The LAS VEGAS SENTINEL-VOICE

June 4, 1992 TO BE EQUAL F

By John F. Jacob The way America educates, trains, and utilizes its workforce is a national scandal.

We're wasting the talents of millions of people and putting ourselves at a competitive disadvantage against economic rivals like Germany, that have long-standing apprenticeship systems that prepare young people with the skills to be productive.

Most American youngsters who aren't college-bound get second-rate schooling that doesn't prepare them for skilled careers. Such vocational training as exists is usually inadequate - skills quickly become obsolete and there are no national standards that qualify people for employment.

Employers and educators have to train young people for real world jobs but few do. Very few corporations account for almost all of the \$30 billion a year business says it spends on employee training, and most of it goes for ongoing management training

The German system makes a lot more sense than the chaotic American non-system, and it's a big reason why Germany has been so successful in international markets.

Their system is driven by three principle factors: a nationwide employer tax that finances training; national standards and accountability, and national policies that unite the schools. pete employers, and unions in training efforts.

Students in the 9th and 10th grades spend time in workplaces to learn about career opportuni-

training as apprentices in one of 377 occupational categories, splitting their time between school classrooms and workplaces where they learn theory and practice skills.

Along the way, they take exams to measure progress and get whatever remedial work is required to successfully complete their apprenticeships.

So German youngsters are learning competitive high-level skills and beginning careers while many of our your people drop out, work after school in menial jobs, or graduate with diplomas that don't guarantee marketable skills.

While we have escalating illiteracy rates, German youth learns to solve complex problems, work as part of a team. commit to lifelong learning, and learn independently.

It doesn't take an Einstein to figure out which way is better.

The German system isn't unusual - it's common to many countries that are performing well in the global economic race.

They take the long view investing in a high performance workforce that gives them the edge in quality and productivity.

We take the short-term view - saving on labor costs by replacing people with machines, "dumbing down" the task workers do, and hiring part-timers. The idea seems to be that if labor costs are driven down far enough, we'll be able to com-

But that's a dead-end strategy. We'll never drive wages down far enough to compete with the Third World countries, especially in an age in which About age 16, they begin everybody has the same tech-

Productivity and quality are the basis for competitiveness in today's world, so scrimping on investing in our people's skills is a sure-fire way to ensure economic decline.

And a highly paid, highly-GENUINE SOUL skilled labor force means high

standard of living. A low-pay, consumer demand and lower careers living standards.

It's time we took a long, hard look at Germany, Scandinavia, and policies that link school with

We have different tradition of apprenticeship training and low-skill work force means low policies that link school with

> We have different traditions and history, so we can't just copy what they've done. But we can find elements of their system that can be adapted to our own

JOHN E. JACOB traditions

The longer we wait, the more young people will drift along, unschooled and unskilled, and unprepared for responsible adulthood.

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