



The German Skill Formation Model in Transition: From Dual System of VET to Higher Education? (Work in progress)

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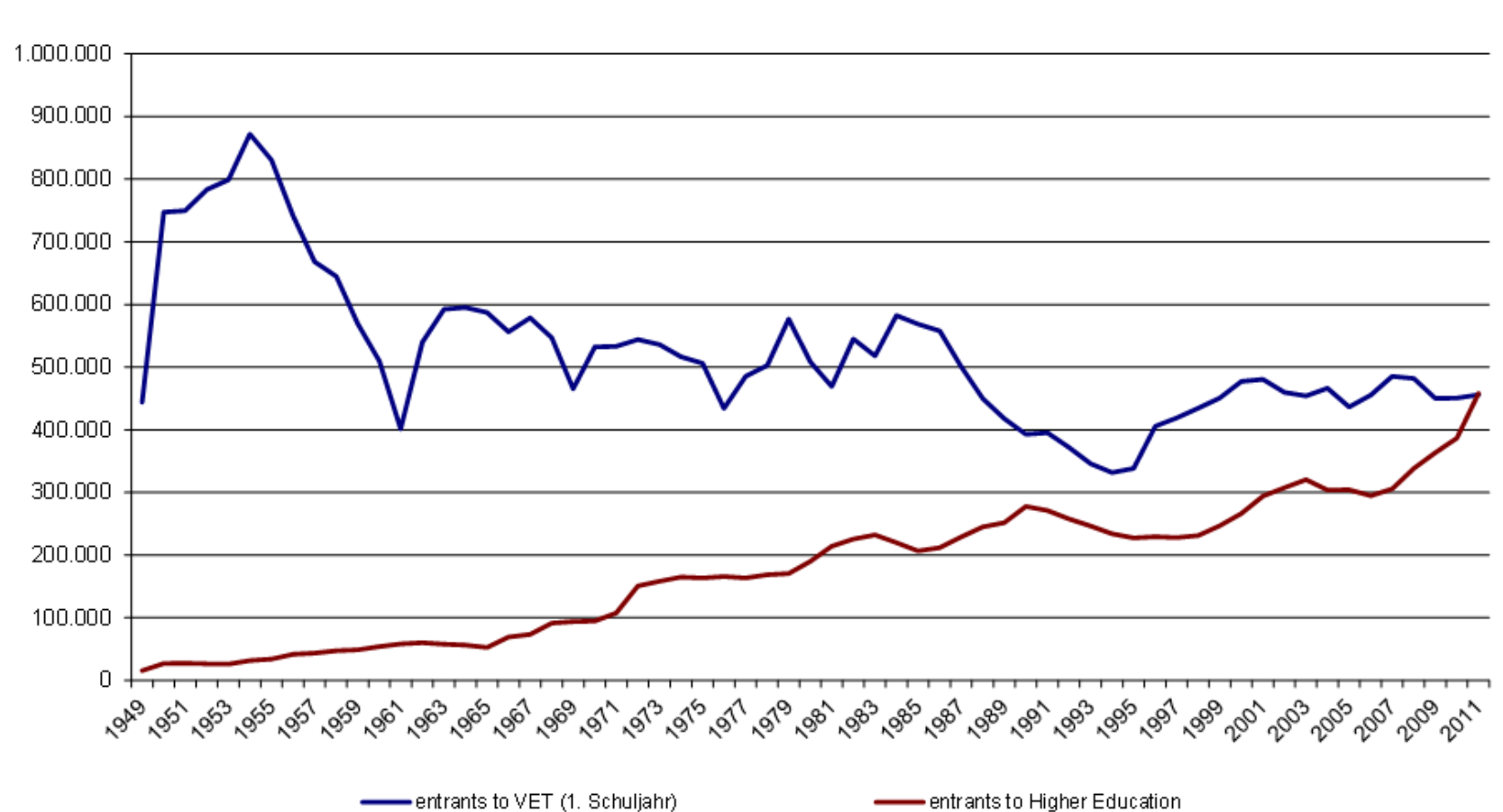
Structure of the paper

- (1) Theoretical perspectives on skill formation in Germany
- (2) Current developments and the legacy of the past
- (3) Skill formation and social structure
- (4) How to explain the development of VET and higher education?
- (5) New patterns of permeability and linkage between vocational and higher education
- (6) Conclusions

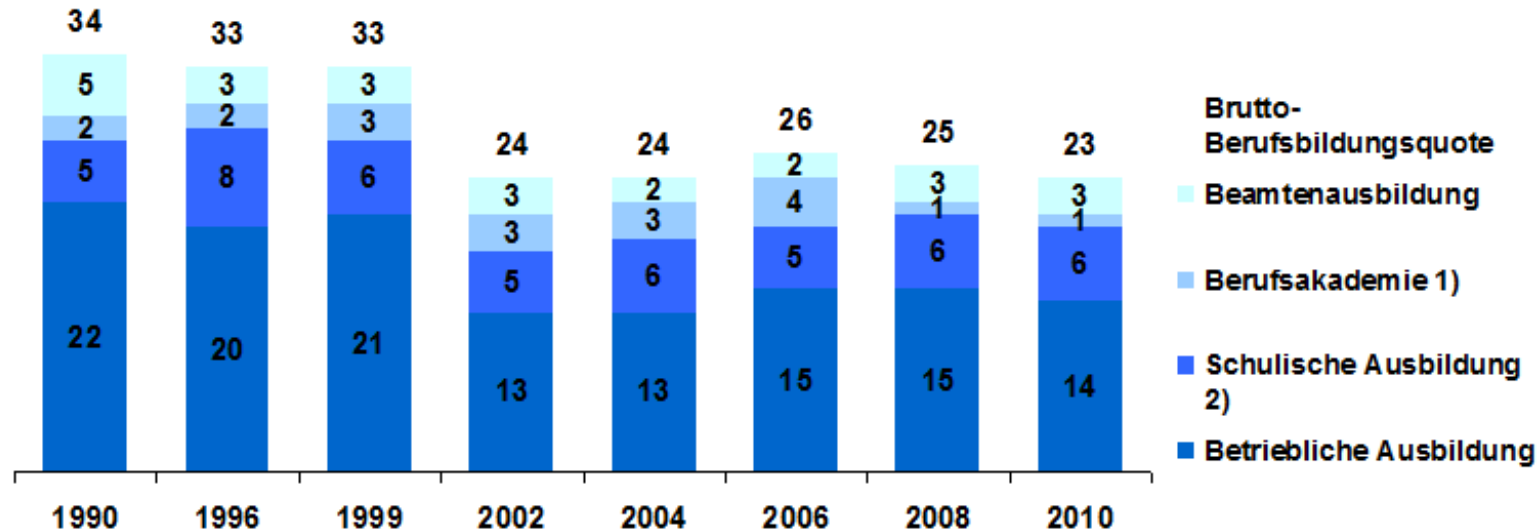
Table 1: Institutional order of VET and higher education

Distinctive criteria of skill formation institutions	Higher Education	Dual System of vocational education and training
Guiding principle (main objectives)	Academic professionalism	Vocational competence in firms and labour markets
Normative references for curricula	Representative systematic knowledge in academic disciplines	Labour market and employment structure; economic demand of qualifications
Political governance	Länder governments	Corporatist: (self-)governance by social partners (chambers of trade, industry and Commerce), regulated by federal law
Financing	Public by state government	Mainly by private enterprises
Status of the learners	Students	Apprentices with employment contract
Location/organization of learning processes	Universities; institutions independent from workplaces	Firms; integrated in work processes
Qualification of teaching personal	University diploma; PhD	Semi-professional: master (craftsman) diploma; journeyman diploma
Condition of access	Abitur; A-level degree (grammar school)	certificate of access legally not required
Areas of employment associated with type of skill formation	Academic professionals in public and private administrations, research and leading positions; liberal academic professions	Skilled work in production and service industries

Figure 1: Entrants to VET (dual system) and Higher Education



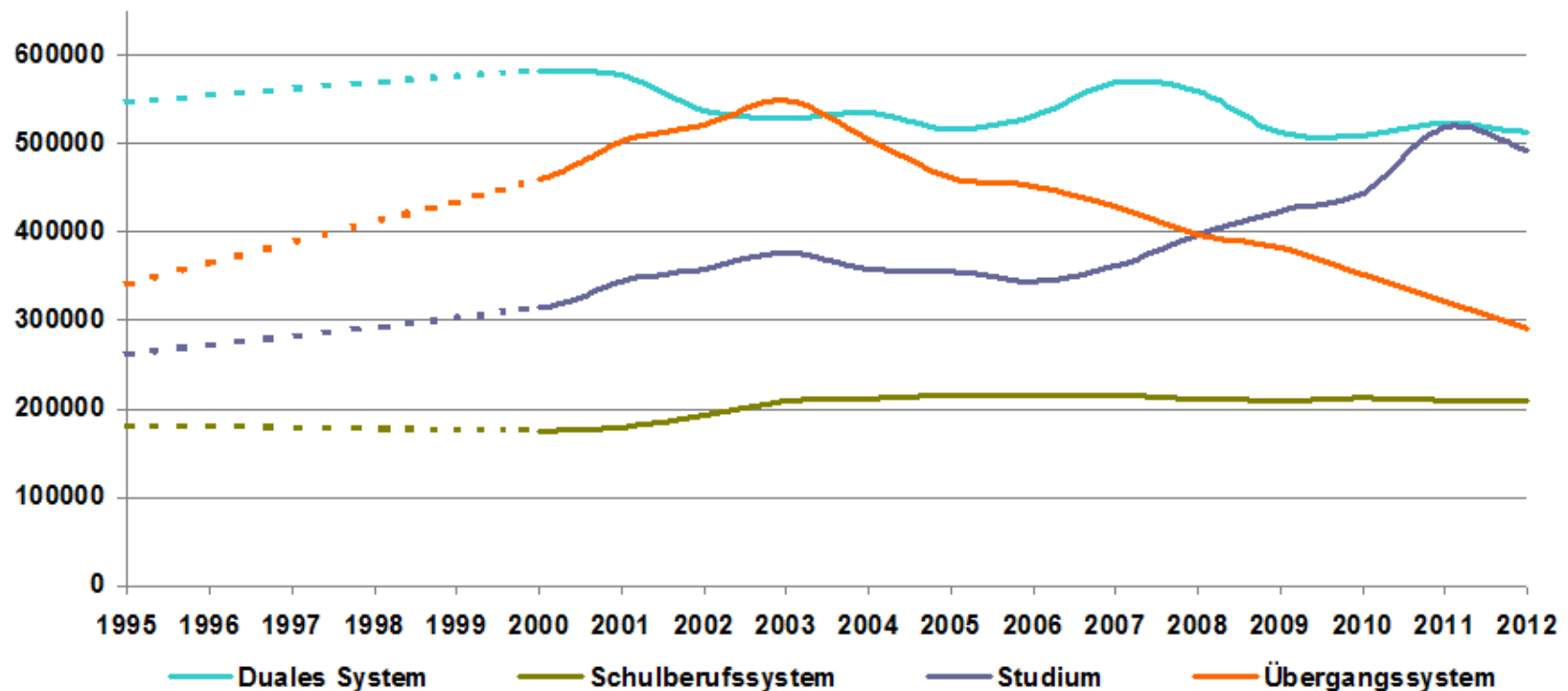
**Figure 2: Gross rate for vocational education from 1990 to 2010
(percentage of students with permission to enter university 6
month after leaving school)**



- 1) seit 2008 exklusive ehemalige Berufsakademien bzw. heutige Duale Hochschule Baden-Württemberg
2) Besuch einer Berufsfachschule, Fachschule, Fachakademie oder einer Schule des Gesundheitswesens

*Anteil derjenigen, die eine berufliche Ausbildung aufgenommen haben bzw., eine solche Aufnahme sicher planen.
Quelle: HIS-Studienberechtigtenbefragung

Figure 3: Entrants to the sectors of vocational education with qualifications and the transition system



Anm.: Werte zwischen 1995 und 2000 wurden interpoliert. Die Ergebnisse für 2011 und 2012 sind vorläufig. Für das Übergangssystem ist die Vergleichbarkeit mit Zahlen vor 2005 eingeschränkt.
Quelle: Bildungsbericht. Bildung in Deutschland, diverse Jahrgänge, eigene Berechnungen.

Table 2: Classification of occupations according to school leaving certificates (model)

Upper segment	> 50% of new entrants with permission to enter higher education
Upper-mid segment	> 50% of new entrants with intermediate school-leaving certificate and >75% with intermediate school-leaving certificate and in addition more than one quarter of youngsters holding the Abitur
Lower-mid segment	> 50% of new entrants with intermediate school-leaving certificate and > 75% with intermediate school-leaving certificate and in addition more than 25% with a secondary school leaving certificate (<i>Hauptschule</i>)
Lower segment	> 50% with secondary school leaving certificate (<i>Hauptschule</i>)

Figure 4: percentage of new apprenticeship contracts in 2012 according to occupational segments and level of general education

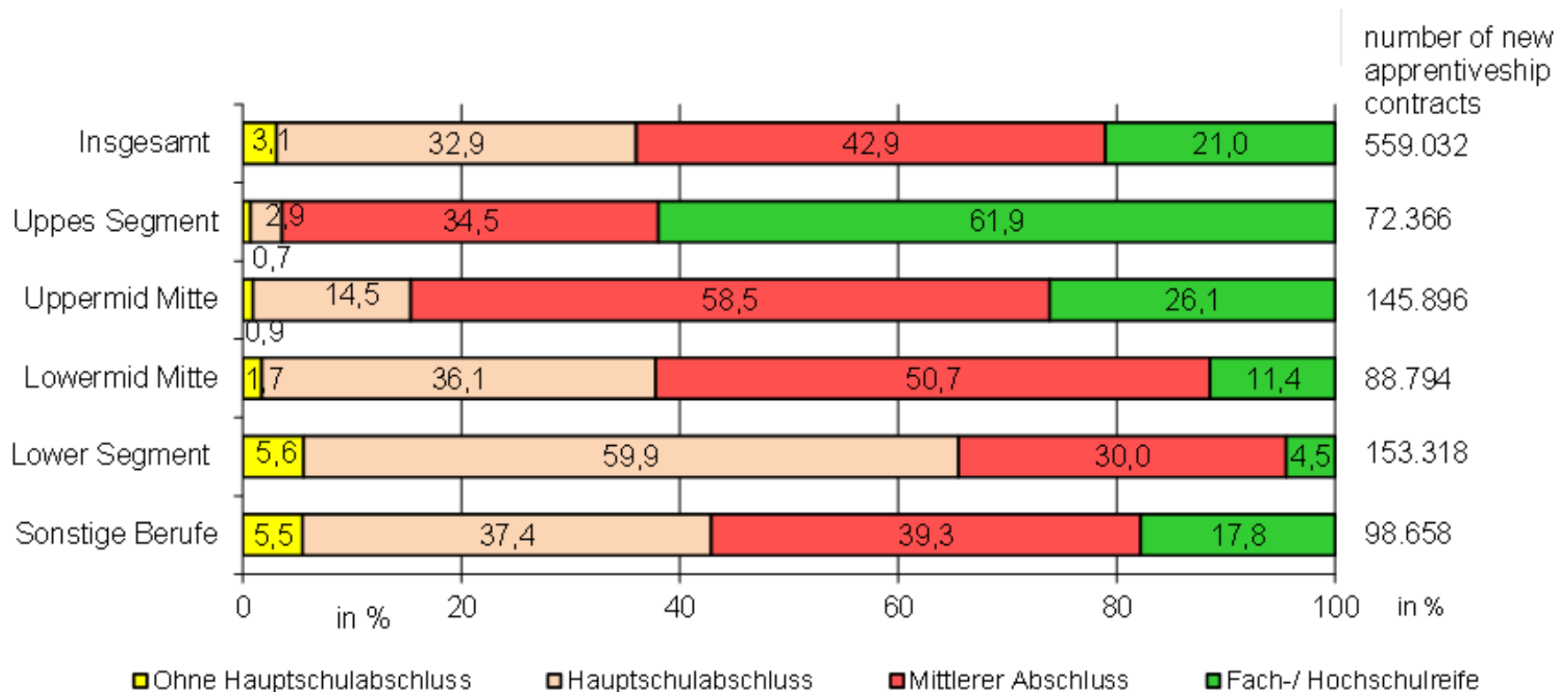


Figure 5: Employees and apprentices by production and service sector, 1990-2012 (old Länder)

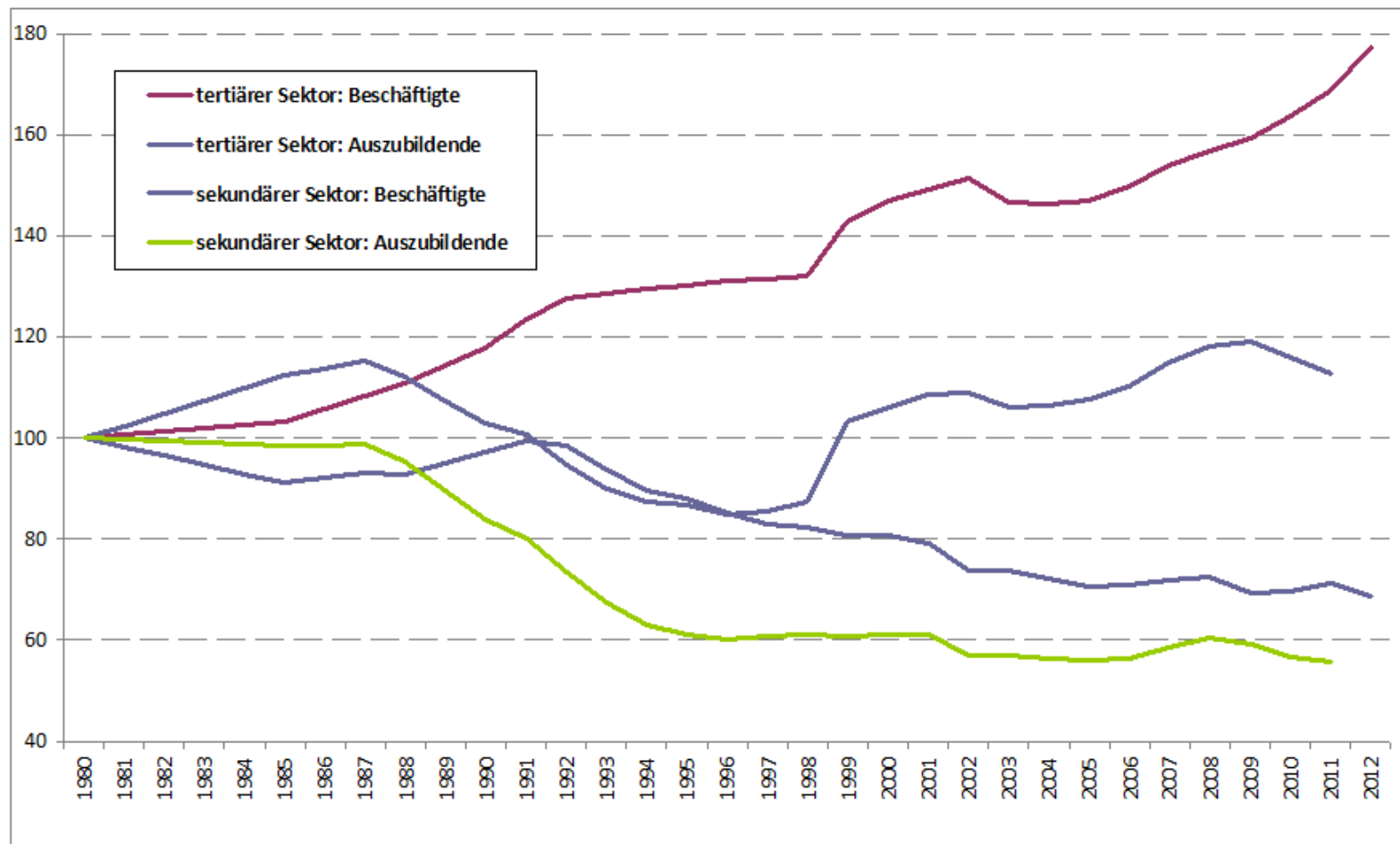


Figure 6: Proportion of non-traditional first-year students (%), 2000 – 2012

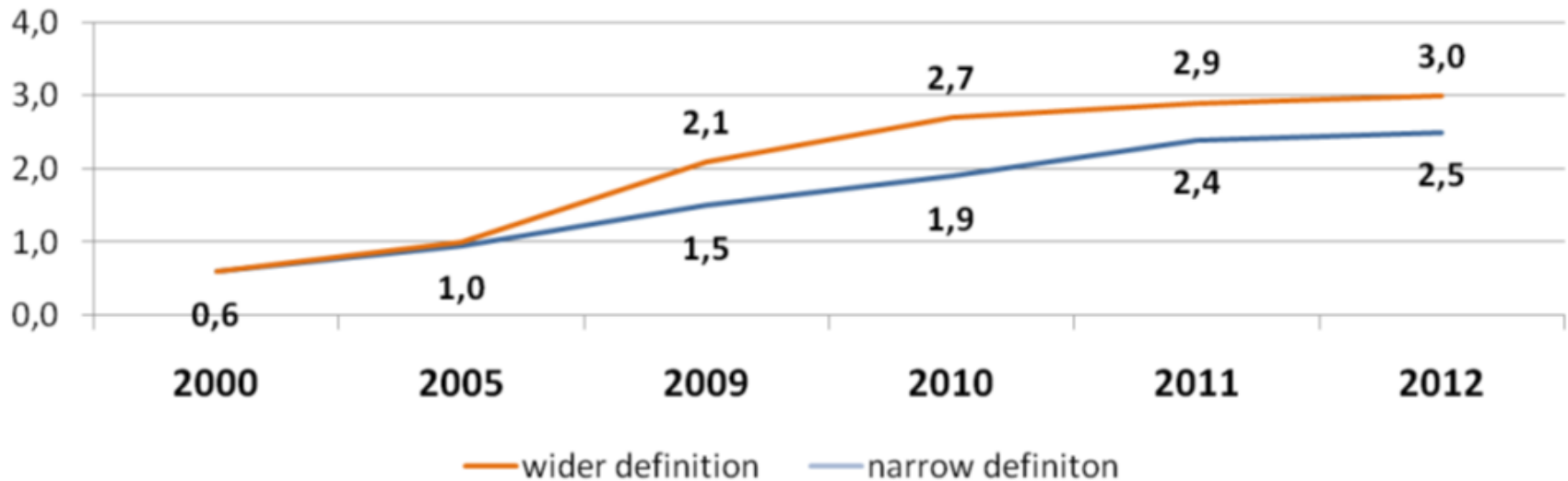


Figure 7: German first-year students at universities and colleges (ISCED 5A) in winter semester 2010/11 by type of entitlement to study (in %)

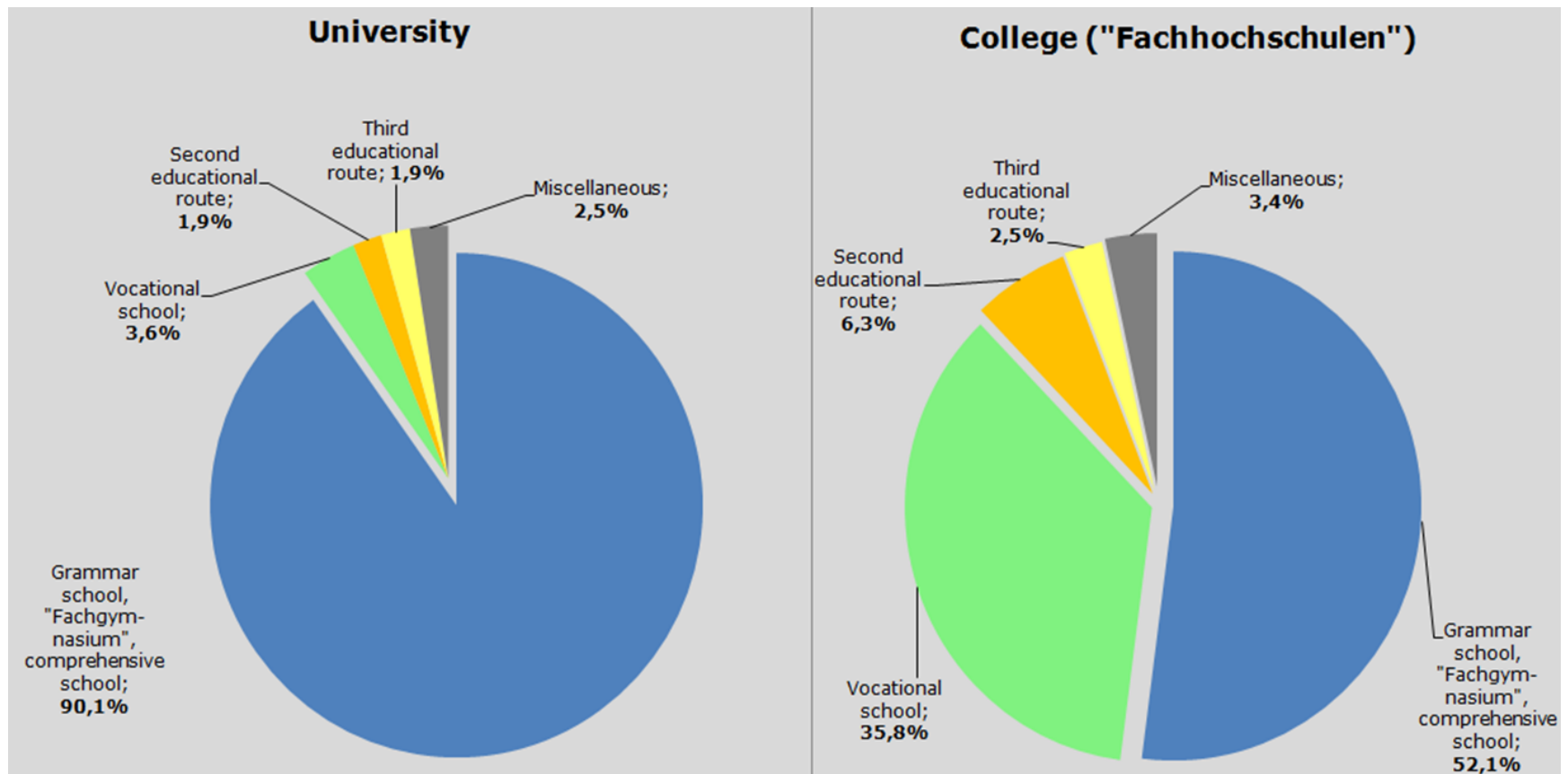
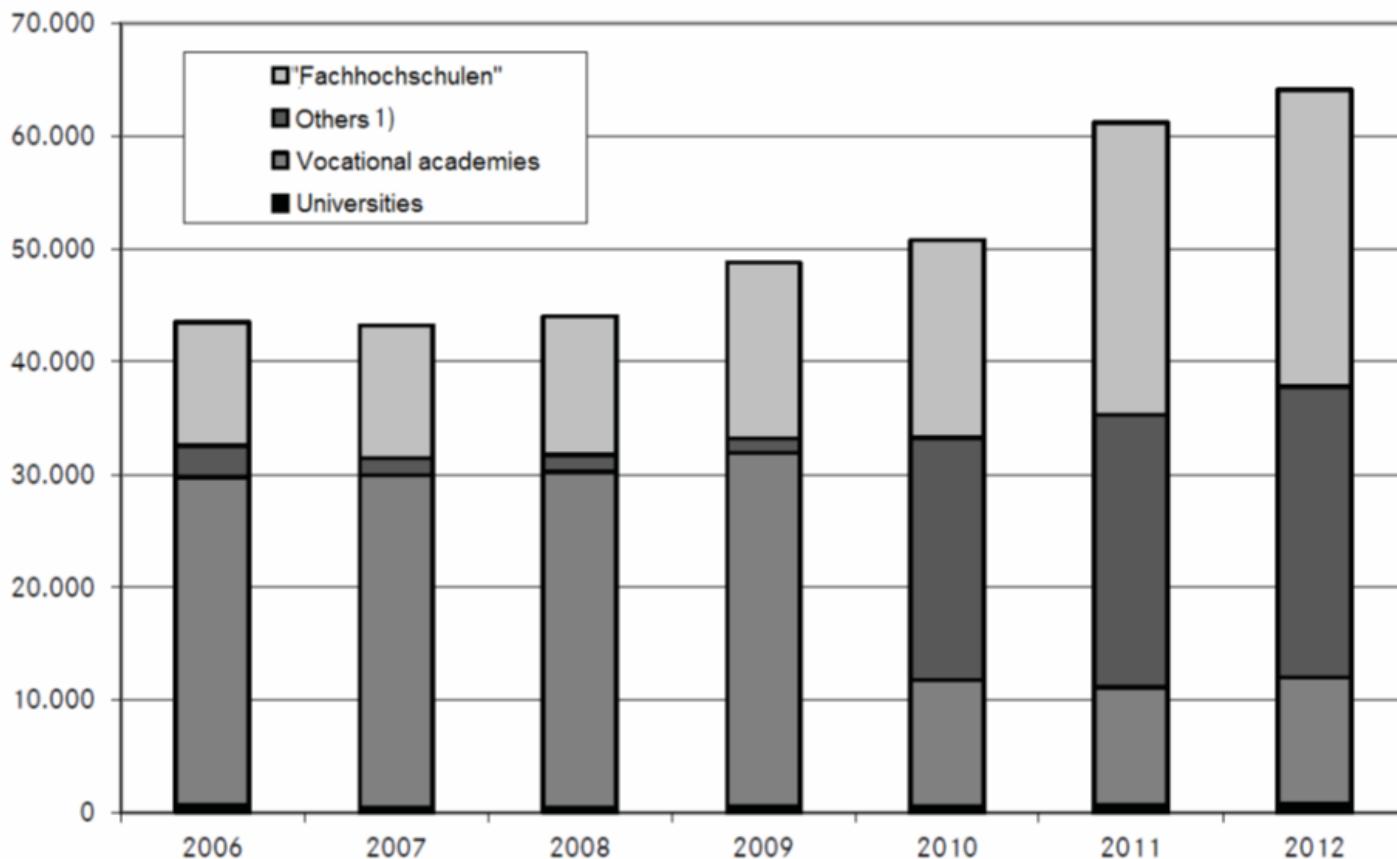


Figure 8: Number of students in dual studies (initial education), 2006 – 2012



1) i.e. private administrative and economic academies and "Duale HS Baden-Württemberg" (categorized as "Berufsakademien" until 2009)

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