# Vocational Schools

Baden-Württemberg
MINISTERIUM FÜR KULTUS, JUGEND UND SPORT

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**IMPRINT**

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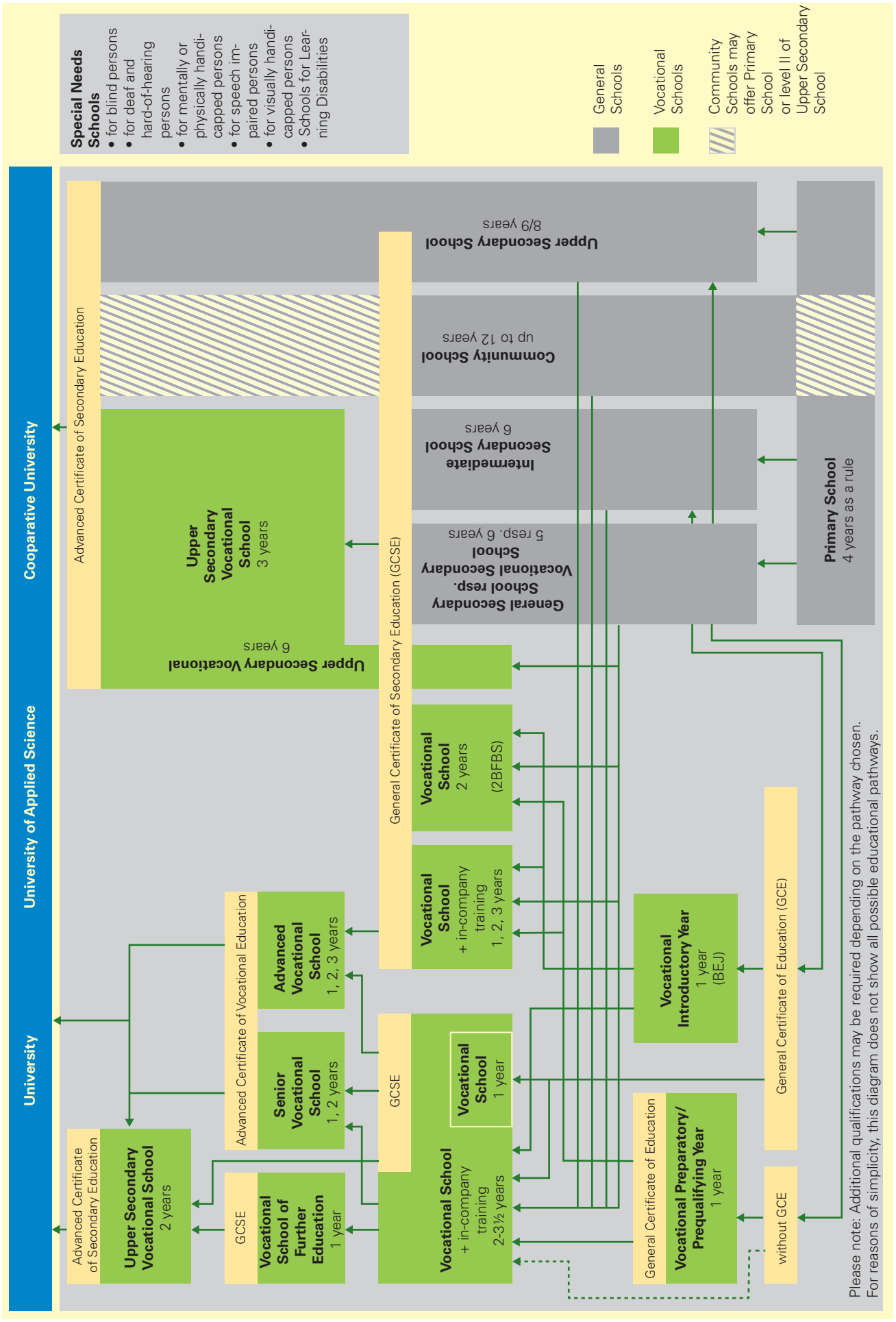
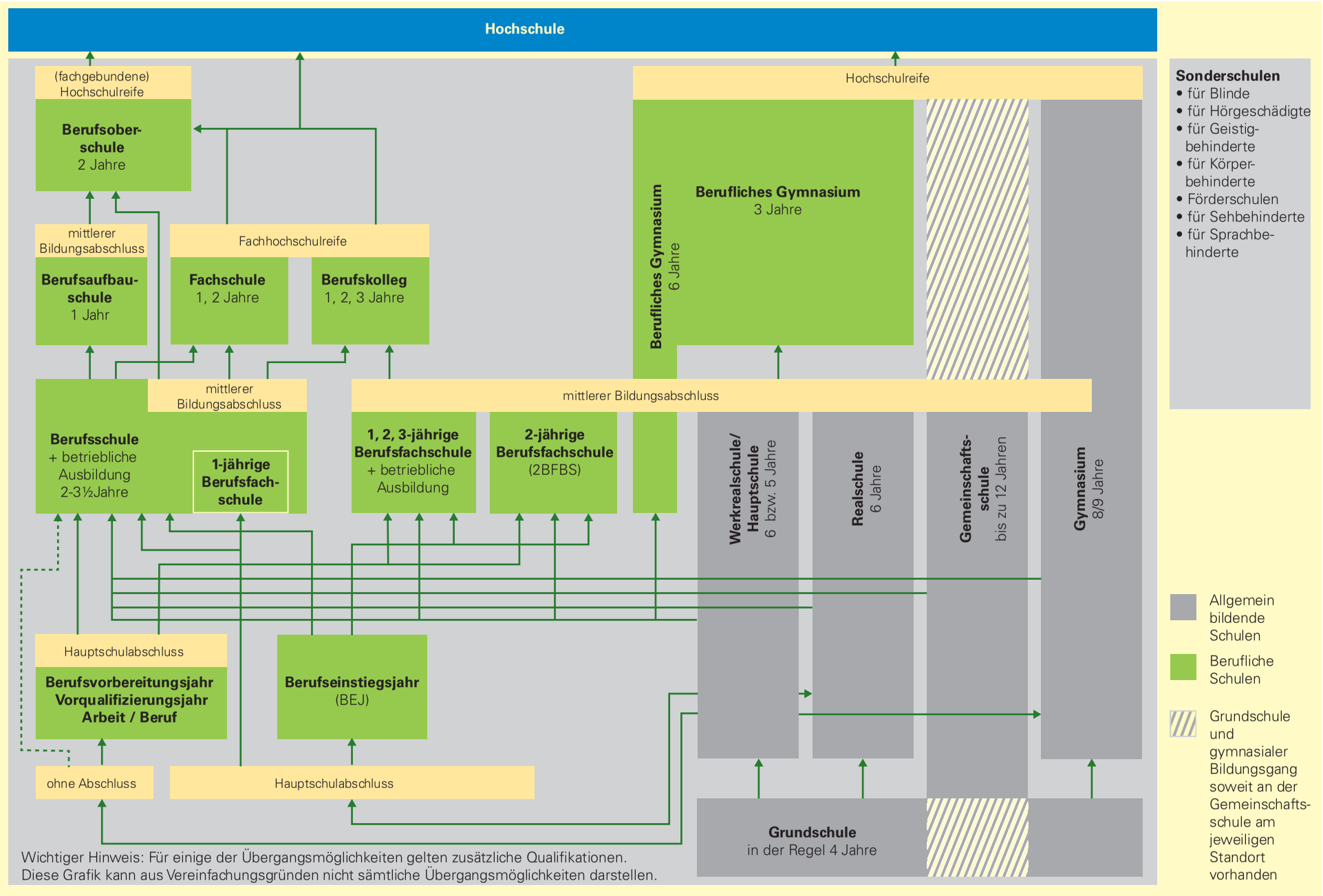

Special Needs Schools
• for blind persons
• for deaf and hard-of-hearing persons
• for mentally or physically handicapped persons
• for speech impaired persons
• for visually handicapped persons
• Schools for Learning Disabilities
General Schools
Vocational Schools
Community Schools may offer Primary School or level II of Upper Secondary School
University
University of Applied Science
Cooparative University
Advanced Certificate of Secondary Education
Upper Secondary Vocational School
2 years
Vocational School of Further Education
1 year
GCSE
Advanced Certificate of Vocational Education
Senior Vocational School
1, 2 years
Advanced Vocational School
1, 2, 3 years
Vocational School
+ in-company training
2-3½ years
Vocational School
1 year
GCSE
General Certificate of Secondary Education (GCSE)
Upper Secondary Vocational School
3 years
Upper Secondary Vocational
6 years
Vocational School
2 years
(2BFBS)
Vocational School
+ in-company training
1, 2, 3 years
General Secondary School resp. Vocational Secondary School
5 resp. 6 years
Intermediate Secondary School
6 years
Community School
up to 12 years
Upper Secondary School
8/9 years
Primary School
4 years as a rule
Vocational Introductory Year
1 year
(BEJ)
General Certificate of Education
Vocational Preparatory/ Prequalifying Year
1 year
without GCE
General Certificate of Education (GCE)
Please note: Additional qualifications may be required depending on the pathway chosen.
For reasons of simplicity, this diagram does not show all possible educational pathways.




Wichtiger Hinweis: Für einige der Übergangsmöglichkeiten gelten zusätzliche Qualifikationen. Diese Grafik kann aus Vereinfachungsgründen nicht sämtliche Übergangsmöglichkeiten darstellen.

# The Dual System - part-time Vocational School & In-Company Training (Duales System)

The majority of young people in Germany start their vocational education with a training in the Dual System („apprenticeship"). The Dual System is open to all students who have finished their general school education. The entry requirement for studying within the Dual System is a contract as an apprentice with a company. Today the dual training system extends over approximately 350 state-certified, thus officially recognized professions in nearly all branches of the economy – from trade to the service sector and including the high-tech field. Due to its unique position linking the systems of education and economy, it is both an essential factor in reducing unemployment among young people and a successful means of meeting the employers' demand for skilled personnel.

| The two Educational Centres | |
|---|---|
| **Dual System in VET** | |
| 70%<br>In-company training | 30%<br>at vocational school |
| **Law of the Federal Republic of Germany**<br>Training Regulations<br>(Ausbildungsordnung)<br>3½ days per week<br>work experience | **State of Baden-Wuerttemberg**<br>Framework Curriculum<br>(Rahmenlehrplan)<br>1½ days per week<br>theory |

Based on partnership: the two Educational Centres

A great deal has changed in recent years within the Dual System due to technological and social changes. Professions have changed tremendously demanding new approaches to teaching methods. New professions have been created or have been modernized completely.

In addition, vocational content is taught in a new way, replacing the general subjects and optional subjects. Learning units are no longer taught according to traditional vocational subjects, but according to vocational competencies („Lernfelder"). Vocational competencies are oriented toward practical job-related procedures in accordance with the so-called "Complete Action Model" (Getting Information, Planning, Decision-Making, Execution, Checking, Evaluation). Within a given field of learning various abilities and skills are taught using holistic methods.

Despite all these changes, the basic idea has remained the same: professional training still takes place at two locations: in the company or workshop and at the vocational school. While the company takes over the practical training, the vocational school communicates – in addition to expanding and deepening general knowledge – mainly the theoretical knowledge that is necessary to practice a profession.

A fact which is widely unknown outside Germany is that the trainees sign a contract with the company. Thus, the companies are able to choose the candidates with adequate profiles, giving them career prospects in their companies far beyond the training period. In addition, the apprentices obtain an apprenticeship payment, which enables young people with a modest financial background to start a training widely acknowledged and respected in German society.

Meanwhile, in the majority of professions, the learning content is no longer taught in individual subjects but rather in so-called vocational competencies. These are oriented toward production procedures that take place in a company.
The trainees go through three stages to qualify in their profession: the basic level and levels I and II of the advanced level.

#### THE BASIC LEVEL

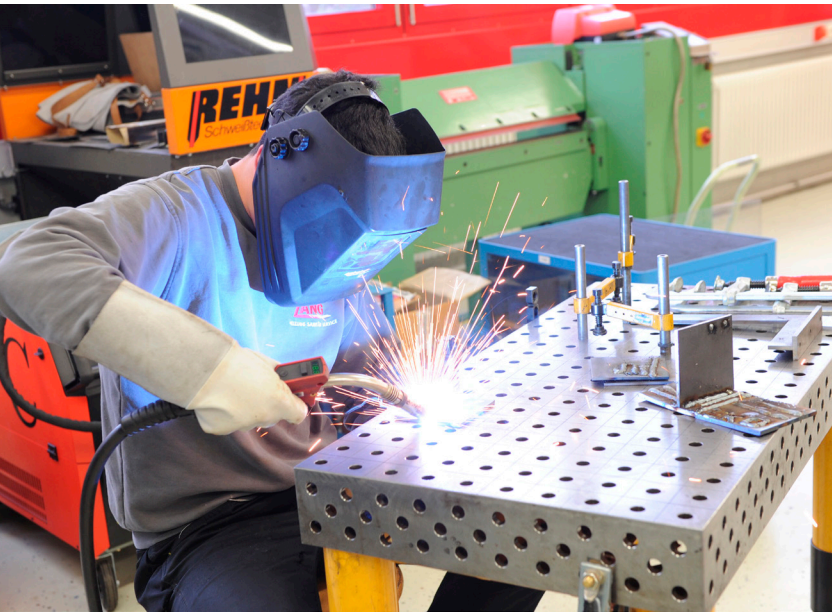
During the first year of training the apprentices acquire a broad knowledge of the overall vocational field. This forms the basis for later specialization and ensures that „the same language is spoken“ in the various professions within a given vocational field. This foundation is becoming increasingly important, because many professions are ever more closely interconnected. In many trades the basic level is taught full time in the 1-year vocational school.

#### THE ADVANCED LEVEL

During the second and third years of training (levels I and II of specialization) the foundations are supplemented. The apprentices specialize according to the actual profile of the profession. Parallel to the job-related skills, general education continues to be promoted in the vocational school as an important condition for professional competence.

#### CERTIFICATES

Vocational school training ends with a final examination. Those who have completed this receive the Vocational School Diploma. In connection with the successful completion of their in-company training (the so-called “Certificate of Apprenticeship“ = National Vocational Qualification, awarded by the Chamber of Industry and Commerce or the Chamber of Crafts), young people without a lower secondary school diploma acquire a diploma equivalent to it. Provided that the grades they achieved are sufficient, the apprentices may also be awarded a diploma equivalent to the intermediate secondary school diploma following the completion of their training. In particular, following additional professional qualification (for example as a master craftsperson), admission to study at a university is possible.



### ADDITIONAL QUALIFICATIONS AND QUALIFICATION FOR STUDY AT A UNIVERSITY

Depending on what is offered locally, through participation in additional courses and an additional examination, additional vocational qualifications can be earned. For example, students can qualify to study at a University of Applied Sciences, the additional Management-in-Trade certificate, or the Foreign Language Certificate from the Standing Conference of the Ministers of Education and Cultural Affairs of the states in the Federal Republic of Germany (KMK).

### VOCATIONAL SCHOOLS FOR TRADE AND INDUSTRY WITH THE OCCUPATIONAL FIELDS

- Mechanical engineering
- Automotive engineering
- Electrical engineering
- Information technology
- Construction engineering
- Wood technology
- Textile engineering
- Chemistry, physics, biology
- Printing and media technology
- Paint technology and interior design
- Personal hygiene / cosmetics
- Nutrition and home economics

### VOCATIONAL SCHOOLS FOR COMMERCE / BUSINESS WITH THE OCCUPATIONAL FIELD

- Business and administration

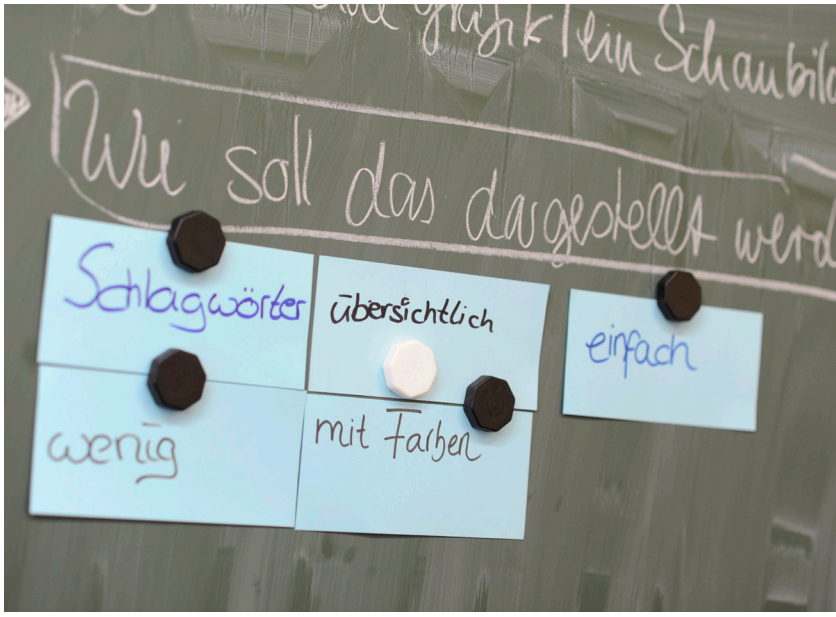
### VOCATIONAL SCHOOLS FOR HOME ECONOMICS, NURSING, SOCIAL PEDAGOGY, VOCATIONAL SCHOOLS FOR AGRICULTURE, WITH THE OCCUPATIONAL FIELDS

- Nutrition and home economics
- Agrarian economics

### CONCLUSION

The vocational schools constitute an important component of Baden-Württemberg's educational system, with great possibilities as regards career advancement. Within the dual educational system, through the interaction of schooling and in-company training and the interconnection of theory and practice, we have managed to set up and keep a high-quality level of training which prepares our trainees for the challenges of the working world. As a result, a large number of young people are employed as professional workers by their training companies immediately after getting their „Certificate of Apprenticeship".

The differing requirement profiles of the individual qualified professions make it necessary that each young person be supported according to his or her personal motivation and abilities. This is ensured by the vocational school; it presents young people with all opportunities for diverse career prospects.




**CURRICULUM WITH INDIVIDUAL SUBJECTS OR VOCATIONAL COMPETENCIES***

| **Vocational School** | **Technical vocational school** | **Economic vocational school** | **Vocational school for home economics, nursing, social pedagogics** | **Agricultural vocational school** |
|---|---|---|---|---|
| **General subjects**<br>**4 lessons/week** | • German<br>• Social Studies<br>• job-related English (final implementation)<br>• Religious Education | | | |
| **Job-related subjects**<br>**8 hours/week** | **Economics or Economic Competence**<br>**e.g. mechatronic with focus on**<br>• component manufacture<br>• analysis of information flow in complex mechatronic systems<br>• start-up, trouble-shooting, and maintenance and repair | **e.g. industrial clerk with focus on**<br>• business administration<br>• monitoring and controlling<br>• macroeconomics<br>• data processing<br>• project competence | **Economics**<br>**e.g. professional housekeeper**<br>job-related topics such as<br>• dietetics and food science<br>• hygiene<br>• production tools<br>• customer service<br>• related maths<br>• related drawing<br>• practical job-related skills | **Economics**<br>**e.g. farmer**<br>job-related topics such as<br>• food production<br>• livestock breeding<br>• agricultural machinery<br>• business administration<br>• related maths<br>• practical job-related skills |
| **Compulsory elective subjects**<br>**1 hour/week**<br><br>special courses<br><br>supplementary courses | <br><br>e.g. supplementary German, Technical Mathematics<br><br>e.g. special job-related topics, additional qualifications (for example, the Advanced Certificate of Vocational Education can be acquired at various vocational schools by students with a GCSE), or general subjects such as foreign languages | | | |

* For new and restructured professions the curriculum is divided into learning competencies instead of individual subjects.

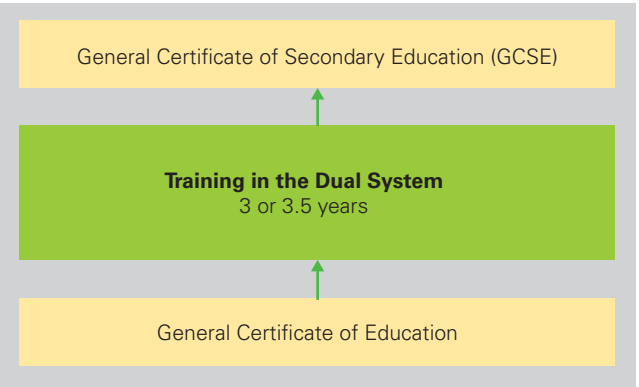
# Upward Mobility via Vocational Education

"Every graduation must have a continuation" - this has been a basic principle of the system of vocational education in Baden-Wuerttemberg for decades. Accordingly, Baden-Wuerttemberg is especially proud of the career opportunities for all those who haven't followed the "normal" path of getting their university entrance qualification at the General Upper Secondary School. As can be seen from the following chart, the principle has been realized quite successfully:

About half of all the entrance qualifications into university sector are acquired in a vocational school.

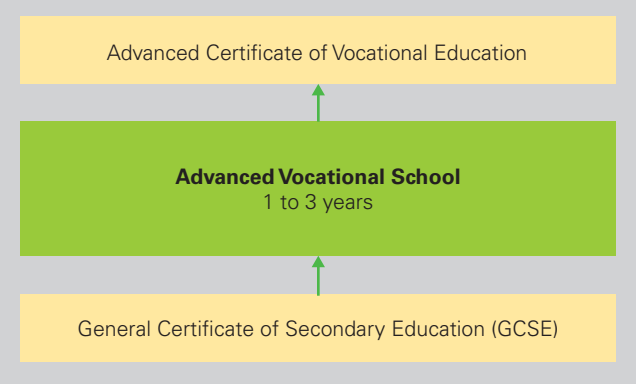
For the young motivated and talented people in BW this means that they can climb up the ladder in all states of their education irrespectively of their origin and living conditions. The following examples are intended to show typical ways to higher education.

**EXAMPLE 1: GENERAL CERTIFICATE OF SECONDARY EDUCATION (GCSE) VIA DUAL SYSTEM (9+3 MODEL)**

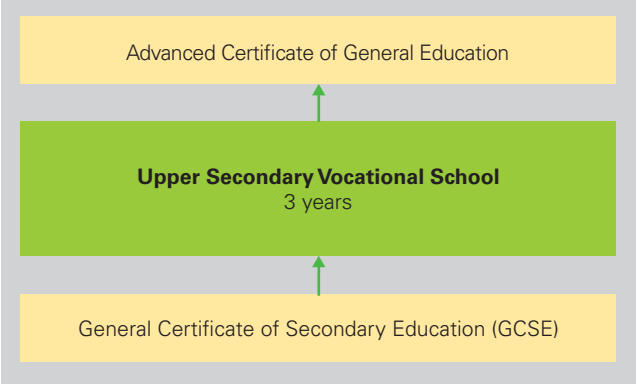



Graduates from General Secondary School automatically acquire the GCSE after completing a training in the Dual System (lasting at least 3 years) with good results.

**EXAMPLE 2: ADVANCED CERTIFICATE OF VOCATIONAL EDUCATION VIA ADVANCED VOCATIONAL SCHOOL**




**EXAMPLE 3: ADVANCED CERTIFICATE OF GENERAL EDUCATION VIA UPPER SECONDARY VOCATIONAL SCHOOL (3 YEARS)**




In the Advanced Vocational Schools, students with a General Certificate of Secondary Education (GCSE) acquire vocational qualifications and an advanced general education for occupations which are particularly affected by new developments in technology and economy.

Advanced Vocational School ends with a final examination. Students attending at least 2-year courses can earn professional qualifications (e.g. "State-approved Assistant") as well as acquire the Advanced Certificate of Vocational Education, which qualifies for the University of Applied Sciences.

Upper Secondary Vocational Schools (3 years) are full-time schools leading to the Advanced Certificate of General Education (also known as "A-levels"), a general university entrance qualification. They are open to all students with a GCSE qualification.

# Vocational Preparatory Year (Berufsvorbereitungsjahr) and the Pre-qualifying Year (Vorqualifizierungsjahr Arbeit/Beruf)

Young people who do not continue their education at a secondary school and do not begin training with a company after they have completed their general compulsory education are prepared specifically to enter the working world in the Vocational Preparatory Year or in a Pre-qualifying Year.

### GETTING A TASTE OF DAILY LIFE IN THE WORKING WORLD

The objective of the Vocational Preparatory Year and the Pre-qualifying Year is to give young people vocational orientation and to provide job-related competences and skills. In addition, they help the young people to become acquainted with concrete vocational requirements, to discover their personal preferences, and to assess and improve their individual capacity for learning and achievement. Industrial placements and the job-related lessons with a high proportion of hands-on learning, allow young people to collect experience in up to three vocational fields, for example mechanical engineering, electrical engineering, or wood technology.

### THE CERTIFICATE IS AN IMPORTANT GOAL

When students fulfill the requirements, they receive a certificate. Those who pass an additional examination in the subjects German, Mathematics and possibly English receive a certificate which is equivalent to the GCE. This increases their chances in the world of work. It is also possible for them to continue their schooling at other vocational schools.

### COOPERATIVE CLASSES WITH THE 5- OR 6-YEAR GENERAL SECONDARY SCHOOL OR WITH THE SPECIAL-NEEDS SCHOOL

Many vocational schools work closely together with General Secondary or Special Needs Schools to offer cooperative classes in which the ninth grade is tightly interconnected with the Vocational Preparatory Year or the Pre-qualifying Year in a two-year course of education. The students who pass an examination in the subjects German, Mathematics and possibly English also receive a certificate which is equivalent to the GCE.

# Vocational Introductory Year (Berufseinstiegsjahr)

In the Vocational Introductory Year, young people with a General Certificate of Education who are required to attend vocational school but do not find an apprenticeship with a company and do not continue their education at any other secondary school can improve their skills.

**INDIVIDUAL SUPPORT**

Individual assistance plays a key role. The foundation for this is the so-called "competence analysis", which helps to precisely evaluate the young person's individual strengths. The students then take courses they have an aptitude for, for example in the fields of wood technology, metal works, or hygiene. This serves as the basis for further advancement. In addition to job-related training, the Vocational Introductory Year focuses on improving proficiency in German, Mathematics, and English as well as promoting social competences.

**CONCLUSION**

The course lasts one year and ends with a centralized final examination in German, Mathematics and English. Final examinations take place as well in the vocational area; these may also be carried out as project examinations. The course leads to a separate certificate that is based on the General Certificate of Education. It enables students to continue at a further vocational school such as a one-year full-time vocational school or a two-year full-time vocational school that leads to the GCSE. Many students succeed in obtaining an apprenticeship with the company where they do their practical.

# Full-Time Vocational School 1 - 2 years (Berufsfachschule einjährig bzw. zweijährig)

### THEORY AND PRACTICE FROM ONE SOURCE

Students who graduate from General Secondary or Intermediate Secondary Schools have various opportunities for entering the working world. For example, they can choose between a part-time vocational school in the dual system, and a full-time vocational school without in-company training. There are several forms of full-time vocational schools the students can choose from.

### THE ONE-YEAR FULL-TIME VOCATIONAL SCHOOL

The one-year Full-Time Vocational School complements the dual system. In many trades it makes sense to delegate the first year of training to the school. There are good reasons for this: Not every local craftsman's business – for instance, in the field of mechanical engineering – can afford to set up the sort of training workshop usually found in many large firms. On the one hand, setting up such workshops is very expensive; on the other hand, many companies are so highly specialized that they are no longer able to provide their trainees with the necessary basic training covering all dimensions of their field. Consequently, during their first year of training, most future mechanics attend a lot of practical and theoretical lessons which prepare them for their future trade.

### THE TWO-YEAR FULL-TIME VOCATIONAL SCHOOL LEADING TO GENERAL CERTIFICATE OF SECONDARY EDUCATION (GCSE)

The two-year Full-Time Vocational School is an important bridge between the General Secondary School and the Secondary Vocational Schools. Here many students without a lower secondary school leaving certificate can earn their GCSE.

The vocational subjects and theoretical and practical vocational skills play a special role in the curriculum of the various types of Full-Time Vocational Schools. Training companies can accept attendance as the first year of training; at the same time, students who acquire good GCSE grades can advance their education in the vocational school system.

### STRAIGHT TO AN OCCUPATION WITHOUT A DETOUR

For some particular training situations there are also special solutions. For instance, some 2-year vocational schools lead directly to jobs in the fields of the arts, nursing, and office work. Examples are: State-certified Classical Dancer or State-accredited Childcare Assistant / Pediatric Nurse.

The profession of State-accredited Geriatric Nurse can be learned at a 3-year vocational school. In trade and industry as well, committed young people can achieve accreditation in a recognized trade (e.g. watchmaker) at 3-year vocational schools.

Compared with the large number of "normal" apprenticeships, these special forms may not carry very much weight; however, these special paths illustrate the diversity and complete the educational infrastructure of the vocational school system.

| | 1-year Full-Time Vocational School | 2-year Full-Time Vocational School (qualifying for Senior Vocational School of Further Education) |
|---|---|---|
| **Entry requirements** | General secondary school diploma (as a rule), 9 years | Qualified general secondary school diploma, 10 years |
| **Qualification** | Credit as first year of training | • qualification for technical college<br>• credit as first year of training possible |

| 1-year Full-Time Vocational Schools | 2-year Full-Time Vocational Schools | Other vocational schools |
|---|---|---|
| **Vocational trade school for**<br>• Architectural draftsperson<br>• Glazier<br>• Communication technician<br>• Mechanical engineering<br>• Electrical engineering<br>• Construction engineering<br>• Wood technology<br>• Textile engineering<br>• Printing and media technology<br>• Personal grooming / cosmetology<br>• Nutrition and home economics (industrial occupations) | **Technical field**<br>• Mechanical engineering<br>• Electrical engineering<br>• Construction engineering<br>• Wood technology<br>• Textile engineering<br>• Laboratory technology (taught chiefly at schools of home economics) | • for watchmakers (3 years)<br>• for precision engineering and electrical engineering (3 years)<br>• for goldsmiths<br>• for business and commerce (2 years)<br>• for social care workers (2 years, daily caregiver)<br>• for pediatric care (2 years + 1 year work experience)<br>• for geriatric care (3 years) and geriatric care assistance (1 year)<br>• for home and family care (2 years + 1 year work experience) |
| **Vocational school for home economics for**<br>• Housekeeping | **Commercial / business field (business school)**<br>**Vocational school for the field of nutrition and health with the profiles**<br>• Home economics and nutrition<br>• Nutrition and gastronomy<br>• Health and nursing | |

# Advanced Vocational School 1-3 years (Berufskolleg, ein- bis dreijährig)

### CLOSE CONNECTION BETWEEN THEORY AND PRACTICE

Developments in the working world are moving toward more demanding occupations with greater requirements for specific theoretical qualifications. In the Advanced Vocational Schools, students with a General Certificate of Secondary Education (GCSE) acquire vocational qualifications and an advanced general education for occupations which are particularly affected by new developments in technology and economy. The close connection between theory and practice is an essential feature of this type of education.

| | |
|---|---|
| **Entry requirements** | General Certificate of Secondary Education |
| **Duration** | 1- 3 years |
| **Qualification** | State-approved profession (in at least 2-year courses<br><br>Optional (depending on course): Advanced Certificate of Vocational Education (Entrance Qualification for University of Applied Sciences) |

### DIFFERENT TYPES OF ADVANCED VOCATIONAL SCHOOLS (EXAMPLES)

Technical field

- 2-year Advanced Vocational School of Technical Assistants (biology, biotechnology, media, information and communication, pharmacy (2.5 years), physics, environment, agricultural and environmental analysis, product design, technical documentation)

Home economics, nursing and social pedagogics

- Advanced Vocational School of kindergarten teachers

For qualification at university

- 1-year Advanced Vocational School for Qualification at University of Applied Sciences

# Upper Secondary Vocational School 2 years (Berufsoberschule)

| | |
|---|---|
| **Entry requirements** | • General Certificate of Secondary Education or<br>• Advanced Certificate of Vocational Education or<br>• General Certificate of Education including grade 10 or<br>• A school report of promotion to grade 10 of Upper Secondary School (8-year) or<br>• A school report of promotion to grade 11 of Upper Secondary School (9-year).<br>Those who have successfully completed the "9 + 3" model may be admitted if they take an entrance examination. In each case an average grade of 'C' is required in the subjects German, English, Mathematics, and the individual subject of specialization. |
| **Duration** | 2 years (particularly capable young people who possess an Advanced Certificate of Vocational Education and have professional qualifications can enter the Upper Secondary Vocational School in the second year, where places are free, in existing classes) |
| **Qualification** | Advanced Certificate of Secondary Education ("A-levels") |

The Upper Secondary Vocational Schools offer talented young people who have already completed an apprenticeship the chance to broaden their general and specialized knowledge. This opens another door to further educational institutions.

### TECHNICAL UPPER SECONDARY SCHOOL, BUSINESS UPPER SECONDARY SCHOOL, UPPER SECONDARY SCHOOL FOR SOCIAL SERVICES

Those who have completed vocational training or have equivalent work experience can earn an Advanced Certificate of Secondary Education in two years at the Upper Secondary Vocational School. Nothing more stands in their way of studying at a university.

The course lasts a total of 2 years and leads to an Advanced Certificate of Secondary Education. Three areas of specialization are available at the Upper Secondary Vocational School: Engineering, Business Studies, and Social Studies. The written final examination is taken in German, English, Mathematics, and in the given area of specialization.

# Upper Secondary Vocational School 3 years (Berufliches Gymnasium)

Young people with a special interest in the professional and working world and specific talents and aptitudes have earned one thing in any case: special channels to the universities. Vocational education and general education are of equal value. This fact was recognized early on in Baden-Wuerttemberg, the consequence being that in the past decades a highly differentiated system of secondary educational programmes has been created at vocational schools. For many talented young people the path to university today is via the Upper Secondary Vocational Schools.

### THE UPPER SECONDARY VOCATIONAL SCHOOLS (3 YEARS)

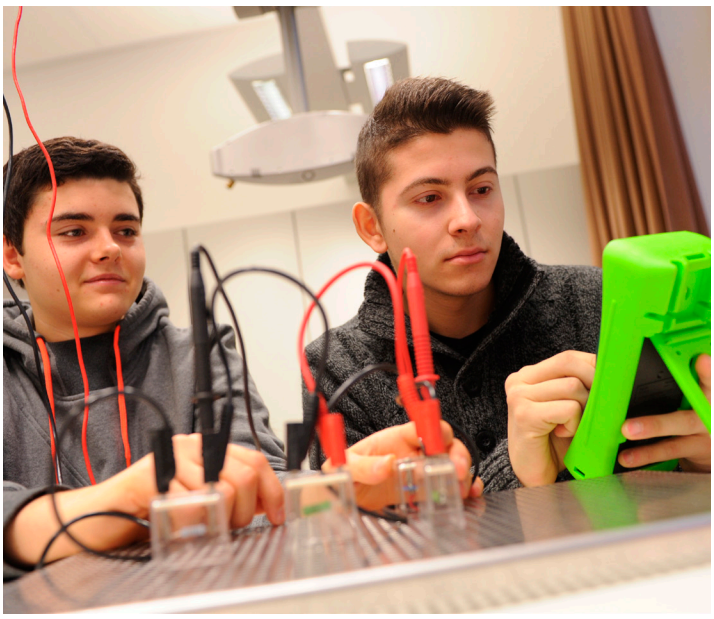
Upper Secondary Vocational Schools are full-time schools. They lead to the Advanced Certificate of Secondary Education, a general university entrance qualification. In addition, they offer good preconditions for completing demanding job training outside of the universities. The Upper Secondary Vocational School prepares the students in the first year and in the two upper grades for their study at university and particularly for the world of work.

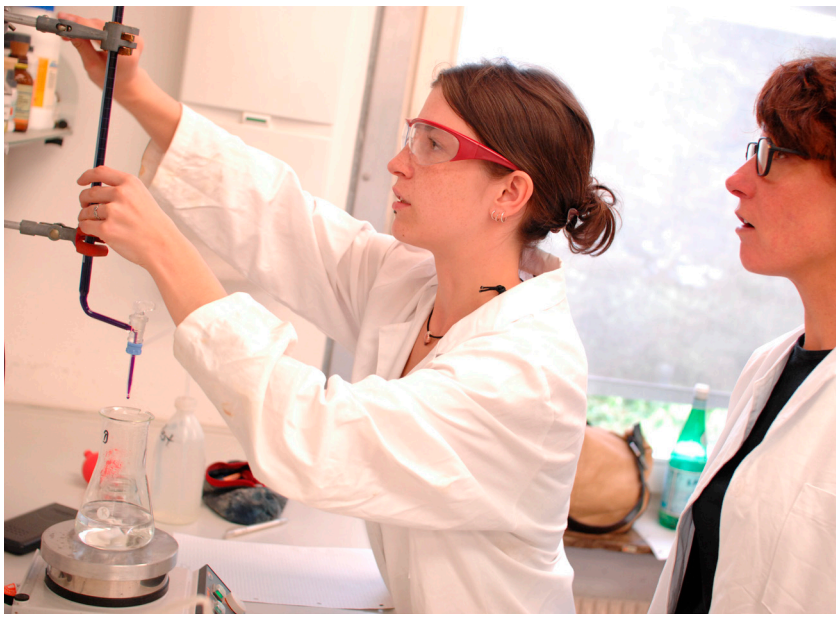
Qualified graduates of the Intermediate Secondary School or of the General Secondary School with the additional one year and particularly capable graduates of the General Secondary School (9 years) who have earned the General Certificate of Secondary Education via the 2-year Full-Time Vocational School or the Vocational Preparatory School, can, like Upper Secondary School students, earn the general university entrance qualification in three years.

The job-related subjects also influence the general subjects. What advantages does this have? The students receive a broad and in-depth education along with the ability to think and act coherently.

**The Upper Secondary Vocational Schools differ in their focus on occupational fields, each concentrating on a particular area**

- Agricultural science
- Biotechnology
- Nutritional science
- Social and health science
- Engineering technology
- Business science





These orientations are defined by six compulsory lessons per week in the major field of study. Attending one of these orientations predetermines a student's field of study or future profession:

| | |
|---|---|
| **Upper Secondary Vocational School - Engineering technology with the majors** | • Mechatronics (mechanical engineering, electrical engineering)<br>• Information technology<br>• Design and media technology<br>• Technology and management<br>• Environmental technology<br>In selected locations:<br>• Electrical engineering and information technology<br>• Applied natural sciences) |
| **Upper Secondary Vocational School - Business Science** | • Business science<br>• International economic studies<br>• Finacial management<br>The 6-year Upper Secondary Vocational School beginning with grade 8 is offered at only few locations. |
| **Upper Secondary Vocational School - Nutritional Science** | • Nutritional science with chemistry |
| **Upper Secondary Vocational School - Agriculture** | • Agricultural biology |
| **Upper Secondary Vocational School - Biotechnology** | • Biotechnology |
| **Upper Secondary Vocational School - Social and Health Science** | • Pedagogy and psychology<br>• Health and care |

**INFORMATION**

Further information is available from Department 7 of each Regional Administrative Authority (Regierungspräsidium) or directly from the individual schools and at www.kultusportal-bw.de.

| | |
|---|---|
| **Entry requirements** | • General Certificate of Secondary Education<br>• Certificate of completion of grade 10 of General Secondary School<br>• Entrance qualification for Advanced Vocational Schools<br>• Promotion to grade 10 of an 8-year Upper Secondary School<br>• Promotion to grade 11 of a 9-year Upper Secondary School |
| **Duration** | 3 years |
| **Qualification** | Advanced Certificate of Secondary Education (" A-levels") |

# Advanced Vocational Education: Senior Vocational Schools (Fachschulen)

The one- and two-year Senior Vocational Schools offer persons who have completed their job training the opportunity to prepare for work at the middle management level or to qualify for self-employment in their profession. To this end, the qualifications earned in vocational school and on the job are broadened and further developed. Students graduating from Senior Vocational Schools also have the possibility of studying at university.

### TWO-YEAR SENIOR VOCATIONAL SCHOOLS OF ENGINEERING, DESIGN, AND BUSINESS

The two-year Senior Vocational Schools include those of engineering and design in the area of trade and industry and those of business (covering the field of business administration and management or the hotel and catering industry). A requirement for admission is vocational training corresponding to the intended field of specialization. During the course, an independent project must be prepared and presented. Thus, specialized qualifications are earned that extend far beyond what is learned in vocational training and that are widely acknowledged in the business world. The qualifications achieved cover a high level of theoretical and practical knowledge, skill and competence and reach "reference level 6" within the European Qualifications Framework (EQF) and are equivalent to the first Bologna cycle of higher education encompassing the Bachelor's degrees, Professional Graduate Certificate in Education (PGCE), Graduate diplomas and certificates. (More detailed information is available at http://ec.europa.eu/eqf/home_en.htm) When they pass the final examination, the graduates of the Senior Vocational Schools of Engineering and Design earn the occupational title "State-certified Technical Engineer" or "State-certified Designer", while a graduate of the Senior Vocational School of Business becomes a "State-certified Business Manager". Together with the Technical Engineering Diploma they also earn – with the exception of those in the hotel and catering industry – the entrance qualification for a university. As long as state regulations are fulfilled, graduates may also choose to become self-employed. Part-time courses are also offered to allow students to attend school and continue to work.

### SCHOOLS FOR MASTER CRAFTSPEOPLE

Apprentice – journeyman (qualified craftsperson) – master: this is still the classical course of training in the trades. The examination for the master craftsperson's certificate with its four parts – practical, theoretical, economic and legal, and work-related pedagogical – is an established, well-balanced program. One of the advantages of the master training is that it offers the opportunity to start one's own business. As a rule, the course for master

craftspeople lasts one year, in part-time programs proportionately longer. A requirement for admission is vocational training corresponding to the intended field of specialization. The examination itself is administered by the Chamber of Trade, the Chamber of Industry and Commerce, or the Regional Administrative Authority.

#### ACADEMIES

The Academies of Business Management in trade prepare students in a two-year course for the master craftsperson's examination and provide for further qualifications in the technical and especially managerial areas. The requirement for enrolment is generally at least two years of work experience in a related field. In all areas of specialization it is possible to enrol in the second year at the Academy of Business Management after passing the master craftsperson's examination.

#### SENIOR VOCATIONAL SCHOOL OF FURTHER EDUCATION IN HEALTH CARE

The two-year, part-time Senior Vocational School of Education in Health Care offers a course that focuses on directing a nursing ward or a geriatric psychiatry ward.

Requirements for admission are completed training as a nurse, a geriatric nurse, a pediatric nurse, or a social care worker and at least two years of related work experience. In addition, a minimum number of 400 hours of training-related practice are required during the course of further education. When graduates pass the final examination they earn the occupational title "State-certified Nursing Ward Director" or "State-certified Geriatric Psychiatry Professional". By taking an additional course and passing an additional examination, they qualify for study at a university.

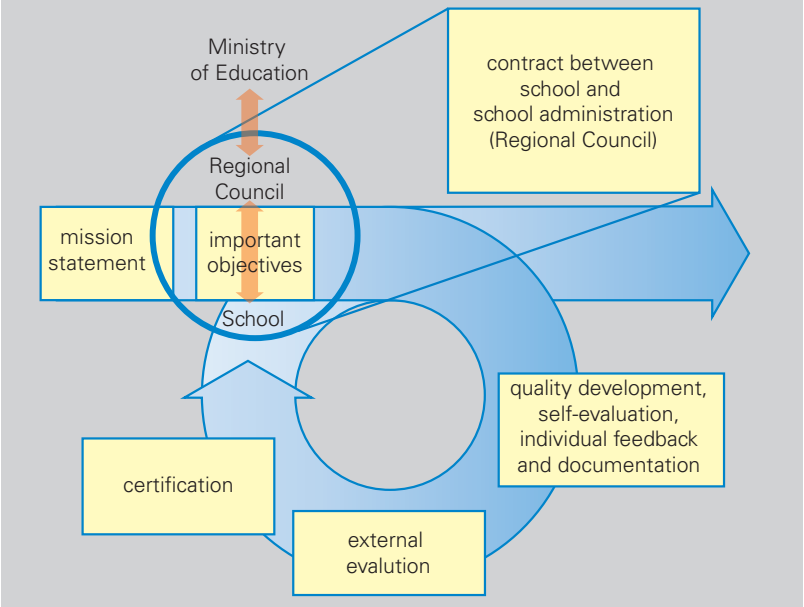
examination, they qualify for study at a university.

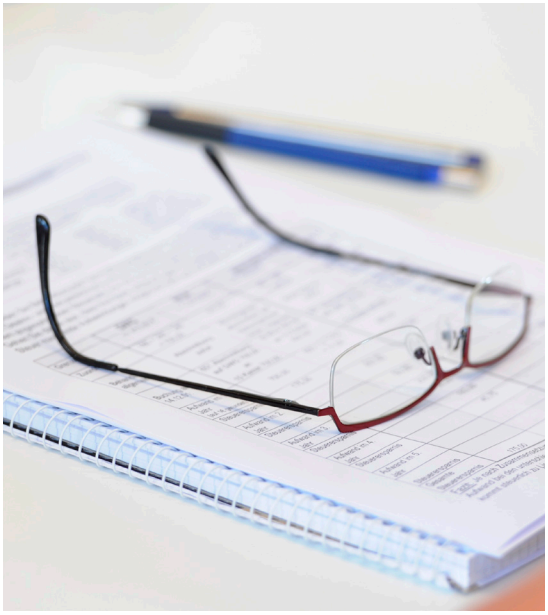
#### SENIOR VOCATIONAL SCHOOLS OF ORGANIZATION AND MANAGEMENT

Further education in the two-year, part-time Senior Vocational Schools of organization and management qualifies respective professionals to discharge managerial tasks, above all in socio-pedagogical facilities. With successful completion of the entire course the graduates earn the occupational title "State-certified Specialist for Organization and Management ". In addition to vocational training in a relevant field, requirements for enrolment are generally two years of related work experience. Applicants who have already acquired the qualifications require at least one year of related work experience.

#### INFORMATION

Further information is available at www.kultusportal-bw.de.



# Quality Development and Quality Assurance at Vocational Schools in Baden-Württemberg

### THE OAS (OPERATIVELY AUTONOMOUS SCHOOL) CONCEPT

The OAS concept describes the framework of quality development and quality assurance for the state's vocational schools. Systematic development takes place in the following steps: mission statement, quality development (with self-evaluation, individual feedback and teamwork), external evaluation, certification, and agreement on objectives.

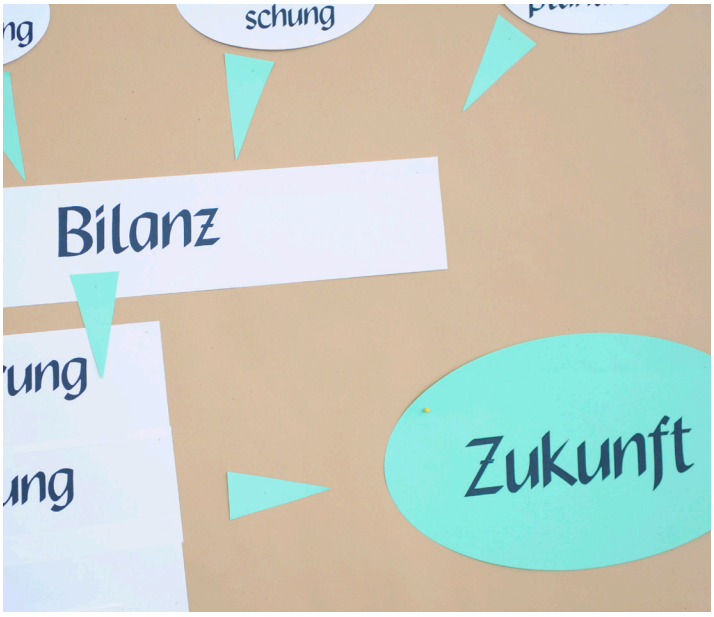
Vocational schools generally combine a wide range of different courses of education under one roof. It is therefore particularly important for the entire teaching staff to agree on common pedagogical objectives and values. In the mission statement the school formulates its objectives concerning, for example, teaching, promotion of and support for students, or cooperation between all those who are involved in school life. The statement expresses the school's conception of itself inwardly as well as toward the school community. For the acceptance and effectiveness of a mission statement it is important to involve not only the teaching staff but also the students, the parents, and the representatives of the training companies.

### SELF-EVALUATION AND QUALITY DEVELOPMENT

Each school needs a strategy of knowledge control for its quality development: Goal-directed advancement is possible only with a comprehensible database covering the particularities of the school, the quality of its procedures, and its results. Acquiring, analysing, and evaluating these data is the task of self-evaluation. The cycle of data collection, data analysis, and development and implementation of improvement measures leads to a continuous process of critical self-control in the schools. Moreover, it serves to ensure the effectiveness and success of one's own actions. The school's performance becomes transparent; the acceptance among the students, their parents and their training instructors, and the general public increases. This fosters the job satisfaction of everyone involved.

### INDIVIDUAL FEEDBACK AND TEAMWORK

The quality of a school is determined to a great extent by the knowledge, ability, and commitment of each individual. Together with the further development of the school's organization, measures are required that promote the further development of each teacher's pedagogical work. In addition to the setting up and development of team structures within the school, systematic and constructive feedback has proven useful, both between the student body and the teachers and within teacher teams.



#### EXTERNAL EVALUATION

The assessment of a school's quality development concept and the processes for implementing its development objectives are in the foreground of the external evaluation by the Federal Institute of School Development (Landesinstitut für Schulentwicklung). The quality of a school's development is determined according to objectified criteria, and the school receives professional external feedback about its strengths and its weaknesses. This gives the school impetus for future developmental steps and knowledge control to guide its further efforts. The external evaluation is carried out by a team consisting of qualified evaluators from the Federal Institute and a "critical friend" proposed by the given school. Among other things, they review the results of the school's own self-evaluation and the measures derived therefrom. The team analyses the school's quality documentation and conducts interviews during a visit to the school with the people involved.

#### AGREEMENT ON OBJECTIVES BETWEEN THE SCHOOL AND THE SCHOOL ADMINISTRATION

In the agreement on objectives, the educational policy guidelines prescribed by the state and the impulses for development from the schools are combined. In consensus discussions, objectives specific to a given school are defined in concrete terms and agreed upon. Here, the concept of school development and the strengthening of operative autonomy have priority. The responsibility for which measures are taken to achieve the objectives lies with the school. As a rule, agreements on objectives are concluded following the external evaluation and are adjusted on the basis of yearly discussions.

#### THE OBJECTIVE OF QUALITY DEVELOPMENT AND QUALITY ASSURANCE

Strengthening the autonomy of vocational schools is one of the central objectives of education policy in Baden-Wuerttemberg. Each school needs to expand its scope of activity in order to be able to further develop the quality of the school and the teaching independently and in accordance with local conditions and challenges. Critical requirements for efficient schools are a combination of strengthening the self-reliance of the individual school and the commitment to documenting and monitoring its success.

Systematic quality development means that all who participate in the life of the school deal with the subject of quality together. They develop a framework of orientation that defines their shared perceptions of quality; at regular intervals they examine whether the set objectives have been achieved and, if necessary, they adjust their actions. Thus the school evolves into a learning organization with continuous quality development. What the individual school emphasizes depends decisively on its creative drive and on its socio-cultural environment. However, teaching as a core pedagogical process is at the centre of the quality development.

# The State Academy
# Training Know - how for all Types of Schools

The Academy was founded in 2004 as the central training facility for teachers of the State of Baden-Wuerttemberg. There are three locations of the "State Academy for In-service Training and Human Resources Development at Schools" in Baden-Wuerttemberg: Bad Wildbad serves schools offering general education, Esslingen is responsible for vocational schools and the Comburg offers training for executives. More than 30,000 teachers and multipliers attend the 1,700 courses being offered by the State Academy. The performance of the Academy is rated with the grades A or B by more than 90 percent of teachers taking part.

### THE STATE ACADEMY IN ESSLINGEN

The State Academy in Esslingen near Stuttgart is the central training facility of the State of Baden-Wuerttemberg for teachers of vocational schools. Each year about 10,000 teachers participate in further training in more than 500 courses at the Academy.
The Academy offers courses and detailed concepts for the following subject areas:

- State-of-the-art topics in the fields technology, business, and social pedagogy
- Educational and methodical issues, e.g. for the implementation of activity-oriented curricula or for cooperative learning
- Individual learning and inclusion
- Quality development at vocational schools (OAS Operatively Autonomous School, development of teaching)
- New media in class
- Courses for network advisors
- CISCO, Linux, multimedia, data protection and copyright
- Development of concepts for state-wide training initiatives for multipliers acting on behalf of the Ministry of Education, e.g. for the implementation of new curricula and schools

The link "lehrerfortbildung-bw.de", operated by the State Academy, provides a server that offers various aids and teaching resources for teachers in the State of Baden-Wuerttemberg. Here teachers can find information about training courses, teaching materials, and database applications. Furthermore, in 2013 the State Academy acquired the status of "federal elite centre" for "Worldskills Germany", registered association, in the field of mechatronics, an initiative promoting national and international vocational competitions.

# International Educational Exchange

**INTERNATIONAL EDUCATIONAL EXCHANGE AT THE STATE ACADEMY**

Germany and, in particular, the federal state of Baden-Wuerttemberg, is a renowned address when it comes to successful vocational training. The so-called dual system of training enjoys a high reputation worldwide.

The State Academy decisively contributes to the success of vocational training and human resource development because it offers teacher-upgrading courses based on the latest findings in learning research as well as didactics and methodology.

As a consequence of its close cooperation with industry, the State Academy is always up-to-date regarding technological innovations.

**MOBILITY IN EUROPE**

For many years the State Academy has committed itself to participating in international projects, be it in project promotion or as organising partner.

The Academy's objective is to stimulate the mobility of students and teaching staff at vocational schools thereby considerably improving language acquisition and language proficiency on a long-term basis.

The State Academy offers support to schools applying for Erasmus+ projects which take place on a European level.

In addition to providing suitable partners for foreign schools and other educational organisations interested in participating in international projects, the Academy also offers assistance and guidance during these projects, e.g. it has been assisting the Academy of Vocational Training (ABB) since 2005 in their exchange project with France, a project which students and teaching staff have developed together and implemented successfully.

For more information go to International State Academy projects: http://lehrerfortbildung-bw.de/akaprojekte/intern/

**EDUCATIONAL COUNSELLING AND TRAINING SEMINARS FOR TEACHING STAFF FROM ABROAD**

The Academy's training seminars for foreign experts working in administration, industry, and education are in high demand.

Its counselling in education focuses on the further development of the respective educational systems, education planning, the development of curricula, and, last but not least, on the establishment of facilities for teacher training and teacher upgrading.

Contacts to foreign educational institutes are often established by export companies looking for qualified local staff or by politicians on their state visits abroad.

The training seminars are designed and conducted by experienced teams of highly qualified teacher trainers.

The Academy offers tailor-made courses according to the participants' requirements.

Target groups may be teachers, teacher trainers or even principals. Examples of topics of the courses on offer are introduction into competence-based training and interdisciplinary training, curriculum development for specific areas such as automation and automotive technology, mechatronics or quality management at schools.

There is a high demand for courses in metal engineering, electrical engineering, automation, mechatronics, automotive engineering, agriculture, horticulture, and also in the commercial sector.

In addition to providing theoretical knowledge, the training courses also incorporate phases of practical learning. The participants plan activity-oriented lessons and experience their implementation at German vocational schools. The courses are supplemented by excursions to renowned enterprises like Daimler AG (PLC) or to trans-regional educational institutions like the Chamber of Industry and Commerce or the Chamber of Trade.

Participants come from all over the world, e.g. China, Singapore, Mozambique, Burundi, Spain, Hungary or South Africa.

The Academy's tailor-made training and upgrading courses include short-term counselling or may last several weeks. Many long-standing partnerships have developed form these training courses.

THE STATE ACADEMY IN BRIEF

**Location**
Esslingen-Zell
- 3 minutes to train station
- 10 minutes by car to Stuttgart airport
- 25 minutes to central station Stuttgart, either by train or car

**Facilities**
- 6 seminar rooms for up to 100 participants
- 4 meeting rooms
- 3 training rooms each equipped with multimedia PCs (including whiteboards and visualizers)
- 1 technical workshop
- 1 technical workshop, 1 electrical/mechatronic engineering laboratory

**Food and Accommodation**
Hotel with 94 single rooms (two of them are suitable for handicapped people), restaurant for up to 150 people

**Contact**

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und Personalentwicklung an Schulen

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lehrerfortbildung-bw.de/lak/es

**Bildung,
die allen
gerecht wird**

*Das Bildungsland*

Baden-Württemberg

MINISTERIUM FÜR KULTUS, JUGEND UND SPORT