

5.3 LEARNING DAY BY DAY—THE GERMAN APPRENTICESHIP MODEL

How can a society prepare its youth to join the workforce?

C3 Framework Indicator	<p>D2.Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets.</p> <p>D2.Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</p> <p>D2.Geo.7.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p>	
Staging the Compelling Question	Students will learn about Germany’s unique vocational training system by reading interviews with supervisors and apprentices in two major German corporations.	
Supporting Question 1	Supporting Question 2	Supporting Question 3
What is the German Dual Vocational Education and Training (VET) Program?	What are considered to be the benefits and drawbacks of the dual VET system?	What obstacles would need to be overcome for an apprenticeship program, such as the one in Germany, to be successful in the United States?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Students will watch the video “Dual VET - Vocational Education and Training in Germany”, and then record the responses to their assigned questions on the provided handout.	After reading interviews by apprentices at <i>Bosch</i> and <i>Deutsche Bank</i> , students will create a list of the advantages and challenges discussed in those interview.	Students will read two articles focusing on the obstacles that must be overcome for a German-style apprenticeship program to be successful in the United States.
Featured Sources	Featured Sources	Featured Sources
<p>Source A: Dual VET - Vocational Education and Training in Germany (Handout 5.3.2) (includes answer key)</p> <p>Source B: <i>YouTube</i></p>	<p>Source A: Interviews with Supervisors and Apprentices at <i>Deutsche Bank</i> and <i>Bosch</i> (Handout 5.3.3)</p> <p>Source B: <i>HowToGermany</i></p>	<p>Source A: <i>TheAtlantic.com</i></p> <p>Source B: <i>World Education News+Reviews</i></p>
Summative Performance Task	<p>Argument: Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical or contemporary sources while acknowledging competing views.</p> <p>Extension: Students should research the vocational training programs available at community or technical colleges in their area.</p>	
Taking Informed Action	<p>Understand: The German apprenticeship model is one way to train toward a career with a German company in North America as well.</p> <p>Assess: Research German companies that have factories or locations in North America.</p> <p>Act: Research long-term career prospects with that company or within that specific trade.</p>	

? COMPELLING QUESTION

- How can a society prepare its youth to join the workforce?

INQUIRY OVERVIEW

Students will learn about Germany’s unique vocational educational and training system by reading interviews with supervisors and apprentices in two major German corporations. Students will also examine the pros and cons of establishing such a program in the United States.

TEACHER BACKGROUND

Vocational education and hands-on learning experiences are firmly established in the German education system. This model combines theory and training embedded in a real-life work environment. Over 50% of Germans enter dual vocational and educational training (VET) programs as a route into employment. Applicants can seek training with 22% of German companies, 90% of which are large companies. They can currently choose from 326 professional trades such as infrastructure system electrician, ranger, plant technician, and even ice cream specialist/technician. Usually the age for students to start dual vocational school is around 15-16 years old.



Education in Germany is the responsibility of each of the 16 federal states (*Länder*), with federal coordination of issues of national interest—such as vocational education. Germany provides extensive opportunities for vocational education at the upper secondary level. Interested students can enroll full-time in vocational schools, or be part of the two-track or “dual system” that combines classroom learning with trade-specific apprenticeship training in companies. The emphasis on vocational education provides employers with well-trained workers whose skills match their needs. An added benefit is a low national youth unemployment rate as apprentices are counted as part of the labor force.

In the dual system, public schools are responsible for the classroom component with curriculum set by the individual states. According to Germany’s Federal Institute for Vocational Education and Training (BIBB), there are currently 326 officially recognized training profiles, or *Ausbildungsberufe*, in which students can seek training in the dual system. This system contrasts with that in the United States where vocational training is largely the domain of post-secondary schools. Once accepted into an apprenticeship program, students divide their time into practical training in the workplace (3-4 days per week) and theoretical classroom training, often in a nearby vocational school. Depending on the field, training can last between 2 and 3.5 years. Companies provide the financing for the practical training while the state is responsible for the classroom instruction. The training concludes with a series of theoretical and practical exams or projects culminating in certification by the Chamber of Commerce or Chamber of Crafts, which is transferable to any company offering a position requiring such certification.

“In 2017 around 523,300 newly-concluded apprenticeship contracts have been registered, which is a small rise compared to 2016 (+0.6%). The rise is due to more young men starting an apprenticeship—the number of young women has been decreasing for the last 9 years. The number of vacant training positions as of 30th September 2017 was the highest since 1994.”¹

1 “Recent Developments.” Apprenticeship Toolbox, last updated on 1 August 2018, <https://www.apprenticeship-toolbox.eu/germany/recent-developments-in-germany>.

 **TIME:** 3–4 45 minute periods

CONCEPTS LIST

- Vocational Education and Training System (VET)
- Dual System
- Youth unemployment
- Vocational schools
- *Realschule*
- *Hauptschule*
- *Abitur*
- *Länder*
- Vocational Education
- Apprenticeship
- Deutsche Bank
- Bosch
- Training profiles
- Domain
- Apprentice
- Contract
- Training certificate
- Social partners
- Chamber of Commerce

INSTRUCTIONAL RESOURCES

- German Vocations (**Handout 5.3.1**)
- Dual VET - Vocational Education and Training in Germany (**Handout 5.3.2**)
- Interviews with Supervisors and Apprentices at Deutsche Bank and Bosch (**Handout 5.3.3**)
- “An Introduction to the Dual VET System: The secret behind the success of Germany and Austria.” *European Union: Lifelong Learning Programme*, PDF download, [http://www.dualvet.eu/docs/productos/1_The Dual VET system.pdf](http://www.dualvet.eu/docs/productos/1_The_Dual_VET_system.pdf).
- “Dual Vocational Training—Germany’s Successful System.” *YouTube*, uploaded by DW News, 7 January 2015, <https://www.youtube.com/watch?v=fzNM2BqKsxs>.
- “German School System.” *How To Germany*, 2019, <https://www.howtogermaany.com/pages/germanschools.html>.
- Jacoby, Tamar. “Why Germany is so Much Better at Training Its Workers.” *TheAtlantic.com*, 16 October 2014, <https://www.theatlantic.com/business/archive/2014/10/why-germany-is-so-much-better-at-training-its-workers/381550/>.
- “Recent Developments.” *Apprenticeship Toolbox, Erasmus Program of the European Union*, 1 August 2018, <https://www.apprenticeship-toolbox.eu/germany/recent-developments-in-germany>.
- Spees, Ann-Cathrin. “Could Germany’s Vocational Education and Training System Be a Model for the U.S.?” *World Education News+Reviews*, 12 June 2018, <https://wenr.wes.org/2018/06/could-germanys-vocational-education-and-training-system-be-a-model-for-the-u-s>.

All handouts can be found at www.goethe.de/germanyinfocus

INTRODUCTORY ACTIVITY

What types of jobs are available for students in your grade in your area?

Have your class discuss what types of jobs are available to them at the moment (most will mention summer jobs). Use **Handout 5.3.1** “German Vocations” to show your students examples of vocations that are available for students in Germany who are on the dual VET track. There are 326 jobs, these are just a few examples of available vocations.

SUPPORTING QUESTION #1

What is the German Dual Vocational Education and Training (VET) Program?

► Formative Performance Task

Divide the class into small groups. Students should read the questions on **Handout 5.3.2** and divide them up among the members of their small group. They will watch the video “Dual VET - Vocational Education and Training in Germany.” Students will record the responses to their assigned questions, and discuss what they learned from the video with the other members of their group.

***Note:** For more information on the design of the Dual VET program students should access: *An Introduction to the Dual VET System: The secret behind the success of Germany and Austria*, http://www.dualvet.eu/docs/productos/1_TheDualVETsystem.pdf.



► Resources

- Dual VET - Vocational Education and Training in Germany (**Handout 5.3.2**) (includes answer key)
- “Dual Vocational Training—Germany’s Successful System.” *YouTube*, uploaded by DWNews, 7 January 2015, <https://www.youtube.com/watch?v=fzNM2BqKsxs>.



❓ SUPPORTING QUESTION #2

What are considered to be the benefits and drawbacks of the dual VET system?

► Formative Performance Task

Each student will read one interview from **Handout 5.3.3** “Interviews with Supervisors and Apprentices at *Deutsche Bank* and *Bosch*”. Then, they should create a list of the advantages and challenges discussed in that interview. They will compare their list with three classmates who read different interviews. Which perspectives are represented?

(Refer to the German School System chart found in the resources below to gain a better understanding of the schooling levels referred to in the interviews.)

► Resources

- Interviews with Supervisors and Apprentices at *Deutsche Bank* and *Bosch* (**Handout 5.3.3**)
- “German School System.” *How To Germany*, 2019, <https://www.howtogermy.com/pages/germanschools.html>.



❓ SUPPORTING QUESTION #3

What obstacles would need to be overcome for an apprenticeship program, such as the one in Germany, to be successful in the United States?

► Formative Performance Task

Assign students to read the two articles listed in resources focusing on the obstacles that must be overcome for a German-style apprenticeship program to be successful in the United States. The reasons these obstacles exist should be noted.

As a class discuss the obstacles to a successful apprenticeship program in the United States. Do students feel a dual apprenticeship program is ‘the way to go’?

► Resources

- Jacoby, Tamar. “Why Germany is so Much Better at Training Its Workers.” *TheAtlantic.com*, 16 October 2014, <https://www.theatlantic.com/business/archive/2014/10/why-germany-is-so-much-better-at-training-its-workers/381550/>.
- Spees, Ann-Cathrin. “Could Germany’s Vocational Education and Training System Be a Model for the U.S.?” *World Education News+Reviews*, 12 June 2018, <https://wenr.wes.org/2018/06/could-germanys-vocational-education-and-training-system-be-a-model-for-the-u-s>.



✓ SUMMATIVE PERFORMANCE TASK***How can a society prepare its youth to join the workforce?***

Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical or contemporary sources while acknowledging competing views.

⊕ EXTENSION (OPTIONAL) TASK

Students should research the vocational training programs available at community or technical colleges in their area. Do they offer apprenticeship programs? If so, for which fields? How do they compare to the German dual VET program?

★ TAKING INFORMED ACTION

UNDERSTAND The German apprenticeship model is one way to train toward a career with a German company in North America as well.

ASSESS Research German companies that have factories or locations in North America. The regional German American Chambers of Commerce are one way to find out which German companies are located near you (for example: <http://www.gaccny.com/en/>). Explore the career pages of the different companies' websites to find out whether they offer apprenticeships to students here, too. Which qualifications are required for students who would like to pursue training with those companies?



ACT When you find an interesting apprenticeship or training opportunity, think about whether you or one of your friends might be a good match for that position. Research long-term career prospects with that company or within that specific trade.