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APPLICATION OF APPRENTICESHIP IN THE VOCATIONAL INTEGRATION OF THE SOCIALLY DISADVANTAGED YOUTH

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CASE STUDY OF GOOD PRACTICE OF VOCATIONAL INTEGRATION OF DISADVANTAGED YOUTH IN GERMANY

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TABLE OF CONTENTS

Chapter	Contents	Page
	Case study on an exemplary program of the measure “Entry Training” (Einstiegsqualifizierung)	4
Annex I	Entry training “Warehouse Logistics – Movement of goods within the Warehouse”	10

Case study on an exemplary program of the measure “Entry Training” (Einstiegsqualifizierung)¹: Chance+ (run by German railway (Deutsche Bahn))

1.0. Brief description of the measure

The Entry Training (ET) was established in 2004 by an additional clause in the German Code of Social Law (SGB § 54a Einstiegsqualifizierung, cp. attachment 3). It is part of the commitment “National Pact for Apprenticeship and Young Skilled Staff in Germany” between the federal government and the head organisations of German economy, reacting on the mismatch between apprenticeship placements and applicants in 2004 (cp. national report Germany). In each year from 2005-2011 (no data for 2012 and 2013 available) 20000 (+/-10%) placements were offered by companies. The German chambers developed “Entry Trainings” for each recognised apprenticeship trade in order to counteract this development (~350); an example (logistics) can be found in attachment 1. In bigger cities in all German regions, the measure “Chance+” by Deutsche Bahn offers up to 400 ET places each year. The following occupational (sub-) sectors are covered:

- track construction
- mechanics
- electronics
- security
- service on the train (mainly selling drinks & snacks)
- service at the station (mainly information)
- vegetation cultivation
- cleaning
- logistics

1.1. Characteristics of the target group of instrument: type of social disadvantage, problems of vocational integration and their reasons.

No special target group (cp. attachment 3 for legal regulations); main precondition is that participants are registered as unemployed and unqualified (different previously VET-propaedeutic measures allowed) at the local employment agency. Candidates are chosen by the local employment agency but employed by the respective company after a job interview; fitting strongly depends on the engagement of the local

¹ Usually „Qualifizierung“ is translated to “qualification”; I chose training to indicate that the program described is not relevant for the labour market in terms of a graduation (degree).

employment agency clerk; in some of the regions/sectors almost all potential beneficiaries succeed; others have a high drop-out ratio or unsuitable candidates (e.g. persons with mobility problems proposed for the field “track construction”).

This type of program is suited best (but not explicitly aiming on this target group) for the group of youth who failed in the system school due to the kind of teaching and learning in this system; youth with problems in acquiring theoretical knowledge; youth who don't accept the authority of teachers (very different from the authority of skilled workers).

1.2. The goal of the instrument. What is the main goal of this instrument? Is it a separate and autonomous instrument or a part of wider policy measures with wider goals?

The main goal of the measure is the increasing of beneficiaries' chances on the IVET market. Most measures (incl. Chance+) claim that 70-80% of the successful participants become apprentices in the same company afterwards; most of the other successful participants start an apprenticeship in the same sector in another company.

Unfortunately the amount of drop-outs is usually not published; within the 6 concrete measures analysed in detail the drop out ratio varies between 0 and 50%, strongly depending on the sector (low in service, high in construction) and on the quality of support in the departments (cp. below).

The measure (Einstiegsqualifizierung) as well as the case (Chance+) analysed are part of almost a dozen instruments (cp. German national report) to decrease youth unemployment by increasing the beneficiaries' chances on the IVET market.

1.3. The main activities of application of instrument:

- *Main stages (steps) of application;*
- *Responsible actors and institutions;*
- *Applied methods, approaches and techniques.*
- *Linkage of the measures and instruments to the credits and credit instruments such as ECVET or national credit systems. Is assessment of learning outcomes in these measures based on credits? Are these measures linked to ECVET or national credit systems to ensure permeability with the initial VET pathways?*

Institutions involved after the initiation process are companies (usually big ones, SME avoid administrative duties, e. g. energy providers, car producers, in the case analysed the national railway company) or employers organisations (e.g. Nordmetall, the North-German organisation of employers in the metal and electronic industries) and (in some of the programs) NGOs of social education workers. The Chance+ program by Deutsche Bahn follows an alternating approach (comparable to the dual system): The program runs from November to July each year (Regular apprenticeship starts in September and the employment agencies need some time to have an overview on the unplaced candidates). The participants are in the company for 2/3 of

their time (full time equivalent) and in the facilities of the NGO Zukunft+ for 1/3 of their time; alternating frequency is for example 4 weeks in the company followed by two weeks of social-pedagogic training (main content in attachment 2). The applied method in the company is pure WBL (work based learning); it was quite impressing to talk with successful participants with really hard social background being proud of their vocational skills. The kind of work engagement in the company strongly depends on the sector; it ranges from autonomous work (e. g. service on the train: beneficiaries walk with caddies through the train and are fully responsible not only for sale but also for accounting) via participation (e.g. track construction: beneficiaries work in teams of 4-7 colleagues; fulfilling basic tasks of the work processes of the team) till observation (e.g. security: due to legal regulations and safety reasons are the participants are not allowed to operate).

In the company the training of the beneficiaries follows a national curriculum (cp. example for logistics in attachment 1, all curricula are quite open; not determining the details), supported by internship supervisors (skilled workers, paid for work) in the departments; *not* by trainers. If regular apprentices are in the departments the same internship supervisors are responsible. The selection and the qualification of these internship supervisors are two of the central structural weaknesses of the dual (in fact: trial) system: The teachers in the VET schools (1. learning venue) studied for 5 years, the trainers in the workshops (2. learning venue) had at least a module on apprenticeship during their master (Meister) qualification, but the skilled workers in the departments (3. learning venue) are often chosen by accident (one colleague responsible for work security, second colleague for the tools, third for environmental protection – and then the fourth for internships) and not systematically qualified (too expensive, big companies have hundreds of internship supervisors). This structural weakness is often (but not always) compensated by the individual engagement of the supervisors.

Within the measure “Entry Training” no involvement of trainers or teachers is foreseen by law, to decrease this lack of pedagogic know-how decided the persons in charge at Deutsche Bahn decided to hire the social education workers employed by Zukunft+ for the training of general competencies (cp. main content of the modules in attachment 2) for up to 60 days in classes of up to 18 beneficiaries. A formal sequence of the modules of the social training or of the content areas of the Entry Training is not foreseen.

The German VET system is strictly linked to the occupational principle; consequently no national credit system is established. But those successful participants of an Entry Training who start an apprenticeship in the same sector afterwards might shorten their apprenticeship, the chamber states for the example of logistics the chamber states: “The activities of the Entry Training correspond with sections of the vocational education of a warehouse clerk or skilled worker within warehouse logistics. For a subsequent education in these professions there is a possibility for a reduction of up to six months.” But almost no one uses this offer; both parties (the beneficiary and the

company) prefer to take the prevocational training as an extra time for the development of professional as well as individual competencies.

1.4. *Preconditions for the implementation and usage of the instrument:*

- *Demand of financial resources and funding mechanism. What financial resources are needed and how they are supplied and distributed?*
- *Required human resources. What kind of experts and specialists are needed for the application of measure?*
- *Required institutional support – what kind of institutions support and facilitate application of instrument?*
- *Required legal environment – does the application of instrument requires specific support of legal framework and what kind of legislation is needed?*

Each participant receives a salary of 216€ per month by the local employment agency; less than social welfare: 391€ + rent for (a cheap) dwelling per month for singles. Some of the companies that offer Entry Trainings increase the salary on a voluntary base, in the case of Chance+ Deutsche Bahn pays additionally 134€; the monthly income of the beneficiaries sums up to 350€. As sketched above the support of apprentices and interns is part of the duties of the internship supervisors, no additional costs arise. If a company decides to offer voluntary additional social education (like by the social education workers from Zukunft+ in the case analysed) additional costs must be covered by the company. Usually no amounts are published, a rough calculation yields to ~1000€ per participant for the whole period. (60 days (3 month) of work for the social education workers in classes of up to 18 participants, (overall: 25 classes); 3 month * 5000€ (gross salary) * 25classes = 375000€ / ~375 participants.)

The internship constructors are mandatory; currently we (ITB) develop a training module (1/2 day) to prepare them for the work with socially disadvantaged youth. The involvement of social education workers decreases the drop-out ratio and increases the chances of the beneficiaries on the IVET market by teaching application training and other pedagogic measures (cp. attachment 2).

When implementing the measure in 2004 the institutional support was mainly the organising of the commitment of the social partners, the chambers and the government. The development of the curricula was not very time consuming; they are a light version of the 1st year of apprenticeship in the corresponding professions. Issuing the certificates of successful participation through the chambers is a very smooth and unbureaucratic act. As sketched above the crucial aspect is the engagement of the local employment agencies; whether they preselect the proposed candidates or not. The new clause in the German Code of Social Law (see attachment 3) is very short and easy to understand; some general entries refer to the established Vocational Training Act but not on specific objectives like the dual principle.

1.5. *What factors influence effectiveness of the instrument in achieving it's goals of vocational integration of socially disadvantaged youth?*

Eg., flexibility of application according to the different needs of target groups, availability of necessary financial and human resources, institutional support from the different stakeholders, 'ownership' of the instrument by the certain stakeholders implying higher responsibility and involvement, etc.

- Strengths:
 - Opportunity for youth with problems with the “system school”
 - High rate of subsequent apprenticeship contracts of successful participants
 - Secondary virtues easier to accept in WBL
 - Decrease of vacant apprenticeships in unpopular professions
 - Much cheaper than school-based measures
- Weaknesses:
 - Drop-out ratio strongly depending on the sector
 - Risk of exploitation of participants as cheap workers (but usually trade unions have a close look on such measures)
 - Partly market-disadvantaged (even with higher education entrance degrees) participating
 - No higher school leaving certificate possible
- Opportunities:
 - Attractive approach, independent of region, company or sector
 - Much higher acceptance by the participants than school-based measures
 - Sustaining dual principles/approaches (not necessarily the system)
- Threats:
 - Bridging general schooling and VET instead of improving GS and lowering expectations of VET providers
 - New institutions arose: Profiteers on the market of social education, hardly to close even if the need decreases

1.6. *What factors influence transferability of the instrument or it's usage for the policy learning in the field of vocational integration of socially disadvantaged youth?*

Eg., strong references and relationships with the different national and international lifelong learning policy measures and instruments (occupational standards, qualifications frameworks, etc.), direct and strong focus on the permeability problems and issues, etc.

I have chosen this case of Entry Training because it is in its core an internship following a curriculum; a measure not rooted deeply in the German Vocational Training Act. Maybe piloting of a measure, derived from Entry Training in other countries might even increase the companies' interest in apprenticeships: Contracting

somebody for around 9 month supported by the employment agencies might be a lower barrier than offering an apprenticeship for 3 years.

I see the main threat for transfer in the selection and the qualification of the internship supervisors, as sketched above is this quite challenging in Germany, too – although the supervisors are used to work with apprentices.

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sources:

Autorengruppe Bildungsberichterstattung Bildung in Deutschland 2012:
(<http://www.bildungsbericht.de/?seite=10203>)

Public presentation of the program by Deutsche Bahn:
<https://karriere.deutschebahn.com/de/de/jobs/schueler/schueler-berufsvorbereitung/chance-plus/chanceplus-beschreibung/>

1 interview with a social pedagogue of Zukunft+

6 workshops with beneficiaries and internship supervisors

Entry Training

‘Warehouse Logistics – Movement of goods within the Warehouse’

Fields of activity:

- Reception of Goods
- Storage of Goods
- Packaging and Transport
- Application of Work Tools
- Health and Safety in the Work place
- Environmental Protection

Entry Training 'Warehouse Logistics – Movement of goods within the Warehouse'

Activity	Skills
Reception	<ul style="list-style-type: none"> • Back-up deliveries with the appropriate paper work • Unload goods • Return empty goods, packaging and loading equipment in compliance with the legal and operational standards and document the procedure • Direct goods to destination
Storage	<ul style="list-style-type: none"> • Label, organise and store goods; arrange sales units and prepare goods for storage. • Store goods in compliance with the storage rules and regulations • Carry out quality and value maintenance control • Control warehouse stock and report any deviances • Differentiate warehouse code numbers
Packaging and Transport	<ul style="list-style-type: none"> • Take goods from the warehouse with compliance to the contract documents • Group goods according to storage specifics and package • Prepare deliveries for storage and loading into the designated means of transport • Store and load shipments according to the properties of goods.
Application of Work Tools	<ul style="list-style-type: none"> • Use work tools for weighing, measuring and counting • Apply working and haulage means • Service work and haulage means and control their function ability and whether or not they are fit for application, arrange disposal of damaged means
Health and Safety in the Work Place	<ul style="list-style-type: none"> • Detect risks for security or health at the workplace and take measures for avoiding the risks. • Apply occupational work safety and accident prevention regulations • Describe manner of behaviour for accidents and initiate first measures • Apply fire-safety procedures, describe behaviour in the event of a fire and learn firefighting procedures
Environmental Protection	<p>To avoid business related environmental harm, especially in vocational hazard zones – In particular:</p> <ul style="list-style-type: none"> • Using examples in order to explain potential pollutions in vocational business and what can be done to prevent them. • Implement environmental protection regulations that apply to the field of vocational business • Utilise economic and environmentally friendly energy and materials • Avoid waste; disposal of resources and materials in an environmentally conscious manner.

Company:

Industrial Certificate

Participant _____

born.....in.....

He/She participated from.....to.....in the

Entry Training 'Warehouse Logistics – Movement of goods within the Warehouse'.

Assessment of performance:

Assessment Criteria:

Criterion	Perception of observation				
	fully recognisable	well recognisable	satisfactory recognisable	weak recognisable	not recognisable
Subject qualification					
Thoroughness with control activities					
Appropriate handling of goods					
Compliance with rules and regulations of the warehouse					
Economically and environmentally friendly application of work tools					
Goal orientation within the workflow					

The aim of the training is achieved when at least four of the assessment criteria are evaluated with 'satisfactory' or above.

Date:

Signature:

Stamp



Certificate

Participant

born.....in.....

participated from.....to.....

in the company.....

in the **Entry Training**

‘Warehouse Logistics – Movement of goods within the Warehouse’.

Within this training, the participant has been qualified on the basis of a concept coordinated by IHK.

Content of the Entry Training:

- Acceptance of goods
- Storage of goods
- Packaging and shipment
- Application of work tools
- Health and Safety
- Environmental protection

The activities of the Entry Training correspond with sections of the vocational education of a warehouse clerk or a skilled worker within warehouse logistics. For a subsequent education in these professions there is a possibility for a reduction of up to six months.

signature by the management of the chamber

Module Structure

Module 1: Inclusive Diagnostics

1. Introduction / tips for initial situation/ suitability analysis
 - Welcoming, introduction, contact, objectives explained
2. Introduction for the Observers
 - Competence assurance for the observers
3. Exercises
 - Presentation: self-introduction (individual exercise), team work: It is granddad Egon's birthday
 - Teamwork: Tower-building, individual exercise: build paper aeroplanes
4. Evaluation and Feedback
 - Observer conference, feedback for the TN

Module 2: Learn learning

1. Introduction: Learn Learning
 - Welcoming/introduction: why learn learning?, Definition of the learning types, aids for the individual learner types, self-assessment, graphic representation for memory rate
2. Learner types-test
 - Execution, Evaluation
3. How do I Learn Properly?
 - Test for the use of memory training, shopping list exercise, name learning exercise, number remembering exercise
4. Learning Methods
 - Evaluation of the exercises, effective learning, further learning aids (network learning, successful learning techniques, positive attitude towards learning, effective reading)
5. Summary and Conclusion
 - Method application in everyday life, conclusion

Module 3: Self-Management

1. Introduction: Time- and Self-Management
 - Introduction, time management as a 'Lifetime Topic'

2. Planning for Life and Planning Ahead
 - Advice/transition, the Mandala-quality of life, goals for a successful life strategy, the auto-suggestion
3. Free Time and Work Time
 - Explanation of the term, life concepts (four types according to Prof. Dr. Josef Rützel), Individual life planning.
4. Workshop: Post Basket-Exercise
 - Preparation and performance, evaluation
6. Use of Creativity 'Headlines in the Train-Newspaper'
 - Introduction of task, use of creativity

Module 4: Application Training

1. Introduction to Application Training
 - Introduction, orientation, constructing strength/weakness profiles
2. Educational Course Search und Sign Analysis + Investigation of Apprenticeship Training (Placement Application)
 - The internet as a source of information, introduction and orientation, search for placement applications
3. The Written Application
 - Identification of starting position, the application folder, the cover letter, constructing individual cover letters, application alternatives, are the application guidelines complete and organised?
4. The First Impression and the Application Interview
 - Introduction and targets, telephone contact (?!) during the course of the application? How do I pass the interview?, the greeting and the 'first impression', standard questions for the interview 'tell us something about you!' Your own questions about the organisation, the farewell
5. The Interviews – Practical Exercises
 - The interview
6. Attitude Test and Assessment Center
 - About the purpose of attitude tests, there are many different types of attitude tests, how to prepare yourself for the attitude test, execution of attitude tests, the assessment center as a way to choose applicants

7. Personal Plan of Action
 - Feedback

Module 5: Communication

1. Start of the seminar
2. Communication – Fundamentals
 - For introduction: principles of communication, you cannot NOT communicate, body and mind influence one another, which one is right? Question techniques, communication exercises
3. Analysing Communication Situations
 - Analysing communication situations, misunderstandings in dialogue, communication disruptions, requirements for successful communication, analysis of practical examples
4. Body Language – Non-Verbal Communication
 - Introduction, the five central forms of body expression, interpretation of body language
5. Gain Self-Assurance and Take Appropriate Action
 - Introduction, what gives me security? Etiquette or life experience? The ideal of coherence between personal needs and the requirements of a situation
6. How to Argue Successfully
 - Introduction, the model for advanced argumentation
7. Partnership Behaviour in the Work Place
 - Introduction, what is humane work? Work with others in a positive fashion. Rights and obligations. Opposite rights and regulations in accordance with the vocational education law, unwritten laws:, What is considered as natural, morning routine, mobbing and sexual assault
8. Introduction to Teamwork
 - Teamwork and 'I', Definition of 'team', group work, 'Influences on Teamwork', exercises for teamwork, position in a team, team exercise, (Exercise: Bridge-building), group work, team development
9. Teamwork
 - Targets, group exercises, poster making, requirements for good teamwork
10. Seminar Conclusion
 - Reflection, conclusion and farewell

Module 6: Conflict Management

1. Introduction: Conflict Management
 - Introduction, definitions, forms of every day conflict-coping strategies, better ways of dealing with conflicts
2. Where is a Conflict?
 - Where is a conflict?
3. Experience conflict. Experience Conflict Behaviour
 - Targets, provocations, insults, abuse, controversial subjects, who wins- when conflict becomes physical?!
4. Different Ways to Diffuse a Conflict
 - Targets, destructive and constructive ways to go about conflicts, possible conflict solutions, what kind of 'conflict type' are you?
5. The Model: The Five Pillars of Conflict Solving
 - Overcoming loss of words – develop the ability to act, the path to constructive conflict solving
6. Tips for Behaviour Within a Situation of Conflict
7. Violence and Aggression
 - Introduction, dealing with aggressive feelings, dealing with being attacked and behaviour in threatening situations, optional – 'Derdians' (exercise) (intercultural competence)

Module 7: Presentation Training

1. Requirements of a Professional Presentation
 - Introduction: Visualisation and use of visual media – Why?
Rules for the use of visual aids, colours – tips and tricks, standing in front of the group – verbal and non-verbal communication, advice and exercises for non-verbal communication, basic rules for giving a presentation
2. Presentation Training with Group Feedback
 - Introduction, expectations of a successful presentation, editing of ones own presentation, presentations and feedback

SGB § 54a Entry Training

(1)

1 Employers, implementing an Entry Training, might receive a grant of up to 216 € monthly for the wages of the beneficiary, additionally a fixed amount for the social security insurance.

2 Occupational Entry Training is aiming at teaching and consolidating the foundations for acquiring occupational skills.

3 If occupational Entry Training follows the regulations of “prevocational training” according the Vocational Training Act, §§ 68 to 70 of the Vocational Training Act are in force.

(2)

Entry Training might be funded for a time-span of 6 up to 12 month, if it

1. is based on a contract with the beneficiary according to § 26 of the Vocational Training Act,

2. prepares for a recognised apprenticeship trade according to § 4 clause 1 of the Vocational Training Act, § 1 clause 1, phrase 1 of the Handicraft Regulation Act, the Maritime Working Act or the Geriatric Care Act and

3. is executed full-time or part-time (at least 20 hours a week) due to the education of own children or the care of family members.

(3)

1 Contract conclusion must be reported according to the Vocational Training Act; in case of a preparation for a recognised apprenticeship trade according to the Geriatric Care Act contract conclusion must be reported to the competent institution according to regional laws.

2 Skills, knowledge and competencies acquired must be certificated by the company.

3 The competent institution recognises the successfully completed occupational Entry Training by issuing a certificate.

(4) Eligible are

1. applicants for an apprenticeship, registered as unemployed and unqualified at the employment agency, with limited perspective for a placement due to individual reasons, who were without apprenticeship even after the nationwide replacement action ,

2. applicants for an apprenticeship, who are not yet sufficiently prepared for starting an apprenticeship,

3. slow learners or socially disadvantaged applicants for an apprenticeship.

(5)

1 Funding of a beneficiary, who passed already through an occupational Entry Training in the applying company or in another company of the same enterprise, or who worked liable to insurance deductions for the company or a subcontractor within the last 3 years before the Entry Training, is excluded.

2 The same applies, if the Entry Training is carried out in a company owned by the husband resp. wife, the life partner or the parents.

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