



Developmental Psychology in Youth



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InWEnt

InWEnt – Internationale Weiterbildung und Entwicklung gGmbH (Capacity Building International, Germany) – is an organisation for international human resource development, advanced training and dialogue. Established through the merger of the Carl-Duisberg-Gesellschaft (CDG) e.V. and the German Foundation for International Development (DSE), it can draw on decades of experience accumulated by the two organisations in the field of international co-operation. Its practice-oriented programmes are directed at specialist staff and managers, as well as decision-makers from business and industry, politics, public administration and civil society from all parts of the globe. Its Development Policy Forum arranges high-calibre international policy dialogues on subjects of current concerns in the field of development policy.

Division 4.01 of InWEnt has its seat in Mannheim and conducts advanced training programmes on behalf of the Federal Ministry for Economic Co-operation and Development (BMZ). Under the banner of "sustainable development", its work focuses on questions of technology cooperation, system development and management in the field of technical and vocational education and training. Its dialogue and training programmes are targeted at decision-makers from the public and private sectors, junior managers and multipliers from vocational training systems.



Introduction

From 2003 onwards, InWEnt's Division Technological Cooperation, System Development and Management in Vocational Training is to present a series on everyday practice in vocational training.

The intention of this series is described in the title itself ("Beiträge aus der Praxis der beruflichen Bildung" = series on everyday practice in vocational training). The division aims to support its programs of international personnel development in the above-mentioned areas with technical documentation in both printed and electronic form.

These reports

- > originate in the partner countries, taking into account specific situational demand
- > will be tested with and for experts in vocational training in the partner countries in conjunction with respective practice-oriented training programs on offer, and
- > with a view to global learning, will be improved and adapted prior to publication according to the recommendations of the partners or the results of the pilot events.

Thus, the Division Technological Cooperation, System Development and Management in Vocational Training is applying the requirements of InWEnt's training program to its own

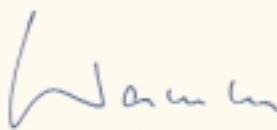
products in the above faculties: i.e. these can only be as good as their practical relevance for the experts of vocational training systems in the partner countries.

To this effect, we look forward to critical and constructive feedback from all readers and users of these special series.

This manual is one of an entire series of InWEnt publications that have been produced as a result of training seminars and courses carried out in cooperation with the vocational training institute SENATI in Peru.

Our special thanks go to Prof. Tippelt of Munich University and Mr. Amorós from the "International Cooperation Office", who both made invaluable contributions to these activities.

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1 Introduction to the topic

Changes in adolescents

The problem of gaining access to the labour market, which is marked by instability and complexity, requires more than ever the dissemination of research papers and studies on the changes that occur in adolescents or the changes in young people's attitudes and terms of reference. It is important to point out, though, that, in recent years, studies have concentrated more on analysing the situation of students, but the results of the research, which could have been relevant to questions regarding vocational training, were hardly ever taken into account.

Changes in the social and labour environment

We are at a point where doing a rethink on the situation of apprentices and of vocational training seems inevitable – which is necessary in view of the

important and rapid changes in the social and labour environment as well as the consequences they bring with them as concerns young people's transition to an active life. The effects of social change over the past decades have been significant:

- > social and labour values and norms are under constant pressure;
- > attitudes and opinions on work have been subject to incessant fluctuations.

Against such background, one must raise the question of whether the changes we see in the new generation of apprentices of the 1990s (refer to chart 1, 11 Hypotheses on the situation of youth in the 1990s) necessitate modifications to how we approach vocational training.

2 Staying on in school

The fifties and sixties: Apprentices used to belong to one social group

Let us think back to the 1950s and 1960s: there is a clear indication that apprentices belonged to one social group, in the sense that they all came from one social setting, socio-cultural environment and with almost identical educational backgrounds.

Today, the "typical apprentice" has almost disappeared

Today, the "typical apprentice", the one that would start his/her vocational training as soon as s/he completed his/her General Basic Education, has almost disappeared. Nowadays apprentices differ from each other in terms of their education, because as many young people with

- > A levels,
- > a General Intermediate Education certificate (comparable to GCSE),

- > a General Basic Education certificate (roughly comparable to "pre-GCE")
- > as those without the latter (the law does not require any specific certificate from apprentices in the Dual System)

go in for vocational training under the Dual System.

A late start into vocational training

Unlike in the past, many youth today enter vocational training quite late; their entry into the working world is also postponed until later. The fact that more and more youth stay in school longer has quickly resulted in a restructuring of the socialisation process and the framework for gaining practical experience. In the past, this would be realised by being integrated at one's workplace, but now this is done from within a purely scholastic setting.

Opening up to new areas of experience

In fact, as a result many of the approaches under the heading of "Reformist Pedagogy" are based more and more on trying to minimise the effects of long periods of isolation in an institutionalised school system by opening students' eyes to new areas of experience that go beyond the artificial environment of school life.

01 11 hypotheses about the situation of young people in the 1990s

1	They are focused on school (extended education & vocational training)
2	No links with the professional world or practice (embark on professional life/unemployment later in life)
3	Separated (identical age groups)
4	Individualists (breaking with tradition, patchwork, insecurity, stress)
5	Focused on the present (live in the moment, in the here and now)
6	Focused on their spouse and fidelity (familiarisation, more self-determination of women, romantic concept of men)
7	Intensively consumption-oriented and hedonistic (purchasing power, advertising target group)
8	They are polarised (ethnocentric versus international/global)
9	Disillusioned with political parties, but not with politics
10	Difficult to define (destructurisation, post-adolescence: use the adult world as a point of reference at a very early age, achieve economic independence much later)
11	Linked to social environment (youth as such does not exist)

2.1 Two sides to everything

From the point of view of vocational training, the expansion of vocational training is seen with ambivalence:

Taking advantage of the educational offer

On the one hand, it is an absolutely positive trend that young people should have the opportunity to take advantage of the educational fare offered by schools, as this would encourage reasonable structure and development in the early stages of their lives, and to improve, thanks to more time spent in school, their faculties of critical thinking and judgement, shape their opinions as to social and political processes as well as sharpen their intellects and give them a chance at personal self-actualisation. From this, benefits can be drawn for vocational training if this new sense of motivation and interests of young people can be captured so as to integrate them into the new setting for vocational training.

More time spent in school

On the other hand, this approach may also result in a most difficult situation if spending more time in school becomes no more than an obligation for students that stands between them and their entry into the working world. The very fact that they will not be able to enter the job market until sometime later may well discourage some youth. They might feel frustrated by abstract apprenticeship, directed by the school. Once apathy and discouragement have set in, it will be difficult to overcome those factors in the course of vocational training.

Diffuse and strong feelings of insecurity

Here is another aspect that bears mentioning: Making young people spend more time in school may lead to diffuse points of reference and strong feelings of insecurity among those that identify with their profession and have certain expectations.

Identifying one's own values

Many youth realise that, by taking on an active part in their own chosen profession, they will gain more security and identify their own personal values - all aspects that longer periods in school cannot make up for.

Dissatisfaction with vocational training

In other young people, though, staying on in school awakes in them expectations and emotional desires that subsequent professional life can hardly live up to. While school opens up expectations and desires of little realistic value in view of the actual professional working life later on, vocational training, in general, may lose its appeal for young people, and it is likely that in cases such as this, one could perceive

any vocational training programme as a limitation and therefore reject it - young people are not happy with their vocational training.

There is no use in starting therapy during vocational training; rather, its purpose should be to change the school system.

2.2 Contacts with the working world

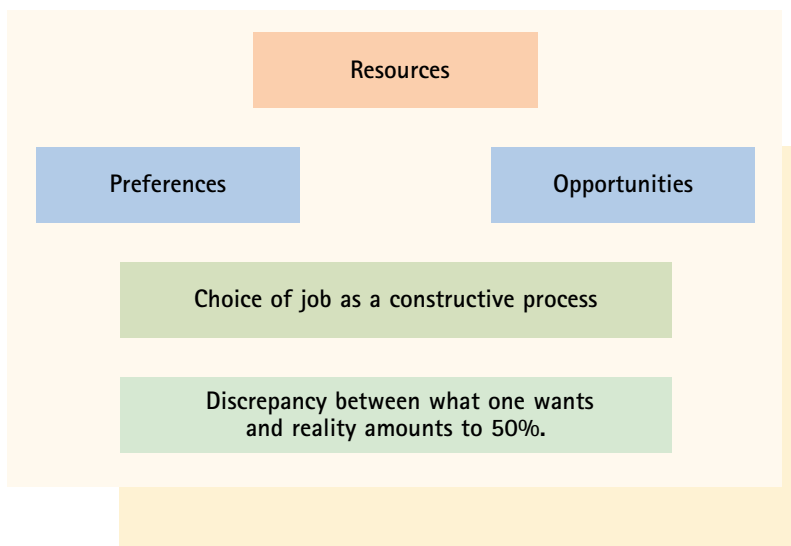
Help to prevent disappointment with the working world

In order to prevent alienation and a further growing-apart that has affected young generations, the educational "powers that be" should ensure that students get in contact, in their own time, with institutions in their community, with associations, theatres, the working world and business sectors, which would be one way of helping them not to despair and be overwhelmed by the working world. If we want to reduce the gap

Teaching cognitive skills

between the expectations and desires (see chart 2, Choosing a profession) that young people develop in a school environment that pays little attention to practical aspects and the reality of professional life, it will be necessary to enhance the teaching of cognitive skills in school with new forms of teaching and apprenticeship. The new pedagogical methods that address this new reality require new disciplinary and functional settings and, above all, a restructuring of education towards project-based work.

02 Choosing a profession



3 Changes during the juvenile stage

Analysis of consequences in connection with other changes of a social nature

The consequences of the prolonged time young people spend in school become clear when said consequences are analysed in connection with other changes of a social nature, which originate in the juvenile phase. When we speak specifically of the group of apprentices, we need to consider the following aspects:

3.1 Post-adolescence

Independence in socio-cultural and economic terms

First of all, although the juvenile phase is extended by staying in school longer, young people do not go through post-adolescence. The term post-adolescence is defined as the phase in a young person's life when s/he becomes emancipated and independent in socio-cultural terms, but when, at the same time, s/he still clings to his/her parents for economic support as well as scholarships or other financial help (see chart 3, Stages of the juvenile age).

Orientation towards things political and intellectual

The post-adolescent phase, where a person begins to find his/her political and intellectual orientation, while still continuing to develop and not enjoying economic independence yet, has strong repercussions with respect to the ways in which young people map out their lives. For apprentices, the situation is reversed: given their background, they are in a better position to make plans in economic terms; that is to say, they begin to think about, for example, starting a family, acting as consumers, taking trips, etc. In short: it is about being financially

independent with respect to the use of material resources in achieving personal autonomy.

3.2 The process of individualisation

Organising oneself with a degree of independence

Second, the process of individualisation and a person's background in the juvenile phase of apprentices are becoming ever more important. This means that, unlike traditional societies where tradition and social origin make up rules and standards of behaviour and values shared by all, making one's way through life in modern society requires an increasingly independent organisation of one's life. If we compare this approach with the situation that was prevalent only a few decades ago, we find that individuals are no longer born and raised in a closed community that would instil in them clearly defined norms and rules that would simply have to be internalised.

03 Stages of the juvenile age

Pre-puberty

One is affected by everything new; the balance achieved up to that point begins to wobble; internalisation (approx. 11-13 years old)

Puberty

Phase of experimentation; one is fascinated with all things exotic, extreme, adventurous. Phase of testing limits (approx. 13-18 years old)

Adolescence

Re-establishing balance; first confirmation of personality; first income, first love (approx. 16-21 years old)

Post-adolescence

Insecurity about entering the job market due to longer periods spent in school and about unemployment (approx. 21-29 years old)

One's own lifestyle

Nowadays, people find themselves increasingly forced to be able to make decisions on fundamental questions regarding their lifestyles and their goals in life. Now, we do know that even within one and the same household, the father and the mother will have different styles of child-rearing and believe in different educational standards.

3.3 Peer group pressure

Youth like to spend their free time "hanging with their posse"

In addition, peer groups exert more and more pressure on apprentices. Many young people spend their free time "hanging with their posse", although this trend is more noticeable among the youth staying still in school than among apprentices. But the values and norms of the "posse" do not always harmonise with those found at home or with a business training. In our society today, young people need to be prepared to take the whole range of diverse offers out there and pick the ones that seem, at a personal level, the most correct choices. If the school or training centre focuses exclusively on cognitive skills, then it will become an institution that is simply charged with the task of teaching information and neglects the socio-emotional aspects, all of which will have a negative impact on apprentices. That priority is attached to cognitive aspects and training itself is limited to passing on knowledge and skills is an obstacle to solving the problem of determining which direction to take.

Helping them to find points of reference and guidance

Even though it is true that both students and apprentices turn to relatives and friends for help with those problems, the school or institute can also contribute to these efforts and show itself to be open-minded and sensitive when it comes to finding points of reference

and guidance – it may even, at times, provide support in overcoming juvenile crises. Of all the problems that may arise in the process of individualisation, I should like to highlight, in particular, the issue of guidance by a third party.

3.4 Behaviour shaped by a third party

Developing an identity for "I"

Behaviour shaped by a third party is always found in situations where young people act and conduct themselves in such manner as expected by a reference group or reference person, who would always be present at such times. If the educator or training centre relies entirely on this type of guidance by a third party, apprentices and students will have difficulties developing a sense of "I", or, put differently, a plan for life that reflects self-confidence and stays true to their own principles.

Taking independent decisions

Taking into account that young people today take independent decisions with respect to their chosen profession, the company they want to work for, their political commitment and with respect to assigning priorities in a work field (and selecting a

04 What are values?

Values are rooted in the subconscious

Values are essential in controlling conduct

"A value is a conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable which influences the selection from available modes, means and ends of action."

(Traditional definition according to Clyde Kluckhohn, 1951)

spouse) – in short, they have more opportunities to make choices –, each individual tends to take responsibility for his/her actions or failure to act as well as for his/her achievements or failures.

Pedagogical interventions

And all this directly affects the pedagogical approach and style that reference persons need to adopt vis-à-vis young people. When it comes to pedagogical interventions, special attention must be paid to the way in which situations are handled where young people take credit for all their achievements or failures. For it can have very negative repercussions for a person's concept of himself/herself and his/her motivation if he/she perceives his/her failures as a consequence of his/her inability to achieve a specific goal, rather than of his/her lack of effort and hard work. The ability or inability to do something is difficult to modify; efforts, however, can be enhanced immediately.

3.5 Change in values

Importance of hedonistic values

Third, the apprentices of the 1990s found themselves in an era that was marked by stark changes in current values and the disappearance of others, accompanied by a series of new ones (see charts 4–7, Function of values). Everything seems to indicate that traditional work virtues such as work, punctuality, order, hygiene and accuracy have lost in importance. This diminishes people's optimism towards the future and, above all, reduces confidence in grand technologies. At the same time, though, hedonistic values are becoming more important, but they are all about joie de vivre and gaining a personal edge.

Taking leave of traditional morals

These trends are borne out, above all, by the attitudes exhibited by young people; in the

05 The function of values at the socio-cultural level (macro-level)

Values help to co-ordinate conduct and behaviour

Values are like macro-organisms of society

Values serve institutions in a functional capacity

Values represent an implicit social awareness



Values ensure social integration

06 The function of values at the social level of groups (middle level)

Values constitute ingroups and outgroups

Values help to support community units

Values are hidden behind the co-operativistic identity of organisations



Values justify "selective relationships"

07 The function of values at the individual level (micro-level)

Values help the individual to focus

Values assist in the task of adapting to society and, at the same time, contributing to its development

Values help to make sense of things



Values create identity

past they were connected to anomic phenomena, the abandonment of faith and religion, the increasing throwing-overboard of traditional morals and shifts in the traditional roles of men and women. Nevertheless, a more detailed analysis has shown that not all these trends mentioned before are met with empirical proof in this line of anomie.

Example: A world of technology

For example, for decades, we have seen a close link to the family; with respect to distancing oneself

from the world of technology, we see, at a minimum, a discrepancy: even though sophisticated technology gives rise to fear and distrust, in the private sphere, everyday technology (motorbikes, cars, TV, cell phones, computer games, etc.) is fully accepted among numerous young people and they follow new technological developments with great interest.

4 A new work ethic?

Anomic trends

These anomic trends were also found in the field of work ethics, seeing as job satisfaction and with it, the importance of work in a youth's personal development have been on a steady and considerable decline, as already stated.

4.1 Focus on free time

Work provides the framework needed to organise one's free time

If people were to re-focus on their work, it would actually result in an enormous re-orientation towards free time. It was said that it is mostly young people that represent these new hedonistic values that lead to work losing its subjective important function. The main interest in work is exclusively limited to the fact that it provides a framework for organising one's free time, which is more important. In view of this, it is no longer deemed desirable to forge a close relationship with one's place of work, the work itself, an institution or a superior.

The importance of work

It certainly appears that many people would simply quit their job if their financial situation allowed for it. However, it has been found that this markedly hedonistic focus on work is something that affects only few people (see chart 8, The importance of work).

People want to exert influence

Other new values and cultural patterns prove to be more important. Work activities need to be interesting and must involve responsibility - people want to exert influence and steer the workflow into specific directions. Increasingly, young people reject any type of work they consider dehumanising, and even a substantial salary will not change that. The lack of work that offers more possibilities for assuming responsibility or that is interesting and more personally engaging can hardly be compensated for by offering more free time or a higher salary.

Attitudes and values focused on human and social development

Even though it is correct that a focus on work, coupled with an interest in and commitment to the

matter, but without the traditional careerist drive, is true of only a minority of people, it is also correct that, over the past decades, attitudes and values centred on human and social development have been on the increase.

08 Importance of work and work focus

Traditional work ethic does not give way to a hedonistic concept of free time

But: increase in appreciation for free time

Rather constant in work focus and performance (<10%)

Young people, in their approach to work, are not much different from adults.

Work focus

1.
Those interested – committed
approx. 35 %
15- 30 years old
2.
Traditional – materialistic
approx. 45 %
15 - 25 years old
3.
Focused on free time – hedonistic
approx. 20 %
15 - 30 years old

4.2 Focus on materialist and conventional work

Professional prestige and the desire to succeed mean everything

Nevertheless, there also remains a predominant focus on materialistic and traditional work, which involves the pursuit of high salaries and professional advancement within the hierarchy of institutions and professions. In its purest form, that orientation towards traditional and materialistic work seems to indicate that professional prestige and the desire to succeed are the overriding factors above all else. Traditionally, this approach involves people who, in their work routines, are faced with instructions received from others that they have a hard time identifying with.

Combining the need for success with work interests

On the other hand, the hypothesis in this context confirms that it is actually more common to combine the need for success with work-related interests. In some way, the traditional focus on traditional career goals has vanished among the "young kids". What happens is that they express themselves with respect to a new awareness of ecological problems and personal development in such way that they do not accept just about any kind of work that holds out the promise of success. The essential objective for many young people is to find a job that gives them security.

4.3 "Defensive" stance towards work

What matters is the quality of the working environment

They see their work and thus their income

threatened; they fear losing their jobs. This “defensive” approach to work is quite wide-spread, which has led them to reduce their post-materialistic demands with respect to work and their professional activities. They agree with and accept any type of work that guarantees them a secure income, even though they may not always be satisfied. As regards their behaviour in selecting a job, the spectrum is very diverse and, it could almost be said, hardly transparent. Still,

generally speaking, when choosing a job or a company, young people put a high value on the social climate, the way in which employees relate to each other, team spirit and the quality of the working environment. It is no longer true that young people form their emotional relationships with other people of the same age in their spare time, but also, increasingly, at school and throughout their training.

5 Imbalance between the educational system and the employment system

Work focus as an integral part of one's life concept
Discussing the topic of job selection requires taking other framework conditions into account. The development of a person's outlook on work, as an integral part of his/her life concept, is closely linked to the relationship between the educational system and the system of employment.

5.1 Lack of co-ordination or interaction

Pressure from new demands of the labour market
The relationship between the educational system and the employment system revolves around an inertia imported from the past that tends to break it up and that tends to bring about pressure stemming from new demands of the labour market that thrust it into ever closer interaction. We know that the development of these two systems has been marked in recent years by a lack of co-ordination or interaction.

Profound changes

According to M. Cartón, “for a long time, there has been opposition to training specifically tailored to meeting the demands of the labour market, which has created certain problems, especially for youth, in making the transition from school to working life. Indeed, even if there is a tendency to blame young people for their lack of social and professional integration, we must not forget that the way in which work and employment evolved from the early 1970s on was not beset with such profound changes as now occur in other sectors of society, especially in education.”

Young people with higher qualifications

The structures of employment in the professional field seem to change more slowly than the growing number of young people with higher qualifications would indicate.

5.2 Discrepancy between the educational system and the employment system

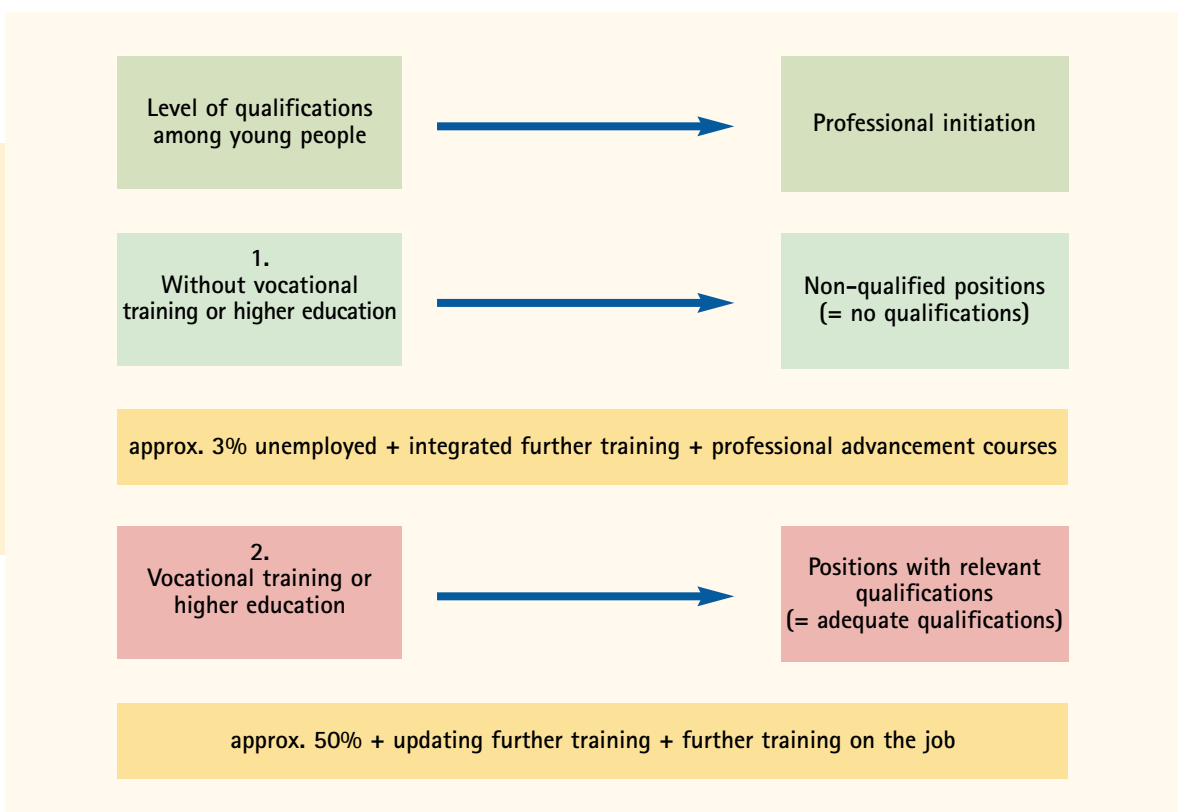
Negative repercussions for young people with lower qualifications

In the 1980s, there was a clear discrepancy between the educational system and the employment system that resulted in negative repercussions for young people who entered working life with lower qualifications. Consequently, the highest unemployment rates would always be found among people with lower qualifications, while people with higher qualifications would go on to positions that fell below their expectations with respect to pay and the responsibilities attached to the job.

Growing disaffection for manual or technical labour

To this, one must add the growing disaffection for manual or technical labour as well as less qualified commercial activities, while the focus is shifted towards medium and high-level activities in the tertiary sector and certain professions in some sectors such as the metal sector, where computer literacy is an indispensable skill to programme the equipment. But there is also another group of framework conditions that shape a person's vocational and professional outlook.

09 Level of education among young people



5.2.1 Growth in the services industry

Growth in the services industry

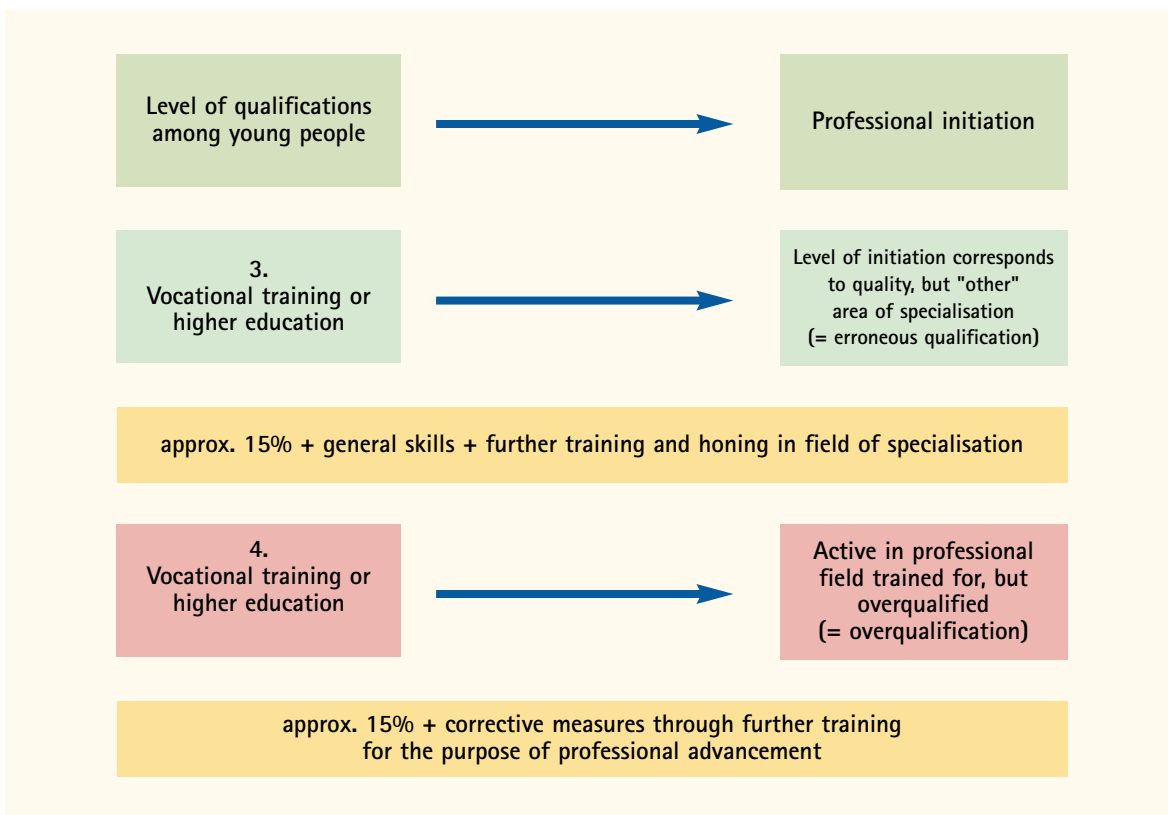
The enormous growth in the services industry over the last few decades has brought with it an increase in the demand for professionals in this sector among today's young generation.

5.2.2 Fierce competition among different types of school graduates

Competition among different groups of school graduates

The fierce competition among different groups of school graduates for jobs and positions has had an intense effect on young people's motivation. Graduates with A levels win out against graduates with a middle-school certificate, and graduates with a middle-school certificate prevail against those with

10 Level of education among young people



only a basic school certificate. In our society, meanwhile, we see what is called the "paradox of qualifications", which can be defined as follows:

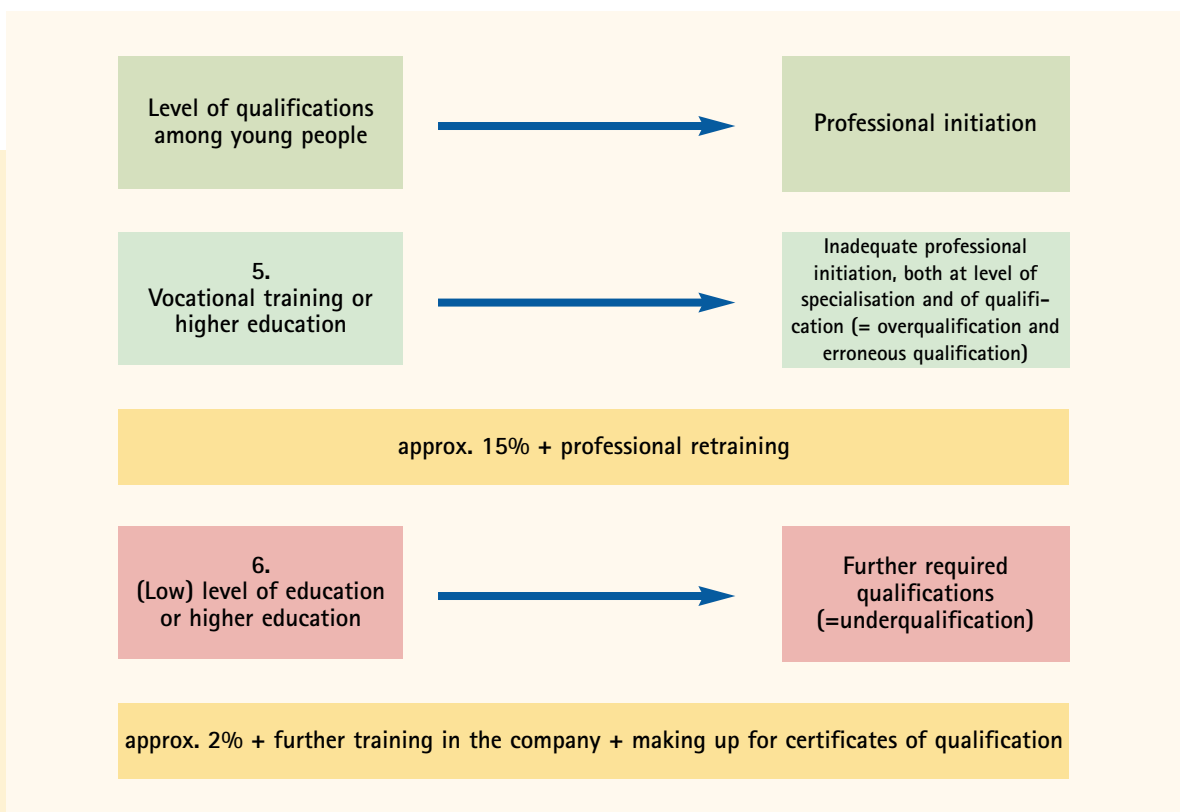
"The paradox of qualifications"

- > On the one hand, the increase in the time students stay in school is the reason why more and more obtain higher educational levels
- > On the other hand, though, compared to past generations, graduates with such certificates get less and less far in the labour and professional markets.

Social and cultural capital

Obviously, this does not mean that such certificates do not amount to anything. Instead, it means that they are necessary, but not sufficient to make a satisfactory transition from school to work life. Also, people today need "social capital" (in terms of relationships) and, for many professional positions, "cultural capital" (in the sense of knowing how to act and to present oneself) as well as the willingness continuously to improve oneself by taking courses and the ability to stay alert in a competitive

11 Level of education among young people



environment. At present, it is especially those people that are disillusioned that are convinced that you can achieve the same things with a school certificate as 20 or 30 years ago (see charts 9–11, Level of education among young people).

5.2.3 Competitive market

The fight is on for better qualifications

The competitive nature of the market can also be felt in schools and vocational training centres. The struggle for better qualifications and the resulting competition often influence the environment of apprentices in less than favourable ways. It is not true that the social framework of an entire class is disappearing, but today, due to the pressure of achieving good results in order to anticipate work opportunities, it has become difficult to build social relationships based on harmony.

5.2.4 Enormous demographic changes

Repercussions for schools and the sector of vocational training

We are currently faced with enormous demographic changes. The permanent decline in the birth rate since 1967 and its stabilisation at a lower level have had repercussions for primary and secondary schools, universities and the sector of vocational training. As for vocational training, the changes in demographics make themselves felt to the extent that certain regions and professions find it difficult to recruit new apprentices, while other regions and professions experience the exact opposite, in the sense that there is fierce competition for the few available apprenticeship places. It is obvious that these demographic trends translate to a clearing of the labour market and education system, but in view of the regional and educational disequilibrium it is necessary to continue to pursue possible alternatives.

Summing up these trends is not easy

In conclusion of this short analysis, one fact becomes inescapable: it is evident that it is extremely difficult to summarise, by way of a simple formula, the trends that occur in the field of vocational training. For there are too many opposing trends and, at the same time, we find certain attitudinal and behavioural trends that apply only to very specific groups of apprentices.

5.3 Training geared to apprentices

Training needs to be "customised" to apprentices

But based on the fact that training and teachers can focus on the requirements, interests and attitudes of apprentices, that is to say, that training needs to be "customised" exactly to apprentices, we need to consider the following:

- > Work and professions have not lost its social and stabilising appeal.
- > No loss of values has been observed with respect to the focus on work; however, it is necessary to consider new forms of guidance and possibilities of selecting the right career.
- > Today we see a condensation of individualistic work; that is, the individual seeks his/her conceptual satisfaction through his/her work. What is most of interest to him/her is the ability to apply those skills and competences acquired on the job, to build satisfactory social relationships and new forms of communication through the process of work.
- > The issue of performance is not raised, but performance is linked to specific aspects.

Ongoing professional development for trainers

The necessity of innovating the systems of training and guidance and the development of existing services or the creation of new ones are increasingly

key to vocational training. Similarly, trainers must be able to respond adequately to problems that occur in guiding young people. In order to be able to cope with the current situation and to respond in a satisfactory manner to new interests and attitudes

of young people, the pedagogical competence of trainers needs to be boosted. Ongoing professional development thus becomes an indispensable requirement if vocational training is to provide an appropriate approach for today's new generation of young people.

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former: Industrial Occupations Promotion Centre (ZGB) of the German Foundation for International Development (DSE) Employees: 24 Annual financial budget for international human resource development programmes: approx. 6 million euro; a further approx. 4 million euro per year are made available by federal states cooperating in joint projects Annual number of participants: approx. 950