

Teachers' booklet

SOZIAL POLITIK

TEACHERS' INFORMATION

BACKGROUND INFORMATION

LESSON PLANS

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Teachers' supplement to the
"Social Policy" magazine



- TOMORROW'S WORLD OF WORK
- SOCIAL SECURITY AND JUSTICE
- LIVING AND WORKING WITH A DISABILITY
- VOCATIONAL TRAINING AND STUDIES

Imprint

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The "Social Policy" Media Package

"Social Policy" is a media package on the topics of social security and justice, tomorrow's world of work, vocational training and studies, and living and working with a disability.

The print and online materials available at www.sozialpolitik.com help you in your role as a teacher in preparing lessons on social policy by

- taking up basic didactic and methodological ideas and skills in the curriculum,
- presenting factual information for secondary level II pupils structured as modules in the form of texts, diagrams, quotations, viewpoints and caricatures,
- offering differentiated work assignments, providing worksheets and interactive modules to consolidate knowledge and skills learned,
- providing background information for in-depth research on the Internet,
- furnishing materials for inclusive instruction, for example pupil materials in Easy Read, videos in German sign language on the accessible website and all materials as accessible PDF files to download.

Materials are geared towards the life of young people and show how social policy and current and future challenges facing the welfare state affect every individual.

The information for teachers provided in this supplement offers suggestions on how to use the "Social Policy" media package in the classroom in terms of methodology and didactics. It contains background information and lesson plans for the corresponding chapters in the learners' magazine, which are designed to consolidate results that can be reproduced and used to check learning objectives, as quizzes or to prepare for exams.

Digitalisation Magazine - p. 6-7

A study conducted by the University of Oxford recently caused a stir: British researchers predicted that more than half of all current jobs will be lost in the next few years as a result of digitalisation. Although more recent studies project much lower figures, the German Institute for Employment Research also estimates in its study from 2016 that about a quarter of all jobs will be lost in the coming years. If autonomous driving goes into series production, for example, and driverless lorries become a reality, then the most common occupation for men in Germany today will die out: lorry driver. This does not mean that we will run out of work, but it does mean that many people will be working in occupations other than the ones they are working in today.

Introduction: Feature text on (📖 p. 6 of the learners' magazine) about cooperative robots (Cobots).

Task: Present possible consequences of digitalisation for the economy and the world of work.

Consolidation: Exercise book notes and board picture

Consequences of digitalisation for the economy and the world of work

- Changing business models: platform economy, sharing economy
- Changing forms of collaboration: virtual global teams
- Greater global competition because products can be compared worldwide
- Technological innovations: Cobots (adaptive robots that work closely with humans), Internet of Things, 3D printers, batch size 1 (individualised production of customised parts)
- Work 4.0
 - Many routine tasks will be performed by machines and computers
 - Human work will shift to social and creative tasks
 - Some professions will die out, new ones will emerge
 - More flexible work will be possible anywhere and anytime by laptop and smartphone, so there will be less of a distinction between work and private life
 - Specialisation, fewer permanent employees, more "gig working"
 - Lifelong learning

Reinforcement: [Worksheet on "Digitalisation" at www.sozialpolitik.com](http://www.sozialpolitik.com)

Tomorrow's world of work Magazine - p. 8-9

Germany has been transforming itself from an industrial society into a service and knowledge-based society for some time now. As a result, most of the labour force no longer works in the secondary sector, but rather in the tertiary sector, especially in knowledge-based professions. This can already be seen in part in occupations which face the greatest labour shortages. These include the IT professions, specialists in energy technology, caregivers for the elderly and sick as well as lorry and train drivers.

Introduction: Introductory text (📖 p. 8 in the learners' magazine)

Task: Specify steps taken by policymakers and business to react to a shortage of skilled workers.

Consolidation: Exercise book notes and board picture

- Automation (especially of physically demanding or monotonous activities)
- Training of employees
- Increasing employment rates among women and older workers
- Encouraging immigration of skilled workers
- Improvement in working conditions
 - Wage increases
 - More flexible working hours in line with employee preferences
 - Continuing education and training opportunities during paid working hours
 - Childcare services and assistance (e.g. company crèches)

Reinforcement: [Worksheet on "Securing skilled workers" at www.sozialpolitik.com](http://www.sozialpolitik.com)

Social Europe Magazine - p. 10-11

- Introduction:** Europe ABC Pupils contribute terms and keywords that they associate with Europe and the EU for each first letter from A to Z.
- Task:** Based on the text (p. 10-11 in the learners' magazine), list the advantages that the EU offers from the point of view of a) companies, b) employees, c) consumers, d) travellers.
- Consolidation:** Joint board picture or poster.

Companies	Employees	Consumers	Travellers
<ul style="list-style-type: none">• Elimination of internal tariffs• Easier exports• Cheaper imports• Outsourcing of production steps to the best location possible	<ul style="list-style-type: none">• Free movement of workers and equal rights just like for national workers• Coordination of social security systems• Support from the ESF	<ul style="list-style-type: none">• Consumer protection, e.g. food labelling, hygiene and safety standards, health standards for drinking water, data protection• Protection against discrimination• Lower prices and wider choice of products and services	<ul style="list-style-type: none">• The Euro as a uniform means of payment in most EU countries• Passport and visa-free travel in the Schengen area• Roaming free of charge

Idea for additional work: Explore Leonie's question (p. 10 in the learners' magazine): Is enough being done within the EU to ensure that different living conditions in poorer and richer Member States are made more equal? What developments have taken place in recent decades?

Practical aids in starting a career Magazine - p. 12-13

Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune - everyone knows the eight planets in our solar system. But pupils should also be familiar with a ninth one: "Planet Occupation" at the German Federal Employment Agency: planet-beruf.de The material presented in the learners' magazine on the subject of choosing a career is no substitute for a holistic individual look at the topic, but instead is intended to provide additional stimulus and motivation.

- Introduction:** Take the example from the learners' magazine on "gross net" and use a different gross trainee wage if pupils are familiar with calculating percentages.
- Task:** Every student presents an occupation of their own choice with the help of planet-beruf.de and researches at least two companies that train or hire people in this occupation. Pupils make posters highlighting the most important information about the occupations and companies they chose.
- Consolidation:** Posters by pupils, gallery tour, pupils explain their own posters.
- Reinforcement:** Worksheet and exercise on "starting your career" at www.sozialpolitik.com

Vocational training and studies Magazine - p. 14-15

One of the first measures taken in efforts to promote Franco-German reconciliation after the Second World War was an agreement on youth exchange programmes. So getting to know other countries and the people who live there as more than just a tourist has a deeper significance: promoting peace. In actual practice, however, the emphasis is of course also on the pleasure associated with new experiences and the advantages for young adults' individual careers. A "gap year" following secondary school has become increasingly common among young adults in recent years. To get started (depending on the type of school), it is therefore advisable, especially in higher years or in the school-leaving year and years just before it, to ask about pupils' individual plans once they leave school. Young people are less aware of the support and funding opportunities available, for example, from the European Union, so the learners' magazine highlights these specifically.

Federal Voluntary Service: bundesfreiwilligendienst.de | Development Voluntary Service Weltwärts: weltwaerts.de
European Voluntary Service: t1p.de/european-voluntary-service | European Solidarity Corps: europa.eu/youth/solidarity.de
Kulturweit: kulturweit.de | Erasmus+: erasmusplus.de

- Introduction:** Brainstorming on "What are the arguments for spending several months abroad after school or during training or studies?"
- Task:** Present the different possibilities for going abroad with the help of the EU (p. 14-15 in the learners' magazine, if possible also using the Internet links above).
- Consolidation:** Slide presentation by overhead projector or computer
- Reinforcement:** "Europe" worksheet at www.sozialpolitik.com

Labour law Magazine - p. 16-17

Labour law and regulations protecting against dismissal are also part of broader social policy and so can also be addressed in this context.

- Introduction:** Informative introductory lesson: "The topic today is labour law - what rights and obligations do employers and employees have? What laws and regulations apply to job interviews, employment contracts, sick leave and dismissals?"
- Task:** Pupils read (p. 16-17 in the learners' magazine).
- Reinforcement:** A pupil or teacher reads the text which contains errors; each time an error crops up, pupils can raise their hands and correct the error they have identified. It is also possible to do this in written form by handing out copies of the text containing errors to the learning group.

"Spot the errors" text: My application at Bohrschleck AG

My name is Yolanda and I applied for a job as a mechatronics engineer at Bohrschleck AG last year. In the job advertisement they were only looking for male mechatronics engineers, but I thought to myself, give it a try anyway. And what do you know: I was invited for a job interview. The interview went very well at first. They liked my good marks in physics and maths, German and physical education, as well as my successful internships as a mechatronics engineer before leaving school. However, the human resources manager said that they did not like hiring women so much because they often had children later and then went on leave for months or years. He asked me how many children I wanted to have. But I replied that my little brother got on my nerves so often that I didn't want to have any children. He was visibly relieved.

The human resources manager said I could start first thing the next day, adding that I would get an employment contract six months from then, after the probationary period.

The work was actually quite good, the canteen was great and the colleagues were nice. But business then began to decline at Bohrschleck AG, with fewer and fewer orders coming in - at least for me there was less and less to do. Then suddenly, after five months, my job was terminated without notice. They said that the company could not pay me to do nothing and I should go home. But they can't just fire me, can they? It's not my fault no more orders are coming in.

Errors:

"Spot the errors" text: My application at Bohrschleck AG

My name is Yolanda and I applied for a job as a mechatronics engineer at Bohrschleck AG last year. In the job advertisement they were only looking for male mechatronics engineers (this is not allowed), but I thought to myself, give it a try anyway. And what do you know: I was invited for a job interview. The interview went very well at first. They liked my good marks in physics and maths, German and physical education, as well as my successful internships as a mechatronics engineer before leaving school. However, the human resources manager said that they did not like hiring women so much because they often had children later and then went on leave for months or years. He asked me how many children I wanted to have. (This question is not allowed and you can deliberately give an untrue answer.) But I replied that my little brother got on my nerves so often that I didn't want to have any children. He was visibly relieved.

The human resources manager said I could start first thing the next day, adding that I would get an employment contract six months from then, after the probationary period. (An employment contract, or at least the basic working conditions, must be set out in writing and signed by both parties at the latest one month after starting work).

The work was actually quite good, the canteen was great and the colleagues were nice. But then business began to decline at Bohrschleck AG, with fewer and fewer orders coming in - at least for me there was less and less to do. Then suddenly, after five months, my job was terminated without notice. They said that the company could not pay me to do nothing and I should go home. But they can't just fire me, can they? It's not my fault no more orders are coming in. (Dismissal for operational reasons due to declining orders is possible in principle in accordance with stipulated periods of notice; dismissal without notice, however, is only allowed in the event of gross infractions by the employee, such as theft, refusal to work, or insulting the boss or colleagues).

Co-determination law Magazine - p. 18-19

Pupils are familiar with forms of co-determination in the context of school from pupils' representatives, which there are different terms for in the various federal Länder, but they all have similar rights in terms of competences. This previous experience can be harnessed didactically, even if in the course of the class discussion and analysis the differences between pupils' representatives and employee co-determination at companies will become evident.

Introduction: What rights do pupils' representatives have? (class discussion, if appropriate making notes on the board)

Task: Compare the rights of pupils' representatives with the rights of employees based on employee co-determination rights.

Consolidation: Comparison of the most important similarities and differences (this may produce different conclusions depending on the federal Land)

Further task: Decreasing coverage by collective agreements has consequences - explain!

Living and working with disabilities Magazine - p. 22-25

At 88%, the most common cause of severe disability is a disease or illness acquired during the course of an individual's life. Only 3% of severe disabilities are congenital. About 1% are due to an accident or an occupational disease. This means that anybody can become disabled in the course of their life. Contrary to widespread belief, disabilities are not always permanent or visible. - Pupils should be made aware of this fact in class in order to prevent preconceptions from creating barriers in the first place.

It is with this in mind that the far-reaching implications of the term "barriers/accessibility" should be addressed when analysing the text "In the thick of life" (p. 23 in the learners' magazine).

You will also find a [worksheet on the topic of "Accessibility and Inclusion" at www.sozialpolitik.com](http://www.sozialpolitik.com):

In order to help pupils grasp the many facets underlying the notion of accessibility, they can be asked to reflect on how accessibility can be achieved in a school setting, and what possibilities and constraints there might be. It might be helpful to think of people with certain impairments, for example:

- Pupils with reduced mobility
- Pupils with impaired vision or hearing
- Pupils with learning difficulties, for example dyslexia

Perhaps the school has already had some experience with inclusion, or there are teachers who already have experience with this. If the focus is to be extended to outside of school, interviews with experts from companies, such as inclusion officers or representatives of people with severe disabilities, are a good idea. If you are visiting companies, which is now common practice in vocational orientation programmes anyway, emphasis can be placed on inclusion. One opportunity for an even more in-depth exploration of the subject is in the form of company internships for pupils. Topics can be assigned (possibly also as an optional topic) that deal with inclusion when pupils are tasked with making observations about the company, for instance when they write the report on their internship. This can also include interviews with employees affected by these issues. Pages 24-25 of the learners' magazine provide suggestions here; see for example the interview with Drees Ringert on p. 24.

The principle of the social welfare state Magazine - p. 28-29

Introduction with a class discussion:

When is a state social? What should a social society look like? What is my personal position on this?

Interdisciplinary approach:

Alternatively, a picture or a report from the time of the beginning of industrialisation in Germany in the 19th century can be used to raise awareness of the problem among pupils. Develop a definition of "welfare state". Familiarisation with the benefits and basic principles of social insurance. Material: p. 28-29 in the learners' magazine
In higher years, a brainstorming session can be done at the start to ascertain what knowledge the pupils already have: Which arrangements providing social security and reducing social inequality in Germany are they aware of?

Task:

Pupils make notes in their exercise books

Consolidation:

Reinforcement:

Worksheets on "social justice" and the "welfare state" and exercise on "The principle of the welfare state" at www.sozialpolitik.com

Further task and problematisation:

"Charity instead of the welfare state? - why private donations cannot replace the welfare state." (class discussion or pupil-to-pupil discussion).

Funding the welfare state Magazine - p. 30-31

The volume and sources of funding for the social state are a frequent subject of political debate. So a debate or "pros-and-cons" discussion, which is provided here in variants A and B, is a promising didactical and methodological approach.

Variant A:

Demographic change and an economic crisis mean there are fewer contributors and more recipients of social security benefits. Various alternatives are being discussed in the Bundestag and Bundesrat:

- 1) Increasing the contributions of those paying into the system.
- 2) Reducing the benefits paid to recipients of social benefits.
- 3) Increasing tax subsidies for social insurance. The funds for this will have to be taken from other parts of the Federal Budget, however, or additional national debt will have to be taken on.

Discuss which option you prefer and give reasons for your decision.

Variant B:

Thanks to a successful immigration policy that has brought skilled workers from abroad and placed them in jobs subject to social insurance contributions in Germany, higher labour market participation of women and older people and a good economic situation with falling unemployment, there are more contributors and fewer recipients of social benefits. Now proposals are being discussed in the Bundestag and Bundesrat on how to use this additional income. Discuss which proposal you think is the best.

- 1) Reducing contributions for those paying into the system (companies and employees).
- 2) Increasing the benefits paid to recipients of social benefits.
- 3) Reducing tax subsidies and using the money saved for other government benefits or to reduce national debt.

Further task:

With reference to the diagram in the margin on p. 31 of the learners' magazine: Interpret the diagram. Determine how the conditions underlying the funding of the welfare state have changed. How do you evaluate this development? Justify your assessment.

Unemployment and unemployment insurance Magazine - p. 32-34

Even though unemployment rates have fallen significantly in recent years, long-term unemployment in particular remains a challenge for policymakers and social insurance schemes. This is because unemployment means both a reduction in revenue (taxes, social security contributions, consumer spending) and an increase in public spending (unemployment benefit and basic income support for long-term jobseekers). It should also be noted, though, that the majority of jobseekers have actually been unemployed for less than a year, so the protection provided by unemployment benefits applies here

Introduction: Pupils are confronted with the current absolute number of unemployed people in Germany.

Task I: How has the number of unemployed people in Germany developed over time?

[Unemployment worksheet at www.sozialpolitik.com](http://www.sozialpolitik.com)

(Creation of a graph showing the development of unemployment rates in Germany from 1950 to 2019).

Consolidation: Graph or chart (pupils' bar charts or curve diagrams)

Task II: What consequences does long-term and mass unemployment in particular have for

a) people who are unemployed and their families, b) the economy and companies, c) the State and social insurance funds

[p. 32-34 in the learners' magazine](#)

Consolidation: Possible consequences of long-term and mass unemployment

a) For the unemployed and their families	b) For the economy and companies	c) For the State and social insurance funds
<ul style="list-style-type: none"> • Reduced income • Reduced purchasing power • Obsolescence of knowledge and individual skills • No more continuing training at the company • Loss of social contacts at the workplace • Reduced self-esteem • Mental and emotional strain • It becomes more and more difficult to find a job again the longer the period of unemployment • Increasing risk of poverty in old age, as the amount of pension insurance contributions paid decreases 	<ul style="list-style-type: none"> • Reduced revenues because the purchasing power of the unemployed is reduced • Possibly higher non-wage labour costs if social security contributions increase due to rising unemployment 	<ul style="list-style-type: none"> • Higher spending on social benefits financed by contributions or taxes, e.g. unemployment benefits and basic income support for long-term jobseekers • Reduced revenues (from taxes and social security contributions) • Political disenchantment • Pressure to emigrate

Old-age provision Magazine - p. 35-36

The population in Germany is becoming "smaller, older and more diverse"; these three characteristics sum up demographic change in Germany. Our society is changing dramatically as a result of the demographic shift. We are living longer and drawing pensions for longer and longer periods. At the same time, the birth rate has been low for decades. Today, according to the current population forecast by the Federal Statistical Office (variant 2), there are about 36 people of retirement age for every 100 people of working age. By 2050, this figure is projected to even reach 54. In order to mitigate the financial burden on future generations, pensions will not be able to increase as much as in the past. People will also have to work longer.

Introduction: Description of the age structure of the population living in Germany in the years 1910, 2019 and 2060 (diagram on [p. 35 of the learners' magazine](#)) What challenges are associated with the respective age structure in 1910, 2019 and 2060?

Consolidation:

Challenges 1910:

Pyramid-shaped age structure

- Each new cohort is larger than the previous one
- Growing population
- Food, education, housing and jobs are needed for more and more people

Challenges 2019:

Looming urn-shaped age pyramid

- Many people are still in employment, especially the baby-boomers born in the 1960s
- Older cohorts are already significantly larger than in 1910 (greater life expectancy)
- New cohorts are getting smaller and smaller (low birth rate)
- The growing size of older cohorts mean higher spending on social insurance (pensions, health and long-term nursing care insurance), while the smaller middle and younger cohorts mean fewer contributors

Challenges in 2060:

Urn-shaped age structure

- Shrinking population
- Declining utilisation of infrastructure (especially in areas marked by rural exodus)
- Danger of a downward economic spiral (decreasing population - decreasing purchasing power - migration of companies - migration of population - declining population, etc.)
- Increasing burden on the working population due to higher proportion of older age groups
- Rising period in which people receive pensions due to increasing life expectancy

Interdisciplinary further task: Explain the conspicuous "notches" in the age pyramid of the German population which can be seen on the 1950 and 2019 charts (see also the ["Demography" worksheet at www.sozialpolitik.com](#)).

[p. 36 of the learners' magazine](#) is a good place to start for further work, e.g. the three pillars of provision for old age.

Life risks Magazine - p. 37-38

While all the pupils are probably familiar with health insurance from their own visits to the doctor, they will usually only be familiar with accident insurance if they themselves or close relatives have already experienced a school or work-related accident.

Possible questions for analysing the materials in the learners' magazine or for further research:

- Explain the differences between statutory and private health insurance.
- With reference to the pie chart "Statutory health insurance services" [p. 38 in the learners' magazine](#) List the three areas of benefits where the highest and lowest amounts of money were spent.
- Make a list of at least three accident risks
a) in physical education lessons, b) during breaktime and c) on the way to and from school. Develop ideas on how the risk of accidents can be reduced.
- What does the principle "rehabilitation before retirement" mean and why does it make sense? Take personal and social aspects into account.

It is also important at this point for pupils to understand that the pension insurance scheme is not only in charge of old-age pensions, but also rehabilitation benefits.

Work material at www.sozialpolitik.com

- The main thing is to be healthy (consolidation questionnaire)
- Health insurance (in Easy Read)
- Preventive healthcare
- Stress at school
- Health and self-determination
- Work and health
- In the event of accidents (consolidation questionnaire)
- Accident insurance (in Easy Read)
- Accident insurance
- Preventive healthcare at school
- Work and mental health
- Accident insurance in voluntary work and long-term nursing care
- School and work-related accidents

Social compensation Magazine - p. 39

Social compensation law only concerns a relatively small group of people and so is something the general public is not very familiar with. Nevertheless, the topic should be addressed in the classroom because if the worst comes to the worst it is important that those concerned are informed about the rights they may have. In particular, people who have been the victim of violence and have suffered damage to their health as a result have claims. A violent act is defined as a deliberate, illegal, physical attack on a person. This also includes sexual offences and sexual assaults on minors. But social compensation law also supports other people. These include, for example, those who have suffered harm from a protective vaccination or who suffered damage to their health in East Germany as a result of an administrative decision.

Introduction: A real or fictitious case, such as that of a victim of crime who suffers significant negative consequences. The perpetrator or perpetrators could not be apprehended, however, or are destitute themselves and cannot be held liable in practice. Who will step in now?

"Then pupils can list and briefly explain the key rights of victims using the text on [p. 39 of the learners' magazine](#) as an aid."

Poverty and wealth Magazine - p. 40-43

Introduction: At the moment, there are often contradictory statements about poverty in Germany in the media, along the lines of:
1) Germans are faring better and better.
2) The social divide is growing - more and more people in Germany are living in poverty.

But which statement is true?

Task: read [p. 40-43 in the learners' magazine](#)

Consolidation: Board picture

The Germans are faring better and better

- Average wages have increased faster than prices since 1995
- Income distribution is stable
- In Germany only very few people live in absolute poverty (if they do not claim any benefits from the welfare state)
- There are benefits to ensure subsistence for an unlimited period of time
- More people than ever before can afford holidays, a car and an ample diet in Germany

The social divide is increasing - more and more people in Germany are living in relative poverty

- Upward social mobility does not happen very often
- Income and wealth are very unevenly distributed: the richest 1 per cent of the population is richer now than in 1995
- Single parents, workers in the low-wage sector, low-skilled workers and refugees in particular are hit by (relative) poverty
- In the low-wage sector many people are at risk of poverty (2005: 14.7%, 2017: 15.8%), live in relative poverty and are reliant on supplementary basic income support benefits ("top-up" claimants)
- The hourly wages in the lower wage categories have risen slower than prices
- Even relative poverty can lead to social exclusion

Pupils develop arguments for position 1 or position 2 from [p. 40-43 of the learners' magazine](#) and defend this position in a talk show. Pupils should make sure that they follow the "ARE" rule in their arguments: Assertion - Reasoning - Example.

Consolidation: Written record or recording of the talk show.

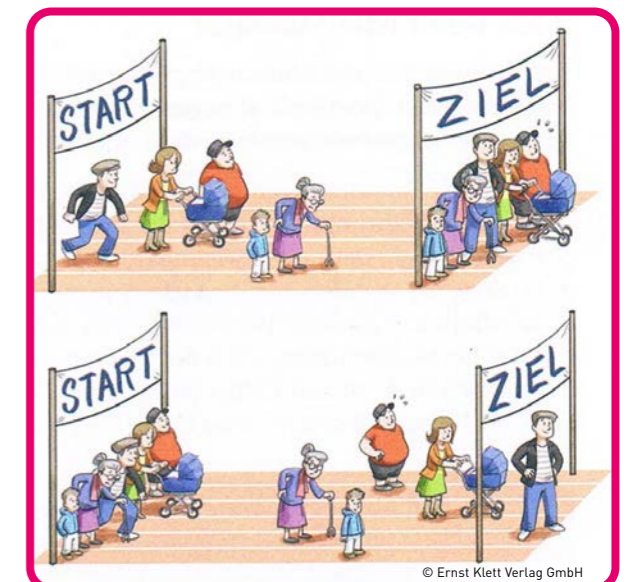
Social justice Magazine - p. 46-47

Introduction: What is justice? Have the pupils describe a caricature and ask them to comment on which of the two situations seems "fairer" to them.

Caricature: Equal opportunities? (Matthias Pflügner)
Task: Identifying different notions of justice with the help of [p. 46-47 of the learners' magazine](#).

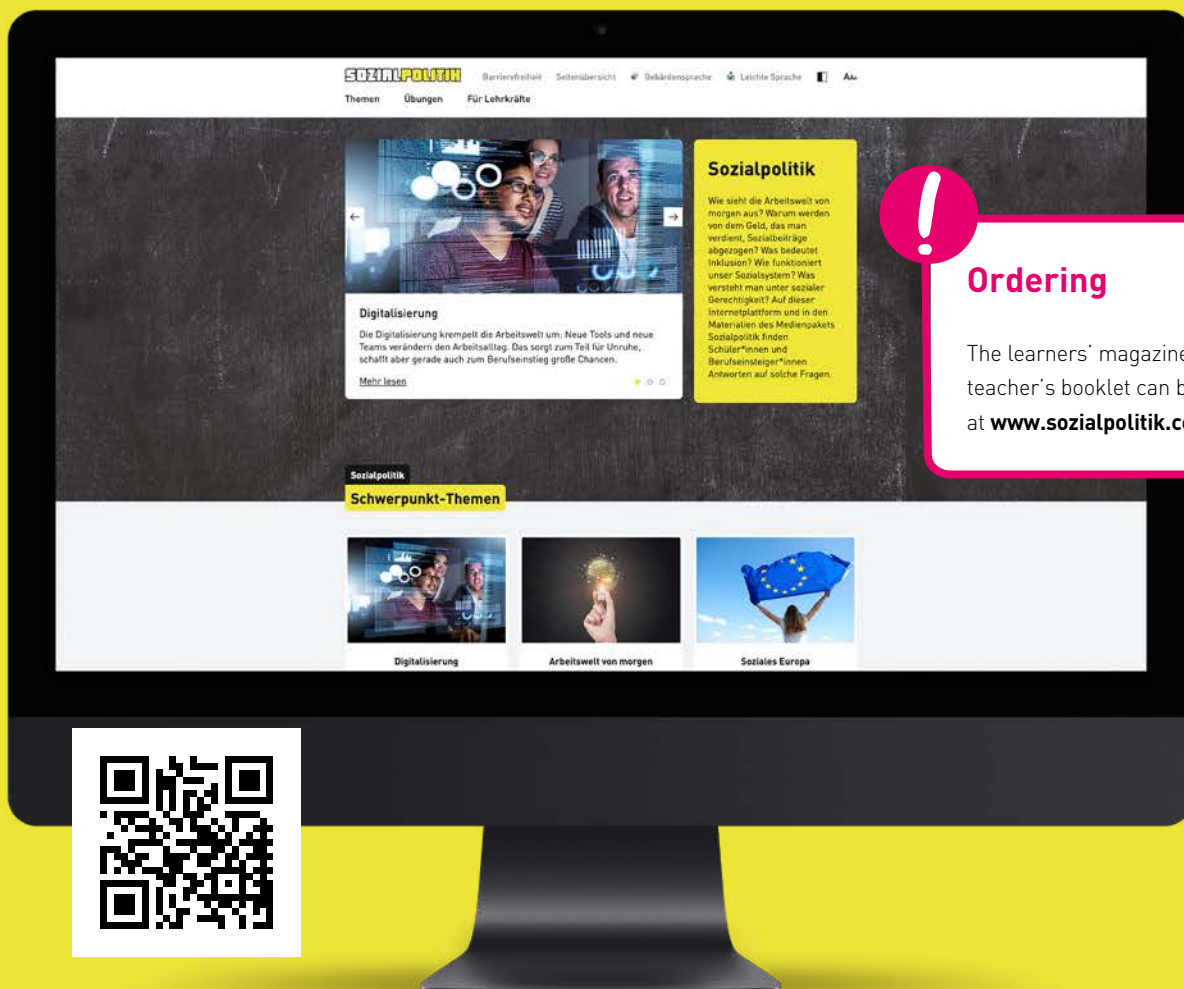
Consolidation: The situation above shows a scenario that stands for equal opportunities, where different starting positions are balanced in such a way that everyone reaches the finish line at the same time.

The illustration below shows a situation where people have progressed differently after a certain amount of time, depending on their individual physical and other conditions, and only a few have reached the finish line. So in this case, only performance matters (performance-based justice). The aspects of needs-based justice and intergenerational justice can also be discussed as additional aspects.



"Social Policy" goes digital

More information and material on social policy are available on the Internet platform www.sozialpolitik.com. Digital quizzes, worksheets with possible answers for use in the classroom and a comprehensive collection of materials are all available here.



Ordering

The learners' magazine and the teacher's booklet can be downloaded at www.sozialpolitik.com.

www.sozialpolitik.com

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