

# Germany's Dual Vocational Training System: a Model for Other Countries?

Lars Thies

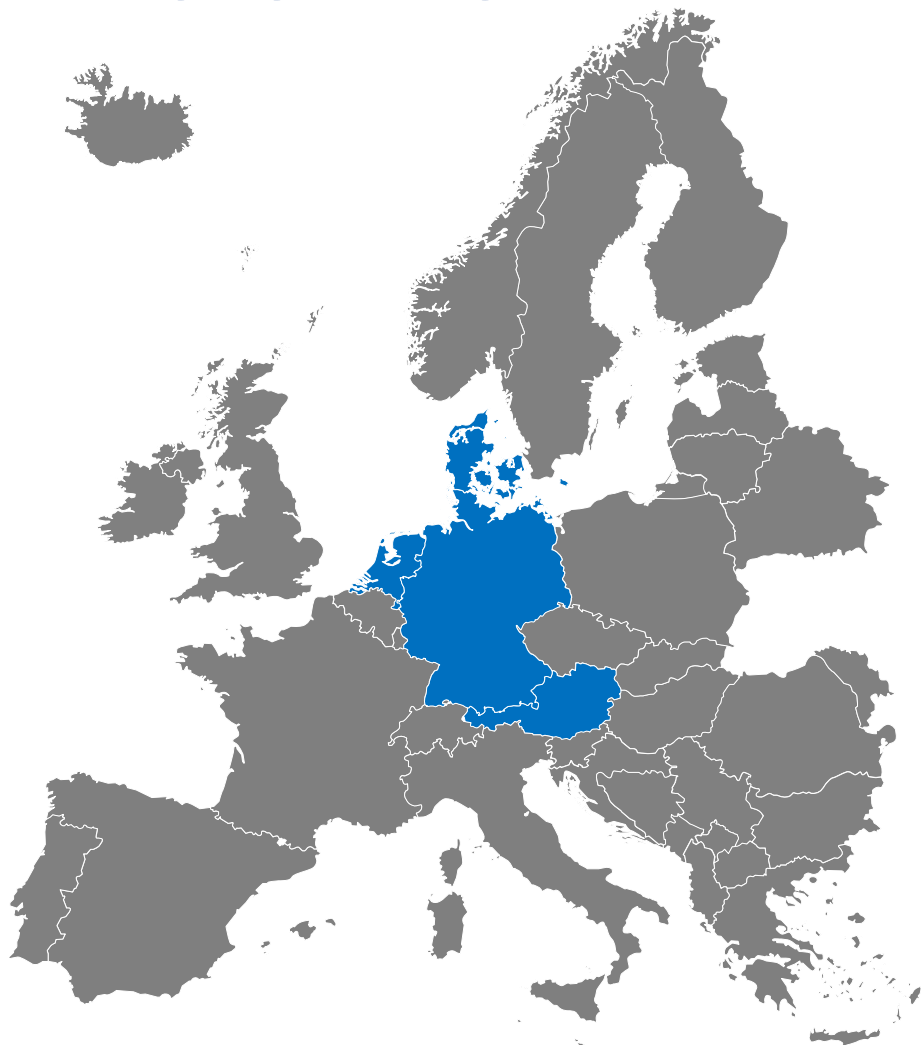
Prague, October 21<sup>st</sup> 2014

# Agenda



- **The dual apprenticeship system as a model for other countries?**
- **The German dual apprenticeship system in elements**
- **Challenges**

## Dual vocational training has proven to be successful in bringing young people into employment



Youth unemployment rates in countries with dual apprenticeship systems are well below the European average:

**Germany: 7.9%**

**Austria: 9.9%**

**The Netherlands: 11.4%**

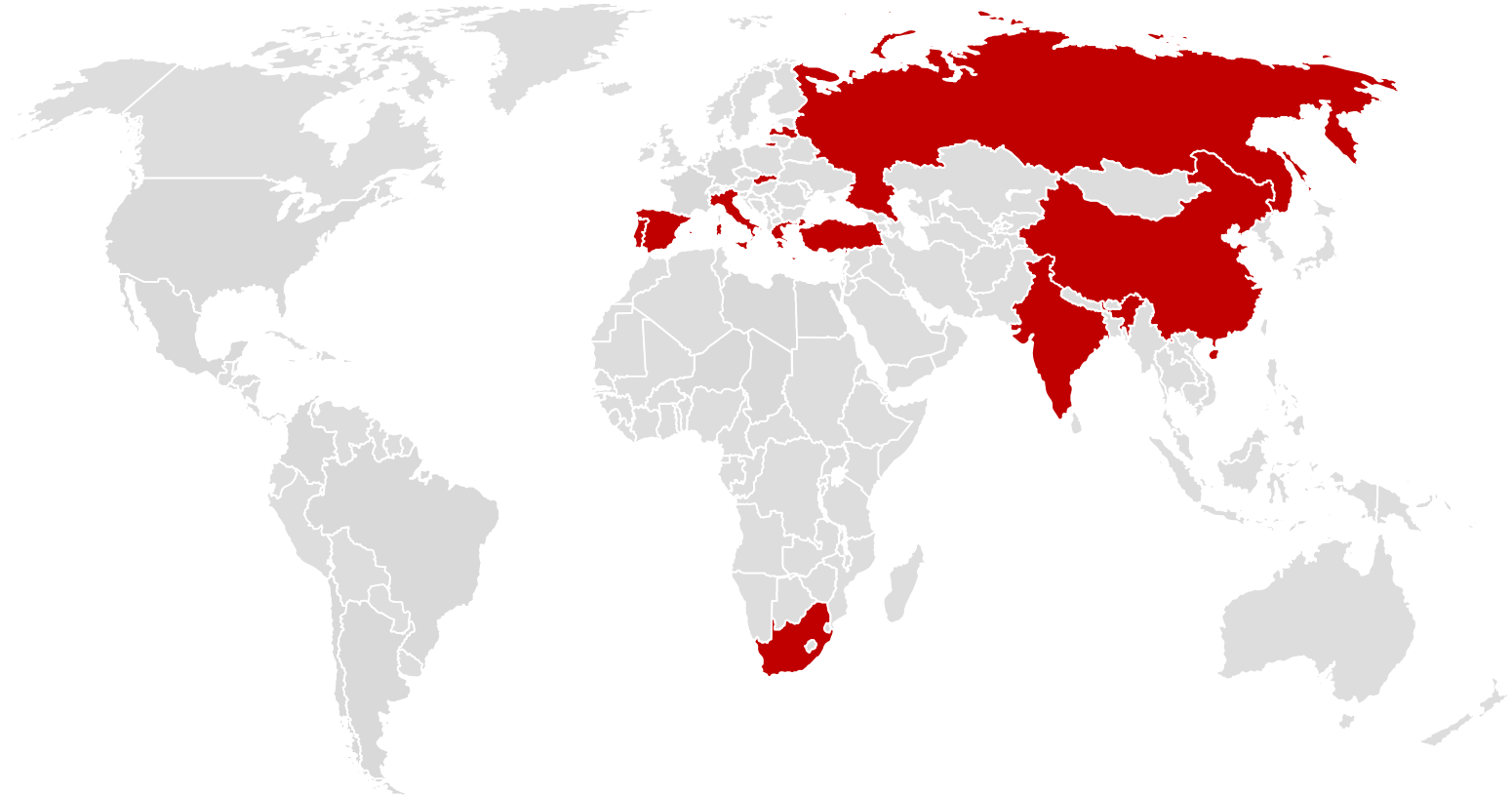
**Denmark: 12.8%**

**EU 28: 23.1%**

(Source: Eurostat, Data for Q4/2103)

## As a result the dual apprenticeship system is in high demand

11 countries have bilateral agreements with Germany on cooperation in VET



Source: [http://www.bibb.de/de/govet\\_index.php](http://www.bibb.de/de/govet_index.php)

## Why has the dual apprenticeship system been successful in bringing young people into jobs?

**Apprentices acquire skills that are truly in demand ...**



**... and they are in contact with employers.**

# The dual VET system has proven to be successful – but should other countries try to copy it?



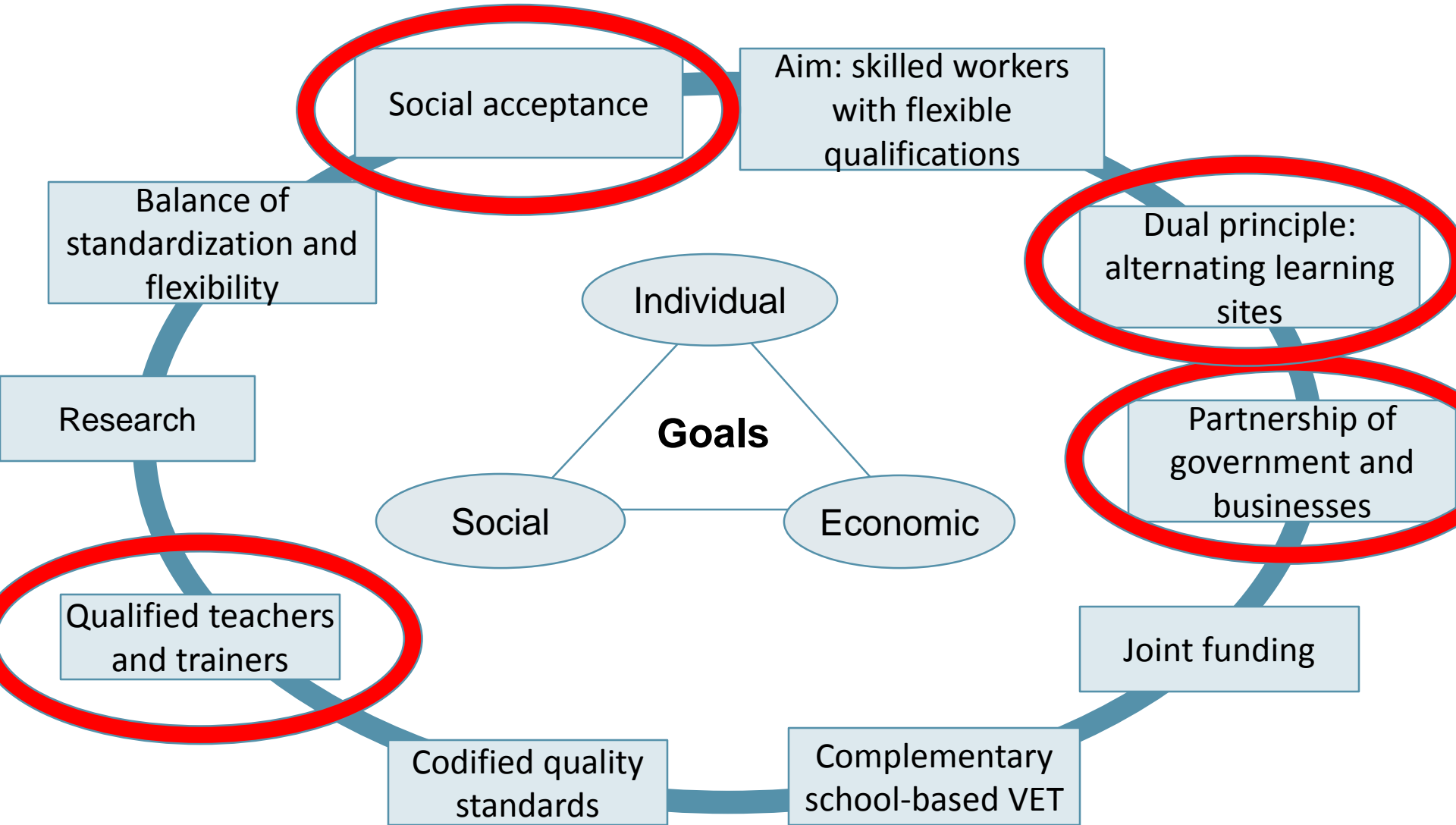
Photo: Tracey Apps, License: CC BY-NC-SA 2.0, cropped from original



**No! Requirements, traditions and demands differ – one system does not fit all**

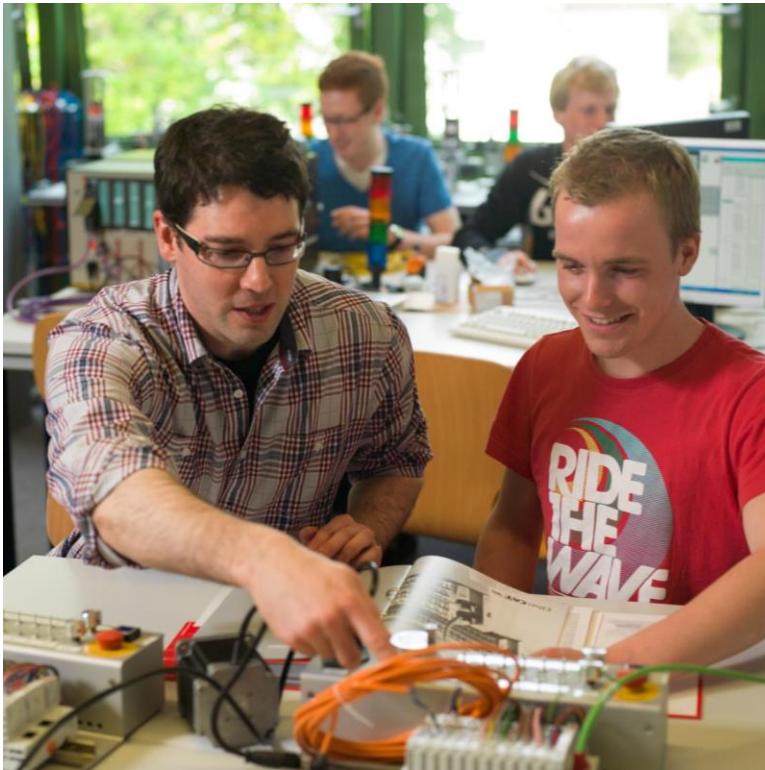
**Break VET into 11 key elements and transfer/adapt them separately**

# Elements of the German dual apprenticeship system



# 1. The dual principle

**Learning in vocational schools**



**and at the workplace**

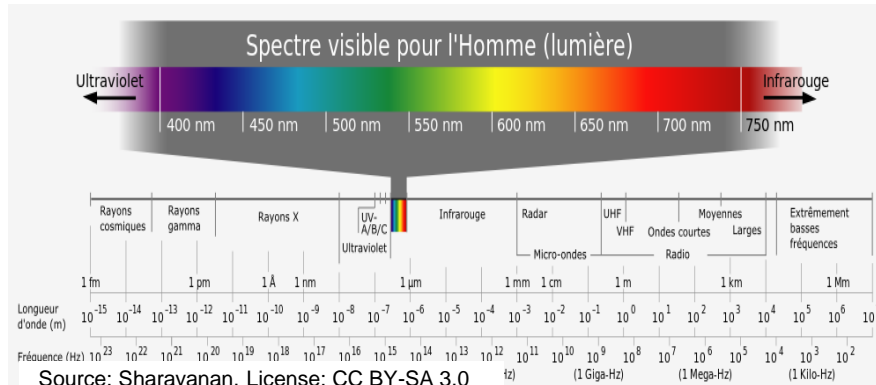




# An event technician learns about the theory behind his profession and about how to put it to use

## Curriculum in the vocational school

- Safety regulations
- Energy supply
- Optics
- Acoustics
- ...



Source: Sharayanan, License: CC BY-SA 3.0

## Curriculum at the workplace

- Lighting a person on stage
- Working with actors, directors
- Complying with safety regulations
- ...

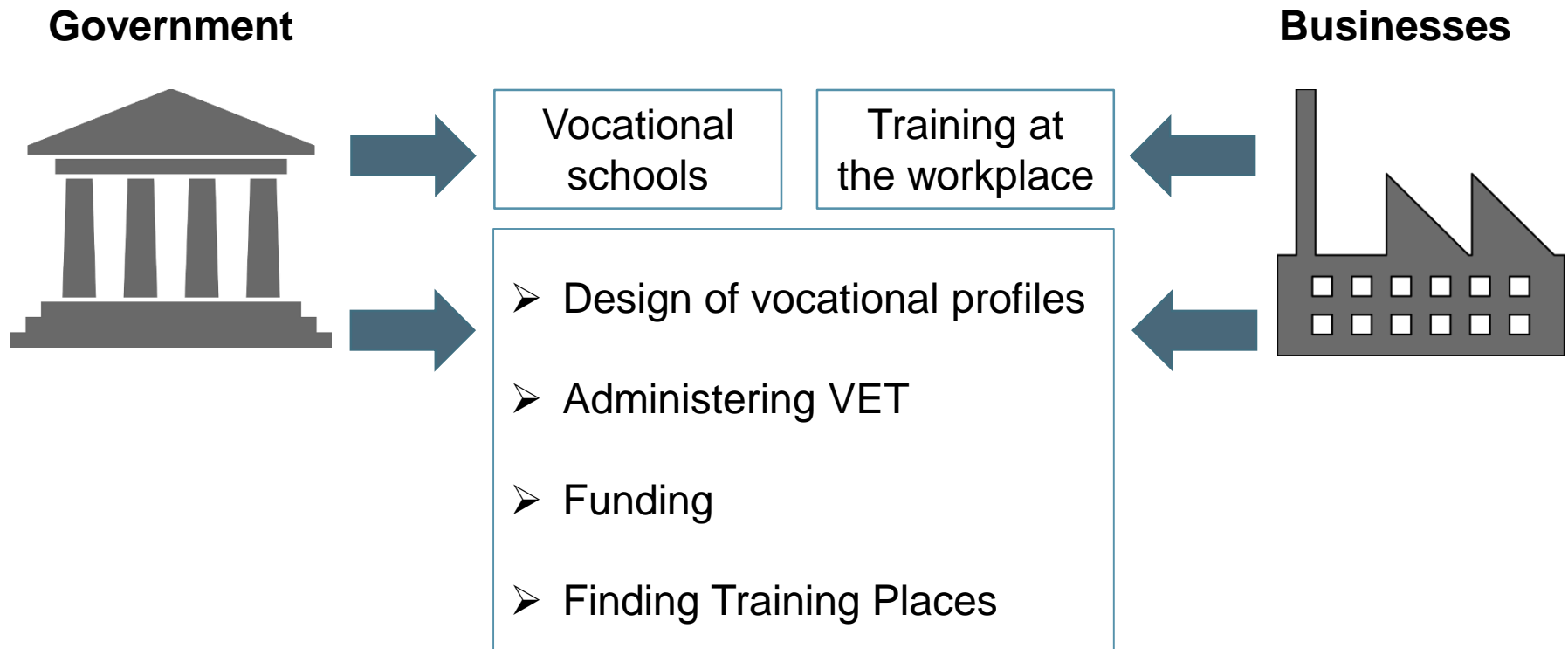


Source: Pixabay, License: CC0



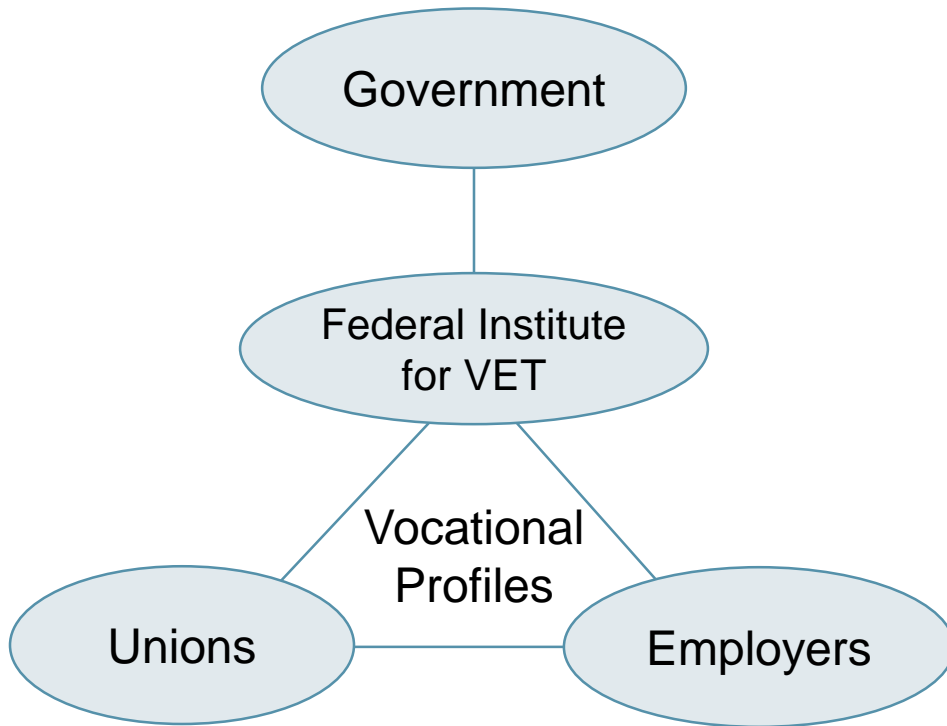
**Ready for work!**

## 2. Partnership between Government and Businesses



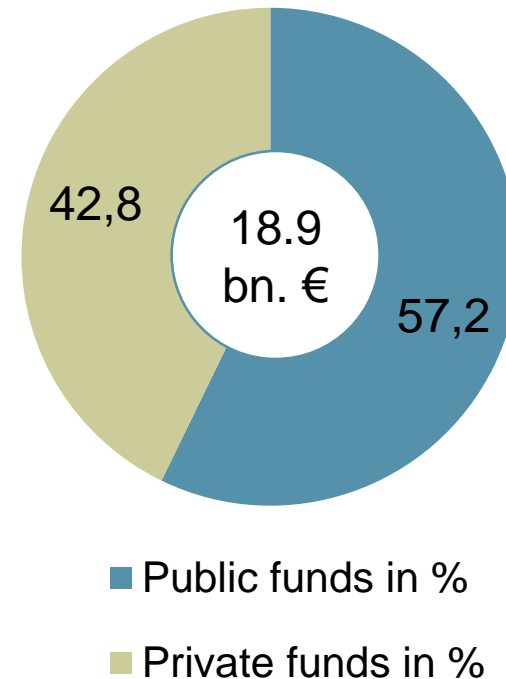
# Partnership between government, businesses and unions

## Designing of vocational profiles



## Funding

Budget for VET in Germany (2009)



Source: Bildungsfinanzbericht 2012

### 3. Social acceptance of VET

#### White- and blue-collar professions



#### Dual VET as a real alternative to University

New apprentices in 2012:  
512,773

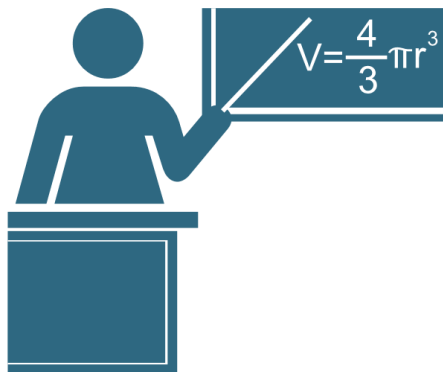
New Students in University in  
2012: 496,083

20% of apprentices have the  
necessary qualification to go to  
university

## 4. Qualified teachers and trainers

### Teachers in vocational schools

- Need a relevant university degree
- They don't teach an occupation but rather a subject



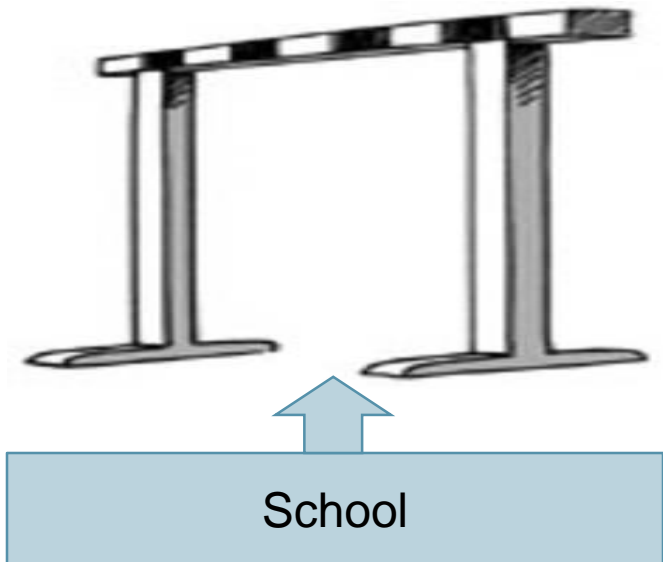
### Trainers at the workplace

- Usually they are regular employees of the company
- They need to fulfill the „personal and professional requirements“
- In many cases new trainers take preparation courses

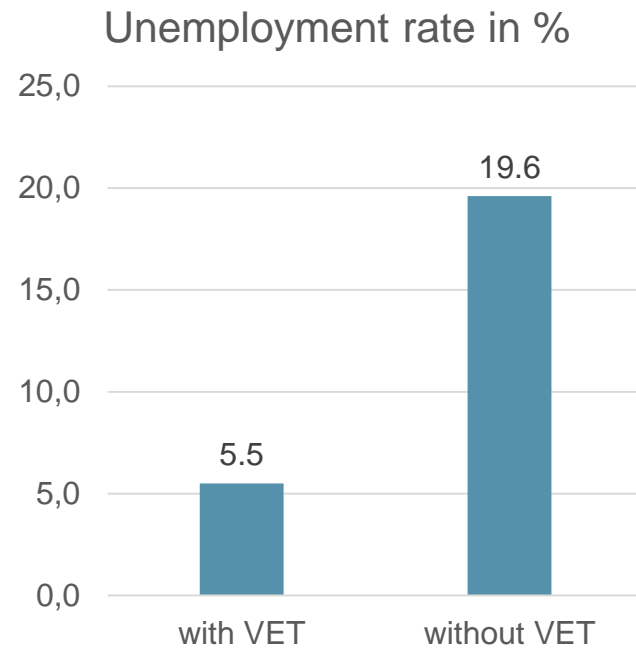
# The dual apprenticeship system in Germany has downsides

**250.000 young people in the transition system**

Apprenticeship

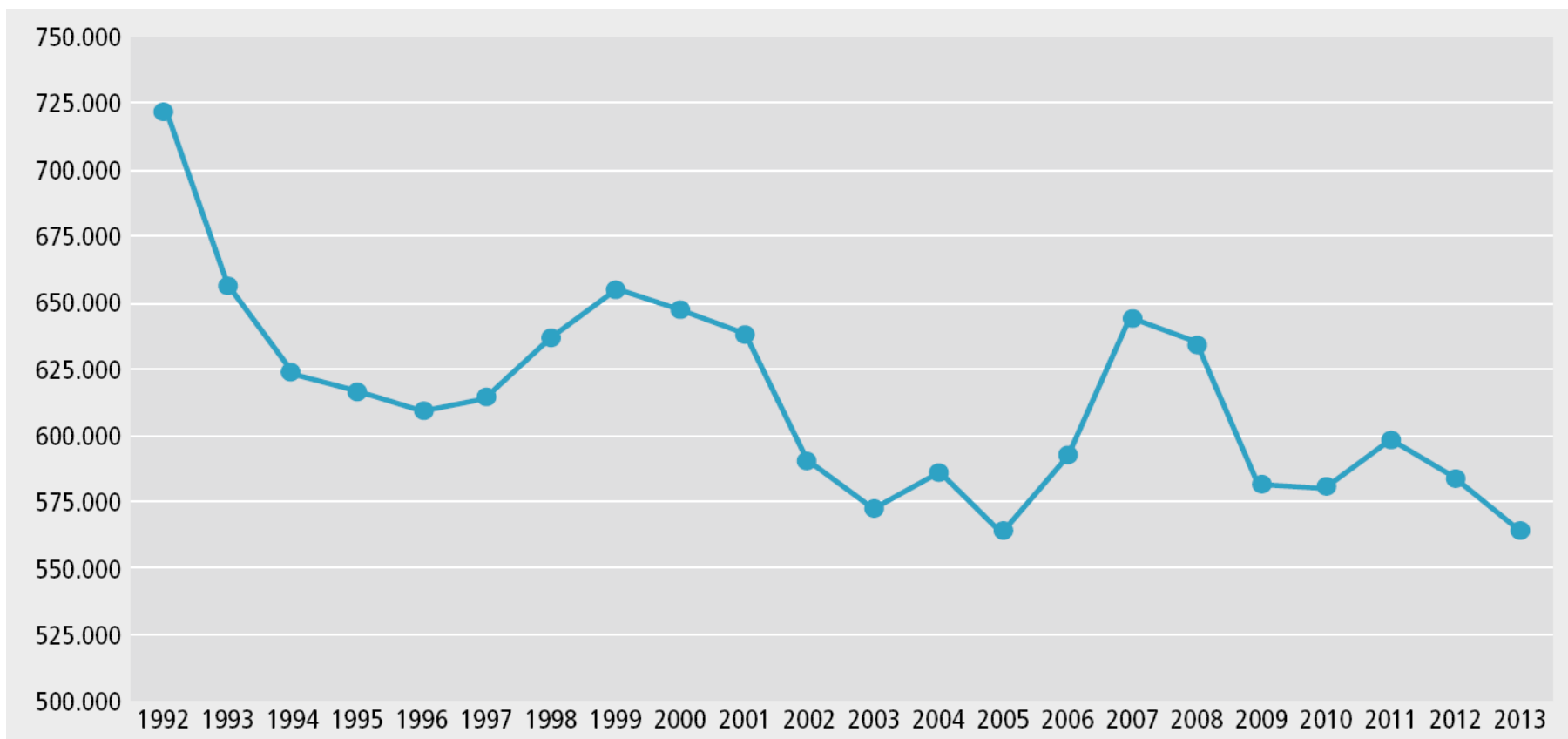


**People without VET face high unemployment risks**



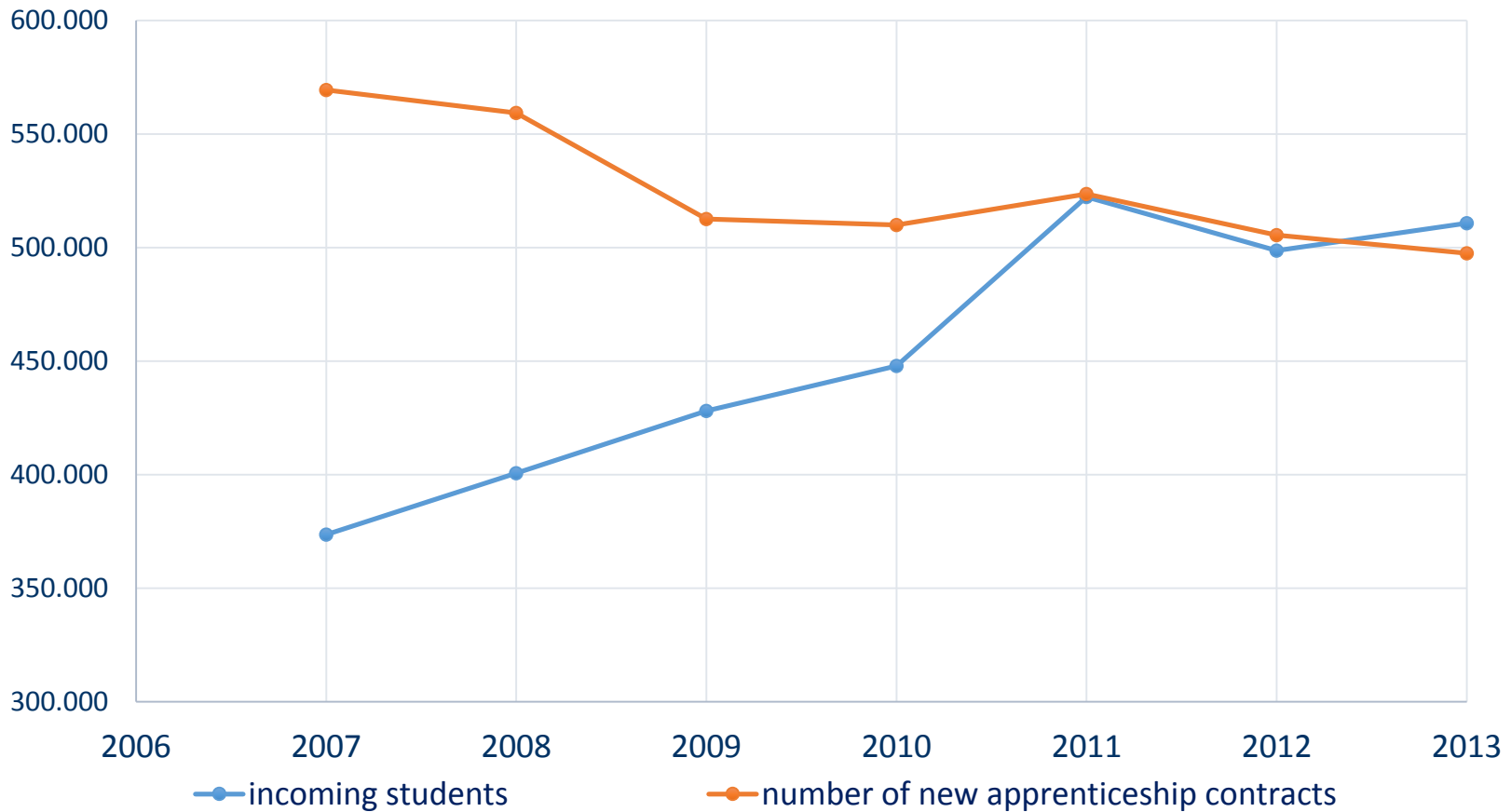
Source: Institut für Arbeitsmarkt- und Berufsforschung (IAB), data for 2011

## The supply of apprenticeships declined significantly in the last two decades



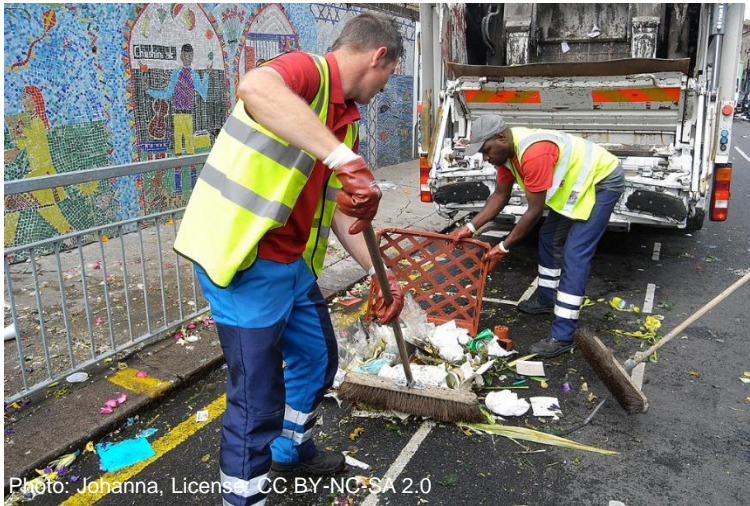
Source: Bundesinstitut für Berufsbildung, Datenreport zum Berufsbildungsbericht 2014

# Young people vote with their feet for university





# Challenges: Improving the image of vocational education



# Challenges: Changing the corporate environment (from stealing talent to investing in talent)

What happens if we invest in developing our people and then they leave us?

What happens if we don't, and they stay?

CFO

CEO

Tomorrow



**Thank you very much for your attention!**

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