's do this" ("[Lass ma machen](#)")

- Aims: To motivate young people to come up with ideas for sustainable everyday consumption and for reaching climate goals, and to encourage others to join in.
- Target group: Young people aged 14 to 26.
- Key programmes/outcomes: The three most interesting submissions in the categories "Creativity", "Replication potential" and "Ecological relevance" will receive support so they can be implemented and scaled up.
- Funding: Federal Government (Federal Environment Agency/Umweltbundesamt).

'Too good for the bin!' initiative ([Zu gut für die Tonne!](#)) of the Federal Ministry of Food and Agriculture (Bundesministerium für Ernährung und Landwirtschaft, BMEL):

- Aim: In part to bring attention to the value of food and the effects of being wasteful. The focus is on handling and storing food and leftovers.
- Target group: All parts of the population, especially pupils in years 3 to 9 ([Schulmaterialien, Informationen](#)).
- Key programmes/outcomes: Programmes and campaigns to reduce food loss and waste.
- Funding: Federal government.

'Interfaces – education on sustainable consumption' project ([SchnittStellen – Bildungsprojekt zum nachhaltigen Konsum](#)) of the youth and education foundation (Stiftung Jugend und Bildung)

- Aim: To bring attention to the importance of taking collective responsibility in a global world through engagement with the topic of supply and value chains.
- Target group: Teachers and young people.
- Key programmes/outcomes: Creation of teaching resources for use in schools and non-formal education.
- Funding: Federal government.

Sustainable swaps game 'Meat or bicycle?' ([Fleisch oder Fahrrad?](#)) by the German Youth Hostel Association (Deutsches Jugendherbergswerk, DJH) and the Council for Sustainable Development (Rat für Nachhaltige Entwicklung)

- Aim: To get young people to think about sustainable consumption.
- Target group: Young people aged 14 to 19.
- Key programmes/outcomes: 90 youth hostels across Germany have integrated the game into their education programme and introduce young people to the issue.
- Funding: Federal government, DJH funds.

'Conscientious living' project ([WELTbewusst erLEBEN](#)) by the Youth of BUND (BUNDjugend)

- Aim: To raise young people's awareness of sustainable lifestyles and get them interested in collaborative alternatives.
- Target group: Young people between 18 and 30.
- Key programmes/outcomes: Events were organised across Germany between June 2014 and May 2016. Additionally, volunteers could attend intra-regional further training workshops and take part in networking and exchange tandems with other towns and cities. An "activity box" with tips and tricks for organising one's own activities was designed and is still on offer.
- Funding: German Environment Agency (Umweltbundesamt, UBA).

'Jam for all!' (Marmelade für Alle!) campaign by the Federation of Protestant Youth in Germany (Arbeitsgemeinschaft der Evangelischen Jugend in Deutschland) against food wastage

- Aim: To raise awareness of the importance and value of food.
- Target group: Interactive project for youth groups, children, cross-generational.
- Key programmes/outcomes: At places where fruit remains unharvested, ask whether it can be taken for free and make jams, juices etc. for use in spare time, in seminars and group gatherings. Unused products are sold or swapped at fairs.

- Funding/support: Federal government, Bread for the World (Brot für die Welt).

### Federal states (Bundesländer)

An initiative by churches, non-governmental organisations and contributors to One World work, the 'NRW mobile phone campaign' ([Handy-Aktion NRW](#)) collects old phones for proper recycling. People interested in taking part can hold their own collection drives – for example in the church community, in youth work, at school or at work. Free collection boxes, posters, flyers and other materials can be ordered. The proceeds from the campaign go to projects in South Africa, the Democratic Republic of the Congo, and the Philippines. The SÜDWIND Institute provides fact sheets on the effects of the extraction of natural resources for use in mobile phones.

The State Chancellery of Saarland (Staatskanzlei Saarland) initiated the sustainability and information campaign 'Responsibility and sustainability – do your bit' ([Verantwortung und Nachhaltigkeit. Mach mit!](#)). Old mobile phones are collected to set an example about the conservation of natural resources. Target groups include all secondary schools, primary school years 3 and 4, other educational institutions, social, environmental, youth and senior citizen associations, cities and local communities, and other associations and institutions.

Other contributors helping to motivate young people to support green production and sustainable consumption can be found at the German portal on the UNESCO Global Action Programme on Education for Sustainable Development [bne-portal.de](#).

### Further information on campaigns, initiatives and projects

[globaleslernen.de](#) – Global education website with information on campaigns related to global education.

[dekade.org](#) – Database of the UN Decade Education for Sustainable Development with information about official decade projects and local communities and contributors to the decade

## 9.6 Intercontinental youth work and development cooperation

### Intercontinental youth work cooperation

International youth work is enshrined in law in Article 11 of Book VIII of the Social Code – Child and Youth Services ([Sozialgesetzbuch](#), Achtes Buch – Kinder- und Jugendhilfe, [SGB VIII](#)) and, according to the Child and Youth Plan of the federation ([Kinder- und Jugendplan des Bundes](#)) forms an integral part of child and youth services. It offers learning spaces in which young people and experts from various countries can connect with one another and exchange experiences. International youth work is to promote mutual understanding, tolerance and openness, as well as intercultural learning, the assumption of responsibility, civic commitment and foreign language skills.

### Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (Bundesministerium für Familie, Senioren, Frauen und Jugend, BMFSFJ)

[BMFSFJ](#) is the national body responsible for international youth and expert exchanges, including with countries outside of Europe. The funding instrument is the Child and Youth Plan of the federation ([Kinder- und Jugendplan des Bundes](#), KJP). Funding is available to child and youth services organisations and their alliances at federal (national) level for programmes to implement bilateral agreements, international agreements or EU regulations, or as part of the government's foreign cultural and educational policy in Germany or abroad, or for fixed-term activities, [especially under mutually beneficial bilateral or multilateral programmes](#). The 2019 federal budget (KJP, title 684 01) provides means for international youth work programmes ([Bundeshaushaltsplan 2019](#)), thereof means for bilateral programmes, including programmes with e.g. China and Japan.

## Programmes funded with countries outside of Europe

German-Japanese exchange programme for young volunteers ([Deutsch-Japanisches Austauschprogramm](#)). Guiding theme in 2019: Social participation by young people.

- Target group: Young volunteers between 18 and 26 (e.g. in the voluntary fire brigade, community, sports clubs, guides/scouts).
- Activities: Visits to youth organisations, specialist talks, debate sessions with young volunteers in Japan (and in Germany on return visits), host family weekend.
- Funding: KJP (special Japan programme), participants' own funds, the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT).

German-Japanese study programme for experts from child and youth services ([Jugendpolitische Zusammenarbeit mit Japan](#)). Guiding theme in 2019: Young people's media use – Challenges and potential solutions.

- Target group: Experts from child and youth services.
- Activities: Expert talks, project visits and debate sessions in Japan (and in Germany on return visits), workshops to dig deeper into the topic, host family stay.
- Funding: KJP (special Japan programme), participants' own funds, the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT).

German-Chinese expert exchange ([Jugendpolitische Zusammenarbeit mit China](#)). Guiding themes in 2019: 'Create equal living conditions and equal opportunities for young people' (programme in China), 'Raising environmental awareness among young people' (programme in Germany).

- Target group: Experts from child and youth services.
- Activities: Expert dialogue and development of collaborative projects.
- Funding: KJP (special China programme), participants' own funds, the All-China Youth Federation.

See also [Administration and Governance > Cross-sectorial cooperation](#)

See also [Youth Wiki > Youth Policy Governance > Cross-border cooperation in the youth field > International cooperation](#)

## Federal Foreign Office (Auswärtiges Amt, AA)

AA runs additional one-off programmes – for example, together with the Pedagogical Exchange Service Office (Pädagogischer Austauschdienst) – to support international youth exchange as part of [Germany's foreign cultural and educational policy](#). Specific regions and countries for which youth exchange programmes are given preferential backing: Afghanistan, Armenia, Azerbaijan, Australia, Belarus, Brazil, China, United Kingdom, India, Indonesia, Cuba, Mexico, Namibia, East Africa, Russia, Sri Lanka, South Africa, Ukraine, United States, Vietnam and Cyprus, as well as the countries in Southeast Europe. [The federal states are responsible for international school exchanges](#). In 2019, 4 075 million euros (2018: 3 975 million euros) were earmarked in the federal budget ([Bundeshaushaltsplan 2019](#)) for exchanges between German and foreign youth groups in and outside of Germany (plan 05 Federal Foreign Office, section 0504 Cultural relations with foreign countries, title 687 17).

Additionally, since 2011, the Federal Foreign Office has been supporting the process of democratisation in the Arab world as part of a transformation partnership ([Transformationspartnerschaft](#)). Priority countries: Tunisia, Morocco, Libya, Lebanon, Jordan, Yemen, Iraq and Egypt. Funding is also available for youth and expert exchanges in the area of youth (welfare) services.

The Federal Foreign Office also funds the 'kulturweit' international cultural voluntary service. See also [Voluntary Activities > Cross-Border Mobility Programmes > Other Programmes](#)

The foundation for exchanges between east and west ([Stiftung West-Östliche Begegnungen](#)) promotes international understanding and peace by intensifying and expanding good neighbourly relations and contacts between Germans and people from the foundation's partner countries. These are: Armenia, Azerbaijan, Belarus, Estonia, Georgia, Kazakhstan, Kyrgyzstan, Latvia, Lithuania, Moldova, Russia, Tajikistan, Turkmenistan, Ukraine and Uzbekistan. Funding priorities: School exchanges and school partnerships, youth exchanges, art and culture, bringing citizens together and social and humanitarian aid. The foundation receives funding from the Federal Foreign Office.

## Development cooperation activities

The Federal Ministry for Economic Cooperation and Development (Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung, BMZ) funds a range of programmes, including formal and non-formal development policy information and education activities, development exchanges and volunteer programmes, and development projects by private German organisations. A key target group is young people. Funds have been earmarked in the federal budget 2019 [([Bundeshaushalt 2019](#)), plan 23 Federal Ministry for Economic Cooperation and Development]:

- Development policy education funding: 49,9 million euros.
- Development policy exchanges and volunteer programmes: 47 million euros.
- Funding for development-related projects by private German organisations: 150 million euros.

Engagement Global gGmbH – Service for Development Initiatives ([Service für Entwicklungsinitiativen](#)) is the central body responsible for implementing the BMZ development policy information and education activities. See [9.4 Information providers](#)

Programmes looked after by Engagement Global:

- Programme for Action Groups ([Aktionsgruppenprogramm, AGP](#)) – Funding for small projects on development policy information and education activities

The AGP programme awards grants of up to 2 000 euros to help people in schools and initiatives wishing to broaden and pass on their knowledge of One World interconnectedness. Target group: Schools, child day care centres, action groups and volunteer initiatives that focus on development policy topics.

- School Exchange Programme for Development Education ([Entwicklungspolitisches Schulaustauschprogramm, ENSA](#))

ENSA provides advice and funding for school partnerships between secondary schools in Germany and countries in Africa, Asia, Latin America and Southeast Europe. Target group: Young people aged 14 and over from secondary schools in Germany and the partner countries.

- ['weltwärts'](#) – development volunteer programme

weltwärts was launched in Germany in 2008. Placements can be in developing or emerging countries ([weltwärts Einsatzländer](#)). Focus areas/topics: Education, work with children and young people, environment and health, environmental protection and animal welfare, agriculture, human rights, democracy and peace. Target group: Young people between 18 and 28. An incoming mechanism called the 'South-North exchange' (Süd-Nord-Komponente) was also introduced in 2013. Young people from the Global South take part in volunteer programmes in Germany. See also [Voluntary Activities > Cross-Border Mobility Programmes > Other Programmes](#)

- Funding line: 'weltwärts – extracurricular exchange projects in the context of Agenda 2030' ([weltwärts – Außerschulische Begegnungsprojekte im Kontext der Agenda 2030](#))

Launched as part of the African-German Youth Initiative ([Deutsch-Afrikanischen Jugendinitiative](#)) in 2016. The aim is to promote international youth work and global education on development policy and encourage dialogue on sustainability goals. Key areas: Youth exchange, support projects, pilot projects. Priority countries in the pilot phase (until 2019): Benin, South Africa and Tanzania. Target group: Young people aged 16 to 30.

- Work and Study Exchanges programme ([ASA-Programm](#))

This programme funds project placements in countries in Africa, Asia, Latin America and Southeast Europe, as well as seminars on diversity and conflict resolution skills and group and project work methods. The ASA network invites all participants to reflect on their personal learning processes. ASA includes a basic programme for students and young professionals as well as special programmes. Participants receive partial funding. Target group: For young Germans aged between 21 and 30; young people (up to the age of 35) from countries in the Global South (north-south tandems go through the seminar, project and reflection phase jointly; the project phase includes a placement in Germany and a stay in the home country of the participant from the Global South). The ASA programme works with a range of partners, including international cooperation and civic organisations, community stakeholders, companies and commercial organisations, and universities.

Bread for the World (Brot für die Welt) funds ecumenical exchange programmes ([ökumenische Begegnungsprogramme](#)) between partnership groups (north-south and south-north), provided the programmes are integrated into long-term development policy education programmes. Bread for the World is funded by BMZ, donations and collection proceeds, as well as by the Churches' Development Service (Kirchlicher Entwicklungsdienst).

### Federal states (Bundesländer)

Development cooperation is the responsibility of the federal government and the 16 federal states. They maintain diverse development policy relations and promote the implementation of Agenda 2030 for sustainable development through partnerships with cities, regions and countries in Africa, Asia and Latin America. Overview of development policy relations of the German federal states, contacts and responsible institutions ([Deutsche Länder in der Entwicklungspolitik](#)).

Examples of youth programmes:

- Programme: 'Youth for development cooperation' ([Jugend für Entwicklungszusammenarbeit](#)) in Brandenburg.

Aim: Education and work projects in Africa, Asia or Latin America to meet young people and engage in dialogue.

Target group: Young people between 18 and 27.

Activities: Help with development or charitable projects.

Funding: Federal State of Brandenburg. Individuals living in Brandenburg can apply.

- Programme: NRW peace service ([Konkreter Friedensdienst NRW](#))

Aim: To strengthen social awareness and look at global development disparities.

Target group: Young people between 18 and 25 (in exceptional cases up to 27) living in North Rhine-Westphalia.

Activities: Project placements in a range of areas, from helping street children to working in a rural hospital to working with children with disabilities.

Funding: Federal State of North Rhine-Westphalia.

- Programme: School partnerships as part of the twinning agreement between Rhineland-Palatinate and Rwanda ([Schülerreisen nach Ruanda](#))

Aim: Exchanges between Rwandan and German pupils and a change of perspective.

Target group: Pupils aged 14 and above.

Activities: Project day at/with the partner school, dialogue on related programme items.

Funding: Federal State of Rhineland-Palatinate from the exchange budget of the Rhineland-Palatinate Ministry of the Interior (Ministerium des Innern). Grant for German pupils visiting Rwanda: 200 euros per person.

### Development policy work in Germany

Development policy work in Germany is also funded by the federal states, e.g. by Baden-Württemberg through the through a support programme for development policy education projects by the name of bwirkt! ([Förderprogramm bwirkt!](#)) and by Bavaria (environment education/education for sustainable development) ([Umweltbildung/Bildung für nachhaltige Entwicklung](#)).

Development policy education days take place annually in each federal state, e.g.

- Saarland development policy education days ([EPOBITS](#)). 2019: 28 October to 22 November. An interactive programme of activities lasting several weeks. One World topics and engagement for a more peaceful, just and sustainable global community are presented to the wider public.
- Brandenburg development policy education and information days ([BREBIT](#)). 2019: 19 August to 21 November. Specifically for children and young people to teach the knowledge and skills needed to think globally and act locally.
- Saxony development policy education days ([SEBIT](#)). 2019: 1 to 30 November. Target group: School classes, youth groups, adult groups, educators, general public. The events in 2019 focus on global economic structures ("Ökonomie - weltweit wirtschaften").
- Thuringia development policy education days ([THEBIT](#)). Take place every year. Provide a range of educational events spread over the year for global education in schools and in non-formal education.

## 9.7 Current debates and reforms

### Forthcoming policy developments

By signing a joint declaration in Beijing on 24 May 2017, the governments of the People's Republic of China and the Federal Republic of Germany committed their respective countries to establishing a high-level dialogue to promote and support cultural and social exchange. The new dialogue between civil society concentrates on the areas of education, culture, society, language, media, sport and youth. The dialogue takes place at the highest political level and is an important platform to increase the visibility of the Chinese-German youth and expert exchange and to broaden the base of youth policy collaboration between China and Germany.

The latest initiative to promote international exchange between young people is the African-German Youth Initiative ([Deutsch-Afrikanische Jugendinitiative, DAJ](#)). DAJ is a political initiative by Engagement Global on behalf of the Federal Ministry for Economic Cooperation and Development (Bundesministerium für wirtschaftliche Entwicklung und Zusammenarbeit, BMZ). Launched in 2016, it strengthens exchanges between young people from African countries and Germany. The new funding line 'weltwärts – extracurricular exchange projects for young people in the context of Agenda 2030' (weltwärts – Außerschulische Begegnungsprojekte für junge Menschen im Kontext der Agenda 2030) was developed in conjunction with the African-German Youth Initiative. The

Marshall Plan with Africa ([Afrika und Europa - Neue Partnerschaft für Entwicklung, Frieden und Zukunft](#)) submitted by BMZ proposes expanding the initiative into an Erasmus programme with Africa to promote youth exchange.

The pilot phase of the 'South-North exchange' mechanism ([Süd-Nord-Komponente](#)) under the 'weltwärts' volunteer programme was extended until the end of 2019. It is being implemented together with the Federal Volunteer Service (Bundesfreiwilligendienst, BFD) of BMFSFJ. The 'South-North exchange' gives young people from the Global South the opportunity to take part in a volunteer programme in Germany.

Information on developments in the area of international youth exchanges can also be found in the [Youth Wiki Chapter on Youth Policy Governance](#).

### **Ongoing debates**

Current discourse on global issues in the area of youth policy mainly relates to the integration of young refugees, dealing with the radicalisation of young people, extremism and racism.

## 10. YOUTH WORK

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Today, youth work in Germany generally follows certain characteristics and principles, including:

- plurality of youth organisations,
- volunteer work,
- supported by youth work professionals,
- activities are voluntary and oriented to the needs and interests of young.

Child and youth work is carried out as part of the child and youth services system in Germany. Child and youth services generally cover all assistance, education and pastoral care services for children, young people and their families outside of school.

Youth work covers a broad spectrum of services and recreational activities for young people. It is for all children and young people irrespective of their age, background, education, sex and – in particular – any problems they may have or which are attributed to them.

Child and youth work is also a place that represents the interests of children and young people, for example by representing youth associations or the alliances to which they belong in (local) political structures.

Child and youth services, and therefore also youth work, is organised independently at a local authority level. The federal (Bund) and state (Länder) governments only lay down general legal provisions regarding the need for child and youth services and the general goals these services must pursue. The majority of child and youth work is organised and financed at a local (Kommune), district (Landkreise) and town/city level. This results in an array of organisational forms, services and structures.

Participation is a recurring topic in child and youth work, not only in terms of how child and youth work can be structured participatively, but also in terms of how political participation by young people in their living environments (such as local participation processes or participation in youth services planning) can be increased and structured.

Topics that have shifted into the focus of youth work as a result of social and legal changes are: the inclusion of young people with disability in child and youth work; young refugees in child and youth work; and the opportunities, limits and consequences of the digital revolution.

### 10.1 General context

#### Historical developments

Understanding of both youth work in Germany and its central organisational and structural principles can be traced back to the late 19th century. As industrialisation gathered pace, it brought about changes in the social fabric (e.g. wage labour, growth of cities). Youth eventually came to be seen as a separate stage of life. With more free time on their hands, young people began to organise their own independent activities, such as the "bird of passage" youth movement (Wandervogelbewegung), or the newly established youth associations. But governmental organisations were also taking an interest in young people – above all to make sure that they were not acting against government interests. The first youth services were mainly directed at employed young men in urban areas and were designed to offer access to rewarding recreational activities. Welfare associations began to offer their own services, such as youth clubs, to combat antisocial behaviour and neglect amongst young people. The Weimar Republic (1919–1933) was a period of intense politicisation and marked the organisational high point for youth associations. The diversity of emerging new youth organisations gave young people plenty of opportunity to express

their interests, e.g. in young worker's movements or the youth chapters of the trade unions. The number of youth organisations, associations and alliances increased greatly.

This development was interrupted during the fascist Nazi regime (1933–1945). Independent youth associations were banned. The only youth organisations allowed by the state were the Nazi organizations Hitler Youth (Hitlerjugend) and the League of German Girls (Bund deutscher Mädel). The strong militaristic focus of these organisations was designed to indoctrinate young people into the National Socialist ideology.

After 1945, there was a change in tack. For example, the ban on creating youth groups was lifted relatively quickly in the American sector and initiatives like the German Youth Activities Program were introduced to support the establishment of democratic structures, prevent political radicalisation amongst young people and provide recreational activities. Youth associations began to re-establish themselves and build on where they had left off before National Socialism. Open-door facilities (Häuser der offenen Tür) were also created to reach young people who did not belong to associations. In the 1950/60s, youth work emerged in West Germany as a discrete guidance and education framework alongside the family and schooling. Educational approaches increasingly came to the forefront. The 1970s were dominated by a countermovement (e.g. the "Jugendzentrumsbewegung" youth centre movement). Young people fought for the right to have spaces unstructured by adults for their own activities. This resulted in the creation of youth centres led by the young people using them. At the same time, from the 1970s onwards youth work expanded continually and reached new levels of professionalism.

In East Germany, most young people were members of the only authorised youth organisation, the Free German Youth (Freie Deutsche Jugend, FDJ). FDJ toed the party and government lines. After German reunification in 1990, the former East Germany began to draw on the youth work structures in place in the western federal states. However, the landscape of youth organisations and youth services has changed somewhat in the 30 years since reunification. For example, the eastern states have fewer youth associations but more initiatives and clubs at a local level.

Today, youth work in Germany generally follows these structural characteristics and principles:

- A plurality of youth organisations enshrined in and supported by law, partly in response to National Socialism and the uniformity of youth organisations in the former East Germany. The variety of youth organisations increases young people's chances of finding activities that correspond to their ideals and interests.
- Volunteer work plays a very important role in youth work. Historically, it has been an expression of the underlying principle of autonomy in youth work since its very beginnings.
- Youth work is supported by around 30 000 youth work professionals nationwide. One of their tasks is to support volunteers.
- Youth work is financed and structured primarily at a local authority level.
- The activities are voluntary and oriented to the needs and interests of young people: Youth work by and for young people.
- Some youth work services are provided by non-statutory organisations. Cooperation between statutory authorities and non-statutory organisations is enshrined in German law.

In addition, youth work has been shaped since its beginnings by the push-and-pull of governmental interests and youth-led youth activities. Phases of political instrumentalisation interchange with periods of greater self-determination amongst young people. Even today, the struggle to balance government influence with youth autonomy continues.

## National definition or understanding of youth work

Youth work is carried out as part of the child and youth services system in Germany. Child and youth services generally cover all education and care services for children, young people and their families outside of school. In addition to youth work, child and youth services provide things like childcare facilities (education and care of children aged 0–6 years and of schoolchildren); socio-educational support services (Hilfen zur Erziehung) such as residential care or foster families; youth social work; youth assistance in the justice system; and child and youth protection services. The socio-educational support services in particular focus on problems faced by children and young people, such as difficulties in upbringing, domestic abuse and neglect, providing specific support for parents to help them (better) meet their parental responsibilities again. Youth social work aims to offer socio-educational assistance to young people from socially disadvantaged backgrounds to redress the balance or help them overcome individual barriers. Such assistance can include school social work, support with vocational training, workplace integration and more. Youth work in Germany forms an independent field of activity that is distinct from the socio-educational support services, youth social work and other areas of child and youth services.

Youth work covers a broad spectrum of services and recreational activities for young people. It is for all children and young people irrespective of their age, background, education, sex and – in particular – any problems they may have or which are attributed to them. Youth work services are oriented to the interests of children and young people and do not primarily take place in spaces structured by adults. They offer room and opportunities for youth-led activities and processes of self-learning in educational contexts. Youth work is also a place that represents the interests of children and young people, for example by representing youth associations or the alliances to which they belong in (local) political structures. As is the case with all services provided under Social Code Book VIII (SGB VIII), youth work is oriented to young people up to the age of 27. Youth work services are mainly used by young people between the ages of 10 and 17. Some services, such as play buses (Spielmobile), are offered specifically to children. Young people over the age of 27 also make use of youth work services.

Youth work in Germany comprises two main areas: youth associations (verbandliche Jugendarbeit) and open youth work (offene Jugendarbeit):

Youth associations can be organised in extremely diverse ways and are classed as such primarily on the basis of their similar historical roots, their members' (close or loose) ties to the association, and their orientation to specific values. Youth associations can be, for example, denominational, assisting (e.g. the German life saving association (Deutsche Lebensrettungsgesellschaft, DLRG)), cultural (e.g. rifle clubs), ecological, professional, trade union-based, or party-affiliated. Youth associations are often the youth chapters of their adult counterparts, e.g. the youth fire brigades, Protestant or Catholic youth associations, or the youth arm of the German civil service federation (Beamtenbund, dbb). Whilst many have a long history, other new youth associations are still being established today – such as youth-led migrant organisations (Migrantenjugendselbstorganisationen). The youth association groups (Jugendverbandsgruppen) at local authority level form the heart of most youth associations. These individual groups are often affiliated at the next organisational level up, whilst some are incorporated into the structures of an adult association. No data is available on exactly how many local youth association groups exist.

Open youth work refers mainly to an approach that focusses on youth clubs with open-door services as well as adventure playgrounds and play buses. The overriding purpose of open-door youth work is to provide activities that are open to all young people, irrespective of their social background or ideological convictions. The youth work services are free of charge (with a handful of exceptions) and not tied to any conditions (e.g. membership). Open youth work activities aim to offer young people opportunities to pursue their interests and needs and gain self-directed experiences in an environment that is not dominated by adults. These are typically youth clubs attended by children and young people in the

afternoons and evenings who can spend their free time as they wish, for example meeting friends, relaxing, playing games or sport, engaging in creative or artistic activities, or asking for help with everyday issues. Young people cannot be forced to make use of specific youth clubs. Around 15 000 such youth work facilities and youth clubs exist across Germany at present. Statistically, this means that there are 129 facilities for every approximately 100 000 young people aged 6–21. Youth work professionals work in around half of these. The other facilities are youth-led meeting places, often in rural areas, that offer young people a place to spend their free time together in an environment that is not structured by adults.

Nowadays, the boundaries between these two areas (youth association work and open youth work) are often blurred. For example, some youth associations also offer meeting spaces which are open to all children and young people, including non-members. Both youth associations and youth clubs organise initiatives during school holidays (e.g. holiday and adventure travels or holiday recreation camps), to give another example.

Child and youth services, and therefore also youth work, are subject to local self-government. The federal (Bund) and state (Länder) governments (see 10.3) only lay down general legal provisions regarding the need for child and youth services and the general goals these services must pursue. The majority of youth work is organised and financed at local level. This results in a (sometimes confusing) array of organisational forms, services and structures – for example, which organisations are active where, how diverse the services are, or which services exist with what conceptual focus. Regular efforts are necessary at local and supra-local level to establish consensus on what constitutes the core of youth work, not least because this field covers such a wide range of subjects. Conferences and quality debates are held and diverse information leaflets and magazines published in pursuit of this goal.

## 10.2 Administration and governance of youth work

### Governance

Youth work, as defined in the previous section (open youth work and youth associations), has a complex structure of organisations and governance both on a horizontal and vertical level. It follows the triple-level structure of Germany's federal system – comprising the federal level (Bund), the state level (Länder), and the local level (Kommune) – with extensive rights of self-government guaranteed under constitutional law for authorities at all levels (see ["Youth Policy Governance > Youth policy decision-making"](#)). Moreover, in Germany's "dual welfare state" ("dualer Wohlfahrtsstaat", Tennstedt 1992), the structure is shaped at all levels by the parallel existence of governmental and non-governmental organisations. Non-governmental organisations that play a key role in youth work are the non-statutory organisations and the youth associations (see ["Voluntary Activities > Administration and governance of youth volunteering"](#)). Of most relevance to youth work is the local authority level. This is where most youth work services and activities are offered, coordinated and financed.

### Governmental structures

At the **local authority level**, the local bodies responsible for child and youth services play a particularly important role. These are the rural districts (Landkreise) and urban districts (kreisfreie Städte), as well as municipalities (kreisangehörige Gemeinde) with their own local child and youth office (Jugendamt) under federal state law. In some cases, the municipalities themselves are directly responsible for youth work, even if they do not have their own local youth office. The local youth offices comprise two pillars: An administrative office (Jugendamtsverwaltung), which is responsible for the day-to-day running, and a youth services committee (Jugendhilfeausschuss), which discusses and adopts measures on basic issues relating to local child and youth services, including the structure of the services offered and financial support for youth work activities (see ["Youth Policy Governance > Youth policy decision-making"](#)). Members of the youth services

committee often include representatives of youth associations. The local youth office is in charge of planning, coordinating and supporting youth work facilities and associations, as well as for ongoing quality development and financing decisions (see ["Support to youth work"](#) and ["Quality and innovation in youth work"](#)).

Many local child and youth offices as well as local authorities have a separate department or office to support local youth work activities (known as Jugendreferat/kommunale Jugendpflege). These positions in the local administrations assist young people with youth-led activities and support non-statutory youth work organisations and youth associations (Jugendverbände). Advisory services, training and networking are just some of the ways in which they achieve this. The functions performed by these offices can vary greatly across the federal states. The local authorities also provide facilities for open youth work facilities and activities (e.g. youth clubs).

The **federal states (Länder)** have two central responsibilities: defining a framework for youth work activities and providing organisations at the local level with expert and financial support assistance. The state parliaments (which have legislative powers in matters relating to child and youth services) and the respective state ministries are the key authorities at federal state level. Each federal state adopts its own acts on child and youth services, which also contain rules relevant to youth work. In some states, separate laws on youth support services specify which child and youth work services and financial assistance are to be provided. In many cases, youth (support) plans (Jugendförderpläne) exist at federal state level as funding tools (see ["Support to youth work > Funding"](#)).

Also at state level, youth offices (Landesjugendämter) perform important supporting and coordinating tasks for youth work. Like their local counterparts, the state youth offices also consist of two pillars: an administrative office and the state youth services committee (Landesjugendhilfeausschuss), made up of politicians and experts who specialise in this field. In respect of youth work, the state youth offices act as consultants to practical training institutions and associations, provide training opportunities for youth work professionals and funding for youth residential training centres [see Art. 85(2) [Social Code Book VIII \(SGB VIII\)](#)] to name just a few examples.

The major **national** organisation in the field of youth policy is the [Federal Ministry for Family Affairs, Senior Citizens, Women and Youth](#) (Bundesministerium für Familie, Senioren, Frauen und Jugend, BMFSFJ). As the supreme federal authority, it is the task of BMFSFJ to promote and provide funding wherever child and youth services carries supraregional significance and where, by its nature, it cannot be effectively supported by a federal state alone (Art. 83(1) SGB VIII). A central task of BMFSFJ is to draft federal laws. Any federal laws that touch on the interests of the federal states require an authorising resolution of the Federal Council (Bundesrat) in addition. Whilst federal law-making activities in recent years have not primarily focussed on youth work, they have had an impact on the field; for example, the 2012 Federal Child Protection Act (Bundeskinderschutzgesetz) which introduced a new law requiring persons who work with children and young people to present a Criminal Records Bureau check.

BMFSFJ is also responsible for the Federal Child and Youth Plan (Kinder- und Jugendplan, KJP). This funding tool (see ["Support to youth work > Funding"](#)) provides financial assistance in particular for supraregional support structures and associations of open and associational youth work organisations as well as for specific projects designed to develop the field further.

BMFSFJ is also responsible for delivering the federal government's Child and Youth Report (Kinder- und Jugendbericht) each parliamentary term, which looks at the current situation of children and young people and the child and youth services offered. The report is written by an expert commission and rounds up empirical data, discussions and expert political opinions on alternating areas of focus. Past reports (e.g. 2006, 2012 and 2017) have consistently devoted considerable attention to youth work.

## Non-statutory organisations

Most open child and youth facilities (e.g. youth clubs) are run by non-statutory youth providers. Organisations active in associational youth work (see "[General context](#)") are also classed as non-statutory youth services organisations. Although most youth work activities are state financed, these non-statutory organisations and associations do not fulfil a formal legal mandate nor do they see themselves as agencies responsible for implementing government policy. Rather, they work as independent and equal proponents of social policy alongside the state. The structure of the welfare state and thus of youth work is thus in equal measure the result of government policy and the influence of organisations and associations on the side of the non-statutory organisations and associations active in the field of youth work.

As Germany's federal state system began to take shape, non-statutory organisations, in particular the six recognised welfare associations (see "[Voluntary Activities > Administration and governance of youth volunteering](#)"), also developed associational structures at national, state and local level from the 19th century onwards. The internal structures vary between associations. The non-statutory organisations and associations generally fall into one of two groups (see "[General context](#)"): Either youth associations as providers of associational youth work; or organisations that provide facilities for open youth work activities. The latter includes an extremely diverse range of organisations, from church communities and the welfare associations to a broad range of initiatives.

The non-statutory organisations and associations also play an important role at local level. In most cases, the local and district chapters of the associations provide facilities for open youth work activities and offer and co-finance associational youth work services (see "[Support to youth work > Funding](#)"). The associational structures at higher levels (e.g. district, state, federal) provide administrative, legal and financial assistance for services at a local authority level, train youth work professionals and voluntary workers, and promote the ongoing development of expertise and content. The organisations and associations also represent the interests of their youth chapters or facilities externally – e.g. on committees – and thus actively contribute to organisational aspects.

Youth associations in particular often have a vertical structure that extends beyond their involvement with associations and organisations. This can take the form of alliances between specific associations at a state and national level, e.g. rural youth Hesse (Hessische Landjugend) or rural youth Germany (Deutsche Landjugend). Alongside these are the youth councils (Jugendringe), which are voluntary alliances of various youth associations and organisations at a local authority, state and national level ([Deutscher Bundesjugendring, DBJR](#)). These structures also serve, on the one hand, to evolve the field of youth work internally on the basis of expert input and support and, on the other, to represent the interests of youth associations and young people externally. Along the same lines, alliances exist between the providers of open youth work facilities at state level, such as the "open doors" association of North Rhine-Westphalia (Arbeitsgemeinschaft Offene Türen Nordrhein-Westfalen, [AGOT NRW](#)), or at national level, such as the federal association of open youth work (Bundesarbeitsgemeinschaft Offene Kinder- und Jugendeinrichtungen e. V., [BAG OKJE](#)).

## Cross-sectoral cooperation

In 2018, the federal government set up an inter-ministerial working group for youth ("IMA Jugend") headed by BMFSFJ to coordinate implementation of the federal government's Youth Strategy ([Jugendstrategie der Bundesregierung](#)) and cooperation between various government departments. Other established forms of cooperation also exist between the federal states' education culture and youth ministries on the adoption of youth work-related positions, for instance a broad understanding of education with youth work as an integral component. To a certain extent, the youth services committees replicate this cooperative structure at the state level and the local level. The committees discuss matters relating to child and youth services as a whole. As such, they bring youth work into contact with other areas of child and youth services (see "[General context](#)"). Further, the

committees are supported in an advisory capacity by representatives of other systems, e.g. the education system or the police, with whom the committees cooperate.

The overarching organisational and associational structures into which open youth work facilities are integrated or the adult organisations to which the youth associations or youth chapters belong can also be seen as cooperative structures. For example, the youth chapter of an association (e.g. a heritage society, the fire brigade, or a sports club) cooperates with its adult counterpart(s) and thus with organisations outside the field of youth work.

Since youth work forms an integral part of child and youth services, the general child and youth services bodies can also be described as forums in which youth work cooperates with other child and youth services. Such cooperation formats include the alliance of state youth offices ([Zusammenschluss der Landesjugendämter, BAG LJA](#)) or the Child and Youth Welfare Association ([Arbeitsgemeinschaft Kinder- und Jugendhilfe, AGJ](#)), which is the central representative of institutions providing child and youth services and regularly issues positions and recommendations regarding youth services in general and youth work in particular. AGJ members include the youth associations (Jugendverbände) and youth councils (Jugendringe), the umbrella associations of non-statutory welfare organisations, professional bodies, the state youth authorities (Jugendbehörden der Länder) and state youth offices (Landesjugendämter). There are also alliances between the welfare associations at local authority, state and national level (known as "leagues", plus the Federal Association of Non-Statutory Welfare (Bundesarbeitsgemeinschaft der Freien Wohlfahrtspflege, BAGFW). Further, the German Association for Public and Private Welfare ([Deutscher Verein für öffentliche und private Fürsorge](#)) is a joint forum for representatives of statutory and non-statutory welfare organisations that also provides expert input in the form of recommendations, position papers and training events.

Last but not least, numerous youth work partnerships at local authority level with organisations from different sectors (e.g. schools, disability organisations, policy-makers) offer opportunities for active involvement in committees and urban district projects or projects on civic education, for example. In this context, repeated warning is given against the dangers of using youth work for purposes that do not fall within its self-identity, for instance where youth work providers cooperate with welfare-to-work services or the school education system ([see 10.3](#)).

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## 10.3 Support to youth work

### Policy/legal framework

[According to Article 1 of Social Code Book VIII \(SGB VIII\)](#), child and youth services and thus also youth work must help every young person make use of their right to personal development and to become a responsible and socially competent individual. Furthermore youth work corresponds to the overarching values and principles laid down in the German constitution (Grundgesetz) (see "[Youth Policy Governance > Target population of youth policy](#)"). Articles 11 & 12 SGB VIII stipulate specific rules regarding youth work. Article 11 SGB VIII says that young people must be given access to youth work needed to help their development. As such, there is an objective obligation on statutory child and youth services providers, i.e the local offices, to provide and/or finance youth work activities. However, there is no subjective legal entitlement by children, young people or families to such or certain services.

The law divides providers of youth work services into three groups:

- Youth associations, groups and initiatives,
- Youth work organisations,
- Statutory child and youth services providers (Art. 11(2) SGB VIII).

The law also requires services to reflect the interests of young people, who should have a say in what and how services are structured, and that services should help to teach young people self-determination skills and motivate them to take social responsibility and get involved in social issues. Unlike with other youth services, the law does not pinpoint specific target groups; instead, youth work activities are aimed at all young people (see "[General context](#)"). It does, however, explicitly mention that persons over the age of 27 can also make use of certain youth work services.

The law specifies the following key areas of youth work

- Informal youth education in general, political, social, health-related, cultural, natural and technical subjects
- Youth work in sport, games and social interaction
- Youth work related to the working world, school and family
- International youth work
- Child and youth recreation and recuperation
- Youth counselling (Art. 11(3) SGB VIII).

Article 12 SGB VIII contains rules that apply specifically to associational youth work/youth work associations. These rules require statutory youth services providers to provide financial assistance to youth associations and (independent) youth groups. Here, too, the emphasis is on young peoples' agendas and their willingness to engage and take responsibility for the services.

Many other rules in SGB VIII also apply to youth work, for instance on funding, local youth services planning (Jugendhilfeplanung) and quality development, or child protection. The same goes for the general provisions of Social Code Book X on Social and Administrative Procedures and Protection of Social Data ([SGB X – Sozialverwaltungsverfahren und Sozialdatenschutz](#)).

Each federal state adopts its own acts governing child and youth services, many of which contain regulations on youth work – such as on fundamental principles (e.g. its voluntary nature), state-specific focal areas (e.g. work with girls), the objectives targeted (e.g. tolerance), or the combined effect of paid and volunteer workers. Numerous states have also introduced more detailed regulations in the form of specific laws on youth services or youth education, and in particular on youth work funding ([overview of many of the relevant laws at Jugendhilfeportal](#)).

At the local level, local authority-issued (youth services) planning and directives determine how youth work is executed in practice. The importance attached to youth work by the individual local authorities is the result of local traditions and the balance of power in local politics (cf. Grohs/Reiter 2017).

## Funding

With local authorities the primary source of funding for facilities and activities in the field of youth work (open youth work and youth associations), the importance of the local authority level is clear. According to the financial report for education ([Bildungsfinanzbericht](#)), total public funding for youth and youth association work in 2017 stood at around EUR 2.2 billion. Of this figure, 64% was provided by the local authorities, 16% came from statutory authorities at state (Länder) level, and 20% from the federal (Bund) level [cf. Federal Statistics Office (Statistisches Bundesamt) 2018a]. The EU provides only a small amount of funding for youth work, some of which is used to finance state- and nationwide initiatives (cf. Pothmann 2011).

Facilities and associations receive further funding in the form of donations from individuals, companies and foundations. Youth work organisations also earn money from sponsorship deals, renting rooms or equipment, and from participation or admission fees (e.g. for excursions and concerts). Membership fees are another source of funding for youth associations (cf. Mairhofer 2019).

Basic funding for open youth work facilities and youth associations is often provided at local authority level via the local youth offices and on the basis of decisions by the youth services committee. As such, it is heavily dependent on the budgets and priorities of the local authorities (Art. 11 & 79 SGB VIII). Funding from the federal government is channelled via the Federal Child and Youth Plan (Kinder- und Jugendplan, KJP). The government's aim with this funding tool is to encourage and promote overarching tasks in child and youth services. In the context of youth work, the KJP funds in particular nationwide structures of organisations, associations and professional bodies ("Bundeszentrale Infrastruktur"), as well as special projects, such as pilot projects and their evaluation, expert events and international youth exchange programmes. Funding is allocated on the basis of a formal application and settlement process.

Along the same lines, the federal states allot funding for open and associational youth work activities on the basis of state youth funding plans (Landesjugendförderpläne), which cover funding for associational structures and facilities. The federal states also pick out thematic focal points in their funding initiatives, such as activities for young people from immigrant community families. State-level funding is also generally allocated on the basis of formal application and settlement processes.

Grants are one of the main methods of obtaining funding. Whilst associations or facilities receive a contribution towards putting their youth work activities into practice, they have wide discretion over how the services are structured and implemented. But the Law on youth services requires grant recipients to meet numerous criteria. Article 74(2) SGB VIII limits financial assistance to only those organisations that meet the specific criteria, that guarantee the funds will be used efficiently and for their intended purpose, that pursue charitable goals, themselves make an appropriate contribution, and promote the aims of the constitution (Grundgesetz). These rules are applied at local, state and national level. Article 74 SGB VIII also stipulates the instrument known as youth services services planning (Jugendhilfeplanung) as the definitive basis for funding decisions. The type and amount of funding is decided at the discretion of the statutory authority and must take the available budget into consideration (Art. 74(3) SGB VIII).

## Cooperation

Cooperation between statutory authorities and non-statutory organisations, and between paid and voluntary workers is fundamental to youth work in Germany.

Youth work includes other forms of cooperation between practitioners, academics and politicians. One example is the network for intercultural youth organisation work and research ([Netzwerk interkulturelle Jugendverbandsarbeit und Jugendverbandsarbeitsforschung](#)), which aims to improve intercultural and racism awareness in associational youth work. Another example is the federal network for child and youth work (Bundesnetzwerk Kinder- und Jugendarbeit), established 2019, which at a general level aims to promote dialogue between academics and practitioners and encourage more research into youth work (see "[Quality and innovation in youth work](#)").

Youth work facilities also cooperate with numerous other organisations. On the one hand, youth work organisations are involved in various local networks and committees (such as community conferences, prevention networks and child protection networks). On the other hand, youth work organisations cooperate with one another and with a range of other organisations from the social and education sector. For example, some youth clubs offer integrative activities in cooperation with disability organisations. Numerous youth work associations and open youth work facilities cooperate with schools to provide after-school childcare or all-day schooling. Current studies show that around one-third of youth work facilities are active in this area. Other frequent cooperation partners to youth work facilities and associations include the police, e.g. as part of crime prevention initiatives; healthcare institutions and drug abuse counselling centres, e.g. as part of addiction prevention projects; and employment services, e.g. as part of joint initiatives to assist with career entry, to name just a few (see "[Administration and governance of youth work](#)").

In individual cases, the various forms of cooperation (see examples above) can be established on the basis of (formalised) agreements. However, federal law contains no specific provisions regarding cooperation in the field of youth work.

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## 10.4 Quality and innovation in youth work

### Quality assurance

Several aspects factor into the debate on what constitutes good quality child and youth work. These aspects range from ensuring a sufficient quantity of services, the preventive effects, safeguarding child protection, content and impact – such as promoting democratic values – to the educational benefits for young people. A central yardstick used to assess the quality of youth work is to look at how they address the agendas, needs and experiences of young people and how relevant the services are for them. Article 11(1) of [Social Code Book VIII \(SGB VIII\)](#) requires youth work to appeal to the interests of young people. Academic papers on and framework concepts for youth work use this aspect as an integral quality element. Youth work is already oriented to young peoples' agendas. The voluntary nature of participation in youth work means that services must appeal to the interests and needs of young people – if they are not, young people will vote with their feet and simply not make use of the activities available.

As a general rule, the quality of youth work is not safeguarded by way of youth work-specific quality assurance and development programmes. There are no systematic national surveys on whether youth work meets the needs of children and young people or, for example, whether youth work lives up to its principles in practice. However, at the various political levels there are a number of institutionalised ways of influencing the structural quality of youth work and the ongoing professional development of child and youth work.

In terms of staffing quality, SGB VIII stipulates the employment of youth work professionals (Fachkräftegebot). This applies directly to personnel working in the local youth offices and indirectly to the staff of non-statutory organisations. The implementing acts in the federal states specify which criteria must be met by paid workers involved in the provision of child and youth services – which also includes youth work. Employees must demonstrate personal suitability and have the relevant training qualifications. As the bodies with overarching responsibility for the activities and services provided as part of child and youth services, the local youth offices have a responsibility to employ appropriately trained staff and to safeguard the overall quality of child and youth services. The SGB VIII requirement for youth work professionals does not apply to volunteers, for example those working in youth associations. However, other rules and procedures apply to youth work volunteers to ensure they have the relevant skills and suitability. One example is the [JULEICA training programme](#) (minimum of 30 hours; cf.), which teaches key skills required in youth work and certifies programme graduates as eligible for a youth leader card. Legal requirements are also in place to ensure that individuals cannot engage in youth work if they have a criminal record as a result of committing offences against sexual self-determination or other relevant offences as defined in Article 72a SGB VIII.

The Federal Child and Youth Plan (Kinder- und Jugendplan des Bundes) and the state youth plans (Landesjugendpläne) influence the quality of child and youth work in part by funding paid posts in child and youth work organisations, as well as by including certain developments, such as raising intercultural awareness, as mandatory rules. Mission statements and framework concepts are also in place in the federal states and local communities. At a local authority level, the youth offices (Jugendreferate), youth officers and youth support services (cf. ["Administration and governance of youth work"](#)). work to ensure qualitative youth work by providing professional and organisational support to facilities, associations and organisations active in the field of youth work and by coordinating them.

The local child and youth services committees (Kinder- und Jugendhilfeausschüsse) are part of the local youth offices and, as co-decision makers on the structure of child and youth work, have a say in its quality and needs-based focus. Committee members comprise representatives of child and youth work from the youth councils (Jugendringe), the youth associations (Jugendverbände) and other organisations active in open and associational youth work, as well as representatives of the statutory authority and non-statutory organisations from other areas of child and youth services. In many cases, youth work sub-committees or working groups have been established. One key task of the child and youth service committees is to carry out child and youth services planning (Jugendhilfeplanung) as prescribed by law. This planning is designed to ensure the availability of a sufficient number of high-quality child and youth services and thus youth work activities. In 2009, three-quarters of the local youth offices had adopted a youth services plan for youth work activities (Gadow et al., page 46). Many local youth offices also finance internal (partial) posts to perform youth services planning activities.

Beyond such official channels of safeguarding quality and the professional development of child and youth work, further efforts to measure and demonstrate quality are undertaken consistently. For example, the research and development project of the [Wanja project group at the University of Siegen](#), which developed criteria for assessing the quality of open child and youth work activities (Wanja project group, 2000). The criteria are intended as the basis for quality and effectiveness dialogues between facilities, organisations, local youth offices and youth policy governance at a local authority level (Deinet 2013, page 523 et seq.). No data is available on how widespread their use is across Germany. With respect to governance, some communities orient themselves to indicators such as measurable facts about child and youth work collated in reports using data collected from child and youth work facilities (Mühlmann 2013, page. 513 et seq.). These may also include quality indicators. However, the extent to which quantitative indicators can genuinely make child and youth work services visible is the subject of debate.

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### Research and evidence supporting youth work

As diverse organisations at different levels take responsibility for youth work (see "[Administration and governance of youth work](#)"), funding for research is equally varied. Research is performed and funded at national, state and local level. In addition to institutional support for universities and research institutes, many studies by these institutions receive external funding. The money primarily comes from federal funds (e.g. Federal Child and Youth Plan (Kinder- und Jugendplan des Bundes) and the individual state budgets (e.g. youth support plans (Jugendförderpläne)) and is in some cases

supplemented by money from the European Union. Research projects in the youth work field are also financed by foundations (e.g. Aktion Mensch, Deutsche Telekom Foundation, German Research Foundation (DFG)) and the youth associations themselves. The research projects are carried out individually by universities and research institutes as well as in partnership with civil society organisations and research bodies. Given the complexity of the field (cf. "[Administration and governance of youth work](#)") and the resulting rich and manifold research landscape, no central body is in place to collate research findings and data across all levels.

Research is largely carried out by universities and research institutes that receive institutional funding from the national or federal state budget. Youth work research is usually conducted by the faculties of social education and/or social work. However, only a handful of faculties focus primarily on youth work (see "[Youth workers](#)" for details). Faculty research tends to focus on the conceptual foundations of youth work, its functioning and frameworks, as well as on the question of how youth work addresses current social challenges.

As Germany's largest socio-scientific research institute in the fields of childhood, family and youth, the German Youth Institute (Deutsches Jugendinstitut) has a long history of youth work research. Of particular note in this context is the project entitled "Youth services and social change" ([Jugendhilfe und Sozialer Wandel](#)), which carries out regular surveys amongst youth work organisations.

Two bodies in particular focus on researching youth work in Europe: The [Centre for European Youth Policy at the German Youth Institute](#) (Deutsches Jugendinstitut) began researching youth work in a European context in July 2019. Secondly, in September 2019 the Jean Monnet Chair for education and youth work in Europe (Bildung und Jugendarbeit in Europa) was instituted at [Cologne University of Applied Sciences \(TH-Köln\)](#).

Research is also conducted at the state (Länder) level on the development of child and youth work, in particular in the context of individual states. This research often focusses on individual topics that are of relevance to youth work in the states. For example, the Saxon child and youth office (Landesjugendamt Sachsen) and the municipal social association of Saxony (Kommunaler Sozialverband Sachsen) jointly fund a smart youth work project in Saxony (entitled "[Smarte Jugendarbeit Sachsen](#)"), which is working with experts and young people to develop a research-based concept for adapting youth work to the demands of the digital age. In recent years, the University of Göttingen cooperated with the queer network of Lower Saxony (Queeres Netzwerk Niedersachsen) and the Lower Saxony youth council (Landesjugendring Niedersachsen) on a study funded by the Ministry for Social Affairs, Health and Equality of Lower Saxony (Niedersächsisches Ministerium für Soziales, Gesundheit und Gleichstellung) to develop [practical action recommendations for youth work with LGBTQ\\* young people with special consideration to the regional challenges faced in Lower Saxony](#).

Aside from research by universities and research institutes, the associations and organisations themselves both finance and conduct research activities. One example is the research department of the Federation of Protestant Youth in Germany ([Arbeitsgemeinschaft der Evangelischen Jugend in Deutschland, aej](#)). In addition to publishing the aej's own studies on conceptual approaches to child and youth work in a Protestant context, the aej research department tackles fundamental questions relating to Protestant youth work and organises a regular forum (entitled "[Forum Wissenschaft und Praxis](#)") to provide a platform for dialogue between academics and practitioners. Another example is the Franco-German Youth Office ([Deutsch-Französisches Jugendwerk](#)), which has its own research department that looks at the evolution and evaluation of educational concepts, as well as issues relating to youth in Europe.

Beyond research data, [official national statistics are gathered on youth work at local authority level](#) (e.g. staffing, number of facilities, financing). Efforts to collect more data on youth work have been stepped up in recent years. For example, federal statistics have been updated to include information on youth work services. Individual associations, for

instance [aej, combine their own questions on associational youth work with the federal statistics surveys](#) in order to gain a deeper insight into the services of their own association structures. [State-level data](#) is available in most of the federal states.

At local authority level, some communities collect data on youth work beyond the scope of the federal statistics, e.g. for planning purposes. No nationwide overview exists of this community-level data.

## Participative youth work

By and for young people: This is the basic ethos of youth work in Germany. It also means that, in Germany, participation is understood to include participatory youth work as well as – or especially – the autonomous activity of young people as a form of participation. Participation is thus an integral component of youth work and enshrined in law in Article 11 Social Code Book VIII (SGB VIII). As such, young people are to take part in the planning, execution and evaluation of youth work projects and thus have a say in youth work services.

Beyond this direct form of participation by young people, which refers primarily to specific matters of organising and implementing youth work, young people also participate indirectly at all levels via certain organisations. Article 12.2 SGB VIII stipulates that youth associations (Jugendverbände) fulfil this function as representatives of young peoples' interests (cf. ["Participation"](#)). The participation of young people in shaping youth work is thus institutionalised as the local and state youth councils (Jugendringe) represent young people in the youth services committees (Jugendhilfeausschüsse) and local youth services planning (Jugendhilfeplanung). At national level, the German Federal Youth Council (Deutscher Bundesjugendring) plays an active role in shaping youth policy (cf. ["Participation > Youth representation bodies"](#)). Beyond the youth associations, other statutory authorities and non-statutory organisations act as advocates for young peoples' agendas at local authority, state and national level in dealings with other organisations and in other policy areas.

## "Smart" youth work: youth work in the digital world

Whilst youth work takes place at a local authority level, digitalisation strategies are mainly discussed at national and state level. These strategies follow a general approach, with no single digitalisation strategy focussing specifically on youth work. In March 2018, the federal government appointed a Minister of State for Digitalisation and began efforts to develop various digitalisation strategies. Although there is no federal digitalisation strategy directed specifically at child and youth work, these digitalisation strategies nevertheless cover areas that are relevant to child and youth work. For example, as part of the "digital literacy" focus topic an initiative to teach media literacy to young people (entitled ["Gutes Aufwachsen mit Medien"](#)) was launched to offer activities designed to strengthen media literacy skills amongst children, young people, parents and youth work professionals. Questions surrounding the build-out of digital infrastructure, which will ultimately benefit child and youth work and the services offered, are also discussed in the context of these strategies.

The [individual federal states adopt their own digitalisation strategies](#). North Rhine-Westphalia is highlighting the importance of the digital transformation and channelling funds via the state child and youth plan (Jugendförderplan) into a special programme to address digitalisation in open child and youth work and youth social work (["Digitalisierung in der Offenen Kinder- und Jugendarbeit sowie der Jugendsozialarbeit"](#)).

A core subject of debate surrounding the digitalisation of youth work relates to specific training for youth work professionals in media literacy and media services. Further questions include how digital formats can support youth work in practice and/or open up new possibilities for youth work. Youth work plays an important role in helping young people to acquire media literacy skills. In parallel, it offers advice on using the internet and the dangers to be aware of, as well as internet addiction counselling (cf. ["Education and Training > Media literacy and safe use of new media"](#)).

## 10.5 Youth workers

### Status in national legislation

Both associational and open youth work activities in Germany are dependent on a large number of voluntary and paid workers. Different qualification requirements apply to these two groups.

[Article 72 of Social Code Book VIII \(SGB VIII\)](#) lays down (at a national level) the basic qualification requirements applicable to paid workers involved in child and youth services. The same applies to youth work professionals. At the same time, the federal legislature has refrained from including requirements that are too narrow and specific, so as not to undermine staffing autonomy as a component of local self-government. It would also be beyond the legislature's scope to define requirements profiles for every one of the numerous tasks in a single law. Rather, it is left to the expert discretion of the individual disciplines to define professional standards. The law prescribes two basic criteria: personal suitability and specialist training. Since the criterion of personal suitability is not refined further, this leaves substantial room for interpretation. It refers in general to the characteristics required by the social professions, e.g. credibility, empathy, resilience, responsibility and openness/awareness. Although the second criterion – specialist training – does not refer to a specific training path, it does require youth work professionals to have been trained in the skills they need to perform the assigned tasks in their area of work. Individuals who meet both criteria are referred to as youth work professionals. In addition to youth work professionals, paid workers may also include persons with a strong background in social work provided they are able to perform the relevant tasks. As a rule, most paid workers are youth work professionals. Irrespective of these national guidelines, the statutory authorities at a local authority level can define more specific or more extensive requirements that apply to paid workers involved in youth work in funding and/or quality agreements with the service providers.

At national level, SGB VIII includes a further requirement applicable to paid workers employed in youth work. Article 72a SGB VIII describes circumstances under which individuals already working in youth work or who plan to work in youth work can be excluded from the field. It says that persons convicted of specific offences (in particular sex offences) are not allowed to engage in youth work. Youth work organisations must therefore regularly ensure that there are no grounds for exclusion from work by obtaining Criminal Records Bureau checks for paid workers.

Article 72a SGB VIII also requires youth work volunteers to submit a Criminal Records Bureau check at regular intervals where the type, duration and intensity of their contact with children and young people can expose the latter two groups to an increased risk of assault. No further criteria are applied at national level to volunteer activities in youth work.

This distinction between youth work professionals and volunteers is fundamental to the basic understanding of youth work activities in Germany. It is expressed in the principle "by and for young people". Especially in associational youth work, paid workers are there to support volunteers and the children and young people taking part. Almost all members of the executive boards of the youth associations (Jugendverbände) are volunteers. They decide on the activities and orientation of the youth associations. In open youth work facilities, paid workers put the agendas of children and young people at the centre of their actions. In this context, their function is to open up opportunities for volunteers and visitors alike to participate in education and development processes.

The number of volunteers active in open youth work and associational youth work is significantly higher than the number of paid workers. The share of youth associations without paid workers is higher than the share of open youth work facilities and services without paid workers.

Volunteers in particular can choose to train up as certified youth leaders. "[JULEICA](#)" has become the standard term across Germany designating certified youth leaders. However, since the JULEICA rules are not codified in national law, the individual federal states apply their own application criteria and processes for becoming JULEICA-certified. In most cases, trainees must undergo at least 30 hours of training. Applicants must also usually provide evidence of first aid skills in order to obtain the JULEICA youth leader card. 152 000 JULEICA applications were submitted in 2018. JULEICA cardholders can be employed as paid or voluntary youth workers.

Beyond JULEICA, no further certification of youth work training exists nationwide. Some local programmes recognise volunteer activities in the field of youth work.

## **Education, training and skill recognition**

Graduates of universities of applied sciences – social education workers and social workers – make up the largest group of paid workers involved in youth work (33%). Child educators form the second-largest group (16%) of university-educated professionals [cf. Federal Statistics Office (Statistisches Bundesamt) 2018b]. In 2016, the share of paid youth workers with a specialist university degree was 46% (cf. Mühlmann/Pothmann 2019, page 105).

Most study courses do not tackle youth work as a separate focus topic. Of the 603 degree courses offered in Germany in the field of social work, only two bachelor's degrees include the words "youth work" in their names (Kempten University of Applied Sciences (HS Kempten) and Baden-Wuerttemberg Cooperative State University (DHBW)). [None of the 376 master's degrees in the field of social work includes youth work in its name](#). Although the universities seldom focus exclusively on youth work as a study topic, the degree courses for social professions in particular, such as social work, social education work, education work and educational sciences, (also) provide training relevant to youth work in the form of transferable methodological skills and knowledge for working with children and young people. Graduates of these courses are thus seen as youth work professionals within the meaning of Article 72 SGB VIII as described above (federal working committee for state youth offices (BAGLJÄ) 2005).

University-trained child educators comprise the second-largest group of paid workers active in youth work. A framework agreement adopted by the Standing Conference of the Ministers of Education and Cultural Affairs (Kultusministerkonferenz, KMK) established training as a child educator as an overarching professional qualification for various socio-educational fields of work [childcare facilities, youth work, socio-educational/residential care support services (Hilfen zur Erziehung/Heimerziehung), all-day schools]. On account of its comprehensive portfolio, child educator training is also designated what is known as broad-spectrum training (Breitbandausbildung) (Leygraf 2012, page 21). Since the training courses remain non-standardised, the proportion of training dedicated to specific areas of work can vary substantially between universities and federal states (see e.g. Janssen 2010). Students can choose to focus on individual fields within their respective training. A study carried out amongst training institutions for child educators puts demand for youth work-related course content as "low" at 23% of universities, "medium" at 53% and "high" at 35% of training institutions (Leygraf 2012, page 22).

Dialogue between youth work professionals, be it in working groups, expert conferences or continuing professional development (CPD), is an integral component of youth work in Germany and takes place at all levels. The goal of such dialogue is to promote the personal development and advancement of individuals and to improve the quality of youth work. The continual training and advancement of youth work professionals' skills and expertise helps to maintain the high standards of youth work in Germany.

Diverse CPD opportunities and conferences are offered at local authority, regional and supraregional level to promote dialogue [on quantification and topics see Empirical research on open youth work (Empirie der offenen Jugendarbeit) Zankl 2019 and on associational youth work see Seckinger et al. 2009, page 45 et seq.]. In this context,

regional training courses and CPD on current youth work topics serve in particular to promote dialogue between youth work professionals from a range of organisations. Many local and district youth support plans incorporate this dialogue as part of training for youth work professionals and the ongoing development of quality in open and associational youth work activities.

In addition, youth leader meetings take place at local authority and regional level. Youth leaders can use these regular get-togethers as a platform to talk about daily work, their experiences and the challenges they face.

Depending on the local budget, interests and policy, both paid and voluntary workers in youth work are given the opportunity to take part in CPD to differing extents. Individual federal states also offer CPD grants to volunteers engaged in child and youth work.

## Mobility of youth workers

Alongside the exchange activities that take place under Key Action 1 of the Erasmus+ programme, further initiatives exist in Germany at national and federal state level that aim to promote exchange between youth work professionals internationally, nationally and state-wide. A major goal of international exchanges in particular is to develop new projects with partners from outside of Germany.

At national level, the Federal Child and Youth Support Plan (Kinder- und Jugendplan des Bundes) promotes international exchange between youth work professionals by way of seminars and training courses. The Federal Child and Youth Support Plan also supports international exchanges in the form of work experience and job shadowing. A range of bilateral programmes, such as those implemented by the youth offices ([Jugendwerke, cf. for an overview](#)), also offer opportunities for bilateral exchange between youth work professionals. A 2018 publication entitled "European mobility in flux II – attracting and strengthening youth work professionals for cross-border services" ([Europäische Mobilität am Übergang II – Fachkräfte für grenzüberschreitende Angebote gewinnen und stärken](#)) looks at the role of youth work professionals in cross-border mobility projects on the basis of real-world examples.

As part of the EU Youth Strategy 2010–2018 in Germany, the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (Bundesministerium für Familie, Senioren, Frauen und Jugend, BMFSFJ) funded a project entitled "Enabling learning experiences with cross-border learning mobility" (Lernerfahrungen durch grenzüberschreitende Lernmobilität ermöglichen). Part of the project focussed on supporting youth work professionals with training and mobility. This part drew on the knowledge that youth work professionals can only support young people with cross-border mobility experiences if they themselves have had the same experience or received relevant training.

The BMFSFJ-funded network "[Kommune goes International](#)" is a platform for nationwide exchange between communities with the aim of establishing local structures to give more young people the opportunity to spend time abroad. Training and international exchanges for youth work professionals play an important role in this context.

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## 10.6 Recognition and validation of skills acquired through youth work

### Existing arrangements

The significance of youth work as an opportunity structure for non-formal and informal learning by children and young people is widely acknowledged in Germany. This is regularly emphasised in the child and youth reports prepared for the Parliament of the Federal Republic of Germany (e.g. [15th child and youth report 2017](#)), the national educational reports (e.g. by bodies such as the Authoring Group Educational Reporting 2018: Autorengruppe Bildungsberichterstattung 2018), and in other publications.

Despite this, the effects – and, above all, the potential negative consequences – of officially recognising skills acquired through non-formal and informal learning in youth work are the subject of debate in Germany. The following aspects are seen as having potential negative consequences: Firstly, for skills learnt and acquired in youth work to be visible, they must also be measurable. The result is that skills that cannot or only partially be measured cannot be recognised. A formal recognition of the skills learnt and acquired focusses primarily on potential applications (e.g. employability) that do not necessarily correspond to the independent education mandate of youth work in Germany. This "instrumentalised" way of looking at skills recognition goes against the ideal upheld as central to youth work in Germany, i.e. that learnable or acquirable content in youth work is self-determined – and thus by its nature not predetermined.

There are various forms of recognising the skills acquired in youth work (see Baumbast et al. 2014). The most commonly used are attendance certificates from programmes, courses and exchange formats. Certificates of participation document the tasks completed and may also include a description of the skills learnt. Some are filled in by the participants themselves, while others are filled in by the host or organising organisations. The JULEICA youth leader card is one example of the latter. Whilst it is used Germany-wide, the criteria

for acquiring the JULEICA card are not uniform across all federal states. However, the JULEICA card is somewhat different to other certificates of participation in that, in order to acquire a card, the applicant must meet certain qualifying criteria (e.g. attendance of a course). JULEICA cardholders thus document their compliance with the minimum criteria required in order to obtain a card, as well as youth leadership activities that result in the acquisition of further skills. Evidence of competence – using various methods (e.g. dialogue-based observations, self-reflection on skills learnt/acquired, tests and assessments) – serves to catalogue the skills learnt/acquired specifically in youth work. The Certificate of Competence International (Kompetenznachweis International, KNI) raises the profile of the skills acquired in international youth exchanges and the engagement of young people abroad (cf. [IJAB](#)).

With the exception of the JULEICA card, the various forms of skills recognition do not exist uniformly across Germany. A broad spectrum of systems for recognising volunteer work exist at local level.

Continuing professional development (CPD) offers one way for volunteers to develop their skills in specific areas. Around half of the 16 federal states in Germany have introduced state-level grants for CPD (own research). At local level, the availability of these development opportunities is heavily dependent on the priorities of local policy-makers and organisations.

Releasing employees from their duties in order to volunteer in youth work is one form of social recognition of their engagement. No guidelines exist at national level regarding release from duties for employees to pursue their commitment to youth work. However, since youth work is considered to be particularly important and deserving of support, (various different) rules on release from duties have been adopted in the individual states. Apart from a handful of exceptions, release from duties is unpaid. In most cases, employees can request to be released from duties for a maximum of 12 workdays in order to pursue youth work commitments (cf. [JULEICA](#)).

To qualify for state subsidies to finance youth work, the applying organisations must themselves contribute a reasonable share of the financing. This can also be rendered in the form of volunteer work. This, too, is an expression of society's appreciation for engagement in youth work.

## Skills

Numerous federal reports and opinions issued by youth work umbrella organisations consistently emphasise the importance of youth work in helping children and young people to acquire skills. They highlight how youth work provides learning opportunities that are not found in schools, families or with friends. In addition to promoting personal social skills and enabling young people to practice taking responsibility, these opportunities are seen as being particularly well-suited to aiding the acquisition of democratic skills and organisational abilities (e.g. management, leadership, planning). Diverse studies show that former participants self-report youth work as a positive experience. Many participants also report afterwards that the engagement served to boost or expand their skills (e.g. Dux et al. 2008). Most German studies in this field are based on a target population from youth association work. By contrast, few studies exist on volunteering in open youth work activities.

Whilst the studies show that youth work does indeed offer further opportunities for skills acquisition, to date – although perfectly plausible in theory – no firm scientific evidence of actual skills acquisition within these opportunity structures beyond self-assessments has been presented. This is not because empirical evidence would not support causality – but rather because the study designs used so far (mostly cross-sectional surveys that can neither confirm skills already possessed prior to the engagement nor allow an unambiguous link to be established between existing skills and possible alternative learning spaces) do not offer room to describe such a connection. Nevertheless, against the backdrop of the debates in Germany indicated at the start of this section, some

question in general the relevance and use of such evidence since it does not do justice to the principles and objectives of youth work.

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## 10.7 Raising awareness about youth work

### Information providers

Information about youth work is directed at a number of target groups:

1. children and young people as potential users;
2. the interested public at large; and
3. political decision-makers at various levels.

The information aims both to increase the visibility of youth work and services as an action area that contributes to addressing social challenges, and to increase the visibility of youth work and services as an action area that helps young people reach their full potential.

Since youth work is carried out at the local level, making youth work services visible is also – and particularly – anchored with the local authorities. They use a range of methods to raise the profile of their services. These efforts aim on the one hand to reach children and young people as potential users, and on the other to make communities familiar with the services. Some municipalities have youth information centres with information about activities and services for young people. Social media (e.g. Facebook pages for the facilities and associations) and websites play a key role in spreading information about services. The local press and other channels are also used to report on open and associational youth work activities.

In a state and national context, efforts to improve the visibility of youth work are targeted towards political decision-makers in the youth policy field and other sectors. From a cross-sectoral perspective, raising the visibility of youth work plays a role in discussions on the certification of skills acquired, in prevention, and in the context of community orientation, to name a few examples.

At the state (Länder) level, young people keen to engage in social initiatives can visit various websites and drop-in centres to find out more about opportunities for social participation and youth work.

Nationally, the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (Bundesministerium für Familie, Senioren, Frauen und Jugend, BMFSFJ) provides information portals with links to further information, drop-in centres and resources. These portals are targeted at young people, their environment and youth work professionals. The information also covers youth work on a European, national, state and local level.

Numerous further portals contain information relating either directly or indirectly to youth work, such as the websites of volunteer programmes. The [website of Germany's National Agency for the Erasmus+ Youth in Action programme and the European Solidarity Corps](#) and the website of [Eurodesk](#) contain information for young people about international mobility experiences and engagement projects.

## Key initiatives

The "[Jugendhilfe](#)" portal is an expert portal for child and youth services with a separate section on youth work. It is an integral component of the national and state information strategy. The target groups of this public portal are youth work professionals and the interested public at large. It provides information about individual action areas and projects, as well as about research and political developments that affect the field.

The German Child and Youth Welfare Congress (Deutscher Kinder- und Jugendhilfetag, DJHT) is organised every three to four years. The DJHT tackles current challenges in child and youth services and addresses child and youth work issues in a range of talks, workshops and panel discussions. A European expert forum was also held at the 15th and 16th DJHT to debate topics in European youth policy. The 17th DJHT will take place in Essen in May 2021.

The second federal youth work congress (Bundesweiter Fachkongress Kinder- und Jugendarbeit) took place in 2016 (the third is planned for September 2020) and, alongside the DJHT, was created as a nationwide congress devoted entirely to youth work.

Similar congresses are also held in the states. For example, Brandenburg organises a recurring youth work congress (Brandenburger Kongress der Jugendarbeit). The third congress was held in 2017 with the title "Borderless youth" ([Grenzenlose Jugend](#)).

Some youth councils (Jugendringe) fulfil their public relations mandate (including on youth work) by publishing regular newsletters and magazines to draw attention to the topics currently affecting youth (association) work.

Many youth associations (Jugendverbände), including – and primarily – those that operate supraregionally, produce magazines for members with information on the association's work and addressing current topics.

Additionally, numerous independent magazines on or relating to youth work are published in Germany. Two examples are "German youth" ([deutsche jugend](#)) magazine and "Open youth work" ([Fachzeitschrift Offene Jugendarbeit](#)) journal. Magazines covering a broader range of social work-related topics also regularly include articles on youth work.

## 10.8 Current debates and reforms

### Forthcoming policy developments

Various political and expert bodies are currently debating a reform of Book VIII of the Social Code ([SGB VIII](#)). A key focus is on the inclusion of children and young people with disabilities, which may have consequences for youth work in the future. In its coalition treaty, the federal government set the goal of introducing a legal entitlement for primary school children to full-day care as part of child and youth services. Since some youth work facilities are already active in this field, it is expected that, once implemented, the reform will affect youth work. For example, the planned changes may affect the time left over for children and young people to devote to youth work activities, or they may affect the involvement of child and youth work in providing care services for primary school children.

## Ongoing debates

Debates on and in youth work take place in academia and research, in alliances of child and youth services institutions [e.g. Child and Youth Welfare Association (Arbeitsgemeinschaft für Kinder- und Jugendhilfe, AGJ)], in consortia or alliances in the field of youth work [e.g. the open doors association of North Rhine-Westphalia (Arbeitsgemeinschaft Offene Türen Nordrhein-Westfalen, AGOT NRW)], the German Federal Youth Council (Deutscher Bundesjugendring, DBJR), the federal state and local youth councils (Jugendringe), as well as in a range of specialist publications (e.g. 'deutsche jugend' magazine). Conferences and workshops attended by decision-makers from state and local youth offices, organisations and more, as well as youth work professionals, offer further platforms for the debates surrounding youth work. The committees responsible for child and youth policy in the various municipalities (Gemeinde), districts (Landkreise), urban districts (kreisfreie Städte), federal states (Länder) and nationwide (such as the local child and youth service committees) offer further forums for debating matters of this nature. Foundations also weigh in on the debates surrounding child and youth work. A review of the major magazines on youth work, discussion and position papers from the general field of child and youth services and the specific field of youth work in active alliances reveals discussions on a number of topics.

A series of debates have long been waged to do with the legal mandate of youth work. They focus on aspects including to what extent youth work can be incorporated into social functions such as care for school-age children or preventive activities, and what role youth work plays or should play in this context.

Participation is also a recurring topic in youth work, not only in terms of how child and youth work can be structured participatively, but also in terms of how political participation by young people in their living environments (such as local participation processes or participation in youth services planning) can be increased and structured.

Given that child and youth work is a mandatory requirement of the local authorities, debates often centre on the provision of adequate staff resources and budgets for youth work and the upkeep of youth work services. Attracting youth work professionals is a current topic in child and youth work as well as in other areas of youth services.

Regional trends can be seen in the demographic change. Here, one recurring subject in particular relates to youth work in rural areas and the challenges faced there. The emphasis is on the importance of local, reachable facilities and services for youth work locally despite the falling number of young people in these areas.

Topics that have shifted into the focus of youth work as a result of social and legal changes are: the inclusion of young people with disability in youth work; young refugees in youth work; and the opportunities, limits and consequences of the digital revolution.

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## Youth Work

Website of an organisation

Alliance of state youth welfare offices ([Zusammenschluss der Landesjugendämter](#), BAG LJÄ) (last accessed 13/12/2019).

Child and Youth Welfare Association ([Arbeitsgemeinschaft Kinder- und Jugendhilfe](#), AGJ) (last accessed 13/12/2019).

[Eurodesk](#) (last accessed 13/12/2019)

Federal association of open-door youth work ([Bundesarbeitsgemeinschaft Offene Kinder- und Jugendeinrichtungen e.V.](#), BAG OKJE) (last accessed 13/12/2019).

Federal Ministry for Family Affairs, Senior Citizens, Women and Youth ([Bundesministerium für Familie, Senioren, Frauen und Jugend](#)) (last accessed 13/12/2019).

Federation of Protestant Youth in Germany ([Arbeitsgemeinschaft der Evangelischen Jugend in Deutschland](#), aej) (last accessed 13/12/2019).

[German Association for Public and Private Welfare](#) (Deutscher Verein für öffentliche und private Fürsorge) (last accessed 13/12/2019).

German Federal Youth Council ([Deutscher Bundesjugendring](#)) (last accessed 13/12/2019).

Germany's National Agency for the Erasmus+ Youth in Action programme and the European Solidarity Corps [JUGEND für Europa](#) (last accessed 13/12/2019).

German Youth Institute ([Deutsches Jugendinstitut](#), DJI) (last accessed 13/12/2019).

Network "[Kommune goes International](#)" (last accessed 13/12/2019).

"Open Doors" Association of North Rhine-Westphalia ([Arbeitsgemeinschaft Offene Türen Nordrhein-Westfalen](#), AGOT NRW) (last accessed 13/12/2019).

Website of a project/programme etc.

Expert portal for child and youth services ([Fachkräfteportal der Kinder- und Jugendhilfe](#)) (last accessed 13/12/2019).

[JULEICA](#) (last accessed 13/12/2019).

[Wanja](#) project group at the University of Siegen (last accessed 13/12/2019).

## GLOSSARY

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**Abitur:** German secondary school diploma qualifying for university admission.

**Assistierte Ausbildung:** In-company vocational training that includes additional support for trainees such as German language lessons, extra tuition, etc.

**Aufnahmeorganisationen:** Organisations that host volunteers.

**Ausbildungsbegleitende Hilfen:** Provided by an education provider to young people in need of further assistance in order to complete their training (e.g., extra tuition, help with preparing for exams, mediation).

**Ausbildungsförderung:** Financial assistance according to the Federal Training Assistance Act ([Bundesausbildungsförderungsgesetz, BAföG](#)).

**Berufsausbildungsbeihilfe:** Financial assistance provided by the employment agencies to young people who move out of the parental home to complete a course of vocational training but whose pay does not suffice to cover the cost of, e.g., rent, travel home and living expenses.

**Berufsschule:** Vocational schools provide apprentices with the academic part of the dual system of vocational training (duale Berufsausbildung).

**Betriebsvereinbarungen:** An agreement between an employer and a works council (Betriebsrat) – the body that represents the workers in the establishment in question – concerning certain matters relating to that establishment.

**Direktverfahren:** Procedure used by organisations that are unable to submit their applications and/or reports via central offices (Zentralstellen) or a state-specific procedure (Länderverfahren); instead, they submit them directly to the Federal Ministry responsible for youth.

**Duales System/Duale Berufsausbildung:** Combines theoretical training in a vocational school (Berufsschule) with learning at the workplace.

**Eigenständige Jugendpolitik:** Also known as modern youth policy. New holistic political approach that tries to create a balance between the requirements of society towards youth and the needs and interests of young people.

**Einstiegsqualifizierung:** Preparatory paid traineeship of between six and twelve months that is completed prior to an apprenticeship.

**Entsendeorganisationen:** Organisations that send volunteers.

**Förderschule:** School establishment for pupils whose development cannot, or not adequately, be assisted at mainstream schools on account of adverse social circumstances or a physical, intellectual or emotional disability.

**Freie Träger:** Also known as providers of non-public-sector child and youth services (Träger der freien Jugendhilfe). These are organisations that provide child and youth services but do not operate in the public sector. They can provide services under Book 8 of the Social Code (SGB VIII) that are not the express reserve of public-sector service providers.

**Gesetzliche Krankenversicherung:** Germany has compulsory health insurance. Statutory health insurance is part of the country's social insurance system. Insured individuals are entitled to a comprehensive range of standardised services regardless of their financial situation. The statutory health insurance contributions they pay are income-dependent in line with the solidarity principle (Solidaritätsprinzip).

**Hauptschulabschluss:** Is awarded after completing year 9. It may be gained at the less academic type of lower secondary school (Hauptschule), but can also be obtained at other types of lower secondary school. It is often used to gain access to Germany's dual system

of vocational training (duales System). In some federal states, after year 9 pupils can obtain an additional qualification known as a qualified lower secondary school qualification (qualifizierender Hauptschulabschluss); after year 10, they may obtain what is known as an extended lower secondary school qualification (erweiterter Hauptschulabschluss).

Interkulturelle Öffnung der Jugendverbandsarbeit: Refers to the involvement and participation of young members of the immigrant community in youth organisations as well as improved and stronger cooperation with young immigrant community organisations.

Jobcenter: Institution where public-sector employment agencies (Agenturen für Arbeit) and municipal organisations work together to provide basic security benefits for job seekers (Grundsicherung für Arbeitsuchende).

Jugendamt/Jugendämter: Central child and youth services institution that is tasked with providing, or ensuring the provision of, the functions and services stipulated in Social Code Book VIII (SGB VIII).

Jugendamt-Hopping: Occurs when families whose children's welfare is at risk relocate to the catchment area of another youth office in an attempt to remove themselves from the reach of their original office. Under the 2012 Federal Child Protection Act, when a family relocates, the former competent youth office must provide the new competent youth office with all the information it needs to provide effective protection to children. This rule was introduced to prevent office hopping.

Kinder- und Jugendhilfe: Includes all educational and development services targeted at children and young people, including youth work or child-rearing assistance for families. Child and youth services are outlined in the Social Code Book VIII and generally provided by social services and youth offices.

Kinder- und Jugendplan des Bundes: Financial scheme of the German federal government to fund and support measures and activities in all areas of child and youth services at federal level as e. g. child and youth work, extracurricular youth education (civic cultural youth education, youth work in sports, work of youth organisations, international youth work), youth social work and integration, support of children in kindergartens and day care, support for families, young people, parents and other legal guardians etc.

Länderverfahren: Procedure used by organisations that are not affiliated with any central offices (Zentralstelle) to submit their applications and/or reports to the supreme youth authority in a given state or a designated office. The supreme state youth authority verifies the applications and submits them either individually or collectively, together with its opinions, as well as the reports, to the Federal Ministry.

Landesjugendplan/-pläne: Financial scheme of the federal states to fund and support measures and activities in all areas of child and youth services at regional and local level as e. g. child and youth work, extracurricular youth education (civic cultural youth education, youth work in sports, work of youth organisations, international youth work), youth social work and integration, support of children in kindergartens and day care, support for families, young people, parents and other legal guardians etc.

Lehrerkonferenzen: Body of participation in the school sector where teaching staff takes decisions on instruction and education. It is composed of all the teachers in a particular school.

Migrationshintergrund: An individual is considered to have an migration background if they did not have German nationality from birth, or if one or both of their parents did not.

Mittlerer Schulabschluss: Is awarded after completing year 10. It may be obtained at Realschule (a type of secondary school), but under certain circumstances also at other schools offering lower secondary education. It is also available to pupils pursuing a vocational education programme at the upper secondary level. Also known as "Realschulabschluss".

**Pflichtpraktikum:** A compulsory traineeship according to the applicable study or examination regulations (Studien- und Prüfungsordnung).

**Schulabbrecher:** Term commonly used to refer to young people who leave general education without a certificate of general education as a minimum, which, in Germany, would be a general lower secondary school qualification (Hauptschulabschluss), obtained after year 9.

**Schulkonferenzen:** Additional organ at schools that governs cooperation between the head staff and teachers, pupils and parents and, if applicable, external cooperation partners.

**Schulsozialarbeit:** Comprises a variety of social education- and social work-related responsibilities and activities in schools that also involve teachers and parents.

**Sozialgesetzbuch:** Legal framework covering the main aspects of Germany's system of social security, including training promotion, employment promotion and unemployment protection, statutory health, accident, long-term care and pensions insurance, housing benefit, child and parental benefit, and social welfare. The Social Code is currently divided into 12 books (SGB I – XII).

**Sozialversicherungspflichtige Beschäftigung:** A job that requires the employee to make social insurance contributions ([sozialversicherungspflichtiger Beschäftigter](#)).

**Spätaussiedler:** Defined by the Federal Office for Migration and Refugees (Bundesamt für Migration und Flüchtlinge) as ethnic Germans from the successor states of the former Soviet Union and from other Eastern European states. By means of a special acceptance process they are entitled to live in Germany.

**Vollzeitschulpflicht:** A form of general compulsory education that as a rule applies to all children aged six and above. It usually lasts nine years, although some states stipulate ten years.

**Zentralstellenverfahren:** Procedure by which organisations submit an application or report to the central office with which they are affiliated. The central office then submits a set of applications together with its respective opinions, as well as the reports, to the Federal Ministry.

### Links to other glossaries

- [Social Europe from A to Z. A glossary of basic sociopolitical terms.](#) By the Federal Ministry of Labour and Social Affairs (Bundesministerium für Arbeit und Soziales).
- Glossaries by the Federal Statistical Office (Statistisches Bundesamt)
  - on schools ([Schulen](#)),
  - on Vocational Education ([Berufliche Bildung](#)),
  - on universities ([Hochschulen](#)),
  - on educational background ([Bildungsstand](#)).
- Vocational education and training terminology in German and English – a glossary for VET specialists ([Berufsbildungsbegriffe Deutsch-Englisch. Terminologiesammlung für Berufsbildungsfachleute](#)) By the Federal Institute for Vocational Education and Training (Bundesinstitut für Berufsbildung).
- Glossaries by the Federal Office for Migration and Refugees (Bundesamt für Migration und Flüchtlinge)
  - on migration-related terms ([in German](#)),
  - on migration-related terms ([in English](#)).

- [Glossary on education](#). By the Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (Kultusministerkonferenz).
- [Guiding Concepts of Health Promotion and Disease Prevention](#). By the Federal Centre for Health Education (Bundeszentrale für gesundheitliche Aufklärung).
- [Social Security at a Glance 2017](#). Brochure that explains social security-related terms. By the Federal Ministry of Labour and Social Affairs (Bundesministerium für Arbeit und Soziales).
- [Key terms of child and youth services German-English \(and further languages\)](#). Edited by IJAB - International Youth Service of the Federal Republic of Germany.
- [Youth Work Translator](#) - Online-Glossary containing over 1 000 terms from child and youth services and international youth work. Can be used to research terms in German, Greek, English and Chinese and thus supports communication with international partners in these languages. Edited by IJAB - International Youth Service of the Federal Republic of Germany.

## ARCHIVE

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Information from previous years can be accessed and freely downloaded through the PDF files below.

### 2018:

 [Germany.pdf](#)

### 2017:

 [Germany.pdf](#)