

**25.09.2013**

**Rede zum Thema „Förderung von Jugendlichen (mit Schwerpunkt Jugendarbeitslosigkeit)“ für Oberbürgermeisterin Susanne Gaschke zur Generalkonferenz der UBC in Mariehamn, Finnland (1. Bis 4. Oktober)**

**Termin: 2. Oktober, 14.15 Uhr**

**Ort:** Alandica Culture & Congress House, Strandgatan 33, 22100 Mariehamn, Tel. +358 18 24570 |

**Vorstellung Kiels mit seinen relevanten Spezifika:**

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Ladies and Gentlemen,

With Germany's employment market reforms it became evident that a large number of young people in Kiel are not entering the employment market. Until then these effects had always remained hidden and the various systems tended to disguise this situation through different types of statistics.

When unemployment benefit and social welfare merged in 2005 it became clear that, in Kiel, almost 5,000 young people under the age of 25 relied on state transfer payments.

Almost half of this group had no qualifications when they left school or training schemes.

The outcome of this - which still applies today – for the highly specialised employment market in Germany and Kiel is that the opportunities to find a job, earn an income and take up skilled employment remain extremely limited.

It also means that in the long term the State will have to provide the means of living for these people. This is an alarming situation for the City of Kiel.

This analysis also applied to the situation in schools and the transition from school to the workplace. How do young people leave school? What other paths do young people take? How many young people never arrive in the world of work?

The findings were terrifying: About 9 per cent of school pupils left school without any qualifications. 26 per cent had no prospects of finding a skilled job! Too many young people had no idea where and how they should apply for one.

Only 5 per cent of young people with a degree qualifying them for vocational training

(formerly a leaving certificate of lower secondary school - *Hauptschule*) started an apprenticeship. 95 per cent of all pupils were languishing on hold for the employment market. Youth unemployment in Kiel for the 15 to 25 age group is currently still at 9 per cent. What a disaster!

Even more so, since Kiel, the "Training and Educational Capital of Schleswig-Holstein" offers a large number of education options, such as secondary schools offering many different specialisations (e.g. commercial colleges) qualifying for studies at institutions of higher education; the so-called "second chance"

for everyone who did not obtain their qualifications on the first attempt, or the institutions of higher education offering the full range of study programmes as well as excellent research establishments and - a unique feature in Germany - the "Wirtschaftsakademie Kiel", a joint institution established by the Chambers of Industry and Commerce in Kiel, Flensburg and Lübeck.

Both the industrial core, centring on high-tech companies such as Raytheon-Anschütz, Vossloh Locomotives and the shipyards, and the skilled trades, commerce, administration and service sectors, offer many interesting apprenticeship training positions, but sometimes

find it difficult to attract apprentices. The lack of skilled labour as a consequence of demographic change is becoming evident, yet despite this, many young people fall by the wayside.

**The initial focus** was therefore directed at obtaining school leaving qualifications.

In the German federal system the federal state, in this case Schleswig-Holstein, is responsible for the content and organisation of school education.

In principle, the municipality is only responsible for the school buildings and the necessary infrastructure. Nevertheless the municipality has a good network and was able to make schools aware of the issue and devise common educational

objectives together with the German government's labour administration.

The following basic objectives were agreed:

1. Every young person can be trained;
2. No school leaving qualification without a follow-up and;
3. Training takes priority.

We are now using these objectives to organise the transition from school to the workplace.

**The second focus** was on the transition system.

We discovered that some pupils are completely on their own when they finish school.

If parents are not able to provide proper support – which unfortunately often happens in socially disadvantaged families – then they are confronted with an impenetrable jungle of responsibilities, schemes and offers of advice at the end of their time in school. There are many people involved in the transition system and a lot of money is needed. However, it is difficult to obtain an overview of the different forms of involvement. On the high seas such difficult waters would only be sailed with a pilot. In our case it seems that the sailor was given the rudder without any idea of the course and without knowing how to navigate. No wonder some people ran aground.



Therefore the City of Kiel has created the “*Regionales Übergangsmanagement*” (regional transition management): An agency that is working intensively on a clear overview of the many opportunities available.

It's almost as if a pilot position has been created, providing a clear course through the choppy waters, showing the way to individual landing stages and warning of shallow water.

This includes, in particular, qualifying teachers and advisers, who deal with young people every day, but have lost sight of the overview themselves.

This transition management has enabled us to reduce the percentage of young people who leave

school without any prospects from 26 per cent to under 10 per cent within three years, which is a really fantastic result.

**The third focus** was talent. We know that some young people can have major problems at school when they are growing up. They give up their opportunity to enter the labour market directly through good school leaving qualifications.

In addition, we are all aware of the phenomenon of young people who are not high-performers at school, but who have an amazing talent for craft or creative activities that cannot be identified in school lessons alone.

This is why, in 2010, we established a talent factory. Master craftsmen, entrepreneurs, schools, careers advisers and we as the municipality teamed up with the aim of creating opportunities for young people to recognise and test out their talents. We also bring together school pupils who have not yet achieved good performance at school and future training providers, as we encourage skills regardless of success at school. This creates a good starting point for these pupils to also find a training opportunity. As I just mentioned, with the employment market reforms it became clear that only 5 per cent of school leavers with a degree qualifying for vocational training - in other words the first school leaving qualification - go directly

into an apprenticeship. So far with the assistance of the talent factory this figure has been increased to 12.4 per cent.

Ladies and Gentlemen,

Our dual system of vocational training in Germany is based on training in companies, and in school lessons. Apprentices have a contract with a company and learn the theoretical specialist skills in the state vocational training college meaning that there is a close connection between imparting knowledge and business procedures.

Our objective remains to continue to support this system to combat youth unemployment.

However, our society is at a stage of development in which some of the next generation require high levels of support to find the door to the dual system.

Even in Germany we find persistent unemployment, with all its problems of marginalisation and social isolation.

Children from families affected by unemployment often find themselves in front of locked doors.

Our activities make a real contribution to reducing these disadvantages and reducing youth unemployment.

In this context I would like to comment on the OECD. The OECD suggests in its criticism

of the German education system that the key to solving youth unemployment lies in increasing the percentage of university graduates.

When I look at the quality of our dual education and compare this with other countries, I often get the impression that the OECD is comparing apples with oranges. Many training courses in the German vocational training system achieve a level which is comparable with academic qualifications in other countries. The German economy's requirement for skilled labour will not be covered by increasing the number of academics. Although the Kiel region needs 3,000 additional university graduates by 2020, it requires over 20,000 people with average school leaving qualifications.

Ladies and Gentlemen,

I am convinced that this demographic change gives young people in Kiel with an average school leaving qualification in particular, good opportunities to find skilled employment.

We must help them to find their way and open doors for them, otherwise Kiel will be left empty handed in the competition for skilled labour.

The large cities are already intensively recruiting the next generation of workers. The economic development of Kiel will also be decided by whether it is possible to tie the next generation of skilled labour to the city.

We are convinced about the advantages of the dual system: People and jobs can be successfully brought together.

We will also use this as inspiration for the higher education sector: based on the results of an expert report on the situation of institutions of higher education, the City of Kiel is involved in a joint project with the Kiel Chamber of Industry and Commerce and the institutions of higher education to bring students and graduates closer together via practical experiences and exchanges.



Both sectors should be brought closer together  
and our experiences in the field of dual training will  
certainly help us in this respect.