



Deutscher Verband für Bildungs- und Berufsberatung e.V.

Hubert Haas

Country Paper Germany
presented to the

First International Symposium on Career Development Services

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"Work" also means "earning one's living" - but there isn't enough (paid) work for as many as 6 billion lives.

Let's replace competition with cooperation: cooperation with anybody who complements our individual talents with the ones we haven't had time to develop yet.

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1. Context

This section of the German Country Paper outlines the main features of the structure of the government, and the structures of the educational and training systems that influence the structure of current career development services.

1.1. Structure of the Government

For 16 years, from 1982 to 1998, Germany was governed by a coalition of the Christian Democratic Party, led by Chancellor Helmut Kohl, and the Liberal party.

This much smaller partner in the coalition, whose election quota varied from 5 to 10 %, nevertheless managed to shape the conservative background of the government into followers of Neoliberalism. Expectations were, that encouraging investments should lead to a prospering economy, which again was expected to create new employment and therefore prosperity for the entire society. Economic development was meant to be reached by lower taxes for businesses, limited taxation of incomes higher than three times the average income, finally, renouncing taxes on inheritance and attempting to lower work expenses in reducing contributions to social security.

Elections in 1992 and 1996 might have been lost by the Conservative-Liberal-Coalition, had there not been a “reunion-bonus” which made the conservatives by far the strongest party in the new federal states in former East Germany.

The election in 1998, however, was won by a coalition of the Social Democratic Party, led by the new Chancellor, Gerhard Schröder, and the “Green Party”, an ecologically-oriented political party formed by the ecologic and anti-nuclear-movement in the 1970's.

Disappointment in two aspects caused this shift in political balance. For one, 16 years of Neoliberalism had led to exploding profits for companies but dropped real incomes for average workers, to increasing wealth in the top section of society without the expected investments and less new employment than hoped for. The employment rate dropped from 48 % in 1990 to 45 % in 1997, and the percentage of the social benefits

(1997: DM1,234 billion!) of the Domestic Gross National Product increased from 28,7 % in 1991 to 31,7 % in 1997. Second, the process of unification of the former two Germanys proved to be much slower and by far more expensive than expected – and promised by the Kohl-government.

Guidelines of the new social-ecological government are: fairer taxes by reducing taxes on lower incomes and increasing taxes on extremely high incomes, financial relief for families with children, a reintroduction of business and inheritance taxes, financing these tax-shifts by introducing massive taxes on energy, in this way changing to an ecological tax-system, changing the basis on which contributions to social security are calculated, using the net product instead of the sum of incomes, influencing European policies to introduce a Tobin-tax, and, last but not least, causing strong political turbulences in the first weeks of 1999 – abandoning nuclear energy.

Election slogans may illustrate the basic change in German economic and social policies.

While posters of the Conservative-Liberal-Coalition read, “Success must be worthwhile again!”, banners of the Social Democrats and the Green party declaimed, “Self-responsibility, based on social solidarity!”, and “Our republic becomes green (i.e. ecologically based) and based on solidarity!”

When this report was written, the new government had just about finished its first 100 days in office...

Most political decisions of the first political chamber, the Bundestag, have to be passed in the second chamber, the Bundesrat, where the federal states are represented. Since the majority of the states is governed by the Conservative Party or coalitions including the Conservatives, new laws regularly represent a compromise among all political parties, not only the governing coalition parties, thus slowing down the process considerably.

Important fields of policies – economical, monetary and foreign politics – have already been handed over from the responsibility of the National States to the European Union. Being in progress with an amazing speed in some areas, the unification process temporarily is impeding urgent decisions, especially in the context of economic policies and therefore in the context of career development services.

1.2. Educational System

School attendance is compulsory for 9 school years, starting at the age of 6. Over 80 % of the children visit kindergarden and/or pre-schools, starting at the age of 3. The first 4 years, 95 % of the children attend elementary school – some handicapped children attend special schools from grade 1 on, or at any later grade, if necessary.

After elementary school, the school system traditionally splits into three branches: the Hauptschule (“Main” School) which used to be the standard school, leading to grade 9, after which most pupils start an apprenticeship (see 1.3.); the Realschule (Middle School) leads to grade 10; the Gymnasium (High School) to grade 13.

In 1998, approximately one third of all pupils attended each of these three branches, the percentage in High-School steadily growing, the percentage in the Main School drastically sinking.

The decision which school will be attended is made by the parents, based on a recommendation expressed by the elementary school. After grade 9, the pupil has to leave school if he/she has not passed two consecutive grades.

Parallel to this general education system a second system exists, the Professional School System. Schools in that system combine general education with a basic professional training for a family of professions. The different schools start after grades 9 or 10, leading to the next higher of the three degrees from the Main School, the Middle School and High School. Professional Schools can be attended if the marks of the last school the individual pupil attended averaged better than 3.0 (marks ranging from 1 – extraordinary – to 6 – poor). Pupils who reached a general degree in a Professional School can re-enter the General School system to obtain the next higher level of education there.

1.3. Training System

The key element of the professional training system is apprenticeship. For more than 400 professions there are government-controlled training-schemes, covering a training period of 3 to 3.5 years. The apprentice works in a company and is trained on the job, usually for 4 days a week, and attends a trade-school one day a week. The apprenticeship is concluded by an examination in practice and theory, leading to a certificate, called the “Gesellenbrief” (Journeyman’s Certificate).

After a minimum period of 3 years of working experience, a 2-year-course can be attended which leads to the Master’s Degree. Only masters are authorized to train apprentices.

Most states acknowledge both these professional certificates as equally valued as the General Education certificates from the Middle or High School – therefore re-opening both School systems – general and professional – to obtain either higher degrees or to study at university.

Only professions in social services and some in the field of science are obtained by attending specialized professional schools instead of apprenticeships.

Tertiary Training offers two different types of studies – on the one hand, more scientifically oriented universities, on the other hand more practically oriented “Fachhochschule” (University for Applied Sciences).

Further training is offered by a vast variety of schools, seminars, courses, tele-learning... As of today, the National Data Bank “KURS” (“Course”) lists over 350,000 such opportunities.

Employers and companies, namely larger businesses, offer training courses or delegate employees to special public courses – especially after introducing new products, methods, and philosophies.

The Third Social Act of 1998 (Sozialgesetzbuch III) introduced an obligation for employers to ensure the availability of staff – qualitatively and quantitatively – they need to perform their business and production processes. The corresponding responsibility of employees to plan and organize their own career is identically expressed in this law; but whereas the law merely expresses expectations towards employers, the law lists sanctions for those employees who do not take personal care of their individual career (including temporary or final cancellation of unemployment benefits).

1.4. Key Points for Career Decisions

The first key point for Career decisions is – in grade 4 when parents have to decide which branch of the General Education System his/her child shall attend. This decision strongly influences the access to apprenticeships and professions. Increasing requirements in professional life made the training schemes for apprenticeships repeatedly more complex and difficult, leading employers to preferring more and more the Middle School Certificate as the entry-level of general education, dropping graduates from the Main School out of the competition for an apprenticeship-contract – the total number of which have rapidly dropped over the last 15 years.

Graduates from the Main School can, as described above, continue in Professional Schools, but only if the marks are good enough. An increasing percentage of Main School Graduates – estimations for 1999 are expecting a quota of 25 % – do not obtain a contract for apprenticeship with a company, and therefore are offered apprenticeships in government training facilities.

If the marks from the last school attended allow one to continue education and training, key points for career decisions are reached repeatedly whenever a level is completed. Elements of the General School System, the Professional School System and of the Professional Training System can be combined in a wide range of possible consecutive steps, changing among the systems, re-entering them, or climbing up step by step within one system.

During one's professional career, key points are repeatedly reached. Demands of the present occupation and/or personal needs or aims will lead to decisions regarding the refreshing and up-dating of knowledge and competence, adding qualifications, re-training, a change in occupation and/or employer, branch, or responsibilities and projects and combinations thereof...

As the law of 1998 has emphasised that career development is an individual responsibility, public subsidies to be granted to participants of training courses have enormously been cut down, and are limited now to the unemployed. Up to 1997, most participants of further training or re-training received quite generous subsidies – usually the fees, travelling expenses and living costs were paid.

This radical change of paradigms has not entered the public's consciousness yet – especially not the conclusion that individual lifelong career development demands individual lifelong saving of corresponding funds. Insurance companies, though, have

already started offering a special type of life insurance policies which pay out a certain sum of money every 4 or 5 years for this purpose.

2. Current Career Development Provision

This section describes the main current career development services in Germany.

2.1. Provision of Career Development Services

Germany has known a special legal regulation of career development services, believed to be unique worldwide for seventy years, up to December 31, 1997.

The Federal Labour Exchange Office – the FLEO – (“Arbeitsamt”) was exclusively authorized by federal law to offer career development services. Corresponding exclusive rights for employment services were held by the FLEO until 1994.

Also being the constitutional institution responsible for unemployment insurance and the payment of unemployment support, as well as the payment of financial supports to participants of full-time professional (re-)training, this powerful institution was and still is the key national institution to carry out labour and social policies of the federal government of Germany.

The National Labour Exchange Office has over 700 branch-offices which cover employment services, career development services and unemployment benefits nationwide with a staff of almost 100,000 employees.

Career development services for youths and adults are performed by two different departments of the FLEO, having developed quite different policies, methods and resources.

350 of the bigger branch offices carry Professional Information Centres: Multimedia, self-service, computer-based keep-sakes of any bit of vocational information available; not always up-to-date in every aspect (but who could be, anyways), and the very best and only address in town – each town, nationwide...

To give an impression of the size – and power! – of the FLEO: In 1999, the computer-system of all branch-offices will be updated; the order-form listed 65,000 Pentium-II-computers, 42,000 printers, and an unheard of figures for modems, scanners, data-storage etc., presenting the biggest sale in the history of the European Computer business.

2.2. Legal Rights in obtaining Career Development Services

Each branch office of the FLEO is legally obliged to offer career development services; the law explicitly guarantees that the nature of activities and the extent thereof must be oriented on the individual needs of any citizen seeking career assistance. True enough, though, funding, staff, equipment and time are limited. Depending on whom you ask, the provision of Career Development Services will be considered anything between generous and insufficient.

In 1997, a major evaluation project came to the following conclusions: youths were generally satisfied with the service they got, noting that they felt the period of time they had to wait for an appointment was way too long, the time available for individual counselling was too short, and that they would have appreciated more opportunities for repeated and consecutive service.

Feed-back from adults was much poorer: fundamentally criticized was the – legally stipulated – practice that only such career possibilities were offered and discussed for which either vacancies on the labour market were registered or the funding for participants of training-courses was possible.

2.3. The Role of Voluntary and Private Agencies

When the monopoly of the FLEO on employment services was given up in 1994, private and voluntary agencies were opened, based on a licence granted by the FLEO. These agencies are obliged to deliver monthly statistical reports; nationwide, these reports counted as little as 3,500 (!!!) placements of unemployed clients.

Fees for these services of private agencies can legally only be billed to the employer; obviously, employers consider these fees cost effective only under specific conditions. The business of private employment services concentrates on high income/high responsibility-occupations.

Connected with employment services for this type of clients, few private agencies had offered career development services as well, covering legal limitations by using different labels for the same type of service (like Coaching, Career Planning, Job-Guidance...).

All universities offer cost-free student counsellors, all high schools regularly have 1 (one) Counselling Teacher. In that they cover their priority duties, these counsellors sometimes scratch the surface of career development issues.

After one year without the monopoly of the FLEO on career development services, it seems that development of private and voluntary agencies in this field will be noticeably different: Citizens seem to consider the consequences of career development to be of much more impact than the relative simplicity of seeking a new occupation in the same kind of job. Indeed, career decisions tend to influence longer time-spans and are much less reversal, inflict higher costs, are more critical and cause more uncertainty than employment decisions. This causes a considerable demand for professional career development services – and it causes more people to expect business opportunities in this field.

Another aspect favours the provision of career development services outside of the FLEO: unemployment causes extreme costs in social benefits and welfare which are paid by municipal and local governments. Cutting down unemployment cuts down expenses – this aim leads to communal career development services for recipients of social benefits. These services are usually limited to the aim of reaching a first occupation and the dropping out of welfare.

2.4. Career Development Services within Organisations and Companies

Staff Development Plans have become a necessity in branches which are characterized by high-speed innovation intervals: especially where identification is vital, or when the needed qualification cannot be bought on the labour market, internal shaping of qualifications and competence becomes the method of choice.

Staff developers and career developers form two different associations in Germany, stressing the outstanding difference in professional ethics. We do work for different customers/ clients, to whom we dedicate our loyalty. The customer (and, usually, employer) of staff developers is the company or organization; aims and interests of the business enjoy top priority. The client of career developers is the individual person; the focus is on his/her aims and interests.

While this difference is quite obvious if a staff development service is an integral department of one's employer, the situation is more complex if a company hires external "counsellors". Both associations stress in their ethical regulations that at the start of a counselling sequence the counsellor must make it understood where the counsellors loyalty is anchored.

2.5. Training of the Staff of Career Development Services

Unfortunately, there is no (!) publically accessible training facility for professional career developers. Being the only existing employer, the FLEO's monopoly lead to a monopoly for training institutions for staff for these duties. The Counsellors Association is busy creating a public training institute.

The staff of the FLEO is trained in a 3-year-course at a private university of the FLEO in the city of Mannheim. Students must have a High School degree, must have an apprenticeship-degree for any trade or craft, and must show a minimum of requirement of two years of working experience. The course interdisciplinarily combines elements of psychology, education, sociology, law, economics, and medicine, including intensive practical training and practical periods in branch offices of the FLEO.

Unfortunately, in the last 10 years the capacity of this university could not even cover FLEO's own demand for professional staff. The professional standard was compromised by introducing a training course of totally dissatisfactory 6 months (!), which is supposed to qualify clerks, officers and office staff of the FLEO to become professional career counsellors.

2.6. Examples for innovative practices

– Career Development Services for public employees of the city of Berlin

After the split city of East and West Berlin was reunited, municipal authorities had to reorganize the administration of the eastern part of the city, standardize two entirely different systems, retrain the staff after sorting out those whose political history in

former East Germany disqualified them to become a “western” official from one day to the other (which was the case with approx. 40 % of the eastern staff) ...

This “purification” could hardly avoid the image of a “political inquisition”, especially since time was precious, and some inaccuracies happened. When the FLEO performed a gigantic re-placement project for former eastern staff who lost their occupation, and for western staff who refused to be transferred to eastern offices of the administration, it acted necessarily according to the interests of the municipal authorities.

Soon the necessity of a second step became obvious: East Germany had not known “unemployment” – practically everybody was “employed” – at the price of an incredible, absolutely inefficient provision of staff at any plant, workshop, office. Staff had to be cut down drastically – leaving the FLEO once again in the difficult role of apparently “sorting out” people – over 100,000 people.

When soon thereafter (and, therefore) the costs of unification and at the same time expenses for social benefits exploded, it became a necessity to shift to a “lean administration”. A 1994 plan reached for the reduction of municipal staff from 230,000 to 92,000 over a period of 5 years, mostly by outsourcing large sections of formerly “public” duties.

For this third wave, an entirely different concept was created. Everybody was guaranteed an occupation with the Senate of Berlin at the same wages for 5 years – but had to give up any claim to the job he/she used to do. Over 150 staff and career developers were engaged from external organisations, starting a career development program with the leading question: “In 5 years at the latest, 50 % of you will lose the job you have today. What do you personally want to do about this?”. All expenses for the program are paid by the City of Berlin; half of the individual or group sessions take place during working hours, half outside. For an impressive number of clients solutions have already emerged, such as the following: a group of 50 gardeners founded a new company which is now a contractor of the Senate. – All the medical doctors formed a new organization which offers medical services and expertise reports to other companies and organizations, earning enough to pay their own job with the Senate – enabling the City of Berlin to keep up a public medical service and a medical service for their public staff at zero costs.

– **“Muscle Mortgage” in the city of Bad Kreuznach**

In the city-district of “Tilgesbrunnen”, over 80 % of the population used to depend on social benefits; only very few earned part of their living, hardly anybody had a professional degree or even a school certificate. The buildings in that area were basically barracks, built fast and cheap after World War II for German exiles from Eastern Europe.

The city offered this: All expenses for renovating, insulating and redecorating these buildings would be paid by the city, if a minimum of 20 % of the inhabitants of the

apartment/building/family – those fit and old enough to work – would do the necessary work themselves, signing a working contract for a minimum of 20 hours per week, being paid standard wages. If somebody wanted to drop out of the contract, another member of his family would have to jump in; if that did not happen, the expenses for material already spent and used would have to be repaid through monthly reductions of social benefits. Craftsmen were engaged to supervise work – and at the same time to train the workers on the job. Social workers were engaged to assist in coping with this radical turn-up of an entire sociotope. Over a period of little more than two years, all buildings were fixed; soon the biggest conflicts arose from the fact that there were not enough workplaces available, since more than 20 % of the inhabitants had applied for the project. Meanwhile, a considerable number of these workers found full-time occupations with regular construction companies. Some are now participants of full-time qualification courses and apprenticeships. A second phase was implanted in the project, offering the payment of all costs of such trainings to those who had worked for a minimum period of one year in the first phase. And today, "Muscle Mortgage Inc." is still working. After difficult negotiations with local contractors, it became possible that the project team carries out orders from the municipal authorities as well as private orders to renovate and rebuild apartments and buildings, if a committee has proof that these orders would not be commissioned at market prices.

– Encouragement Courses (Förderlehrgänge) of FLEO

A growing number of school-leavers – mostly from the Main School or Specialized Schools – is not mature or not motivated enough to start a career, aged 15 to 17; many did not attain a School Leaving Certificate.

The FLEO offers one-year Encouragement Courses with a capacity of approx. 5,000 nationwide. These courses possess a minimum of 5 workshops for different crafts. At the beginning of the course, small groups are formed – not based on career preferences, but on leisure interests: camping, trekking, mountain-climbing, boating, sports – the leisure activities offered are generally of a kind that the participants have not had the opportunity of trying out before. 2 to 3 weeks of interesting full-time leisure-activities offer lots of fun, community feeling - and encouraging success.

Then the same groups start working in the workshops, 2 hours a day to start with, slowly increasing working hours and reducing leisure activities. In the beginning, the groups are jumping from one workshop to the next, every 2 or 3 days, introducing different types of work in an appetizing manner. Periods spent in each workshop will become longer and longer; more complex projects are carried out; after 4 to 5 months, all participants pick their favourite workshop, then stay there for the rest of the year, starting a training for basic qualifications in this type of work. Parallel to the further reduction of leisure activities and increasing working periods, school lessons are offered on different levels, some opening a new chance to reach a School Degree. Dormitories are attached for about one-third of these Encouragement Courses- for a major part of this target group it proved necessary and helpful to separate the participants temporarily from family and gangs at home. Over 60 % of the participants move on to further training courses, generally apprenticeships.

3. Current Policy Issues

This section outlines the main current policy issues related to the development of career development services in Germany.

3.1. Concerning Career Development Services

When the former monopoly of the FLEO was given up in 1998, no regulations for the profession of a vocational counsellor were established. This is very unusual since in Germany literally all professions are regulated, especially professions on university level. Such regulations usually exist for admittance to the training as well as for authorisation to start a business.

In the legislation process, it proved impossible to make the difference transparent between counselling and information broking, between career services and employment services. The law defines "Counselling" accordingly as the "delivery of information and advice", focusing traditionally on workplaces, not on careers.

The German Association of Counsellors is busy trying to work again with the new government – hoping that the concepts of career and counselling will be introduced into the law which will be revised at the end of 1999.

3.2. Concerning the German Unification Process

By focusing on workplaces instead of careers, Germany is missing a great opportunity: Up till today, developing the 5 new eastern states has meant introducing and copying western standards.

Whereas in the areas of telecommunications and energy supply the eastern states are building up on the basis of new techniques and concepts, economic and labour policies put their pride in copying western standards – as fast as possible.

All employment plans, i.e. the 1999 program "100,000 jobs for the young" are putting the priorities in the eastern states.

3.3. Concerning the European Unification Process

Citizens from all member states of the European Union enjoy freedom of movement within the Union; borders do not exist; European citizens may settle and work wherever they want to. Our common currency, the "euro" exists – all price tags in stores name prices in both the national currency and in euro, even though the first euro bills will be issued in 2001.

Mutual recognition of professional degrees is one of the major projects of the unification process, already dealt with for the better part. Apprenticeship programs are offered where the three years of apprenticeship are spent in two or even three countries. Lessons in a second foreign language are introduced to the Middle School (High School already demands a minimum of two foreign languages, a third language being offered

facultatively); plans exist to start lessons in English from grade 1 on (today English lessons start in grade 5).

3.4. Concerning the Ecologic Re-Structuring of Society and Business

With an ecologically-oriented party as a member of the governing coalition and the Chairman of that party, Joschka Fischer, being the German Minister of Foreign Affairs, ecological awareness became the talk of the town. People do not necessarily agree, but the issue is discussed even more than before.

Important ecological concepts became part of the coalition contract of the two governing parties, especially a fundamental raise of energy-taxes, stricter pollution limitations, a build-up program for public transportation, and the abandoning nuclear power.

Even though many other plans of the Green Party did not make it into the coalition contract, they have started to influence economic thinking and planning. For example, the Green Party demands drastic limitations of transportation of goods by trucks, to be realized via painful raises in taxes on using streets and on diesel fuel. Customers have already started preferring products which are produced in their own region; and the possibility that transportation costs might explode influences the planning of new production sites – in size, and in location. – Many companies reduced the parking space for employees and offer financial contributions towards the costs of tickets for public transportation. – The Waste Avoidance Act has strongly influenced methods of production, packaging, transportation. For example: electronic equipment, batteries, packaging material, etc. have to be taken back by the retailers; a new car can't be bought without proof that it was sold or properly recycled ...

New jobs and businesses appeared in the field of waste avoidance, recycling of reusable waste, pollution reduction. Energy and pollution extensive industries might tend to leave Germany and Europe, as some already have done.

3.5. Concerning Unemployed Youths

The unemployment rate of youths under 25 reached 11,5 % at the end of 1998. This might seem a quite positive figure, compared to other countries – in Germany, this dramatic figure made unemployment of youths one of the outstanding topics of last year's election campaigns – and played a major role in the election of a different government.

Accordingly, the "National Alliance for Work" is the centrepiece of the new government's work: Only days after the election, the government invited trade unions and employers' federations to conferences to discuss mutual concepts to create more workplaces.

Three months after the election, the project "100,000 jobs for the young" was launched and equipped with funds of DM 350 million, to be used in the first 3 months of 1999 to create new apprenticeship-places, working places, training projects.

This project is installed on top of the standard projects which are included in the Third Social Act: In 1998, another 100,000 youths participated in public training programs and apprenticeship-programs nationwide.

3.6. Concerning unemployed Adults

Paradoxically, policies concerning unemployed adults tend to focus on the other extreme. In a work-centred society like Germany, there is a widely held distrust that many people might collect unemployment subsidies unwarrantedly, by not working even though they could, or by collecting benefits while working at the same time. In the middle of 1998, still under the old government and in the middle of the election campaign, within the FLEO, 900 working positions were drawn away from employment services to form a new "Task Force Illegal Employment and Misuse of Social Benefits". The new government did not change this, obviously fearing public reactions.

The Third Social Act introduced much stricter regulations about which (fewer) jobs - in status and wages - must be accepted by unemployed people, under penalty of cancellation of unemployment benefits for three months. At the same time, the funds available to the FLEO to be granted to participants of full-time training programs were reduced considerably.

Both these measures made unemployment a much more risky condition.

3.7. Concerning Handicapped Citizens

The coalition contract of the new government enforces the rights of handicapped citizens even more than before. Handicapped citizens already have a legal claim on extensive financial support if participating in any kind of education or professional training. Companies with more than 15 employees must, under penalty fees, grant 5 % of their working places to handicapped people. Plans are being discussed in raising these fees drastically; concepts of integrating pupils of Specialized Schools in regular schools emerged, also concepts of integrating handicapped people who work in sheltered workshops in regular workplaces.

3.8. Concerning Global Migration

The old Minister of the Interior collected votes by saying "The boat is full!" – meaning that Germany cannot handle more people of other nationalities. The new government promised to introduce dual nationality to all "foreigners" who are either born in Germany, or whose parents have been living in Germany for a minimum of 8 years. Due to majority distributions in the two chambers of parliament, this concept had to be modified fundamentally, limiting dual nationality to a maximum age of 23.

Actually being an immigration country, Germany treats people of different nationality – except, of course, fellow Europeans – as legal aliens: 80 % of the people who come to Germany to apply for political asylum (granted: very often this is a pretext – but to use it is necessary because an immigration law does not exist in Germany) are stopped at the airports already, court-martialed and sent back; of those who are allowed to apply

for asylum, 90 % are turned down. Once migrants are in Germany, the law abides in many cases that they are sent back to their native country (for example, if that country's law acknowledges the death penalty); but in these cases the residence permit is only granted for three months, to be possibly prolonged for three months over and over.

Migrants need a working permit – which is granted by the FLEO only if it was not possible to find a German or European to fill that job within a three-month period. Working permits are limited to one specific job, and usually valid for one year. The working permit becomes permanent after possessing it for a consecutive 5 years.

After a minimum duration of stay in Germany of 8 years, people of different nationality can apply to become a German citizen – undergoing a written and oral exam many natives would fail. The minimum duration of stay can be shortened to as little as one year for foreigners who are especially welcome – like soccer players

4. Key Issues for the Future

This section discusses main issues that are likely to affect public policy in the field of career development in the next ten years.

4.1. The Ecological Paradigm

In 1978, Theodore Roszak wrote in his book "Person/Planet: The creative disintegration of industrial society" (Anchor Press/Doublday, New York): "Work that produces unnecessary waste of the affluent society or weapons is bad and senseless. Work that is based on conceited or artificially provoked needs is bad and senseless. Work that deceives or manipulates, exploits or degrades is bad and senseless. Work that damages our environment or makes our world ugly is bad and senseless. There is no way to rehabilitate such work, neither by optimizing nor by restructuring it, neither by privatizing it nor by nationalizing it, nor by reduction or decentralization or democratization."

Anybody to share this dream?

4.2. Globalization

Globalization is supposed to be positive, world-wide, unavoidable. It is supposed to promise prosperity, especially to the poorer developing countries of our world, and just world trade conditions. Globalization is expected to reduce the power and influence of national governments, and promises the effectiveness and efficiency of multinational companies. Global players are successful because they put an interest in the proverbial bag of rice that is toppling over in China – because that bag of rice does influence the world market.

Do you believe in any of this?

4.3. Migration

4.5 billion people live in "developing countries" – arrogantly, almost all countries of our world are considered "developing countries", with the exceptions of Europe, USA, Canada and Japan. 80 % of our world's population is poor; 1.3 billion people have less than 1 dollar per day to cover their costs of living. 800 million people do not have enough food, another 800 million people lack medical services, at least 840 billion adults cannot read or write.

If we leave it at that, the question does not arise any more, *if* there will be new wars – but of what nature the wars will be, and who will fight whom.

What are we going to do about this?

4.4. Decreasing Availability of Employment

Traditionally, the majority of workplaces was in the production of goods. Market conditions produce a permanent pressure to produce lower prices. High-tech arming enables extended operating times, higher productivity, fewer people at fewer workplaces.

New service jobs arise (at least statistically: outsourcing the maintenance-unit of a plant makes these former production jobs now service jobs), but in most western countries the employment rate is dropping. One estimates that current jobless growth could only be stopped if economic growth would be higher than 3.5 % per year.

There is a lot of reasonable, worthy and satisfying work to be done – but nobody is organizing it, because it seems that nobody wants to or can pay for it. And there are many activities that are either necessary or offer tremendous fun which are not considered "work".

"Work" still is a synonym for "earning one's living" – but there isn't enough (paid) work for as many as 6 billion lives (growing stronger every second). Let's work on a new concept of work (tell me, are *you* actually paid while attending this symposium?)!

4.5. Funding of the Social Security System

Social systems were invented once upon a time for the few people who could temporarily not earn their own living through their own work. For example, for those who are temporarily unemployed or ill, for invalids, and for people who are pensioned off (after a fulfilled working life, of course).

More and more people are unemployed. Fantastic progresses in medicine save lives, cure illnesses and diseases – but fail to restore health (actually the more successful doctors are, the more the average person in the population is ill). Fortunately, people's lifespan is extending, enabling older people to share their experiences with the younger. In most countries, social security systems are funded by contributions of people who are employed – and by their employers. The contributions are defined by a percentage of the wages earned – if fewer people earn wages and more people expect social benefits, this type of system is doomed to collapse.

What other means of funding are there to finance social security?

4.6. The 6th Kondratieff: The Evolving Health Market

Based on Nikolai Kondratieff's "Theory of Long Socio-economic Waves", Leo Nefiodow and other representatives of this school found cycles of 40 to 60 years which represent fundamental reorganization processes, caused by basic innovations. These Kondratieff-cycles describe not only economic, but also social developments. Finding that world economies are still dominated by the leading industries of the third Kondratieff-cycle (chemical and electrical industries) and the fourth Kondratieff-cycle (petrochemical and automobile industries), the theory explains why the leading innovation of the fifth Kondratieff-cycle, computer and microelectronic technology, has the disturbing influence on occupation we observe today.

Long-wave economics therefore teach us not to invest anymore in the named sinking stars of work, but to look forward and examine what will be the leading innovation and the most demanding need to create the next, the sixth Kondratieff.

Nefiodow determines Public and Individual Health to be the powerful engine which will pull society, education, economy and politics into a new reorganization process, leading to different needs, different attitudes and beliefs, different markets and different occupations.

In his way of using the term "health", it includes the traditional health sector (medicine, pharmacology, food) as well as evolving new holistic aspects of health: environment protection and pollution avoidance; education and personal development; counselling, therapy; bio technology; religion and spiritualism.

What new fields of occupation are arising for which we can assist people to prepare for? How can career development become visionary and active instead of staying analytic and re-active?

4.7. Self-Organisation and Self-Employment

More opportunities, more choices, more freedom. Less security, less pre-defined life-lines, less probability in forecasts. More openness, more flexibility, more adjustments, more responsibility.

Not only promises but facts in postmodern western societies: The creators of the Chaos Theory and Game Theory have won Nobel Prizes.

In the field of work, the "life-long profession" ceases to exist: life-long learning, developing one's own career, using opportunities, adjusting to changes, making choices are only one side of the medal. The other side is described by new trends in the organization of work. Work contracts are not about a workplace anymore, but about a limited work project; payment is not granted per period of time, but per result, per project, per order; computerization and telecommunications make it possible to separate work and workplace; re-grouping of working teams per project reduces or even prevents more permanent social contacts through work.

How do we prepare people to manage their own individual "Me Incorporated"?

4.8. Increasing "Qualificational Garbage-Rate"

The amount of information available increases at incredible speed; fundamental innovations appear at hyper-speed. The sum of qualifications needed to do a job increases – and needs to be updated in ever shorter periods.

Many professions evolve so rapidly that after only five years practically every single one of the originally available qualifications have been extended, updated and exchanged. Thus facing a "qualification garbage-rate" of 20 % per year, this professional should spend 20 % of his time in re-training seminars and undertaking further training. Are we talking about 20 % of his working time, or are we talking about 20 % of his leisure time?

Is it possible to outrun qualifical half-life? And if not: What does that mean for career development? How can people organize and finance sabbaticals?

4.9. The Network-Society

Finding a job one needs information about jobs and vacancies; knowing how to do a job one needs information and competence. Definitely, somebody somewhere does have that special bit of information needed – networking becomes a necessity, based on a hopefully endless buddy-list.

But not only the vertical coordinate axis of western societies – work – is eroding: so is the second, horizontal coordinate axis, traditionally defined by the family.

In Germany, over 30 % of all households are single-households. 3 out of 10 marriages are divorced within 5 years. 25 % of all children grow up – at least temporarily – in a one-parent-family.

Working conditions demand regional mobility, splitting up families, friendships, neighbourhoods. Individual development implicits being alone – to avoid being lonely, developing individuals need to weave their personal net of social contacts, most of them not meant for a lifespan, but for a life-phase of limited duration.

How do we transform into a Network Society?

How do we train people to build not only a buddy-list of helpful working-contacts, but also a "comfort list" of friends and pals to enjoy life with and walk a part of the road together?

(Come to think of it: why is it that I talked about *two* lists?!)

5. Action Steps

This section prepares an initial outline of main action points that might be helpful in addressing the issues described in sections 3 and 4.

5.1. Awareness of the Limitations of Globalization

Observing a “second fundamental shift” towards a global market does not necessarily lead to promoting it – we HAVE TO enforce the ECOLOGICAL impact on social, economic and labour market policies:

The “first fundamental shift” was only turned into success after the Industrial Revolution was combined with the demands of the evolving movements for civil and labour rights – which led to the “first social contract”. If the “second fundamental shift” of a global market is not supervised by a strong ecological movement, it will lead to disaster.

Besides designing a “second social contract”, we need to develop a first “World Life Contract”. And: Let’s think GLOBAL – the globe used to have a southern hemisphere, too. The mobility of capital and the mobility of goods must be limited; activities must aim to regionalize development, production and consummation.

A Tobin-tax on any currency conversion on a homeopathic level of 0.05 % would practically terminate all short-term currency dealings without influencing long-term investments.

Ecological taxes on fuel and energy would increase transportation costs to a level that could stop insane international and intercontinental transports of semi-finished products and prefabricated goods which are only carried out because unreasonably cheap transportation makes lower production costs in other countries interesting.

5.2. Cooperation replaces competition

Granted, capitalism has won the world championship. But the new enemy is – capitalism. The principle of competition produces winners – one winner to each competition, and many losers.

Capitalistic competition is about to death-spiral our world, exploiting and polluting nature, exterminating species of plants and animals – and people, soon, anyway, if we don’t stop producing losers by contesting to be winners.

We must try out a different set of rules, replace competition with cooperation: cooperation with nature, cooperation worldwide among nations, cooperation among regions, cooperation with neighbours and with anybody who complements our individual talents with the ones we have not had time to develop yet.

If production and consumption of goods are regionalized (see 5.1.), it might be far easier to prevent people from being manipulated in buying products they don’t really want or need: people must re-learn to ask themselves what they need – consuming goods as well as for their personal development – instead of looking first at what is offered.

In career development services, we must assist our clients in finding out who they are and who they want to be, and what steps they would like to take to develop in that direction – and then we must train and support them in searching for corresponding

development opportunities. The consumption attitude ("Tell me what jobs there are, and help me pick the one I like best!") should be reduced: *creating careers is something entirely different from assembling careers.*

5.3. A New Social Contract: Networking

Cooperation will also heal the wounds people are suffering from, caused by the erosion of the fundamental coordinate system of our developing society, work and family.

Elisabeth Kübler-Ross found these words for it:

"It is of utter importance to recognize that it is our duty in life (no matter if we fully understand who we are or what will happen after our death), to grow as human beings, to search in ourselves for the fountain of peace and understanding and power which is our individual self. And then it is our duty to approach other people in love and to accept them in the hope and anticipation of what we will become together."

The new coordinate system for societies entering the new millennium must be one with more than only two dimensions. Fundamental coordinate axes will be personal development, time, and the building of networks.

This shift of paradigm includes the necessity to teach people that neither work (in the traditional sense of paid occupation) nor the traditional family are still all that important. We must create a new definition of the term "work", giving it the meaning of a "useful activity".



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