CHAPTER III

APPRENTICESHIP TRAINING IN WEST GERMANY

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Introduction

'Made in Germany' are the words of which the Germans are legitimately proud of. No doubt this mark or stamp 'Made in Germany' used to attract and even today attracts the attention of many buyers throughout the world. For the Germans it is the symbol of efficiency and thoroughness; for the buyers it is a sure signal that they have invested their money quite properly.

Among the many factors that are responsible for maintaining this high standard of efficiency in production of goods and materials in Germany, surely their system of vocational training - especially their apprenticeship training - occupies a front position.

The term 'apprenticeship' is used for every kind of vocational training upto the skilled worker level.

To the German view point, intensive apprenticeship training is profitable not only to the individual who receives this training, but also to the society as a whole. It helps in maintaining social stability and progress as well as in continuing economic prosperity. It also contributes to the further development

of democracy. Economically they consider apprenticeship training as a particularly profitable investment.

In order to understand the system of apprenticeship in Germany better, it is essential to know some of the following facts :

- Here, apprenticeship under an indenture within an undertaking is the principal means of acquiring recognised trade qualifications.
- This system, in-plant apprenticeship, supplies the labour force with some 300,000 young trained workers annually.
- Today, here, training as a skilled worker also opens the way to many technical institutes.
- In the artisan trades, apprenticeship is the first step towards gaining recognition.
- After further training, as a master craftsman, he gets a right to set up an independent business.
- In this country, apprenticeship is served in almost all fields of economic activities.
- The vast majority of young school leavers (i.e. those under eighteen years of age) go into apprenticeship and only a relatively small portion (less than 20%) go straight from school into employment without undergoing some form of recognised training.[1]
- Full time training in vocational schools plays only a secondary role in the national system of technical and vocational education and training.

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[1] 'European Apprenticeship'. CIRF Publications, International Labour Office, Geneva, 1966, p.15.

Main Characteristics of Apprenticeship Training

Thus in this country, it has become almost a social convention that youngsters who leave school before the age of eighteen should serve as an apprentice under an indenture. It is also worthy to note that apprenticeship in Germany achieved this dominant position without any legal compulsion - mainly as a result of the spontaneous choice on the part of employers, parents and the youth themselves. It is obvious that they should receive adequate vocational guidance from vocational guidance officers as well as teachers. There is also no doubt about the fact that the preferential treatment given to apprentices in employment makes it almost natural and most common for the youth to undergo this apprenticeship training. To the German mind, establishment of vocational schools and training centres is the most efficient means of creating the cadres required for progressively developing industries. One important characteristic feature of German training is that the practical training in the undertakings is carried out by industry itself under its own management. Industry has spent considerable sums in setting up a sound system of training 'which largely ensure that a sufficient number of young people are trained for all branches of economy and which offer a guarantee that these people are upto a required standards.'[1]

[1] 'Vocational Training for Trade, Industry and Handicrafts in the Federal Republic of Germany. (Berufsausbildung in Industrie, Handel Handwerk der Bundesrepublik Deutschland), Verlag Ferdinand Schoningh, Paderborn, 1960, p.10.

According to the Germans, the following are main conditions and characteristics of an intensive apprentice training :

- A systematic programme of good general education is a must.
- A broad scholastic basic training, combined with careful vocational guidance is essential.
- Detailed training programme is planned.
- Sufficient related instruction forms a compulsory part of training.
- Continuous supervision of the training is considered essential.
- Full scope for further training and retraining is provided.
- Training is generally uniform all over the Federal Republic of Germany so that a worker trained in one undertaking can fit in any other undertaking in other parts of the country.[1]

The main aims of apprenticeship today are as follows :

- Youth protection,
- Vocational training,
- Further education,
- Equalisation of training opportunities,
- Fuller development of the personality of the individual and,
- Stability and steady progress of the society.

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[1] Hirlekar Yamunabai, 'Vocational Education in Germany'. The Popular Book Depot, Bombay-7, 1962, p.54.

A Short History of Development of German Apprenticeship Training

It is worthwhile to note that apprenticeship in Germany had well developed long before industrial production prevailed in the economy and for many reasons, this form of occupational training persisted and spread in this country to a far greater extent than in any other European countries. The medieval system of 'Meisterlehre' has been kept up alive in principle in Germany and since long apprenticeship is systematically regulated in laws. Even today Germany is considered perhaps the only country in Europe with unbroken apprenticeship traditions. One of the most persuasive factors in the maintenance of large-scale apprenticeship in Germany was early transfer of German Youth to employment. It is also important to note that small workshops, which had always been the backbone of German apprentice training, continued to flourish in great numbers beside the growing industries. Their organisations had been granted certain legal rights - even since the existence of the medieval craft guilds and these small shops maintained a leading position in training apprentice, and in this field enjoyed a semi-public status. Naturally, industries too continued to require a great percentage of highly skilled workmen and hence they too, took up the task of apprenticeship training as a voluntary duty. A short history of German apprenticeship training is desirable to understand some of the basic facts about this

training system in Germany.

The German apprenticeship training can be traced back to the Medieval Ages. Obviously in the Middle Ages, it was the Lord or the Master who supported and encouraged the artisans and the craftmen. But their skills and art were mainly to satisfy the needs of the master. Yet this 'unfree craft' developed under their patronage and some sort of training of the youth continued.

Again when some big towns and cities came into existence, they also brought in their train the 'guilds' with cooperation rights. These guilds had their own rules and regulations and the members of these guilds were expected to observe them strictly. It was during this time, then, that in Germany the model of vocational training began to take shape, when these guilds thought of training the young generation for future vocation as part of one of their duties, and the trainee or the apprentice, the trainer or the journeyman and the owner of the master roughly shaped the system of training. But still there were no organised examinations and the success of the apprentice depended upon the arbitrary decision of the guilds. But the successful apprentices became journeymen and they could then become the members of the guilds after being elected.

It is interesting to note that it was more or less compulsory for the journeyman to travel to learn and gain more practical experience. Perhaps the word 'Journeyman' itself explains the

significance of travel during those times. Perhaps it was considered that the more the man had travelled, the more competent he was. So they travelled widely in local areas, from state to state, from country to country and even to other continent whenever it was possible. Some of the crafts like painting, jewellery, pottery etc. developed during this period. It is also noteworthy that there are a lot of 'folksongs' about these journeymen in Germany.

16th and 17th Century

This era is known as the beginning of Mercantile trade and commerce. The absolute states and powerful Monarchy helped to gain more stability of the society which consequently helped to encourage arts and crafts. The Nobles and the Princes also favoured and encouraged manufacturers in their towns. Even they provided some sort of facilities for their training.

But at the same time the Guilds made their conditions to enter the guild more and more rigid. Thus, they tried to restrict new entry into their fold. A tendency to monopolise and to avoid competition was apparent and there were some incidents of 'trouble strikes' by the journeymen who had been victimised with bad intentions.

18th Century

It was apparent that the state wanted to prevent such malpractices and hence the Law of Reich of 1731 tried to end these malpractices and monopolistic tendency of the Guilds. The

Law deprived the Guilds of their Corporation rights because they were feared to have been misused. Thus, when the guilds were prevented from making their own laws, naturally they adopted the Laws of the Reich. It was at this time that the State took up the opportunity and ordered controlled and supervised systematic examinations for the journeymen and the masters, and perhaps that was the beginning of the present existing examination system for the apprentices and journeymen in Germany. These examinations helped to put the training in order throughout the country.

19th Century

This was an era of victory of 'Economic Liberation' in Europe and Germany was no exception to it. It was also the beginning of 'Capitalism' too, especially after the Napoleonic Wars.

Yet during the period of 1806 to 1811 the reforms of Stein-Hardenberg in Prussia again further limited the power of the guilds and the so-called era of 'Free Craft (Gewerbefreiheit) began which we find even today in Germany, of course with one exception - in the craft of 'Chimneyman' perhaps with the intention of preventing fire and accidents or so. (Here only the District Master is allowed to have certain apprentices or Journeymen).

But again, this so called 'Free Craft' began only in Prussia and not in all the German States - - in some German States the guilds were still powerful and had much influence in

the training of craftsmen.

In the middle of this century, there started an Anti-Liberal Movement. The first German Parliament with representatives from all the German States met after the Revolution in 1848. After Napoleonic Wars there remained no German Emperors. But the first Parliament did not succeed much. Then came an era of Labour Movements. The socialists, the trade unions, the christian social movements, and so on had increased their activities and were becoming more and more active. The guilds wanted to get back the corporation rights - they wanted to end the freedom of trade and business and they wanted to get back the rights to ask for 'ability proof' before starting the trade or training the apprentices.

The National State (Bundesrat) made inquiry about the living conditions of apprentices and journeymen which were found to be unsatisfactory and so increasing attempts were made to improve their lot and specially their training facilities.

In June 1869, new regulations for crafts and trade came into existence. The Trade Regulations of 1869, (Gewerbeordnung), as amended made provisions concerning, inter alia, the right to employ and train apprentices, mutual obligations of the employer and apprentice, content of indenture, probationary period, transfer of contract, allowances, final examinations, sanctions: applicable to industrial employers only. Relationship between the apprentices and the master was described as 'free, private

contract'. The regulations were not rigid and hence vocational training was still without strict description. Some people went to the extent to call this state of affairs a 'total disaster' of training system because everybody did whatever he thought best.

In 1871, after war, all Prussian laws became the laws for whole Germany and consequently it became the law too, for compulsory continuation school attendance till the age of eighteen years of age in Berufsschule - vocational part-time schools. However, the enforcement of this law varied greatly in different states. The period from 1878 to 1891 is generally known as period of Renovation but there were no essential improvement so far as vocational training was concerned.

In 1897, by the new law, the crafts got back corporation rights. (Now they were called 'innung' instead of guilds). The legal position of Chamber of Trades (crafts) came into existence. The Commercial code of 1897 (Handelsgesetzbuch), as amended made provisions with respect to commercial undertakings, concerning the responsibilities of the undertaking as regards apprentices, period of indenture, change of occupation, probationary period, allowances, certificates, persons not allowed to train young people etc. The Master title is now protected. It is fixed by regulation. It was at this time that many special regulations about the training of the Crafts came into existence and the rights to teach, duration of training,

examinations etc. were determined by laws.

Beginning of 20th Century

According to the regulation of 30th May, 1908, only the Masters were allowed to keep and train the apprentices.

But it was after the end of the World War I, that the system of apprenticeship training in Germany became more and more regulated as the industries expanded rapidly. Rationalisation of training was attempted by new Berufs regulations. New erection of 'Training Workshops' etc. became common and new methods were also employed.

The 10th Congress of German General Trade Union (ADGB) in Nurnburg demanded new laws for vocational training and equal voice of trade unions in the vocational training especially for the 'new courses' in the industry for the coming young generation.

At this time, a Commission of Employers and Employees and the presidency of Reichsarbeitsamt (National Labour Office) was appointed to make new laws for vocational training in order to make the training of apprenticeship more systematic and progressive.

In 1925, Arbeitsausschuss für Berufserziehung (AfB) was founded. Its members were from German industries, employees' unions, and German Committee for Technical School (DATSCH). In 1926, the leaders of the trade unions founded a Committee for Vocational Training. In 1927, the laws for employment exchange, insurance

for unemployed etc. were passed. The basis for Public Vocational Counselling was also laid at this time.

In 1930, the first examination for skilled workers by Chamber of Trade and Industry (Industrie und Handelskammer) for industrial apprentices was conducted.

From 1935, DATSCH became an official advisory body of the Reich.

From 1936, collection of systematic statistical data about vocational training etc. was started.

In 1939 DATSCH was given a new name of Reich Institute of Vocational Training in Trade and Craft.

In 1937, by the law of Reich Ministry, the Journeyman's examination and the skilled workers examinations were put on equal footing.

Again through the Reich Ministry of Economics, the apprentices received the rights which could be enforced into the law courts if and when necessary. They also got the rights for full facilities for broad and good training in the proper workshops. Thus the apprentice training became systematic and progressive.

National Socialism from its inception paid great attention to the registration, classification, channelling, and general control of labour, especially with regard to the occupational training of youth. In line with its preparation of war, it aimed at a substantial increase in the number of apprentices.

In the single year of 1938, 330,000 boys, or almost 2/3 of all boys entering gainful employment in the year, started apprenticeship. By 1940, there were 1.1 million male and 0.3 million female apprentices, with 484,000 in the metal industries.

This expansion of apprentice training was facilitated by an expansion of the vocational guidance services, which had gained some prominence in the interwar period. In 1938, the National Employment Services made it compulsory for all school learning youth to register for vocational counselling, and for all employers to report the number of apprentices wanted.

After the World War II, under the Federal Republic of Germany the vocational education and training constantly attracted the attention of the industrial and political leaders as well as educationists. But the opinion and suggestions of Mr. G.W. Wane, an U.S. Specialist, on Vocational Training and Apprenticeship training in Germany created fresh interest and new incentive for further improvement and reforms. In 1952, a Centre for Research and Development in Vocational Training was established.

Since the last decade much discussion and many plans appear for further improvement and strengthening of vocational training in Germany. Various special committees had been formed and various political parties have taken keen interest in this programme.

The Act of 18th December, 1956, to regulate the legal status of the Chamber of Industry and Commerce, B.G. Bl. Part I, No.52, 21 December 1956 (Gesetz zur Vorläufigen Regelung der Rechtsverhältnisse der Industrie- und Handelskammern, 18, Dez. 1956) made provisions, interalia, concerning the autonomy of the Chambers of Industry and Commerce in the administration of apprenticeship.

Essential provisions concerning education and training are to be found in State (land) legislation and in the Federal Youth Protection Act.

Handicraft Regulation Act of 28 December 1965 (Handwerksordnung, Vom 28 Dez. 1965; Bundesgesetzblatt (BG.Bl.) Part I, No.1, 7 Jan. 1966) made provisions with respect to the artisan trades, concerning the right to employ and instruct apprentices, mutual obligation of master craftsman and apprentices, content of indentures, duration of training, probationary period, registration and transfer of contracts, related instruction and final examination, competence of the Chambers of Artisan Trades, list of apprenticeable trades, sanctions.

Thus an attempt is made to systematise the apprentice training in Germany and the process still continues.

The Traditional Apprenticeship

Small shops were the centres of traditional apprenticeship in Germany where enough concentration was given to manual skills. Naturally such small shops had no fixed schedule for the training. Masters and journeymen with long practical experiences

provided intensive training. The training of a particular apprentice depended upon the willingness of the masters to teach and the facilities that he received at this small shop. Obviously the apprentices had no wide scope to learn advanced production method.

Apprentices were also trained in industrial Corporations where they had comparatively more facilities but more or less the same type of training. Long before, some of the outstanding firms had developed a more systematic programme to train the apprentices. Before the apprentice was admitted to production in the general plant, it was necessary for him to acquire some previous training in special apprentices shops for a year or so. It is worthwhile to note that this kind of systematic training was strongly promoted by the German Committee for Technical Schools (Deutscher Ausschuss fur Technisches Schulwesen), known as DTASCH, which was formed in 1908 by the leading associations of machine manufacturers and engineers.[1]

The length of training was normally from three to four years at the age limit between 14 to 18. The apprentices were paid some stipend for their pocket expenses. Their income was not considered regular wages. Vocational advice was given through individual meetings, registration cards, school reports, medical reports and in some cases aptitude tests. But acceptance of advice was never compulsory. On the basis of the employer's application for apprenticeship and the assurance from Chamber of Commerce or of Handicrafts, students were directed by the Employment Office to the individual plants for final selection and negotiations of

[1]Adolf Heilandt, 'Apprenticeship and the German Executive of the Technical School System,' in the Year Book of Education, (London), 1939.

the apprentice agreements. An attempt was made to distribute the available labour supply in accordance to the needs of the economy. The individual firms adopted various methods for their final choice. Psychological tests, General Education Knowledge and Geographical analysis played important role in the selection. But the firms had no choice left when the applications were few. The apprentice completed his training with an examination which was more or less compulsory. With the change of times this system of apprenticeship underwent great changes and modifications.

Apprenticeship in Germany after World War II

After World War II, the problems of improvement of education in general and vocational education in particular, attracted the attention of all concerned with national progress and prosperity. The long and steady economic expansion after 1950s gave new impetus to the development of apprenticeship programme.

Also the rising income and better standard of living made it possible for the parents and youth to forego the short term advantage of taking up jobs without training directly after leaving school. Of course, the employers have always accepted the responsibilities of training the future workers.

In order to make the apprenticeship training more systematic and organised, there are numerous public laws, effective public control and well developed public institutions like Vocational

Schools, Training Workshops, Vocational Guidance Officers etc., which play effective role in the whole training programme.

The following are some of the important elements of the new concept of apprenticeship in Germany:

- The Germans believe that the transition of adolescents from full-time education to adult work should, whenever possible, be organised as a period of training in employment.
- They also believe that there should be special legislation for vocational training and for each major trade and occupation, there should be detailed regulations to determine the relations between adolescent workers and their employers. The standards to be attained in training also should be predetermined.
- Public authorities, working in close co-operation with employers' and workers' organisations, or semi-public bodies composed of representatives of industry and trades, should supervise and control the implementation of these regulations.
- The training, which includes both theoretical and practical instruction, should be provided within the hours of a normal working week.

Today, however, the time available for training is sometimes decreasing as the normal working week is shortened and the evening courses for related instructions are replaced by day-time classes. Hence, now in many trades, apprentices have to learn more in a shorter period of time. Efforts are constantly made to maintain the qualitative standards.

Also, prolongation of primary education - inclusion of 9th class - in most of the States - has also upset the traditional age pattern of apprenticeship.

The Way into Apprenticeship

The fourteen to sixteen year old school learners who seek an apprenticeship have an open choice between a great number of apprenticeable trades and lines of training.

Most of these youngsters receive some kind of vocational orientation or guidance at school by Guidance Services. The trend is towards providing more and better vocational orientation in the final classes of primary school. In Germany, the nineth school year (age fourteen to fifteen) is added to compulsory education in most of the States which normally includes periods of vocational orientations in its curricula. Generally the last year of continued primary school aims at helping pupils to choose an occupation. Nowadays, many experienced teachers look beyond this and seek rather to bring their pupils to a level of intellectual maturity that will enable them to select an occupation (Berufswahlreife). They endeavour therefore:

- to make each pupil aware of his own interests, aptitudes and capacities;
- to inculcate basic understanding of the rights and duties of the worker;
- to give him a bird's eyeview of the principal branches of economic activity, their structure and their place in the economy as a whole.

The teachers use two methods :

1. They include in their courses information on trades and occupations and on the economy as a whole;
2. They arrange for their pupils to have practical work experience (Schüler oder Betriebspraktika) and to visit undertakings. Opinion is unanimous that direct contact with the worker at his place of work is the most suitable introduction to the working world.

Again great care is taken to provide this general and occupational information to boys and girls according to their needs and also the needs of the society. For the boys the general occupational information is chosen in the light of their probable future work, for the girls, over and above general occupational information suitable to them, much information is also directed towards their future activities as housewives and mothers too. Thus they try to give more importance to prepare girls for their two-fold functions, at work and in the home.

Moreover, Vocational Guidance Services play a particularly important role in the choice of lines of training and employment. In Germany, some ninety percent of all young people pass through a guidance session before making their choice.[1] Of course, participation in guidance session is voluntary. The advice

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[1] European Apprenticeship. CIRP Monographs Vol. 1/No.2 CIRP Publications, ILO, Geneva, 1966, p.34.

given is, in most instances, based on interviews, often supported by psychological aptitude tests for determining the range of the abilities and aptitudes of the school leavers. Many large-scale undertakings and firms also supplement the work of the guidance offices by conducting their own medical examinations and aptitude tests.

Yet it cannot be denied that there are various forces which determine the choice of trade and line of training for the youth.

The low age at which most apprentices start their training is likely to work towards favouring the choice of apprenticeable employment available locally. But it is worthwhile to note that now many employers are making special arrangements for housing trainees recruited outside their home towns. Public and private grants-in-aid schemes offer financial support to apprentices trained away from home. Yet the number of trainees benefitting from these measures seems to be rather small. According to unsubstantiated information obtained in Germany, only some 28,000 out of 398,000 apprentices (7 percent) were indentured outside their home area. About 6,000 lived in boarding houses which were financed out of public funds.[1]

It is also often said that in most cases the choice is based on passing fashion - that, for instance, hair-dressing and automobile mechanics at present are among the most attractive

[1] CIRF Monographs Vol. 1/No.2. 'European Apprenticeship' CIEF Publications, ILO, Geneva, 1966. pages 206-207.

lines of training to girls and boys respectively.

Moreover, short-term and long term apprenticeships, light and heavy work, broad and narrowly specialised work, well-paid as well as low-paid trades all play some part or the other in the selection. Furthermore, the wishes of the parents also become a decisive factor in some cases.

Importance of Choice of Occupation

The choice of an occupation is of primary importance not only to the individual but also to society. In a well planned state every attempt is made to guide occupational choice in relation to the needs of the economy. Democracy not only offers a scope for 'Free Choice' but also tries to equalise the job and training opportunities. We agree that the selection of the right person for the right work is equally important to society as a whole as it is the sole means of utilizing to the full its productive capacity. As Carl Snyder points out:

> The material benefits from such a system would be immense, but not more important than the rescue of hundreds of thousands of frustrated, disappointed, unhappy lives - impaled upon impossible ambitions of careers for which they have no talent or adaptability. Why should the selection of a vocation be left to chance ? Why not a search for talent and ability ? What a differance it might have made not to thousands- the favoured few - but hundreds of thousands, each

learning to do something distinctly suited to his capacity.[1]

And of course, the Germans never like to leave the selection of vocation or training to chance.

Again at many places, 'thousands of students in professional colleges every year pursue curricula which turn out to be tragic mistakes,[2] and this might also be true for some students in German Universities but the parents, teachers and vocational advisors take great pain to avoid such mistakes in selection of their vocational training for trade or occupation.

In Frankfurt an enquiry was carried out in three vocational (part-time) schools to obtain explanation from about 280 pupils (both boys and girls) as to the circumstances and motives which led to their choice of trade. Their age group was between 16 and 18.

- As about the choice of their trades or occupations they stated the following :

Boys	:	Girls	
83.0%		79.0%	Choose their trade because of interest and inclinations.
8.5%		9.0%	For building up better future career.
6.5%		7.5%	More wages, light work etc.
3.0%		4.5%	Random choice

[1] Carl Snyder, 'Capitalism, the Creator,' The Macmillan Company, 1940, p.280.

[2] W.H.Cowley, R.Hoppock, and E. Williamson, 'Occupational Orientation of College Students' -American Council on Education, 1939, Studies Series 6, Student Personnel Work, Vol.3,No.2.

- About the guidance in the choice :

Boys	:	Girls	
41.0%		47.0%	Their own choice.
34.0%		29.0%	Parents' or relatives' advice.
17.5%		18.5%	Vocational Guidance Counselling,
7.5%		5.5%	Teachers' and Friends' advice

87.5% boys and 90.5% of girls were satisfied with their choice. The remaining 5.5% boys and 4.0% girls had little satisfaction while 7% boys and 5.5% girls were not satisfied with their choices.

The report[1] on an investigation of the explanations given by some 800 boys and girls (in a rural vocational school) as to their choice of trade showed the following : (The average age of the pupils was a little over 17).

First Question: 'Why did you choose this trade?'

88 percent of the boys and 80 percent of the girls replied that they had chosen their trade as a matter of inclination and interest; 7 percent of the boys and 9.5 percent of the girls were above all interested in assuring their future career; 4.5 percent of the boys and 6 percent of the girls gave other decisive reasons (wages, easy work, etc.) Only 4 percent of the 2 groups had made a random choice or adopted a makeshift solution.

Second Question: 'Who guided you in this choice?'

47 percent of the boys and 58 percent of the girls declared that no outside influence had been exerted over them and that they had made an absolutely free choice; 38 percent of the boys

[1]Schnuer, Gunther, 'Die Berufswahl und ihre Motivation im Bewusstein der Berufsschüler (Choice of Trade and its Motivation in the minds of Vocational School Pupils) - in 'Die Deutsche Berufs-und Fachschule,' Wiesbaden, Vol.59, No.10, Oct.1963, pp.737-745.

and 25 percent of the girls had followed their parents' advice; 11 percent of the boys and 14 percent of the girls had followed vocational guidance counselling; 3.8 percent of the boys and 3 percent of the girls had taken the advice of their school teacher or of some one working in the trade selected.

The third question was to ascertain whether they were satisfied with their choice :

86 percent of the boys and 92 percent of the girls declared themselves content and only 14 percent of the boys and 8 percent of the girls gave a negative reply.

The fourth question was somewhat parallel to the third:

'If you had another opportunity, would you again choose the same trade ?'

86 percent of the boys (completely confirming their replies to the third question) and 82 percent of the girls replied in the affirmative.

The fifth question was only for pupils who had replied negatively to the fourth; 'For what reasons would you now choose your present trade ?'

42 percent of the boys and 20 percent of the girls (of the 14 percent and 8 percent who had given a negative reply) stated that it was too difficult, too dirty, too monotonous, or had no sense; 25 percent of the boys and 20 percent of the girls considered they were underpaid, while 14 percent of the boys and 5 percent of the girls thought that they were badly or unjustly treated; 7 percent of the boys saw little possibility

of making a career; 20 percent of the boys and 30 percent of the girls gave other reasons or none at all.

The enquiry indicated that -

'Most of the pupils concerned had made their own choice with the help of their parents; the role of the vocational guidance services seems less important than official statistics would give one to believe. It also revealed that girls often choose a trade which is not typically feminine.'

To one of the last two remarks, it can be mentioned that at present the vocational guidance services provide available opportunities and better understanding about the probable trades and occupations the pupils would like to know and this information helps them to select their trade or occupation. Also they know about their abilities and aptitudes which facilitates their choice.

Expansion of Number of Apprentice in Germany from 1950 to 1968

As previously mentioned, it is customary in Germany to enter apprenticeship or semi-apprenticeship (learnership) after leaving the school and continue to receive education in part-time vocational schools upto the age of eighteen. Hence very few young school leavers take up employment other than apprenticeship or semi-apprenticeship. The following table shows the percentage of young school leavers (under 18 years of age) taking up apprenticeship and other employment in Federal Republic of Germany.[1]

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[1]CIRF Monographs Vol.1/No.2 European Apprenticeship, International Labour Organisation, Geneva, 1966,p.26.

TABLE 25

Percentage of Youth School leavers(Under 18 years of age) taking up Apprenticeship and other Employment in Federal Republic of Germany from 1958 to 1962

Year	Apprenticeship (including Learnership)	Other employment
1958	77.5	22.5
1959	79.3	20.7
1960	81.4	18.6
1961	82.3	17.7
1962	82.3	17.7

The above table clearly indicates that the proportion of newly registered apprentices has gone up in relation to the young school leavers taking up employment other than an apprenticeship or learnership.

But the following table shows an absolute decrease in the number of young people going into apprenticeship.

The number of apprentices in Germany between 1950 and 1966. (The Figures for 1962 and afterwards include apprentices in West Berlin also). (Table reproduced on the next page).

These statistics show an absolute increase in the number of apprentices from 1950 to 1956, then an absolute decrease in number from 1957 to 1961 and then again a tendency of absolute increase in number of apprentices till 1966.

The decrease in the absolute number of apprentices is due to :

TABLE 26

Number of Apprentices from 1950 to 1968 in Federal Republic of Germany

Year	Number of Apprentices	
1950	9,71,000[1]	
1951	1,087,000[2]	
1952	1,189,000	
1953	1,267,000	Increase
1954	1,329,000	
1955	1,424,000	
1956	1,458,000	
1957	1,406,000	Decrease
1958	1,371,000	
1959	1,305,000	
1960	1,224,000	
1961	1,197,000	
1962	1,225,000	
1963	1,274,000	Increase
1964	1,294,000	
1965	1,317,000	
1966	1,323,591[3]	
1967	1,355,196	
1968	1,345,685	

[1] Figures, CIRF Monographs (European Apprenticeship), p. 204

[2] Figures taken from Berufsausbildung 1966/67 (DIHT), p. 62

[3] Figures taken from - Quelle: Bundesministerium für Arbeit und Sozialordnung, Bonn.

- Prolongation of attendance at school (now the compulsory schooling is extended from 8 years to 9 years in most of the States);
- decrease in birth rate.

The number of school leavers was reduced from 8,36,000 in 1951 to just below 6,00,000 in 1961. But again it has grown slowly in subsequent years and attained 7,25,000 in 1964.

Educational Background of the Apprentices

It is interesting to note that more than seventy percent of these youth who came from apprenticeship or learnership have primary (Volksschule) school education and less than 25 percent come from other schools like (special, middle school or high schools). For example, in 1960, out of 3,39,000 youth who joined as apprentices or semi-apprentices, 2,67,000 or 73 percent were from the elementary (Volksschule); schools (with examination) and the remaining 27 percent were from other school i.e. 9000 from special school (Sonderschule), 27,000 from middle schools (with examination) and 36,000 from high schools without school leaving certificate.[1] It is also found that there is an increasing tendency among the pupils and parents for joining middle or secondary schools recently and consequently today the middle and secondary schools have about 25 percent of the youth between the age of 15 to 16. Few years back this percentage was about 15. Again as the middle and higher schools attract a

[1] Deutscher Ausschuss Für Das Erziehungs - und Bildungswesen' Empfehlungen und Gutachten (Folge 7/8) Ernst Klett Verlag, Stuttgart, p.92.

larger proportion of intellectually more developed pupils, it is feared that the average intellectual capacity of the new apprentices has been decreasing. But a compensating factor is that with the introduction of 9th year, the average apprentice today is older when he starts his training and consequently, he is capable of acquiring skills and absorbing knowledge faster than could the 14-year old apprentices.

During the enquiry among 280 apprentices in three Frankfurt Vocational Schools it was found that -

- 260 pupils had completed elementary school education.
- 2 pupils were elementary school drop-outs.
- 36 pupils had completed middle school education.
- 8 pupils were middle school drop-outs.
- 17 pupils had high school Maturity Certificate.
- 2 pupils had passed high school Abitur.
- 6 pupils were high school drop-outs.
- 3 pupils were from special schools (Sonder school).

These figures also show that about 73.5% of the apprentices or learners have elementary education.

Duration of Apprenticeship Training

In Germany, the youths are trained for 'skilled worker Trades' (Facharbeiterberufe) as apprentices and also for 'learner trades' (Anlernberufe) as semi-apprentices or learnership. Of course, overwhelming majority of youth prefer apprenticeship training and only a small minority learn semi-apprenticeship or learnership yet their number is not negligible. The period for apprenticeship generally lasts for three to three and a half years depending upon the trade or occupation chosen by the youth. This

training in the skilled worker trade terminates with passing the final examination and obtaining a trade certificate.

The period of training for semi-apprentices or learnership is shorter. It varies from one to two years - but mostly either one and half years or two years. There is also no compulsory examination concluding the period of training.

Yet most of the German youth prefer apprenticeship and undergo longer period of training. Short-term learnership is positively less popular in recent years registering a fall from eleven percent in all industrial apprenticeship in 1954 to a little over five percent in 1962. During the same period, the number of trainees in long term training (three and a half years) rose from forty percent to fifty two percent. The absolut figures for industrial apprentices in the Federal Republic of Germany (excluding West Berlin) for 1954 and 1962 are given in the following table.[1]

TABLE 27

Training Period	1954		1962	
	No.of Indus-tries	Percen-tage	No.of Indus-tries	Percen-tage
3½ years	103,000	40	130,700	52
3 years	128,000	50	108,200	43
2 years	13,000	5	6,300	2
1 - 1½ years	13,000	5	7,900	3
	257,000	100	253,100	100

[1] _____ 'European Apprenticeship' CIRF Monographs, Vol.1, No.2. International Labour Office, Geneva, 1962, pp.207-208.

It should also be remembered that the German Trade lists also accept a reduction in the period of apprenticeship for trainees who have remained on at school and have acquired educational qualifications higher than those normally held by apprenticeships entering the trade.

(For detailed list of apprenticeable and semi-apprenticeable trades and the duration of training see - Appendix One).

The following table indicates the percentage in Apprenticeable and Semi-apprenticeable Industrial and Commercial Trades in Germany from 1950 to 1968.

TABLE 28

	Apprenticeable (Lehrberufen)	Semi-Apprenticeable (Anlernberufen)
1950	92.99	7.01
1955	92.83	7.17
1960	94.66	5.34
1965	95.17	4.83
1966	95.05	4.95
1967	95.05	4.95[1]
1968	95.23	4.77[1]

This table also indicatesthat youth in Germany prefer longer apprenticeship to shorter learnership.

Some critics point out that the duration of three to three and a half years for apprenticeship is arbitrarily

[1]Taken from - Quelle:Bundesministerium Für Arbeit and Sozialordnung, Bonn.

determined because all trades and all occupations may not require all that long period. So the duration of training time should vary according to different trades or occupation- less time for simple trades and more time for complicated or complex trades. Again the experts also feel that individual differences - especially capacity to learn is hardly taken into consideration when the time fixed for training for all is the same. They feel that the time should be reduced for quick learners and should be extended for slow learners. All they need is to achieve certain standards in training and hence strict rigidity in duration period of training is not much desirable. It should be flexible enough to adjust if the desirable performance level is achieved. This may even be applied in the duration of learnership or semi-apprenticeship. Hence they advocate that the length of the apprenticeship should be individualized according to the results obtained by each apprentice. This would also imply constant supervision of the progress achieved by the apprentices, flexible training programmes, and establishing in the schools special courses for apprentices who are either above or below average.

But there are others who consider that the time required to impart a given quantity of knowledge and skills cannot be the only yardstick for determining the appropriate duration of an apprenticeship. According to them, vocational training is also a process for the mental, physical and spiritual

development of the individual and the duration of the apprentice should be such that an adolescent of average intelligence can achieve the objectives set. They feel that vocational training is never limited to merely providing the basic skills for exercising a trade; it has a wider educational aim - adjustment to an active working life.

Girls in Apprenticeship

Never before have girls enjoyed such vast opportunities for training, both in industry and at vocational schools. Since about 1950 a considerable change of attitude of both girls and their parents towards vocational training has gradually become apparent consequently the proportion of girls taking up regular training in apprenticeships or in full-time vocational schools has increased rapidly.

The general level of qualification among girls is constantly improving. In 1960, about 3,00,000 girls started work: out of these 51.3 percent enrolled as apprentices, 34.0% had received previous vocational training in vocational schools (commercial or secretarial school, etc.) only 12% became unskilled workers and about 3% stayed at home to help on the parental farms.[1]

The number of places offered to girls for in-plant training is constantly increasing - the figure rose from 167,000 in 1950 to 233,000 in 1962-63. The proportion of girl apprentices

[1] CIRF Abstracts No. 03127 ILO, Geneva, Aug. 1963.

in industrial and commercial trades and occupations was 37 percent in 1950; by 1962, it had risen to 44 percent.

According to the Report of Federal Government in Germany[1], the percentage of girls who entered apprenticeship after completing their compulsory schooling has increased by 80% since 1950. According to the same Report, in 1964, out of a total of 43,700 apprentices trained for a semi-skilled occupation, 91.7% were girls. Among these girls 13,700 were preparing for job as office workers. During the same year, girls accounted for approximately one third of the 1,254,000 apprentices in skilled trades. These girls were concentrated in certain specific occupational sectors :

- retail sales (80% of a total 177,500 apprentices);
- Office work and other clerical services (81.8% out of a total of 123,800 apprentices).

Girls in Apprenticeship and Semi-Apprenticeship Training

The following tables[2] show the number and percentage of girls apprentices and semi-apprentices (Learners) from 1966 to 1968 in the Federal Republic of Germany :

TABLE 29

No. of Girls under Apprenticeship Training

(3 or 3½ Years' Duration)

	No. of Male Apprentices	Percentage of Male Apprentices	No. of Female Apprentices	Percentage of Female Apprentices	Total No. Apprentices
1966	859243	64.9%	464348	35.1%	1323591
1967	875751	64.6%	479445	35.4%	1355196
1968	871947	64.8%	473738	35.2%	1345685

[1]Bericht der Bundesregierung über die Situation der Frauen in Beruf, Familie and Gesellschaft. Bonn, Deutscher Bundestag Wahlperiode Drucksache, V/909, 14 Sept. 1966.

[2]Figures taken from: Deutsches Jahr Buch, 1970, p.128.

This table clearly shows that of all the trainees in the Apprenticeship, about two-third of them are boys while one-third of them are girls. The percentage of girls is less here because the duration of the training is for about 3 years. But the case is different when the training period is shorter say one or one and a half years. The following table shows the number of girls taking training for semi-apprenticeship (Learnership) during the same period i.e. 1966 to 1968.

TABLE 30

No. of Girls under Semi-Apprenticeship Training

(1 or 1½ years duration)

	No. of male trainees	Percentage	No. of Female Trainees	Percentage	Total Trainees
1966	3635	7.6	44283	92.4	47918
1967	3600	7.6	43669	92.4	47269
1968	3646	7.8	42904	92.2	46550

While women are inclined to be trained for jobs traditionally regarded as 'women's occupations' rather than for those open to both sexes, there is today a greater variety of occupations open to them. Moreover, traditionally girls are more interested in short-term training. In general, girls tend to undertake training with relatively much more limited objectives from the point of view of the duration of the course and the level of qualification. Indeed, the period that follows compulsory schooling is sometimes, regarded by the girl herself and her parents as a

transition phase that will end with marriage and often withdrawal from the active labour force. But now a growing tendency is also found to have some training and to earn some money before marriage.

Also rapid development as regards equipment and industrial techniques, which often lightened jobs physically, are also having their effect on the occupational distribution of women in industry.

Moreover, occupations which only a little while ago were still reserved for men are now also open to women: decorator/ window-dresses, dental (prosthesis) mechanic, industrial draughtsman, bank or insurance employee, employee (not qualified as a Pharmacist) in a pharmacy or drug store,hair dresser etc. and they have their results too.

Again many women are ready to break the taboos which form the most effective obstacles to their entry into new occupations. This is illustrated by an incident which found its way recently into the Swedish press. The vocational school in a small town was advertising hobby courses. By a printer's error, one of these courses - metal trades - was placed under the general heading 'Courses for girls' instead of, as ordered, 'Courses for boys,'. The number of applicants to the course- all girls was so large that the course had to be run in two groups.

All these factors together with the experience of the period during and after the war made clear that only knowledge and skill constitute a sound asset in times of crisis and the

girls have arisen to accept challenge - the new situation. Consequently in 1964, women represented 34.2% of all wage-earners in the Federal Republic of Germany, i.e. a work force of 7,200,000 women. Of course, most of them worked in a fairly limited number of occupations.[1]

The girls who went through vocational guidance tests in 1964, wanted to take up the following kinds of work. It is also interesting to compare it with the percentage in 1950-51.

	1050-51	1964
Office work	13.1%	21.0%
The Service Occupations	19.2%	16.7%
Technical and Scientific Occupations	5.0%	15.9%
Sales	18.6%	15.1%
Social work, nursing and other medical technician occupations	5.0%	14.5%
Craft and industrial Trades	22.2%	6.6%

Of course, these aspirations vary according to the level of education. Certainly office work heads the list for both elementary and middle school pupils; but when it comes to second choice, the middle school leavers want to go in for social work and teaching, while girls with only an elementary school education

[1] Wilms, Dorothee, 'Ausbildungswünsche and Ausbildungswege Von Mädchen in der Wirtschaft (Vocational Aspirations of Girls and training channels to them). In International Arbeitsmitteilungen, Godesberg. Vol.13, No.4, April, 1964, pp.11-12.

choose the service occupations.

Today approximately 85% of all girls and 93% of all boys receive vocational training in Germany.

It should also be noted that at present, about 70% of all girls apprentices are mostly trained in four trades; retailing, hair dressing, clerical work (in industry), and whole-saling, although these trades employ only a fraction of the total labour force.

In retailing the enrolment of girls has slowed down in recent years for the good reason that, especially in small food shops, sales girls (retail) apprentices have been and are regarded as CHEAP LABOUR. The disproportionately high number of female trainees in these four trades should be reduced in favour of other trades to increase job security.

Now several office occupations have increased the ratio of female apprentices, e.g. tax consultant, lawyer's assistant, bank clerk, insurance clerk, decorator and the recently instituted apprenticeable trade of 'office aid'. This upward trend is likely to continue. Girls are also making inroads into some of the artisan trades, particularly the artistic ones, e.g. book-binder, jeweller, photographer and silversmith. They are found in increasing number for training for work in drawing offices and chemical and physical laboratories in industry also.

It seems clear that the entry of girls in some of these trades was, in the first instance, merely for the purpose of

filling a gap in the recruitment of boys. Employers were(and are) more willing to use girls for jobs where there is a shortage of male candidatyes. Today, however, a growing number of girls are trained for these trades.

Moreover, although there has been a marked rise in the number of girl apprentices in fields as draughting laboratory work, photography, food processing, metal work and electro-technics also, this increase has not been sufficient to counter-balance the sharp drop of apprenticeship in the textile (mainly tailoring) and leather trades. Between 1950 and 1961, female industrial and artisan apprenticeships dropped by 27.6%.

Some experts feel that even then the opportunities that are provided for girls and women for training and further training are not utilised to the extent that their own individual interests and the interest of the society as a whole require. It is the joint responsibility of the State and the community to consider how this situation could be remedied, in particular by the provision of more uptodate training opportunities, better adapted to the special needs of women.

Selection of Trades or Occupations

In Germany, the apprentices select a trade or occupation for training from a list of trades approved by public authority. These are 'Apprenticeable Trades.' The apprentices cannot choose and the master cannot train for any trade not officially recognised. This list is supported by special training regulations which include trade descriptions, training standards and examination requirements - established for each trade and officially approved for national application and recognition of training. This makes the whole system of training fairly uniform and largely systematic. The general trend is always towards complete and detailed regulations in an extended fields of activities. There is also a tendency to include more and more trades and occupations in the trade lists. Thus the system is kept flexible enough to change with the times. Some very out-of-date old trades are also cancelled from the trade lists. New industries are included in the trade lists as the time demands. (For detailed list of apprenticeable and learnable trades and occupation see Appendix I). In 1957, there were more than 600 recognised apprenticeable trades and occupations in the Federal Republic of Germany. Sometimes the same occupations may be found in the industrial/commercial trade lists and in the lists of apprenticeable occupations for the artisan trades. It is interesting to note that except when a distinction is made between 'industrial' and 'artisan' trades, the lists and regulations are

equally applicable to training in large-scale and small scale undertakings. The lists have grown and have been altered according to changing circumstances.

Artisan, Industrial and Commercial Trades

In Germany, the trade lists include a certain number of predominantly artisan trades. They have their roots in the traditional distribution of work in some of the outstanding trades like the building trades - mason, carpenter, painter, blacksmith etc.; printing industry - compositor, pressman etc., and the service occupations - barber, baker, chimney-sweep, hairdresser etc. They make up a basic list totalling approximately 125 artisan trades. In this country, the artisan trade lists have been established by law. From the beginning, the artisan trade apprenticeship system is organisationally separate from the industrial and commercial apprenticeship system. The artisan trade lists have changed very little. Of course, a few trades and occupations relating to new services have been added as the need has arisen, e.g. automobile repair and maintenance, radio and TV repair etc.

It is also important to note that the trade associations enjoy a wide measure of autonomy in organising apprenticeship and mastercraftsman training.

It is obvious that the technical changes have necessitated modifications in the training regulations, but formal adoptions of official texts to new situations is slow as the German mind is

always reluctant to hasty changes or risky experiments.

Industrial trade classifications are usually more directly related to specific occupations currently found in industrial production and maintenance. Their trade description and training syllabi enumerate in technical terms of tools, materials and equipments, the type of tasks and operations to be included in the training. Naturally their examinations include both a practical test and theoretical knowledge. In this, they resemble the artisan trades.

In the commercial trades and occupations, on the other hand, trade classifications tend to be broader, syllabi to be less specific as regards technical content and hence the examinations consist of only a test of knowledge acquired in related instructions.

Need for Change in Trade Lists

It is important to note that in Germany, employers' and workers' organisations have considerable influence in the establishment of the trade lists.

Some years back there was a general trend towards the creation of many new specialisations and towards classification of trades along relatively narrow lines. Recent trends, obviously influenced by technical considerations and a desire to broaden the field of recruitment, have emphasised broad and basic qualifications rather than narrow specialisation. No doubt, the establishment of broad and basic trades have been in

the joint interest of the educational authorities, the unions and the employers.

In Germany, between 1947 and 1962, no fewer than 28 apprenticeable occupations in industry were combined to form 8 new and broad trades. Only one trade - in the printing industry - was split up. Here, too, many of the 33 new trades included in the 1962 list of 445 industrial trades are broad in their application : technical draughtsman, laboratory assistant (Physics), laboratory assistant (Chemical), instrument mechanic (automated equipment). Over the same period 163 industrial and 10 commercial trades were deleted from the list as obsolete, deserted or unduly specialised, and 17 new commercial trades were added to it.[1] (The trend in some commercial trades has been different, however. Several new specialisations have been provided for. They do not essentially constitute a splitting up of trades, but rather regulation of training in fields which were previously loosely defined).

As a rule, the public authorities, employers and industrial trade unions concerned are all agreed on keeping trade lists as short as possible within a broad policy of providing an adequate number of opportunities for long-term training in all fields of economic activity.

Reasons for Change in the Trade Lists

The following are some of the reasons which lead to changes in the trade lists :

1. 'European Apprenticeship', CIRF Publications, International Labour Organisation, Geneva, 1966, p.52.

- Few new trades are added because of new innovations and technical changes.
- Sometimes an existing trade or occupation may be splitted up on account of specialisations.
- Some older trade might be too broad and it may be necessary to make it more precise. So a change would be needed.
- Sometimes a too narrow or restrictive trade may be broadened.
- Naturally some obsolete and out-of-date trades are deleted from the lists.

It is important to note that the general tendency is to reduce the number of apprenticeable trades and occupations by deleting more and more out-of-dates trades. The changes and modifications made during the year 1966 in the lists of apprenticeable or semi-apprenticeable registered trades or occupations support this point. In 1966 while only one new trade was registered as apprenticeable trade and three more apprenticeable trades saw new training regulations to make them more systematic, 53 old trades and occupations (Seventeen apprenticeable and 36 semi-apprenticeable) were deleted from the list. (For the detailed list of added and deleted trades from 1966 to 1968, See Appendix Two).

The following table shows the number of registered apprenticeable and semi-apprenticeable trades and occupations from the year 1950 to 1966.[1]

[1]Berufsausbildung 1966/67' Deutscher Industrie-und Handelstg, Bonn, 1967, p.67.

TABLE 31

Number of Added and Deleted Registered Apprenticeable and Semi-Apprenticeable Trades and Occupations from 1950 to 1966 in the Federal Republic of Germany

Registered Trades	1950	Variation 1950-60		1960	Variation 1960-65		1965	Variation 1965-66		1966
		+	-		+	-		+	-	
Industrial Trades	541	36	122	455	4	40	419	1	53	367
Commercial Trades	25	12	1	36	3	2	37	-	-	37
Total	566	48	123	491	7	42	456	1	53	404

\+ New Addition

\- Old deletion

The table indicates that -

- In 1950, there were 566 registered trades. In 1960, there were 491, in 1965, there were 456 and in 1966, there were 404 registered apprenticeable trades and occupations. (This was again reduced to 393 in 1967 and 387 in 1968.[1]) This clearly shows that there is a tendency of the lists to become comparatively smaller.
- In 1950 only 48 new trades were added while 123 were deleted. In 1960, only seven were added while 42 were deleted. In 1965, only one trade was added while 53 were deleted.

Distribution Between Sectors of Economic Activity

Where the historical development of apprenticeship has resulted in the existence of two parallel apprenticeship streams, there has been an over-all trend away from artisan trades apprenticeship towards training in the industrial trades and commerce. Wherever the trade list includes commercial and clerical occupations, there tends to be an even greater relative swing away from industrial apprenticeship towards commercial and clerical training.

The following table shows employment of apprentices and learners, by major economic sector, from 1950 to 1963 in Federal Republic of Germany.[2]

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[1] Berufsausbildung, 1968-69, 'Deutscher Industrie und Handelstag, Bonn, 1969, p.74.

[2] European Apprenticeship' CIRF Publications, International Labour Organisation, Geneva, 1966, p.63.

TABLE 32

Number of Apprentices and Learners in Major Economic Sector from 1950 to 1963 in Federal Republic of Germany.

Year	Total No. of Apprentices	Percentages employed			
		Industry and Commerce	Artisan Trades	Agriculture	Other employment
1950	9,71,000	42.1	52.4	3.1	2.4
1956	1,458,000	54.0	39.4	3.1	3.5
1960	1,224,000	58.4	35.3	2.9	3.4
1961	1,197,000	59.2	34.2	2.8	3.5
1962⊕	1,225,000	59.2	33.1	2.7	5.0
1963⊕	1,274,000	58.3	33.8	2.6	5.3

⊕ including West Berlin

The table demonstrates that -

- 1956 was the peak year, the number of apprentices being almost 1.5 million.
- the decrease in percentage is apparent in training of artisan trades, and agriculture.
- There is increase in the number of percentage of apprentices registered for clerical and other office occupations.

The diagram reproduced on the next page which indicates the number of apprentices and learners registered in Federal Republic of Germany from the year 1949 to 1968 also demonstrates that -

- The year 1956 was the peak year, the number of apprentices being 1,543,000.
- There was gradual and steady rise in the number of apprentices from 1949 to 1956.
- Then there was fall in the number of apprentices from 1956 to 1962.
- Again from 1962 to 1968, a gradual and almost steady rise in the number of apprentices is apparent.
- During the last seven years there is an increase in the absolute number of apprentices in Industrial and Commercial sectors, in artisan trades and also in others.

The following table shows the distribution of industrial apprentices (excluding learner trades) by branch of economic activity in Federal Republic of Germany. (Including West Berlin[1]) from 1958 to 1962.

[1]CIRF Monographs Vol.1/No.2, 'European Apprentices.' International Labour Organisation, Geneva, 1966, p.67.

TABLE 33

Distribution of Industrial Apprentices by Branch of Economic Activity in Federal Republic of Germany from 1958 to 1962

Sector of Economic Activity	1958	1960	1962
Metal trades (including basic metal industries)	2,15,8000	1,81,500	1,87,600
Stone and clay products	900	500	300
Construction trades	12,700	11,200	12,000
Wood working (including furniture)	4,300	2,500	1,700
Chemicals	6,500	6,600	8,100
Glass	900	700	600
Ceramics	1,000	600	400
Paper and Paper products and Printing trades	17,400	17,600	18,500
Leather	1,100	600	300
Textiles	4,600	2,800	2,300
Clothing	5,900	4,700	4,900
Food Processing	3,300	2,600	2,000
Total..	2,74,400	2,31,900	2,38,700

The table indicates that -

- The stone and clay products industries, ceramics, wood working, leather, glass, textiles and food processing have lost heavily;
- The chemical industries, paper and paper products manufacturing and the printing trades show both absolute and relative increases;
- The metal trades and building construction have barely held their respective positions.

It is found that the apparent stability in the number of building trades apprentices registered with the chambers of industries and commerce is largely by a rapid increase in the number of draughtsman apprentices, which more than doubled during the five years in question, whereas recruitment of apprentices bricklayers, carpenters, painters, etc. dropped sharply. The number of building trades apprentices registered with the Chambers of Artisan Trades, most of whom belong to the traditional building crafts, fell even more drastically: 145,000 in 1958, 70,000 in 1963. Yet, throughout the period, construction has been a booming industry and the apprentices allowances offered have risen rapidly and substantially.

It is very important to note that though there is very wide scope for selection of trade or occupation and there are innumerable registered trades and occupations for training, there is always a tendency of a distinct concentration to a few major trades and a general desertation of old finished and 'small' trades. In 1962, there were some 1,200,000 apprenticeship contracts in West Germany (including West Berlin) but most of these contracts (about 60%) were registered with the Chambers of Industry and Commerce; 33% were registered with the Chambers of Artisan Trades and only 7% were in Agriculture, mining, and the postal and railway services etc.

Again in 1962, 88% of all industrial apprentices were enrolled in 12 percent of all industrial trades. The following table shows the number of apprentices in 11 industrial and

commercial apprenticeable trades in 1962 in Federal Republic of Germany :

TABLE 34

Trades	No. of Apprentices
- Retailer	1,91,000
- Commercial and Administrative Clerk in Industry.	82,900
- Wholesale (export-import) Clerk	75,600
- Fitter Mechanic	45,500
- Bank Clerk	26,100
- Tool Maker	20,900
- Clerical Worker	19,200
- Electrician (high voltage)	16,600
- Draughtsman	15,700
- Turner	14,000
- Maintenance Mechanic	12,800
Total ..	5,20,300

Thus it will be seen that in 1962, out of all 1,225,000 apprentices, 725002 i.e. about 60% had registered themselves with the Chambers of Industry and Commerce and again out of 725002 who had registered with Chamber of Industry and Commerce 520,300 apprentices i.e. about 83% had registered for the 11 trades as shown in the table. Thus though there were more than 450 different trades and occupationsopen to them, there was a tendency to concentrate on very few of them.

This tendency is not only true for industrial and commercial trades alone, but it applies to artisan trades also. For example, 11 artisan trades (of a total of 124) shared between

them 69% of the apprentices in this sector as shown in the table below: Moreover, three of them - automobile mechanic, hair-dresser and electrical fitter about as many as the remaining eight trades.

Number of apprentices in 11 apprenticeable trades in the artisan trades in 1961 in Federal Republic of Germany :

TABLE 35

Trades	No. of Apprentices
- Automobile Mechanic	54,600
- Hair-dresser	53,600
- Electrical fitter	38,500
- Bricklayer - Stonemason	28,700
- Printer - Paperhanger	22,800
- Ladies' Tailor	16,300
- Fitter	16,200
- Joiner	14,900
- Butcher	12,900
- Baker	12,400
- Plumber - Pipe Fitter	12,000
Total ..	2,82,800

In 1963, the following was the list of the 10 occupations in Germany, admitting the largest numbers of apprentices :

Salesman (Sales-girls) ; Office employee (in industry), wholeseller-exporter, automobile mechanic, hairdresser, fitter, electrician, mason, bank clerk and tool-maker. It is interesting to note that four of these occupations were included in the list of 10 top trades for the first time.

The table on the next page shows the registration in the first 10 Industrial Trades by apprentices during the years from 1964 to 1968 in Federal Republic of Germany.

The table indicates that -

- In 1965, out of all 240122 apprentices who registered in Industrial Trades, 164328 i.e. about 69% registered in the first 10 trades.

  In 1965 also nearly 69% of the apprentices registered in the first 10 trades.

  The same tendency continued in 1965 also where 69% of all the industrial apprentices registered in first 10 trades.

- The trade of chemical laboratory assistant occupied the place in first 10 trades in 1966.
- There is clear indication of increase in absolute number of apprentices in industrial trades.
- The number of apprentices in power-current electricians, tool-maker, technical draughtsman, electrical mechanic, machine maintenance and building construction draftsman have steadily risen.
- While the number of apprentices in the trades of turner, compositor has steadily fallen.
- While mechanics and machine mechanics have a general tendency to approximately maintain the number.

It is interesting to observe that in the year 1966 almost 69% of all apprentices, and in 1967 and 1968 almost 68.8% of all apprentices who registered in industrial trades, had registered in first 10 trades (as shown in the above table),

TABLE 36

Registration in the First 10 Indistrial Trades by Apprentices during 1964 to 1968*

Sr.No.	Trades	Period of Training	1964	1965	1966	1967	1968
1.	Machinists	3	43750	42650	43905	42073	39640
2.	Power-current electricians	3½	20083	21503	24029	24258	23628
3.	Tool-maker	3½	21414	21915	22096	21714	21131
4.	Technical draughtsman	3½	15275	15692	16772	16689	16088
5.	Electrical Mechanic	3½	10781	11679	13387	14061	14440
6.	Maintenance Mechanic Repairman	3	13152	13215	13183	13268	12968
7.	Mechanic	3½	11368	11510	11455	11374	10580
8.	Turner	3	12358	11813	11108	9918	9158
9.	Building Construction Draughtsman	3	9048	9990	10765	10031	9597
10.	Compositor (in printing Press)	3	7101	6853	-	-	-
11.	Chemistry Laboratory Asstt.	3½	-	-	7872	8084	8134
	Total		164328	166820	174572	171470	165364

*'Berufsausbildung 1966/67' Deutscher Industrie - und Handelstag, Bonn,1967,p.69 And 1968-69,p.47.

about 85% of all apprehtices had registered in first 20 trades and almost 90% of the apprentices had registered in first 30 important trades. This is clear indication that though they have a very wide choice of selection, about 90% of the apprentices concentrate on only 30 or 50 trades. The remaining 10% of the apprentices select the remaining 70% of the trades which means these trades attract very few apprentices for training. But it should be very very clearly understood that the trades with less number of apprentices are by no means less important and they also play a very prominent part in the development of the national economy as a whole.

It is also significant to note that the number of women apprentices in industrial trades was very small. The number of women apprentices was only 9% in all industrial trades and it is quite understandable. The following table shows that some four trades had attracted quite a good number of girls for apprenticeship training in 1966.

TABLE 37

Trades	Number of training contracts of all apprentices	Number of women apprentices	%
Technical draughtsman	16772	4927	29.4%
Building construction draughtsman	10765	4278	39.7%
Chemical laboratory assistant	7827	2515	31.9%
Lady's Tailor-dress maker	5621	5203	92.6%

From the table it is clear that the women are attracted towards the trades of draughtsman and laboratory assistants. Obviously they contribute 92.6% of the apprentices in the trade of Lady's dress-making.

The table on the next page also indicates the same tendency to concentrate in few trades in commercial sector also. The table on page 224 shows the number of apprentices registered in first 10 important commercial trades during the period from 1964 to 1968 in Federal Republic of Germany.[1]

The table indicates that -

- In 1964 out of 465618, 428774; in 1965 out of 468898, 433114 and in 1966 out of 483624, 447534 apprentices in commercial trades registered in first 10 trades. That means more than 90% of the apprentices in commercial trades (total 33) have concentrated on only first 10 trades. This is equally true for the years 1967 and 1968 also.
- There is a constant rise in the absolute number of the apprentices in commercial trades also.
- All the trades mentioned in the table, with the exception of whole sale (export - import) clerks have gradual increase in the registration of apprentices.

The following table on page 225 also shows that the number of girl (woman) apprentices in commercial trades is of great importance and in some of the trades they have a very clear majority - the year is 1966. Of all the commercial trades, they constitute approximately 60.2% as registered apprentices.

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[1] Ibid, p.70, 1968-69, p.49.

TABLE 38

Number of Apprentices registered in first 10 Important Commercial Trades of Germany from 1964 to 1968 in Federal Republic of Germany

	Commercial Trades	1964	1965	1966	1967	1968
1.	Retailer	177636	176168	177124	179462	174093
2.	Commercial and administrative clerk in industry.	81106	81920	84053	81503	79977
3.	Wholesale (export-import) clerk	74207	72001	69522	69766	70193
4.	Bank Clerk	28195	30526	37052	39607	41632
5.	Office clerks	18205	22741	26492	28596	32485
6.	Cook	12575	12123	13775	15209	15513
7.	Insurance clerk	10729	10781	11480	12129	12379
8.	Druggist	10419	10627	10879	11662	11968
9.	Shop-window decorator	7684	8177	9238	9324	8890
10.	Forwarding agency-carrier's business.	8018	8050	7919	8079	8319
	Total	428774	433114	447534	455328	455449
	Out of total 33 commercial trades with total apprentices	465618	468898	483624		

TABLE 39

Percentage of Girls apprentices in Commercial Trades in 1966 in Federal Republic of Germany

Trades (Commercial)	No.of Total Apprentices	No.of Girls Apprentices	Percentage of girl apprentices
Retail (Salesman or Salesgirl)	177,124	140,000	79%
Clerk in Industry	84,053	42,000	50%
Wholesale (export-import) clerk	69,522	32,000	46%
Office clerk	26,492	21,500	81%
Bank Clerk	37,052	14,300	38%

It is obvious from the above table that the girl apprentices have an overwhelming majority in the trades like sales-girls and office clerk.

Semi-Apprentices or Learner's Trades

It is clear that in West Germany, most of the youth prefer full apprenticeship training of 3 or 3½ years to semi-apprenticeshi or learner's training of 1, 1½ or 2 years. In 1966, out of 404 registered trades and occupations 85 were for semi-apprentice or learner's training while all the remaining 319 i.e. approximately 80% trades or occupations trained apprentices. Thus though a provision for short-term training is made in the training system, it is not particularly popular among the youth or their parents. Again out of the total 776614 registered contracts for training in 1966, only 38546 were registered for semi-apprenticeship or learnership training i.e. only 5% preferred to undertake learnershi training, while all the remaining 95% youth took apprenticeship

training. This percentage holds good for the years 1967 and 1968 also.

Again, in 1966, of all 85 learnership trades, 81 were industrial trades and only 4 were non-industrial trades.

The tendency to concentrate in few trades is apparent in learner's trades also. In 1966, out of all 85 learners, nearly 87% of the trainees registered only in 7 trades. The following table shows that more than 80% of the youth registered for learnership concentrated highly on few - here seven - trades.[1]

TABLE 40

Registered Trades for Learnership Training	Period of Training Years	1964	1965	1966
Office Assistants (Ladies)	2	18784	19162	20369
Photography laboratory Assistants	2	3400	2971	3315
Dressmaker (Ladies) - Needlework (Seamstress)	1½	2935	3083	3132
Lady's Overcoat and Dress maker	1½	1264	1330	1841
Designer (Teilzeichnerin)	2	1300	1441	1681
Man's Dressmaker	1½	1464	1612	1678
Chemistry Laboratory Yougn Workers	2	1332	1450	1648
Total No. for first seven learners' Trades		30479	31049	33664
Total No. for all learners		35752	36202	38548

The table indicates that :

- There is gradual rise in number of trainees in almost all learners' trades from the year 1964 to 1966.

- The rise, however, is very slight and it is clear that few trainees prefer this type of training of 1½ or two years' duration.
- It is also worthwhile to note (from the table, of course) that most of the learner's trades are preferred by young girls, who have sometimes a tendency to take up a trade which requires shorter period of training. Mostly, some of these girls do not think of continuing jobs after marriage.

Other Trades are not Unimportant

It is already mentioned that in Germany there is a tendency among the youth to concentrate on a few trades. Obviously economic factors like wages and allowances offered, future prospects to build a career, nature of job, the question of demand and supply i.e. the economic needs of the community and other factors determine the level of recruitment in different sectors. For an industrial country like Germany, some of the sectors in industry and commerce may be of utmost importance. Though the youth have a wide scope for selection, most of them choose their training trades from virtually few trades. But this, by no means, indicates that the other trades where comparatively few trainees register are of less importance or superfluous. They are almost

as important as the major trades in the economic development of the country. The real fact is that the local needs and local environment play an important role in the selection of the trades. Certain local conditions offer certain very special job opportunities and consequently training opportunities according to local environment. It is needless to mention that training in forestry or mining is easily possible only where there are forests or mines :

The following table shows the number of registered trades for apprenticeable and learner's trades, offered by the Chambers of Industry and Commerce in their respective areas (Kammerbezirk) in 1966 in some places in Federal Republic of Germany.[1]

TABLE 41

Trades	Giessen	Lahr	Stade	Aschaff-enburg	Trier
* Industrial Apprentice-able Registered Trades	61	61	39	62	50
* Industrial Learner's Registered Trades	14	6	5	10	8
* Commercial and others Registered Trades	21	22	20	20	21
Total Registered Trades	96	89	64	92	79
Total Registered Contracts signed	3698	4016	4386	4607	5205

[1] 'Berufsausbildung 1966-67', Deutscher Industrie - und Handelstag, Bonn, 1967, p.74.

The table indicates that -

- Industrial registered trades for apprentices vary from 39 to 61 among the various chambers in areas shown.
- Industrial trades for learners also vary from 5 to 14.
- Total registered trades vary from 64 to 96.

This is because of the different local conditions and environment.

Now, the following table shows the list of registered trades that are common and they vary widely in the places shown in the above mentioned table by the Chambers of Industry and Commerce in their respective areas.[1]

TABLE 42

Common trades in Places	5	4	3	2	1	
Industrial Apprenticeable registered trades.	19	14	18	13	42	
Industrial learner's registered trades.	1	2	2	6	12	
Commercial and others registered trades.	17	2	2	2	1	
Total Common Trades	37	18	22	21	55	=153

It is very interesting and important that this table indicates the following :

- that out of all 153 registered trades for training only 37 trades were common in all the five places, i.e. the chambers in all these five places registered only for 37 trades which were common in all places;

[1] Ibid., p.74.

- that 22 trades were common in three places;
- that 21 trades were common in two places;
- that 55 trades were in no way common to other places i.e. these 55 trades were introduced for reasons of local needs and training opportunities available there.

In short, this table indicates that the local environment and opportunities play a major role in offering the training facilities to the youth. So though there were in all 404 apprenticeable and learner's registered trades in Federal Republic of Germany in 1966, in actual practice, the youth have to make selection for training from the trades and occupations which are offered according to local opportunities. Of course, a few apprentices go to other areas and stay in hostel or so and get the training according to their choice, but the percentage of such trainees outside their home area is not much (about seven percent or so at the most).

It is quite natural that in a highly industrially developed country like West Germany, industrial, commercial and artisan branches of trades and occupations occupy a very prominent place. Yet other trades are not neglected. A good deal of attention is paid for the training of occupations like gardening, forestry, animal husbandry, traffic trades and health services and other social and administrative services also. The following table shows the distribution of apprentices and learners in the various trades and occupations in West Germany from the period

of 1950 to 1965.[1]

Table 43 :
Distribution of Apprentices and Learners in various Trades and Occupations in West Germany from 1950 to 1965.

Trades and Occupations		1950	1957	1961	1965
Plants, Vegetables and animal husbandary trades	A	25084	29658	24832	29472
	L	-	-	-	-
Industrial and Artisan Trades	A	651002	747810	562236	624114
	L	18692	27969	17139	17055
Technical Trades	A	6081	21859	28969	36831
	L	105	1159	1381	1473
Commercial and Traffic Trades	A	175849	397778	358258	358970
	L	8497	1263	402	5934
Restaurant and likewise private services	A	29447	63388	70973	81368
	L	201	186	89	16
Administrative, legal and social branches	A	45072	86470	104035	129235
	L	9408	22872	19585	19206
Health, Sanitation, Spiritual and Artistic occupations	A	1488	5926	7725	28234
	L	-	-	-	-
Others	A	-	-	-	-
	L	-	7	-	-
Total Apprentices	A	934023	1352889	1158028	1288259
Total Learners	L	36903	53456	38596	43684
Grand Total		970926	1406345	1196624	1331938

The following table shows a more detailed list of different registered trades and also the number of apprentices - both males and females who registered for the training on 31-12-1965. It is again interesting to note that for some of the trades both the Chambers of Commerce and Industry and the Chamber of Artisan Trades had registered apprentices and learners for the training.

[1] Till 1957 - Without Saarland. Till 1962 - Without West Berlin (Deutsche Year Book, 1967, p.153).
(Quelle: Bundesministerium für Arbeit und Sozialordnung. Bonn.)

TABLE 44

No. of Apprentices on 31-12-1965 according to Trade or Occupational Groups

Occupational Groups	No. of Apprentices		
	Male	Females	Total
Agriculturalist, animal breeder, horticulturist	26110	3289	29399
Forestry, hunting and fishery	73	-	73
Miners, mineral diggers etc.	3484	-	3484
Stoneworkers, ceramics and glassmakers	2266	314	2580
Agriculturalist, animal breeder, horticulturist	26110	3289	29399
Forestry, hunting and fishery.	73	-	73
Minerals, miners and diggers etc.	3484	-	3484
Stoneworkers, ceramics and glass-makers	2266	314	2580
Building-construction occupations	80376	214	80590
Metal producers and Metalworkers	16938	141	17079
Blacksmith, locksmith, mechanic and relative occupations.	274084	2991	277075
Electrician	118080	70	118150
Chemist - Chemistry Laboratory	1099	14	1113
Artistic Plastic Manufacturer	303	-	303
Wooden manufacturer and likewise trades	22273	262	22525
Paper Manufacturer	1542	250	1792
Photography, Printing and related Trades.	17676	1917	19793
Textile manufacturer, textile processing, glovesmakers	4221	25649	29870
Leather manufacturer, leather and fur and skin processed.	2223	366	2589

(Continued)

Occupational Groups	No. of Apprentices		
	Males	Females	Total
Food, nourishment and luxury trades.	44597	2599	97196
Articles inspection, despatch and forwarding department and store keeper.	1	4	5
Engineering, Technical related trades.	123	-	123
Technical skilled workers	24267	11953	36220
Machinist and related trades	488	-	488
Commercial Trades.	120244	219839	340083
Traffic Trades	18883	4	18887
Restaurant and likewise trades	3217	373	3590
Domestic Science Trades	36	13177	13213
Washery, Laundry and Cleaning Trades	2165	139	2304
Physical care (Nail cutter, Nail pattern, massage etc.)	5168	57093	62261
Organisation, administration, and office Trades.	48419	80816	129235
Health and Sanitation	-	18996	18996
Artistic Trades	5096	4142	9238
Total Apprentices	843452	444802	1288254

The following table shows the number of Learners in Learnable Trades (Semi-apprenticeable Trades) - both males

[1] Quelle: Bundesministerium Für Arbeit und Sozialordnung, Bonn. (Deutsche Statistic Year Book, 1967, p.155).

and females in different trade groups in Federal Republic on 31-12-1965.[1]

TABLE 45

Occupational groups for learners on 31-12-1965	No. of Learners (Semi-Apprentices)		
	Males	Females	Total
Miners, mineral diggers etc.	8	-	8
Stone workers, ceramics and glass makers	43	2	45
Building construction occupation.	28	1	29
Metal producers and metal workers.	504	6	510
Blacksmith, locksmith, mechanic and relative trades.	224	13	237
Electrician	30	39	69
Chemistry laboratory assistant	1035	499	1534
Wooden manufacturer and likewise trades.	11	-	11
Paper manufacturer	180	-	180
Photography, printing and relative trades.	269	3467	3736
Textile manufacturer, textile processes and gloves maker.	497	8904	9401
Leather manufacturer, leather and fur and skin processer.	114	884	998
Food, nourishment and luxury trades.	19	-	19
Supervision, despatch, forwarding and store keeper trades.	232	46	278
Technical skilled worker	76	1397	1473
Commercial trades	1	5933	5934
Washer and cleaning, laundry.	-	16	16
Organisation, administration and office trades.	70	19136	19206
Total	3341	40343	43684

[1] Quelle: Bundesministerium für Arbeit und Sozialordnung, Bonn. (Deutsche Statistical Year Book, 1967, p.155).

The two tables indicate that :

- while the number of males is higher - i.e. 65.4% as apprentices as compared to females which is 34.4%.
- But the women have a great tendency to take up a short-term course - learnership for 1 to 2 years and the percentage in learnership of women is 87.3 while of males it is 12.2%.

It is worthwhile to note that in Germany, the apprentices register themselves with either the Chambers of Industry and Commerce, or with the Chambers of Artisan Trades. During the year 1965 some of the apprentices had registered with the Chambers of Industry and Commerce for some of the outstanding trades while others had registered with Chambers of Artisan Trades in the trades which may be called predominantly artisan trades. Mostly they have their roots in the traditional distribution of work. The following table shows that for some of the trades, both the chambers register the apprentices, but the number varies widely in various occupations with the two chambers.

TABLE 46

Some occupational groups for Apprenticeship on 31-12-1965	No. of Apprentices who Registered with			
	Chambers of Industries and Commerce		Chambers with Artisan Trades	
	Total	Males	Total	Males
Stone workers, ceramics, and glassmakers.	1217	1105	1363	1161
Building construction, occupations.	5896	5894	74083	73871

1

(continued)

Some Occupational groups for Apprenticeship on 31-12-1965	No. of Apprentices who Registered with			
	Chambers of Industry and Commerce		Chambers with Artisan Trades	
	Total	Males	Total	Males
Metal Producers and Metal Workers.	15584	15475	1368	1336
Blacksmith, locksmith, mechanic and relative occupation.	115220	114986	158507	155750
Electrician	38749	38739	65748	65688
Chemistry workers	627	627	488	472
Plastic	303	303	-	-
Wooden Manufacturer	2590	2570	19920	19688
Paper Manufacturer	932	894	861	648
Photography, printing etc.	15882	15422	3911	2254
Textile and gloves maker	7800	1398	22070	2823
Leather manufacturer, leather, fur and skin processes	328	285	2261	1938
Food, nourishment and luxury trades	13772	11734	32855	32294
Technical skilled worker	36017	24254	-	-
Mechanist and related trades	469	469	-	-
Commercial trades	324728	120234	15355	10
Traffic trades	1294	1290	-	-
Restaurant and relative trades	3590	3217	-	-
Domestic science trades	2280	36	-	-
Washery, laundry and cleaner	31	29	2273	2136
Physical Care (Nail cutter, Nail painter, message etc.)	-	-	62261	5160
Organisation, administration and office trades.	113907	46385	2211	639
Artistic trades	8840	4730	398	366

In the year 1965, the total number of apprentices registered with the Chambers of Industry and Commerce were 712757, while the total number of apprentices registered with the Chambers of Artisan Trades were 465932. The figures show that both these Chambers play an important role in the training programme of the apprenticeship.

The total number of learners (Semi-apprentices) registered with the Chambers of Industry and Commerce and the Chambers of Artisan trades were 36106 and 2108 respectively in 1965.

The above-mentioned table shows that :

- The majority of the apprentices registers with the Chambers of Industries and Commerce for the training in the following some of the occupations :

  Metal producers and metal work, plastic trades, photography, printing and related trades, technical special power department, commercial trades, traffic trades, hotel-restaurant etc. domestic science, administration and office trades and artistic trades.

- While the majority of the apprentices register with the Chambers of Artisan trades in the some of the following occupations :

  Building construction, blacksmith, locksmith, mechanic and related trades, electricians, wooden manufacturer, textile manufacturer and glass maker, leather and fur producers, food and nutrition trades, washery-laundry and cleaning trades, physical care trades etc.

- The Chambers of Artisan Trades have a monopolistic practically almost position so far as the Building Construction trades, wood work and wooden production, textile manufacturer, leather manufacturer, food and nourishment, washing and

laundry trades, and physical care trades are concerned.

- While the Chambers of Industry and Commerce have an overwhelming majority of the apprentices in some of the trades like, metal work, photography and printing, technical power trades, commercial trades, traffic, hotel-restaurant, administration and office trades and artistic trades.

The following table shows the number of apprentices and learners (Semi-apprentices) registered with the Chambers of Industry and Commerce from 1962 to 1965 in West Germany.[1]

TABLE 47

Years	No. of Chambers of Industry and Commerce	No. of Apprentices and Learners		
		Males	Females	Total
1962	81	409060	315942	725002
1963	81	413079	329906	742985
1964	81	409930	331562	741492
1965	81	413607	335256	748863

The number of apprentices and learners in 1965 in different states of Federal Republic of Germany registered with Chambers of Industry and Commerce.

TABLE 48

States (Länder)	No. of Chambers	No. of Apprentices and Learners		
		Males	Females	Total
Schleswig-Holstein	3	12184	14852	27036
Hamburg	1	16798	11136	27934
Niedersachsen	8	38334	36297	74631
Bremen	2	8569	4955	13524
Nordrhein-Westfalen	20	128094	110039	238133

(continued)

[1] Quelle: Deutscher Handwerkskammertag, Bonn. (Yearbook, 1967, p.15.

(continued)

States	No.of Chambers	No. of Apprentices and Learners		
		Males	Females	Total
Hessen	12	34765	27085	61850
Rheinland-Pfalz	4	23033	19674	42707
Baden-Wurtemberg	19	61042	41690	102732
Bayern	10	71003	54067	125070
Saarland	1	8495	7874	16369
Berlin (West)	1	11290	7587	18877

The following table shows the number of apprentices and learners registered with Chambers of Artisan Trades from the year 1962 to 1965 in Federal Republic of Germany.[1]

TABLE 49

Year	No. of Chambers of Artisan Trades	No. of Apprentices and Learners		
		Males	Females	Total
1962	45	312419	93359	405778
1963	45	332633	98207	430840
1964	45	352012	100833	452845
1965	45	366327	101712	468039

No. of apprentices and learners in different states (Länder) in Federal Republic of Germany in 1965, who registered with Chambers of Artisan Trades.

[1] Quelle:Deutscher Handwerkskammertag, Bonn.(Yearbook,1967,p.154

TABLE 50

States	No. of Chambers	No. of Apprentices and Learners		
		Males	Females	Total
Schleswig-Holstein	2	18828	4218	23046
Hamburg	1	9202	2985	12187
Niedersachsen	7	49000	11984	60984
Bremen	1	4319	1405	5724
Nordrhein-Westfalen	8	90673	31118	121791
Hesseh	4	25410	6785	32195
Rheinland-Pfalz	4	25190	7100	32290
Baden-Wurttemberg	8	48341	11755	60096
Bayern	8	82119	19178	101297
Saarland	1	6514	2248	8762
Berlin (West)	1	6731	2936	9667

Though Federal Republic of Germany is mainly an industrial country, good effots are made to see that their agriculture does not suffer and hence they try to train the apprentices and learners in agricultural trades also in a more systematic and organised way. This need is still felt badly as there is some tendency on the part of the rural youth to desert agriculture and migrate to the city areas.

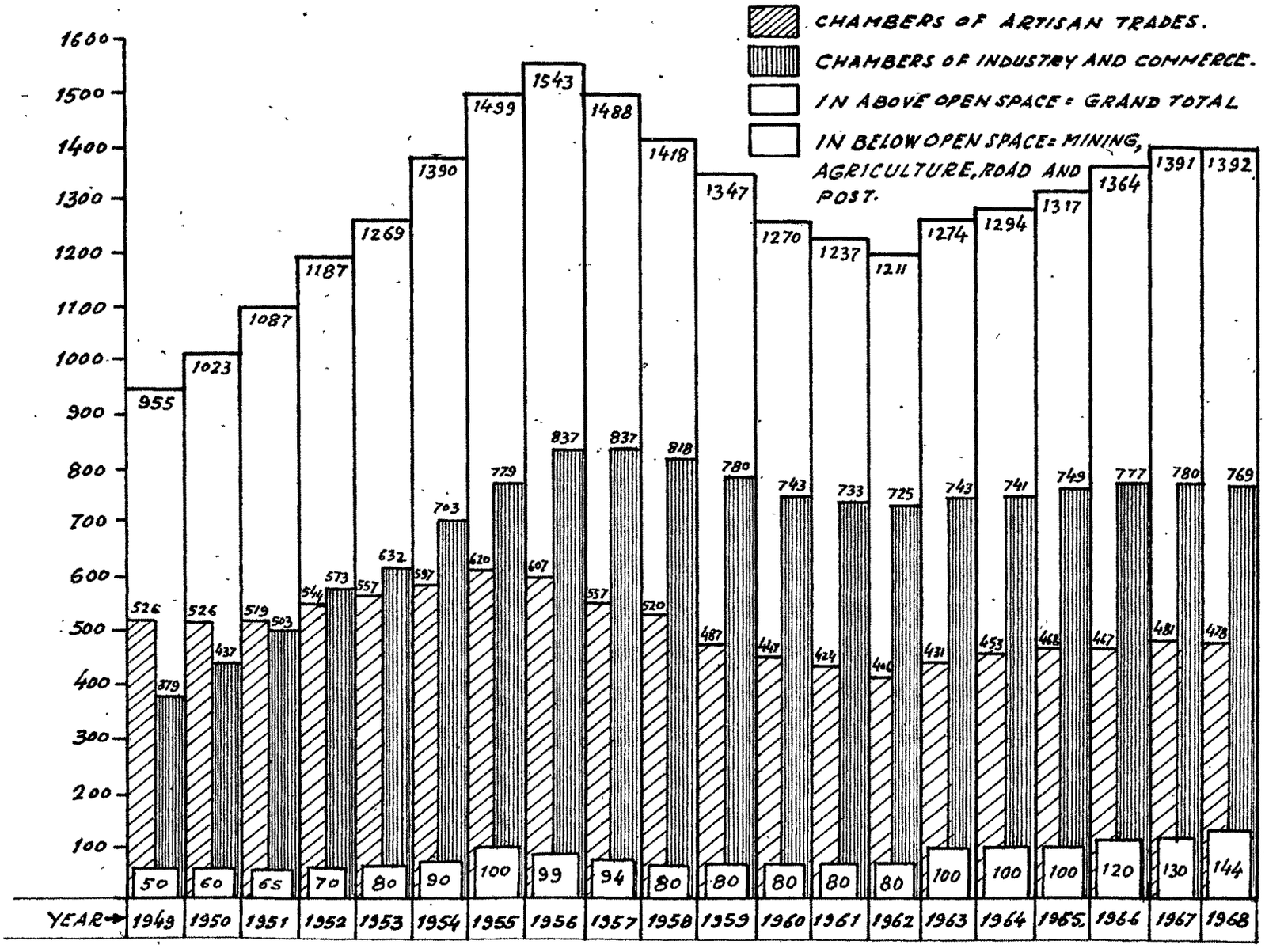
The table on the next page shows the number of apprentice contracts registered for training in agricultural trades from years of 1962 to 1966.[1]

[1] Quelle : Bundesministerium für Ernährung, Landwirtschaft and Forsten. Bonn. (Year Book, 1967, p.151)

TABLE 51 : Number of Registered Contracts in Federal Republic of Germany in Agricultural Trades from 1962 to 1966.

Economic Year[1] and State	Registered Trainees[2]	Apprentices							
		Total	In various agricultural trades and occupations						
			Farmer	Country woman	Milker	Poultry farming	Gardening for earning cemetary gardening	Fishing	Dairyman
1962/63	33238[3]	33408[3]	17495	9366	309	282	5016	66	638
1963/64	34443[3/4]	35000[3]	18184	9873	317	239	5307	77	646
1964/65	25931[3]	37053	19535	10290	297	224	5427	84	620
1965/66	25000	38264	20127	10933	247	196	5449	73	556
In 1965/66 in Various States :									
Schleswig Holstein	2412	2485	1448	531	44	14	349	21	73
Hamburg	244	214	21	5	-	1	187	-	-
Niedersachsen	4950	6351	3687	1697	75	51	737	13	83
Bremen	86	85	15	16	-	-	54	-	-
Nordrhein-Westfalen	6144	5124	2022	1095	22	68	1819	2	87
Hessen	1763	2043	926	683	19	12	331	6	23
Rheinland-Pfalz	1201	3656	2038	830	3	9	356	-	2
Baden-Wurttemberg	2577	9134	5514	2751	5	18	652	3	64
Bayern	5405	8781	4360	3308	76	16	702	27	220
Saarland	107	200	83	14	2	5	91	-	4
Berlin (West)	111	191	13	3	1	2	171	1	-

1. 1.7 to 30.6 of each year
2. Fixed upto 1.7 day.
3. Without distiller in agriculture
4. Without laboratory assistant and milk economy.



APPRENTICES AND SEMI-APPRENTICES (LEARNERS) IN FEDERAL REPUBLIC OF GERMANY FROM 1949 TO 1968 (IN 1000)

Apprenticeship Contracts

In Germany, the youth who desires to undergo vocational training in an undertaking signs a contract with the employer. Thus, a written apprenticeship contract - known as indenture - is the central instrument in the organisation of apprenticeship training and it is this indenture that determines the nature of relationship between the apprentice and the employer. It also determines the respective obligations of both the parties. Here, model apprenticeship contracts are drawn up by agencies responsible for the administration of apprenticeship in order to prevent possible abuses and both the parties are obliged to use these model contracts if the document is to keep its validity as an indenture. Every apprenticeship has a training manual (Berufsbild) showing the name of the trade, the training period, the field of work as well as the skill and knowledge to be acquired. This manual is attached to the indenture and as a part of the indenture becomes legally binding.[1]

This model contract contains the various provisions which generally include the conditions of work of the young apprentice, his rights and obligations in regard to related instruction, social security, special measures for youth protection, remuneration, etc. This also contains clauses which

[1]Vocational Training for Trade, Industry and Handicrafts in the Federal Republic of Germany (Translated) Verlag Ferdinand Schoningh, Paderborn, 1960, p.71.

aim at unification of the concept of apprenticeship. It also contains the obligation of the employer to release the apprentice from work to attend prescribed classes of related instruction to a part time vocational school and to take the final examination. There are also clauses relating to the conditions authorising for termination of contract and possible sanctions in the case of breach of contract.

Registration of Indentures

Thus, an indenture is a contract between an individual employer or undertaking and a trainee. If the latter is a minor, as is usually the case, the indenture is also signed by his legal representative.

As previously mentioned, only those of employers are entitled to take apprentices for training who are able to prove that they have the qualifications and facilities necessary for providing full training. The employer in an artisan trade must possess a mastercraftsman certificate which he obtains after passing a special examination. The regulations also specify that the employer must be of good moral character. He must have personal knowledge of the trade or he should employ a competent journeyman for this task. He should also possess adequate facilities for training. Moreover he must be atleast 24 years of age. Also all indentures should be registered with public or semi-public bodies. One most important thing to notice is that only officially registered apprentices are admitted to the

final trade examination.[1] Obviously, the bodies responsible for registering the contracts are the Chambers of Industry and Commerce and the Chambers of Artisan Trades.

Termination of the Contract

The apprenticeship contract can normally be cancelled only under specific conditions which are listed in the laws, regulations or collective agreements determining the contract situation. Most of these regulations provide for a probationary period during which the contract may be terminated unilaterally by either party.[2] This probationary period must not exceed three months. Once the probation period is over, the employer or the apprentice may not terminate the contract unless he has special reasons to do so. Termination must normally be approved by the body which registered the contract.

Mutual consent, serious neglect of duties on the part of the employer, immoral behaviour, employer's death, cessation of business or serious offence on the part of the apprentice may be some of the reasons for cancellation of contracts. The initiative to terminate the contract may be taken by either of the two parties - employer or the apprentice, either directly or through his guardian. Any of the competent supervising bodies may also take the initiative.

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[1] 'European Apprenticeship', CIRF Publications International Labour Office, Geneva, 1966, p.135.

[2] Ibid., p.136.

Compulsion on the Part of Both the Employers and the Apprentices

The primary obligation of the employer is that he should teach and provide instruction in the trade. While the apprentice should learn not only the skills but also should acquire knowledge required to carry out the various functions covered in the trade description. He should achieve the required standards of craftsmanship, the working habits and the moral conduct for a fully skilled responsible craftsman. It may be recalled here that the older laws and regulations in Germany tended to emphasize the responsibility of the master not only for the work and training of the apprentice but also for the development of his personality and moral character.

Naturally, these regulations oblige the apprentice to show sincerity in his work, obey the employer and follow his instructions. Sometimes the employer is also obliged to supervise the moral conduct of the apprentice within and outside the undertaking. The apprentice is required to be industrious and a well-behaved gentleman.

The employer is also legally obliged to provide opportunities for the apprentice to participate in classes of related instruction in part time vocational schools during the work hours. He does this without making any deduction in the wages for

allowance paid to the apprentice. He also makes sure that the apprentice attends these classes.

Several laws also specify that the apprentice may not be used for work other than that which is included in the trade description. The employers generally issue a certificate of termination of apprenticeship at the end of the apprenticeship. It is also obligatory for the apprentices to maintain a regular records (Report Book) of his work.

Training Regulations for Apprenticeship

As previously mentioned, in West Germany, training in apprenticeship is very systematic. The training is regulated by detailed job descriptions, training syllabi and examination standards established for each trade. Training regulations issued by the German Federal Ministry of Economic Affairs contain a summary analysis of the operations and functions of the trade, a list of the physical and mental aptitudes required for the trade, a training syllabus and a description of the fields in which apprentices should be examined at the end of the training. This shows that both the Government and the people are equally interested in the training programme and the training is well-regulated and systematically organised and nothing is left to chance. However, the Ministry of Economic Affairs does not deal with the organisation of related instruction A great deal of freedom is given to the industries and other employers to train their apprentices to the best of their

abilities and general education and related instructionsiare entrusted to the part-time vocational schools (Berufsschule), attendance to which is compulsory upto athe age of 18.

It is obvious that the principles applied in preparing such training regulations should be flexible enough to enable the desirable changes from time to time. It is found that the recent training regulations are more detailed than the older ones, and they tend to give more practical guidance on how the training might be organised. Though this practical guidance leaves enough scope for local adjustment, tit/ helps to maintain a certain uniformity about the training standards throughout the country.

Moreover, now, a detailed training syllabi and instructions regarding individual exercises to be carried out by trainees in their basic training, as well as, in several cases, comprehensive outlines for training on-the-job are being issued by the central training authorities. Again, these syllabi are frequently accompanied or supplemented by teaching aids, manuals and audio-visual adds adapted to the standard programme. Of course, the use of any such additional material is optional but most of the trainees like to use them as this arrangement: provides additional facilities for more thorough knowledge.

On the whole, these regulations tend towards being what might be described as a codification of good existing practices

and the essential skills and knowledge required in the trade. Most trading regulations are the results of a compromise between the ideals of quality training and the desire for high trainee output. In fact, these regulations form a basis for protecting youth from abusive employment practices. They also give young people a chance to gain experience which will be useful to them. They also provide the employer, and the trade as a whole, a broad basis for training the future craftsmen and technicians according to their requirements.

On-the-Job-Training

The German vocational training system is characterised by the importance attached to on-the-job training. This method is highly praised by some people. Most of the apprentices receive all their practical instruction on the job. It is said that this method is very dynamic and flexible and provides the apprentices, the opportunity for basic and sound training. Undoubtedly it has trained some of the finest craftsmen in the past and will continue to produce able craftsmen of tomorrow.

Yet some people consider such on-the-job training as pedagogically unsound while others doubt it as a means of increasing profits at the expense of youth who are used as cheap labour. It is also feared that in modern times, training given exclusively on-the-job in production or maintenance will be inadequate for many trades for attaining the desired standards. This is particularly true with respect to the highly

skilled crafts. Not only this, at some places the period left for practical training is reduced at times by about forty percent. Many employers and educators also feel that the current trend towards a shorter working week is equally detrimental to the quality of training.

Training Shops for Practical Training

In Germany, fifteen years ago, there were about 1,000 training shops. By 1958, their number had risen to 1,600 and from 1965 it has exceeded 2000. Nearly half of all industrial apprentices in this country receive at least part of their practical training in a company school or a training shop. A vast majority of the shops have been set up in the mechanical and electrical engineering industries. Unofficial figures for these two industries, and for the metal trades as a whole, set the number of apprentices being trained in such shops as high as seventy-five percent.[1]

Apprenticeship Examinations

In Germany, the apprenticeship ends with an examination. Almost all the apprentices like to appear for the trade examination at the completion of their training. It is very important for the apprentices to pass this examination because only after passing this examination, he comes into the category of skilled worker. Moreover, an apprentice who passes a trade examination automatically becomes a wage earner - skilled worker - and begins to receive the salary or pay accordingly.

[1] CIRF Publications, International Labour Office, Geneva, 1966, p.94.

Again, only after passing this examination, the youths have the opportunities for further training and advancement.

Also this trade certificate is generally recognised by all employers throughout the country and hence it helps to facilitate greater mobility of the labour. Naturally, only aftef obtaining this certificate, the youth can improve his status in the undertaking. Again almost in all cases, participation in the final examination is a legal obligation written into the contract and also it is provided for the apprenticeship legislation.

There is no compulsory examination for learners' trade (Semi-apprenticeship) which has a durability of 1, 1½ or two years. But as already previously mentioned, a very small minority (about six percent) of the trainees prefer to undergo such short training, and among them also most of them are girls.

In West Germany, the trade examinations are controlled by 'Board of Examiners'. These boards of examiners are appointed by the Chambers concerned i.e. by the Chambers of Industry and Commerce and the Chambers of the Artisan Trades. Generally the board of examiners is consisted of persons representing the employers, an independent trade specialist, a workers' representative and a vocational teacher as associate member.

In almost all cases, participation in a board of examiners is an honorary appointment. Obviously, the nomination of the members of the board is based on the individual's experience

and status in his trade or profession. Generally mature and experienced persons are preferred. Moreover, the German Council for Industry and Commerce issuesa guide lines to assist the Boards of examiners. These guide lines help to co-ordinate and standardise the examinations. They also makes it more accurate and systematic. Equal importance is attached to the practical test also.

For most industrial trades, this examination includes tests in trade technology, the reading of blueprints and drawings, trade mathematics, and civics. The latter also includes safety and health regulations and labour legislation. The test in each subject generally lasts for two to four hours.[1] Often complex weighting systems are used for determining the total number of points obtained by the individual trainee. As a general rule, the skill test is given more weightage than the related theory test in final apprenticeship examination. Of course, this does not mean that related theory test is less important.

On the whole, the training system is so intensive, thorough and systematic that about 85% of the apprentices who appear for the examinations are successful. The following table gives some idea about the results of the trade examinations given by the apprentices and learners who had registered with the Chambers of Industry and Commerce during the period from

[1] 'European Apprenticeship'. (CIRF Publications, International Labour Office, Geneva, 1966, p.119).

1962 to 1965.[1]

TABLE 52

Yeaf	No. of trainees who appeared for examinations			No. of trainees who passed the examinations			Percentage of passing
	Men	Female	Total	Men	Female	Total	
1962	141673	119235	260908	124579	101049	225628	86.5
1963	133942	113789	247731	117006	095300	212306	85.6
1964	132892	114373	247265	116041	095770	211811	85.6
1965	137832	113922	251754	120575	093804	214379	85.1

The following table also shows the results of the successful trainees who had registered with the Chambers of Industry and Commerce (apprentices and learners or semi-apprentices) from the years 1964 to 1966 in industrial and trades examinations.

TABLE 53

	1964		1965		1966	
	No. of trainees appeared for exam.	% of passed	No. of trainees appeared for exam.	% of passed	No. of trainees appeared for exam.	% of passed
Trade Exam.	164000	83.4	164000	82.5	177000	82.5
Industrial Exam.	83000	88.8	88000	90.2	93000	89.4
Total	247000	85.3	252000	85.2	270000	85.0

The above table indicates that -

- The average percentage of passing is about 85%.
- The approximate percentage of passing in trade examination is between 82% to 83%

[1]Quelle: Deutscher - Industrie - und Handelstag, Bonn. (Year-Book, 1967, p.153).

- But the approximate percentage of passing in industrial examination is between 88% to 90%.

The successful apprentices come into the category of skilled or trained workers while the candidates who fail in an examination can normally appear again after a period of six to twelve months for a second try. In such cases the apprenticeship period is generally prolonged by the extended term. About 60 percent of the failed candidates re-appeared for the second term.

Causes of Failure at the Examinations

It is also observed that among the main causes of failure in the examination by the apprentices, if any, one is the failure of the employers in their roles or duties towards the apprentices. It is not that the boy had not learnt but the employer or foreman had not enough time or interest to handle the difficult case in an appropriate manner at the appropriate time. The other cause might be that the parents and relatives had insisted on the boy taking up a line of training, which did not suit his aptitudes or which failed to meet his interests.

Sometimes, it is also observed that small shop employers who, despite limited means in regard to workshops, personnel and equipment, are at times educationally highly competent and who persistently turn out well-trained journeymen who pass well in the examination.

One more fact of interest is that, a factory or a commercial undertaking employing several hundred workers has both a 'Duty'

and a 'Commercial Interest' in providing adequate training. The possibilities of its co-operation in this country, are is always taken for granted.

Intermediate Tests

Recently, intermediate tests are introduced in the Federal Republic of Germany with a view to improve in-plant vocational training. Of course, these tests are purely voluntary. Such tests help to assess the progress of the apprentices at least once during the apprenticeship training. They can help to provide guidance to both trainees and the undertakings. They ensure some degree of objectiveness and offer the possibility of comparison. Generally in these tests certain basic knowledge and skills should be tested. At present the intermediate tests are organised at different stages of apprenticeship. These tests have become one more means to supervise or influence apprenticeship training for the Chambers of Industry and Commerce.

In 1964, a survey was made by the German Council of Industry and Commerce to determine the extent to which intermediate tests were being used in industrial undertakings. The investigation revealed that intermediate tests had been instituted in 69 Chambers out of 81 by 1964. By now almost all the Chambers have instituted intermediate tests. In most cases they are held in industrial and artisan undertakings.

Some people believe that if intermediate tests do improve apprenticeship training, they should be made compulsory.

Some Practical Difficulties about these Examinations

Naturally, the examination requirements should change according to the changing circumstances. However, the changes introduced for examinations are so few that some experts feel that they cannot keep pace with great technological and economic changes. Consequently some progressive firms find it difficult to prepare their trainees for such examinations, because they lag behind current practices.

Sometimes it is found that the managements bring together apprentices in the last three months or so of their apprenticeship in order to prepare them specifically for learning items which are likely to come up in the examination. But for this they cannot get any experience in the undertaking simply because the techniques are no longer used in the plant.

Again, sometimes the examination syllabi tend to give a somewhat conservative picture of trade practices. In some cases they are unsuitable for the study in view of the technical changes. Their requirements are often vague and they leave wide margin for different interpretations by different persons. For some people, it is a matter of controversy whether the basic skills learnt by the apprentices in some plants will be of any use on a modern machine tools. Again, at some places, training

in new techniques is given after basic training, or even on completion of the apprenticeship.

Trade Competitions

National and international apprentice competitions have become a regular feature since last few years. Such competitions are held in a number of industrial and artisan trades and also for commercial occupations. The purpose of such competitions is to encourage the outstanding apprentices on one hand, and also to compare the standards of achievements attained by apprentices of various countries.

In 1964, international trade competition was held in Lisbon, Portugal. Here the tests were organised for twenty five industrial and artisan trades. Every year, the European Committee of Foundry Associations organises 'Foundry Work Competitions' for European apprentices and young workers. In Germany, the German Federation of Salaried Employers (Deutsche Angestellten-Gewerkschaft - DAG) also arranges commercial apprentice competitions. Such competitions are getting more and more popular among the talented apprentices.

Supervison and Control of Training

The Federal Republic of Germany has a vast network of apprenticeship training programme. So some kind of permanent and systematic supervision and control over the programme of training is necessary and it is well provided for. Usually the supervision is carried out by bodies represented by the

employers, the workers and the public authorities. The control of training in undertakings is carried out by trade-sponsored bodies. The related instruction which is provided in the part-time vocational schools is under the control of the educational authorities. It is supervised by inspectors of vocational and technical education.

Naturally these controlling and supervising authorities are interested in two things - intensive training and well-being of the apprentices. They take all care to protect the apprentices who are more vulnerable of the two parties. A vigilent eye is kept to see that a small business employer does not provide sub-standard training or make abusive use of apprentices. Generally the middle-sized or large scale employers appoint special instructors and they have their own training workshops and hence there is less scope for misuse of the apprenticeship programme. Of course, the supervising authorities also confess that there are few trouble-makers amongst the young trainees also, but their number is negligible. In fact, they are the youngsters who need more attention, help and sympathy to get over their period of adolescence and grow into adulthood without doing harm to themselves or to the society.

Legal Aspects of Apprenticeship Training

The apprentices are well protected by laws, regulations and collective agreements. There are provisions for penalty for both the parties - the trainees and the employers - in case of breach of contract and neglect of duties. However, the case rarely

reaches the court. The State-appointed inspectors hardly use their powers of prosecution. Persuasive methods yield more desired results. It is believed that close personal contacts between supervising and controlling authorities, the local employment services, the vocational guidance officers, the vocational school teachers, the trade unions and the employers' associations are 'more efficient channels for convincing parents, apprentices and employers than are the official lines of communications.'[1]

Financial Aspects of Apprenticeship Training

The problem of costs of apprenticeship training is important. It is said that training of one apprentice costs approximately 8000 DM i.e. about 16,000 Rupees.[2] Generally the total expenditure for training an apprentice is composed mainly of three elements :

1. Payments for facilities and staff for related instruction in the part-time vocational schools (Berufsschulen);
2. Costs of practical instruction, including reduced output and wastage caused by errors in learning new tasks;
3. Allowances paid by the employer to the apprentice during the period of training.

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[1] European Apprenticeship' CIRF Publications, International Labour Organisation, Geneva, 1966, p.108.

[2] Hirlekar Yamunabai: ' Vocational Education ih Germany, The Popular Book Depot, Bombay-7, 1962, p.107.

This cost is fairly divided among the various agencies. Generally the public authorities pay the cost of part-time related instruction, and also in most cases of basic and complementary practical instruction in full time courses. The salaries of the teaching staff in the part-time vocational schools are mostly paid by the State Governments while the building, furniture and equipments are provided by local community including Municipality. Some of the equipment is given as a gift by the big firms and large industrial concerns also. The employers bear the costs relating to practical instruction within the undertaking. The individual employer may recover some cost of his expenditure when the apprentice works in production.

On the whole, the expenditure for apprenticeship training which is estimated at some 2800 million DM (Approximately Rupees 550 Crores) is borne by the various sectors of the economy. Membership of the Chambers of Commerce and Industry and Chambers of Trades etc. is compulsory and all industrial, commercial and artisan employers pay periodical fees to cover the costs of registration and supervision of apprentices and such other expenditure items, which are regularly included in the Chamber's budget.

Again, membership of Examination Boards is an honorary, unpaid appointment and consequently becomes another cost item

assumed by the undertakings. Sometimes artisan and agricultural apprentices receive special support from Federal and State authorities who make substantial contributions towards the overhead costs of these two branches.

In this country, the principle that the part-time vocational education should be provided free of charge is accepted by all. Hence the expenditure of establishment and management of vocational schools is paid from the municipal budgets. The state also shares some expenditure. The general principle applied is that the state pays for the vocational teachers while the municipalities pays for capital investment and direct operating costs. The Federal authorities sometimes pay : for experimental and similar purposes. There is a general feeling that though the trade unions are taking an increasingly active part in the organisation and control of apprenticeship training, their financial share in the total cost of training is, however, relatively small.

Here it is also necessary to point out that many employers and trade associations make additional financial contributions to the apprenticeship training programme by providing voluntary facilities, which are not required by law or regulations, for a number of part-time courses or further training programmes.

Some apprentices also receive some subsidies from State grants and private foundations when they have to travel long distances or to live in hostels while under training.

Apprentices are not a Source of Profit

Apprentices are trained in various trades and occupations. Costs of training in certain occupations are bound to be much higher than in others. Hence we cannot compare the cost of training in one occupation with the other. For example, training in electronic-instruments repair mechanic cannot be compared to a training in a departmental store. In the first one he has to spend longer period of time even to receive basic training while in the other after a few weeks training he may start assisting the employer during rush hours or so.

A large German firm manufacturing electrical equipment estimated - after a careful study of all the factors involved - that the over-all net cost amounted to close to DM 2000 (Rs.4000/ approximately) per annum for each apprentice in the year 1959.[1] This may not be the case in the training cost in other occupations. Studies made in artisan trades in Germany in 1960 showed some interesting results. Hiring apprentices in certain occupations might have been profitable to the employer in the past. However, the margin of profits have rapidly diminished and now certainly it does not remain profitable at all. The wages and allowances for these young trainees have increased quite rapidly.

Stipends paid to the Apprentices

The fact remains that the remuneration paid to the apprentices is not a wage but a stipend or allowance awarded

[1] 'European Apprenticeship' (CIRF Publications, International Labour Office, Geneva, 1966, p.173).

for study and training purposes. Generally, this stipend is low during the first years of the training and it goes on increasing year by year. In practice, monthly cash payment to apprentices varies considerably from one occupation to another according to supply and demand of apprentices, the age of the apprentices and the relative prosperity of the branch of activity. For example, automechanic apprentices receive only DM 50 (approximately Rs.100/-) in their first year and DM 80 in their fourth year, while building trade apprentices receive DM 170 in their first year and DM 300 in their third year. In 1962, the apprentices in the Bosch Factory Workshop were getting the following stipends : DM 75, in the first year; DM 90, in the second year; DM 110, in the third year and DM 125, in the fourth year. 'For particular good work and good behaviour in individual cases they got 10% to 20 percent more stipends.[1]

Generally, the apprentices in agriculture, and in industries where a large proportion of female workers are trained, the stipend is slightly low, while the apprentices in building trades mechanical engineering and other metal trade industries get higher stipends. At times the apprentices also receive stipends considerably higher than those fixed by agreements and wage awards due to keen competition

Administrative Machinery for Apprenticeship Training

So far as apprenticeship training is concerned, the Federal Republic of Germany has a national framework, supplemented

[1]Hirlekar Yamunabai, 'Vocational Education in Germany,' The Popular Book Depot, Bombay-7, 1962, p.111.

by regional, state and local bodies and authorities. The Ministries of Labour and Education generally share the responsibilities of training. The Labour Ministry takes care of conditions of work and employment of apprentices while the Ministry of Education looks after the pedagogical aspects. Here, education is a state subject. Hence a good deal of co-ordination between the various ministries and departments is a must. Various agencies like Employers' Organisations, Workers' Organisation, Trade Associations and teaching profession are associated at various levels and to varying degrees. At Central level, the Ministry of Economic Affairs (Bundesministerium für Wirtschaft) exercises general supervision over industrial, commercial and artisan trades apprenticeship. The State Ministries of Agriculture issue regulations for agricultural apprenticeship. The State Ministries of Education are responsible to help part-time Vocational Schools which provide related instruction to apprentices. The 'Permanent Conference of Ministers of Education' (Ständige Kultusminister-Konferenz) ensures some form of co-ordination and uniformity in educational activities of various States.

The German Council for Industry and Commerce (Deutscher Industrie-und Handelstag: DIHT) is responsible for apprenticeship in industry and commerce. The Central Office for Industrial Training (Arbeitsstelle für Betriebliche Berufsausbildung) which

is sponsored by the DIHT in collaboration with the Federation of German Industry (Bundesverband der Deutschen Industrie) and the German Confederation of Employers' Associations (Bundesvereinigung der Deutschen Arbeitgeberverbände) prepares the training regulations for industrial and commercial trades in consultation with ad hoc committees of experts, the competent chambers of industry and commerce, industrial associations, employers' federation, trade unions and the teaching profession.[1] The Institute for Training in Artisan Trades (Institut Für Berufserziehung im Handwerk, Köln) and the Institute for Artisan Trades Technology (Handwerkstechnisches Institut, Hanover) under the responsibility of the German Association of Chambers of Artisan Trades, prepare the training regulations for artisan trades. Approval of training regulations for industry, commerce, and the artisan trades rests with the Ministry of Economic Affairs, Vocational Guidance and the placement of apprentices in the employment are the responsibility of the Federal Institute for Placement and unemployment Insurance, working through the local labour exchanges.

Thus, it can be seen that number of Ministries, agencies and organisations co-ordinate and co-operate to make the apprenticeship programme a success and the administrative machinery effective.

Unskilled Workers in Germany

The German system of vocational education and training, especially its apprenticeship and learnership (Semi-apprenticeship), offers full scope for every youth to undergo some training or the

[1] 'European Apprenticeship' CIRF Publications, International Labour Organisation, Geneva, 1966, p.152.

other and become a trained worker. Obviously a vast majority of the youth make use of these opportunities, acquire some short term or long term vocational training - preferably long term training, and do their best for the development of their individuality as well as of the society as a whole. Yet we do find few young workers in a small minority who after leaving school, have gone straight into the jobs in industry, the artisan trades or commerce without obtaining any vocational training or qualifications. They are known as unskilled workers.

In 1965, there were 1468930 pupils who attended the part-time vocational schools (Berufsschule) in Federal Republic of Germany and who had written contracts and were employed as apprentices or semi-apprentices (learners) or as probationers (Praktikanten) and there were 63866 pupils who attended these schools and helped in family trades or occupations, mostly in agricultural and as farm women in domestic work. But there were also 229002 unskilled workers including 162698 girls. Out of these unskilled workers who were employed as untrained workers, 7289 were in agricultural and gardening, 39407 in domestic work and services, 107863 in other fields of work etc. But all these unskilled workers, attended the part-time vocational schools, which are compulsory for them to attend till the age of 18. Their number is comparatively less and they enjoy less social or professional prestige.A majority of them are always

employed in manual work and some in warehouses, or as messengers or doorkeepers and so on. They generally receive no or very little training for the job they are doing.

Reasons for not Starting Apprenticeship or Training

Though primary education is free and compulsory in Germany, and though it is required by law for all youth to attend the school till they reach the school leaving age, not all the pupils pass the primary certificate examination. Some of the pupils who do not complete primary education may not reach the educational level required for apprenticeship and may not be accepted for it. Again, there are some few youth, both boys and girls, who are mentally retarded and who attend special classes for such pupils and some of these mentally backward pupils may also find it difficult to take up apprenticeship.

Again due to some serious sickness or such physical cause some may be prevented from taking up such training. A prospect of marriage, especially in the case of girls, may also prevent her from taking up any vocational training. Sometimes, the need to contribute to the family income may compel the youth to take up some work immediately without undergoing training. Sometimes the children of unskilled workers are required to contribute to the family income in this way. Even lack of proper facilities in a remote rural area may prevent an indecisive or reluctant youth from

undefgoing some training.

Breaking Off Apprenticeship

It is also a fact that some unskilled workers, both boys and girls, start the apprenticeship but because of some reasons or the other they break off the training after sometime and then never try to restore it. Some may break off after few weeks or months. The jobs that they accept then may not have any connection with the trade or occupation originally chosen for apprenticeship. The reasons for breaking up apprenticeship might be health, loss of interest in the trade chosen, inability to adapt to the requirements of training or even financial reasons.

It will be interesting to mention here about a study made by The Göttingen Institute for Social Research and the Promotion of Personal Development (Institute Für Selbsthilfe und Sozialforschung)[1] about young unskilled workers in 1965 in the States of Bayern, Hamburg and Nordrhein-Westfalen. 1,459 youths out of 2000 responded to the questionnaires and interviews. All of them were attending part-time vocational schools which is compulsory for all under eighteen years of age. This study showed that: in three predominantly urban states of Bayern, Hamburg and Nordrhein-Westfalen, the total number of responses used was 1,459. They all attended part-time vocational schools.

[1] Kuhlmeyer Elfreide; Blume Otto, 'Die Ungelernten ihre Herkunft, ihre Arbeit' (The Unskilled, their origin and their work). Göttingen, Verlag Otto Schwarz & Co., Veröffentlichungen des Institute Für Selbsthilfe und Sozialforschung E.V. Vol.7. 1966, 207 p. (CIRF Abstracts No. B 14080 of June 1967).

Twenty four percent of the boys and forty two percent of the girls had obtained primary school leaving certificate. 38% of the boys and 43% of the girls had received some primary education but had not received primary school leaving certificate.

- 38% of the boys and 15% of the girls had attended special classes for mentally retarded pupils or of such kind.
- 10% of the boys and 24% of the girls were employed in Commerce.
- 25% of the boys and 6% of the girls were employed in Metal trades.
- 5% boys and 14% girls in printing;
- 7% of boys and 10% girls in chemicals;
- 5% of boys and 9% girls in Food industries;
- 2% of boys and 9% girls in textiles;
- 6% boys and 3% girls in service occupations;
- 13% boys in building trades;
- 5% boys and 1% girls in transport and 7% girls in domestic service and social work.

Nature of Work

- 58% of these unskilled workers were engaged in manual work;
- 15% of them in office or sales assistance;
- 15% of them in Warehouse worker, messangers, door keepers etc.;
- 2% in domestic help and
- 10% in miscellaneous

Out of these -

- 50% of them were trained for the present job for 1 to 15 days;
- 15% of them were trained for 2 to 4 weeks;
- 14% of them were trained for 1 to 3 months;
- 17% of them were trained for more than 3 months.

Before taking up their present job one-third of the boys and one quarter of the girls had started and then broken off the regular apprenticeship. Of these 28% broke apprenticeship due to ill health; 24% due to loss of interest in the trade chosen; 15% due to inability to adapt to the requirement of the training and 10% due to financial reasons; 29% of these unskilled youth had never started apprenticeship eventhough some of them (26%) had a primary school leaving certificate and 3% had a junior secondary school (middle school) certificate.