Social Learning and Social Services in Germany

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Abstract--- Social learning is one of the most important aspects in a human being's life, it is basically how we become a part of society, how we adapt, and how we develop our social skills to evolve our interaction with other people. A problem that gets along here is, that some children/teenagers cannot develop the basics of social skills because of their environment (family, friends, etc.). To help those kids, social workers are employed, to train the children's social skills in the act of social learning. The personnel situation is weak, there are less workers than there should be. The jobs are not that well paid and can be very exhausting depending on with which children you have to work with. The area of social work is also dominated by women and only a few people have their own business in this area, most of the people are just regular employees. Most of the workers, have a higher education, but it is not that easy to motivate the people to start a work in this area, because of the low payment. The high percentage of women in this area could be reason for the low salary, as well as the symbolic status of these jobs by the view of society. There are not many possibilities to change the current situation. Even if the percentage of men would raise dramatically, the payments would maybe raise slightly. Another big problem is that many of the applicants have a low profile of qualification. There might be a great number of applicants in this area, but the missing number of professionals is very high.

Keywords--- Consideration, employees, Germany, Inclusive Education, Social Learning, Social Services.

I. Introduction

First, we should define the basic terms that relate to our professional text. The term of social learning comes from learning psychology and also in a less changed version from social pedagogy and education science. Social work also deals with social learning. Social learning is a basic for action-oriented, problem-solving learning. Social learning makes the goal of this possible and social learning uses the mechanisms of group dynamic to create personality and society (Kiper, Mischke, 2008).

Social learning is defined as learning through the observation of other people's behaviors. It is a process of social change in which people learn from each other in ways that can benefit wider social-ecological systems. Different social contexts allow individuals to pick up new behaviors by observing what people are doing within that environment. Social learning and social pedagogy emphasize the dynamic interaction between people and the environment in the construction of meaning and identity (Hoppitt, Laland, 2013).

The process of learning a new behavior starts by observing a behaviour, taking the information in and finally adopting that behavior. Examples of environmental contexts that promote social learning are schools, media, family members and friends.

If learning is to be considered as social, then it must:

- Demonstrate that a change in understanding has taken place in the individuals involved.
- Demonstrate that this change goes beyond the individual and becomes situated within wider social units or communities of practice.
- Occur through social interactions and processes between actors within a social network.

It is a theoretical system that focuses on the development of the child and how practice and training affect their life skills. This idea is centered around the notion that children are active and competent. (Klimczuk, Tomczyk, 2020).

The „*Allgemeine SozialeDienst*", (engl. common social service), (short version "ASD"), is a specialist service of the "*Sozial- und Jugendamtes*", (engl. social and youth department) in every commune. The ASD supports a single person or families. Those people get helped in personal, familiar or economic emergencies. The professionals of the ASD are helping to find the origin of the problems. They inform the people about the help services, which are available for every human, and evolve a plan, how to improve the hard situation. The ASD also helps the people to contact special advising services, to deal with addiction or debts.The ASD supports the people in difficult times and help the people to get back on their own feet to deal with the problems by themselves. The employees of the ASD

have the pledge of secrecy. Personal data are confidential. The advisor services are for free and can be used by everyone – no matter which religion or nationality. (Aner, Hammerschmidt, 2018).

Special education provides students with identified disabilities specialized instruction designed to meet their unique learning needs, giving them the opportunity to develop to their fullest potential. In the United States, special education is delivered, free of charge, through the public education system, thanks to the Individuals with Disabilities Education Act (IDEA). (Tippelt, Heimlich, 2020).

II. Social Learning as a Process for Social Skills for Social Workers in Germany

The goal of social work is substituting people by helping them to use their social resources, like family, friends, students, community organizations, sports communities and social organizations, to solve the people's problems. It is more likely to deal with community problems than personal, individual problems.So, to say, one of the most important aspects of social work practice is, to develop and strengthen these social resources.Social workers bring people together in groups or organizations, for example by community education. It is important to build communities that are based on obligation, commitment and social support.

The social worker needs a high amount of community knowledge and skill, otherwise the worker is limited in his capacity to understand and assist the clients "…in shaping and managing the major forces that affect their lives and the capacity to help clients empower themselves to develop and manage personal and social resources." (Hardcastle et al., 2011).

This social work problem-solving strategy is based on the identification of a problem- a certain situation or condition that someone wants to be changed and takes the burden of big effort. To achieve this goal, it is important to use the social resources like family and friends.

A short summary of the five steps of the problem-solving strategy:
- Recognition of a problem and establishment of the need for change.
- Information gathering.
- Assessment and the development of a case theory and plan for change.
- Intervention and the change effort.
- Evaluation and termination of the change effort.
  (Hardcastle et al., 2011).

Community practice's objectives:
- Develop the organizing skills and abilities of individuals and groups.
- Make social planning more accessible and inclusive in a community.
- Connect social and economic involvement to grassroots community groups.
- Advocate for broad coalitions in solving community problems.
- Infuse the social planning process with a concern for social justice.
  (Aner, Hammerschmidt, 2018).

There is no uniform school system in Germany. Each of the sixteen federal states has its own education system. German education is managed by state bodies and authorities and coordinated by the federal government, which also creates a common framework. Education is under the supervision of the state as a whole, its administration belongs to the ministries of cult of the provincial governments. However, some things are the same in all federal states, namely: the length of compulsory schooling, ensuring the continuity of educational levels, labeling of educational facilities, mutual recognition of certificates and the grading system. Municipalities and the state participate in the financing of education. Municipalities pay more material costs, while the state pays personnel costs and also provides finance for construction works and investments. Both public primary and secondary schools and private schools receive state financial support. Private and church schools also operate in parallel with public schools.

Preschool education is voluntary in Germany. Kindergartens are intended for children from three to six years old. After reaching six years of age, compulsory schooling begins, which lasts 9 years. The next three years are for apprentices, and pupils can voluntarily attend school for an extra year, after which they receive a full secondary education. The first stage lasts four years, when children are approximately ten years old and then choose another educational field. There are three options: Main school, real school or high school. The main school provides general education, it is generally considered by people to be a school that is intended more for less gifted children.

In some localities, children of immigrants whose mother tongue is not German learn mainly or exclusively in these schools, which is a big problem. In addition, the different cultural and religious environment of the students' families brings other serious problems (Ježková et al., 2008).

Real school is mostly for a period of six years. Real schools tend to focus on biology, physics and the humanities. Gymnasiums are referred to as the most prestigious schools, for the most gifted children, and their studies last 9 years. Basic subjects are studied at grammar schools, and pupils are expected to continue their studies

at universities. Completion of the prestigious exam (similar to the high school leaving exam in the Czech Republic), the so-called Abitur, is taken as the end result, which allows students to enroll in a university. At the age of 16, successful students from a real school can transfer to a gymnasium after completing a compensatory program. It is not possible to transfer from other types of secondary education.

The responsibility for matriculation exams is traditionally a matter for secondary schools in Germany. Only questions of principle are resolved by the Conference of Ministers of Cult. State governments (ministries) set specific requirements for school-leaving exams exceptionally (e.g. in Bavaria and Baden-Württemberg).

In the other federal states, the requirements of the schools are decisive. Groups of teachers formulate the questions, the ministry only supervises, the examination board at the school manages the organization and course of the graduation exams. Its members are the director or his representative, the examiner (not the student's teacher!), a teacher from another school and the secretary. The result is usually voted on. The result includes the results of the exams and grades from the matriculation subjects that the student had on the report card during the last three years of study (Ježková et al., 2008).

Contemporary German education combines two mainly ideologically different education systems. The education system of the former East Germany basically no longer exists, rather it has dissolved into the system of the former West Germany. We may have a survey in a few yearswill show whether the merger of two different school systems has in any way benefited the overall state of education in Germany.

III. Personnel Situation in the Area of Social Services in Germany

The personnel situation in this area is difficult. No, the pole position in the ranking of the most requested academics in 2015 is lead by the graduates of the area of social pedagogy and social work. This quote shows that the demand for social workers is high, but not many people want to starta career in the social work area.At least in the last 30 years, the total amount of social workers, increased from round about 290.000 to 1.302.312.(Kubera, Morozowski, 2020).

From research shows, 60 percent of the companies struggle to pay a fair salary to their workers. But in other aspects, like physical/ psychic endurance, personal competence, work experience, language skills and mobility, the applicants have huge deficits.

Further follows, that the work life balance gets a more important role for the students.Therefore, compatibility of work, family and free time is rank one. Rank two is work security. Rank three leadership of the company and company culture. Salary is just rank seven, but there is not a huge gap between 4,58 to 4,25, so therefore it is still an important aspect for the most applicants/students. The last aspect is the global connection, it is not that important for the students, because they want to stay in the country.

IV. Social Services and Special Education in Germany

In the last 70 years, a growing number of students has been put in a special education system. Certain programs in this system help those children diagnosed with disabilities, impairment or a variety of learning difficulties. Those kids build a group with social, ethnic, linguistic, and physical disadvantages.Many of those children are at risk to leave the schools without even any graduation at this low status school form.

While most countries commit themselves to school integration or inclusive education to replace segregated schools and separate classes, cross-national and regional comparisons of special education's diverse student bodies show considerable disparities in their rates of classification, provided learning opportunities, and educational attainments. (Powell, 2006).

Special education has to be analyzed in a demographic and organizational way to indicate which children and teenagers are doubtless grow up in poor educated surroundings and how to prevent such circumstances with proved educational systems.

What are "*special educational needs (SEN)*" or "*student disabilities*"? They referto institutionalized cultural value judgments about intellectual functioning and health that result inparticularhumandifferences being recognized as deserving of professional services or support. Ambivalentandoftencontentious,classificationinto special education requires extensive mediation between its many positive and negative consequences: provision of additional resources and rights, but also prevalent stigmatization;even institutionalized discrimination throughout the life course. (Powell, 2006)Defining disability requires analytic attention to the relationships between individuals embedded in social situations, but also to disciplinary perspectives, cultural contexts and translations of concepts into empirical measures that guide classification.Bureaucratic knowledge systems distinguish student disabilities and regulate access to special educational services and settings according to culturallyspecific social norms and professional practices.

Basically, there are many children which just have family problems and bad education, a bad surrounding, they just do not have the normal circumstances like most of the children dohave, so they need help by social workers in the way of teaching the children social skills and help them by social learning. By this method many children could

be helped, they could grow up in a regular school system, they would have role models in class which can be a good orientation how to behave correctly and push the special kids to behave like the role model.

It is the way better option than putting all the special children into one negative loaded box/ class, because in such classes there is not muchpotential of personal growth and neither educational growth. Of course, there are children with disabilities and certain handicaps which are not be able to be put in a regular school class, because their psychic or physical condition don't allow it. Therefore, for these special children there should always be special classes.

Almost 60 years ago Germany had a lot of thousands of Sonderschulen. In the 1960s has been a big expanse so the amount of that schools almost doubled. The related students number almost doubled the following years and doubled again the next following 10 years.

Between the years of the 1960s and 1980s there have been many changings in relation to reconstruction, extension and differentiation.In the late 1990s the number of those schools has been tripled and in 1999 there have been 3422 schools, which was the peak.

But this structure of the German school system has some weak points: one important point is that many children in general schools do not receive the support they need and another big point is that many students are only sent to special schools after they had to waste some years of failing at the regular school.

It's also often the case that after that time the knowledge is already lost, and the children won't be able to keep up with the actual learning stuff and they won't be able to make it up in the future. The regular teachers also don't have the knowledge and abilities and the skills to handle children of special needs.Some of the children to become a part of and already negatively selected group in the special school and that system already has low expectations and stigma of them.The correct way would be to put them in classes with other children which have the same learning, language or behavioral problems.

In such classes it is very difficult to teach pupils because you don't have any positive role model in class, the children I have no lead to understand how to behave correctly, it is all up to the special school teachers to tame those children.

This is a good example for the failing of social learning. The children don't have a community which can be seen as an orientation. It is like putting all negativity into one box. Out of this box it might be impossible to get something positive, and how could be?

So, after attempting those classes and school, for most of these students there is no future perspective and for a lot of them there is not even the lowest graduation "*Hauptschulabschluss*" possible. Without even the lowest graduation you can't go further in any educational way the only possibility is that you can start a low quality job and maybe you can try to get a graduation a few years later than expected, after attending for example evening school.

This means that a lot of people need social help, or another attempt to graduate, for example at an "*Abendschule*" (evening class, after work). Many of those people have to find a low-quality job for example a worker in a logistic center, or filling up shelves in the supermarket etc. There is no greater future than hopping from job to job or doing one of these low-quality jobs for the rest of their lives, if they don't get any graduation.

Special education in inclusion now encompasses a wide range of activities with many professional collaborations. The individual support of a child is now only one area of activity among others. Special educational attention and support is regarded as a disruptive factor by Hänsel and others, possibly because specific support measures are generally underestimated. In schools it takes a long time, sometimes now to a frightening extent, before special educational attention is paid to children due to fear of stigmatization. Children may have significant problems, but they are not recognized as such, making prevention impossible. Even without special needs education, their problems will continue to exist. From the point of view of radical constructivism, however, this may be difficult to understand. Empirically, it has to be asked whether children would develop better without the "disturbing" special educational care and would follow higher educational paths. As has already been explained, there is virtually no evidence for this, apart from a few exceptional cases. For pupils with learning disabilities, great hopes rest on inclusive schooling, because the basic assumption shared by Hänsel is that "the vast majority of them are prevented from obtaining a school leaving certificate in the socially impoverished learning milieu of special schools" (Schumann, 2018).

The subsequent question, which can only be answered empirically, is therefore what and how inclusive schooling contributes to the performance development of children with learning disabilities. A whole series of studies has indeed shown that inclusive schooling for this group of students can offer advantages over special institutions, especially due to a higher level of stimulation and higher performance requirements (Werning, 2014).

However, this is not the case consistently, and many questions remain unanswered. Realistically however, it cannot be expected that all children with learning disabilities will be able to achieve the average level of performance in a general classroom. Their unfavorable starting position does not remain without consequences for

further development, their performance is comparatively weaker. Children may still need specialized instruction outside of the general education classroom to reach curriculum milestones. Even in inclusion, not all children can attain a high school diploma. Educational barriers cannot be removed at will. Special education is really not to blame for this. The possibilities of inclusion should be assessed soberly, and excessive expectations should be abandoned. The school is well advised to focus on what it is really capable of achieving.

By respecting the differences of others, inclusive education can be seen as a useful form of education. Therefore, the discrimination can be eliminated which will in turn enrich the quality of life of all pupils involved. The common goal should be building the complex support of schools in the educational mainstream during educating pupils with special education needs. It is crucial to perform more actions for disadvantaged pupils, thus they would reach adequate support without being labelled as mental disabled. (Stárek, 2022a).

Given the very negative or, better, destructive view of special education it is no surprise to the authors that inclusive education in Germany is difficult to achieve. In the opinion of the authors, inclusive education is unthinkable without a robust special education. Unfortunately, the very negative view of special education does not seem to be exclusive to Germany but also permeates the UN-CRPD, which does not mention the term "special education" once.

Inclusion will fail if a totalitarian approach such as "*full inclusion*" or "*all means all*" is taken and special education is eliminated. It seems, though, that, at least in Germany's case, both of these approaches are supported by prominent researchers, advocates, people with disabilities themselves, and politicians without sufficient empirical evidence. By omitting the term "special education" from the CRPD and by trying to link special education today to the Nazi era, calls not just for the abolition of special schools but also for dismantling special education have found their culmination and justification. In this article, we attempted to show that special education today is not as evil as it is portrayed by some. A solid and continuous line between special education in Nazi Germany and Germany today is highly questionable and debatable. In the not-so-distant past, the only schooling option available for all children was the public, general education classroom. This often meant exclusion from education for children with disabilities who were deemed too difficult to teach by general education teachers. We are not convinced that this history could not repeat itself in the absence of special education and special, dedicated settings for some children.

The issue of professional practices should be addressed in this area as well. Here we can refer to Starek (2022,b), who summarizes the recommendations of his research... " Nowadays, placement is a more significant part of studies not only in employability but in the international perspective of improving educational quality mainly, by highlighting the need for practical training at diverse provisions. A placement helps with the creation and development of a professional identity. Therefore, the attention to professional identity was paid because single moments, experiences, abilities, feelings, reflections, and other aspects which students experience can help or harm one in their professional career and future employability. Thus, a placement is a place for applying theoretical knowledge and realizing whether the student made the right choice to study their major. Also, it can be seen as motivation for those who are not studying types to finish their studies, so they will be able to do their profession. Development and quality of placement is not the only result of university but a student who is representing university also. A placement is a place where a student can open the door for other students to do the same placement. A permanently developing portfolio of cooperating institutions on diverse activities such as projects, conferences, and expert seminars generates knowledge of professions" multifarious. Plus, it generates acknowledgement about cooperation and the ability to share the information which assesses a student, a university, and their expertise."

V. Conclusion

There haven't been many changings. It is still the same separation of children, children which have to grow up in a poor educated family, in a bad surrounding, with antisocial friends, which can be very bad role models for those children. After kindergarden the children get put in Sonderschule/ Förderschule (engl. special school)at which the children probably will not be able to grow in the personal and educational way they could compared being put in a regular school class. Children, especially those who grow up in a socially weak family, need a role model in class, which leads as an orientation. A teacher and a community which is training social skills and social learning also helps in a huge way, to boost the SEN kids' social competence. In reality this modern and alternative way, is hard to get achieved, because education politics are old fashioned, and the social work area still does not have enough professionals, especially in the teacher area. It will be very difficult to realize a new system, like the one-track system, or at least trying to head in the direction of such a system. In my opinion, new stimulations must be created in this social area, to lure more students into social work. The state needs to help to make the salaries more attractive and to improve the careers options and even build up more possibilities to get self-employed in this area of work.

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