

3.3 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.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.</p> <p>D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.</p> <p>D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p>	
Staging the Compelling Question	Students will learn about Germany’s unique Dual Vocational Educational and Training system by watching a video and reading interviews from former apprentices.	
Supporting Question 1	Supporting Question 2	Supporting Question 3
What skills and education levels are needed for different careers?	What is the Dual Vocational Education and Training program in Germany?	What are the German apprenticeships program like for young people?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Students will complete an online inventory and be matched with careers that they can adjust based on their interests and education levels.	Students will watch a video on apprenticeships in Germany and develop three questions for a class game.	Students will summarize the experiences of three individuals who participated in Germany’s apprenticeship programs.
Featured Sources	Featured Sources	Featured Sources
Source A: My Next Move	<p>Source A: Handout 3.3.1</p> <p>Source B: <i>Dual VET – Vocational Education and Training in Germany (English)</i></p>	Source A: Handout 3.3.2
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 will watch <i>The Journey of An American Apprentice</i> and research a community and state college in their state. Then they will use the My Next Move website to identify one degree program or apprenticeship program at a college that aligns to their skills and interests, and explore the tuition cost and the average starting salary of graduates.</p>	
Taking Informed Action	<p>Understand: Apprenticeship programs can prepare youth for employment and help support a country’s economy.</p> <p>Assess: Research apprenticeship programs in your region or state.</p> <p>Act: Work with your school guidance counselor to organize a field trip to an apprenticeship program.</p>	

? COMPELLING QUESTION

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

INQUIRY OVERVIEW

Students will learn about Germany's unique Dual Vocational and Educational Training (VET) system by watching a video and reading interviews from former apprentices. They will summarize the experiences of German youth apprentices to determine the benefits and disadvantages of the German apprenticeship model.

TEACHER BACKGROUND

Vocational education and hands-on learning experiences are firmly established in the German education system. This model combines theory and training in a real-life work environment. Over 50 percent of German high schoolers enter Dual Vocational and Educational Training (VET) programs as a route into employment. Applicants can seek training with 19 percent of German companies, 70 percent of which are small- and medium-size companies. They can currently choose from over 300 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 and Educational school is around 15–16 years old.



Education in Germany is the responsibility of each of the sixteen 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 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, because apprentices are counted as part of the labor force, and as such, Germany enjoys one of the lowest youth unemployment rates in the world.

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 postsecondary 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, as well as the salaries for apprentices, 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.

► Sources

- BIBB. (n.d.). *School-Based Initial Training in the German VET System*. <https://www.bibb.de/en/745.php>.
- BIBB. (n.d.). *Young People Study in the Company and at School*. <https://www.bibb.de/en/77203.php>.
- BMBF. (2021). *Berufsbildungsbericht*. https://www.bmbf.de/bmbf/shareddocs/downloads/files/21-04-28-bbb-2021.pdf;jsessionid=9DAF108A1B887A1F94015385E604388.live381?__blob=publicationFile&v=1.
- Bundes Institut für Berufsbildung. (2016). *Datenreport*. <https://www.bibb.de/datenreport/de/2018/87024.php>.

 **TIME:** Two to three 45-minute class periods.

INSTRUCTIONAL RESOURCES

- Question Stems (**Handout 3.3.1**)
- Apprentice Interviews (**Handout 3.3.2**)
- Bertelsmann Foundation. (2020, Nov 12). *The Journey of an Apprentice German Style Apprenticeships in the U.S.* YouTube. <https://www.youtube.com/watch?v=-fu9lf7XZqc>.
- BIBBde. (2017, December 12). *Dual VET – Vocational Education and Training in Germany (English)*. YouTube. <https://www.youtube.com/watch?v=sXhSRoSfxuU>. (8:00)
- U.S. Department of Labor. (2021, May 25). *O*NET Interest Profiler at My Next Move*. My Next Move. <https://www.mynextmove.org/explore/ip>.



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INTRODUCTORY ACTIVITY

Ask students, “What do you want to do after you graduate high school?” and provide time for students to share their answers. Write on the whiteboard any similar careers or jobs. Explain to students that certain careers require a certain number of years in college and hands-on experience.

SUPPORTING QUESTION 1

What skills and education levels are needed for different careers?

► Formative Performance Task

Explain to students that every student has unique strengths, interests, and values that are needed in the world, and it is important for them to find their career path. There are over 900 careers, which can make it difficult for students to gain an understanding of the knowledge, expertise, and education levels needed for a particular job. For example, a student may be interested in the medical field, but may not want to devote 10–14 years of college and internships to become a doctor. However, the student can still pursue the medical field through another career path such as a physical therapist or nurse. The U.S. Department of Labor has a website to help students navigate their career exploration.

Students will complete an online inventory on the My Next Move interactive website, which will match them with careers that they can adjust based on their interests and education levels.

Once students have completed their inventory, have a discussion on the results. Did the inventory change your thinking on your future career path? Were you surprised by any factors such as education level and experience required?

► Resource

- U.S. Department of Labor. (2021, May 25). *O*NET Interest Profiler at My Next Move*. My Next Move. <https://www.mynextmove.org/explore/ip>.

SUPPORTING QUESTION 2

What is the Dual Vocational Education and Training program in Germany?

► Formative Performance Task

Explain to students that another way to explore careers is through job shadowing and apprenticeship programs. Job shadowing allows a student to spend time with a professional working in a career of interest. In Germany, it is common, if not required, for students to do a one-week-long internship in the eighth and ninth grades. This experience allows students to observe and ask questions for a few hours or a whole workday. In contrast, an apprenticeship allows a student to be trained through hands-on experiences through full-time employment, and unlike job shadowing, student workers are usually paid for their services as they learn a particular trade. In Germany, young people can pursue apprenticeships and get paid as they complete their studies while learning a trade.

Watch the Dual VET – Vocational Education and Training in Germany video on apprenticeships in Germany. Direct students to use the video to write three questions and answers for a quiz game on how the Dual Vocational and Educational Training System works in Germany. Play the video for students and pause to allow students to take notes.

Pass out three index cards to each student to write down their questions for the game. If needed, provide **Handout 3.3.1** to assist students with the formulation of questions. Review the questions to make sure they are accurate, and add additional questions if needed.

Divide the class into two teams. A team member from each team stands in front of the class and one asks a question. Whoever shouts the correct answer gets a point. If the answer is incorrect, the other player can answer and get the point for his or her team. Repeat this process until all questions are read. The team with the most points wins.

► Resources

- Question Stems (**Handout 3.3.1**)
- BIBBde. (2017, December 12). *Dual VET – Vocational Education and Training in Germany (English)*. YouTube. <https://www.youtube.com/watch?v=sXhSRoSfxuU>. (8:00)

? SUPPORTING QUESTION 3

What are the German apprenticeship programs like for young people?

► Formative Performance Task

Ask: “What is a tweet?” Discuss the components of a tweet: username/handle, length of message (maximum 280 characters, including spaces). See *How to Tweet*, if needed.

Working in pairs, students will read interviews from people who participated in the apprenticeship programs in Germany and summarize each person’s apprenticeship experience in a tweet.

Pass out three sticky notes and three Apprentice Interviews (**Handout 3.3.2**) to each student. (There are six interviews, so distribute three randomly to students.) Have students review the responses and create a tweet on each sticky note to summarize each person’s experience. Once done, have students post their sticky notes on the wall for a gallery walk.

Students may create reply tweets to at least two other students to continue the academic conversations around apprenticeships. Once tweets are completed, close the inquiry by asking students their thoughts on the benefits and disadvantages of the German apprenticeship programs for youth.

If time allows, poll your students to determine their interest in an apprenticeship program in your local school district.

► Resources

- Apprentice Interviews (**Handout 3.3.2**)
- Twitter. (n.d.). *How to Tweet – What Is a Tweet, Keyboard Shortcuts, and Sources*. Twitter. <https://help.twitter.com/en/using-twitter/how-to-tweet>.

✓ 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 contemporary sources, while acknowledging competing views.

⊕ EXTENSION (OPTIONAL) TASK

Watch the animated film *The Journey of An American Apprentice*. After watching the film, have students research and identify two colleges in their state: one in their community, such as a community or technical college, and one larger state school. Ask students to apply the information learned from the My Next Move website to identify one degree program or apprenticeship program at each of the community and state colleges that aligns to their skills and interests. Then ask the students to research and compare (1) the tuition cost per semester at each school and (2) the average starting salary of graduates of the specific degree program. Teachers may want to take time for a discussion about return on investment (ROI) and how returns and investments include both tangible factors, such as money, and intangible factors, such as loyalty.

► Resources

- Bertelsmann Foundation. (2020, November 12). *The Journey of an Apprentice German Style Apprenticeships in the U.S.* YouTube. <https://www.youtube.com/watch?v=-fu9lf7XZqc>.
- U.S. Department of Labor. (2021, May 25). *O*NET Interest Profiler at My Next Move*. My Next Move. <https://www.mynextmove.org/explore/ip>.

★ TAKING INFORMED ACTION

Understand: Apprenticeship programs can prepare youth for employment and help support a country's economy.

Assess: Research apprenticeship programs in your region or state.

Act: Work with your school guidance counselor to organize a field trip to an apprenticeship program.

CONCEPTS LIST

- Vocational school
- Technical school
- Dual Vocational Education and Training (VET)
- Trade school
- Career exploration
- Mentorship
- Apprenticeship
- Internship
- Chamber of Commerce
- Skills