




Vocational Schools

 in Baden-Wuerttemberg



Baden-Württemberg

MINISTERIUM FÜR KULTUS, JUGEND UND SPORT

IMPRINT

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P.ART Design, www.part-design.de

PHOTOS:

Landesmedienzentrum Baden-Wuerttemberg, Stuttgart
Robert Thiele, Stuttgart
Fotolia

PRINTING:

Straub Druck + Medien AG, Schramberg

JULY 2018, revised edition

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Vocational Education: Many Paths Lead to the Chosen Career

The vocational training and education of Baden-Wuerttemberg is held in high esteem both in Germany and abroad. Around 280 public vocational schools make a significant contribution to business and society: they help young people to gain a primary vocational education and open up ways for them to attain higher general school-leaving qualifications. They offer the opportunity to acquire a university entrance qualification and also equip their students with advanced vocational training qualifications.

The overview of educational paths (pp. 14-15) in Baden-Wuerttemberg gives a clear picture of the numerous opportunities open to anyone wishing to obtain an individually suitable qualification.

One of the key tasks of vocational schools is to ease the transition of young people into the world of work and

to offer them a basic vocational education or a qualification for their professional future. By combining the competencies of vocational schools and the company providing vocational training, the dual system of vocational education and training ensures that there are sufficient skilled workers ready to take over jobs in the local economy as well as being a tried and tested foundation for a successful career. True to the motto “No qualification without continuation”, the so-called “second-chance course of education”, which builds on a completed vocational education, can lead via the “one-year advanced vocational school to attain an entrance qualification for a university of applied sciences” to such a qualification, or to a university entrance qualification via an intermediate and then higher vocational school for general education. Many a university graduate has used this practical path to their studies. In total, over half of all university entrance qualifications are attained in vocational schools.



Even for young people who do not manage the transition to vocational training directly after leaving school, the vocational schools can offer significant educational opportunities. The main focus of vocational preparation courses is on reinforcing the competencies necessary for vocational training. These courses attach great importance to proximity, not only the everyday working environment but also to potential companies providing vocational training by offering a wide range of company internships. It is also important – as far as educational goals are concerned – to attain an educational status equivalent to that of a general secondary school-leaving certificate.

Young people who are disabled will also find a special form of some of the educational offerings at vocational schools. The vocational schools provide special offers to facilitate inclusion in the job market; they stand for young people – with or without disability – successfully learning together.

The vocational schools are constantly evolving, and they react flexibly and swiftly to changes resulting from new economic developments and social change. With their broad spectrum of school types and educational programmes, they provide an ideal environment for students to develop and hone their individual aptitudes and competencies. They ensure that young people find their place in the world of work and – with their high qualifications – promote the state of Baden-Wuerttemberg as a business location.



The Vocational School

FORM AND CONTENT OF THE TRAINING

After attending a general-education school, a large number of young Germans decide in favour of the dual system for vocational training. The dual system today covers around 330 occupations requiring formal training in almost all sectors of the economy, including craft trades, industry and services and ranging from traditional activities through to high-tech areas. As in the past, vocational training still takes place at two training locations where the joint educational mandate is fulfilled: the company and the vocational school. The company takes over the practical side of the training, whereas the vocational school – in addition to extending and deepening their students' general education – convey the theoretical knowledge required to carry out the occupation they are training for. In this context, the learning content is meanwhile, for the majority of occupations, no longer taught in individual subjects but in what are called fields of learning (didactical-curricular organisational units), i.e. within the framework of self-contained subject areas. These are oriented towards practical, job-related procedures. The duration of school attendance depends on the duration of the training in the occupation concerned.

THE BASIC LEVEL

In their first year of training, the trainees first of all acquire a broad knowledge of the whole occupational field. This creates a good basis for specialisation later on and ensures that in the various occupations within a particular occupational field "everyone speaks the same language" – an essential requirement nowadays as occupations become more and more closely intertwined with each other. In many occupations the basic level takes the form of a "one-year, full-time vocational school".

THE SPECIALISATION LEVEL

The years of training that follow the basic level are designed to deepen the basic knowledge already acquired. The trainees are taught the special skills that make up the profile of the occupation concerned.

In parallel to imparting such job-related skills, the vocational school also continues to further the trainees' general knowledge as a key prerequisite for occupational competence.

THE COMPLETION OF THE TRAINING

At the end of their vocational school training, trainees sit a final examination. Those who pass this examination receive a vocational school-leaving certificate. Combined with a successful conclusion of the in-company training (in the form of a Chamber of Commerce examination certificate or a journeyman's/skilled worker's certificate), these young people have acquired an educational status equivalent to a general secondary school-leaving certificate. Trainees who have successfully completed their training with appropriate examination grades can have their educational status recognised as being equivalent to an intermediate secondary school-leaving certificate.

After completing their training, young people can:

- gain practical experience and, after attaining an advanced vocational qualification (e.g. as a master craftsman), take up studies at a university;
- choose to train for a medium-level administrative career in the service of the state of Baden-Württemberg;
- choose to train at a senior vocational school for social pedagogy;
- acquire the qualifications to study at a university for applied sciences, or
- attain a general university entrance qualification via the senior classes of the higher vocational school for general education.

The successful completion of vocational training is also a sound basis for further vocational qualifications that build on it. For example, engineers who have previously gained a skilled worker's certificate are in particularly high demand.



ADDITIONAL QUALIFICATIONS AND UNIVERSITY ENTRANCE QUALIFICATION (UNIVERSITY OF APPLIED SCIENCES)

Depending on what is offered locally, through participation in additional courses and on passing a further examination, additional vocational qualifications can be earned. Examples of such qualifications are: “Management Assistant in Skilled Crafts”, the “Foreign-Language Certificate of the Standing Conference of Ministers of Education”, or even the university entrance qualification (university of applied sciences).

CONCLUSION

The vocational schools constitute an important component for the permeability of educational domains in Baden-Wuerttemberg. The interaction between schooling and in-company training and the interlocking of theory and practice mean that the dual system prepares trainees in the best possible way for the challenges and constantly increasing demands of the working world.

The wide variety of skilled occupations allows every young person to choose the occupation that best fits their personal inclinations and abilities. In the vocational school, the young people are individually fostered according to the job profile of the occupation chosen. This opens up for them a great variety of career prospects.

OCCUPATIONAL FIELDS IN THE VOCATIONAL SCHOOLS

VOCATIONAL SCHOOLS FOR TRADE AND INDUSTRY

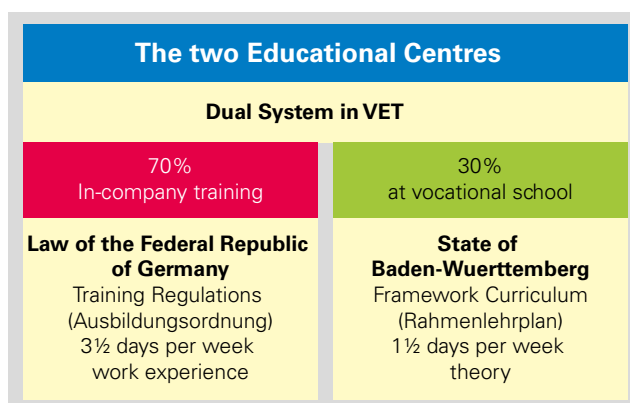
- Metal Technology
- Automotive Engineering
- Electrical Engineering
- Information Technology
- Construction Engineering
- Wood Technology
- Textile Engineering and Clothing
- Chemistry, Physics and Biology
- Printing and Media Technology
- Paint Technology and Interior Design
- Health
- Personal Hygiene
- Nutrition and Home Economics, Nutritional Field

VOCATIONAL BUSINESS SCHOOL

- Business and Administration

**VOCATIONAL SCHOOLS FOR HOME ECONOMICS, NURSING AND SOCIAL PAEDAGOGY
VOCATIONAL SCHOOLS FOR AGRICULTURE**

- Nutrition and Home Economics, Home Economics Field
- Agricultural Economics





CURRICULUM WITH INDIVIDUAL SUBJECTS/FIELDS OF LEARNING*

VOCATIONAL SCHOOL	VOCATIONAL SCHOOL FOR TRADE AND INDUSTRY	VOCATIONAL BUSINESS SCHOOL	VOCATIONAL SCHOOL FOR HOME ECONOMICS, NURSING AND SOCIAL PAEDAGOGICS	AGRICULTURAL VOCATIONAL SCHOOL
GENERAL SUBJECTS 3-4 lessons a week	<ul style="list-style-type: none"> • Religious Education • German • Social Studies • Economics/Economic Competence 	<ul style="list-style-type: none"> • Religious Education • German • Social Studies 	<ul style="list-style-type: none"> • Religious Education • German • Social Studies • Economics 	<ul style="list-style-type: none"> • Religious Education • German • Social Studies • Economics
JOB-RELATED SUBJECTS 7-8 lessons a week	For example Mechatronics Technician Fields of learning like: <ul style="list-style-type: none"> • Manufacturing of mechanical component systems • Analysis of information flow in complex mechatronic systems • Commissioning, troubleshooting and maintenance 	For example Industrial Clerk <ul style="list-style-type: none"> • Business administration • Monitoring and controlling • Macroeconomics • Information processing • Project competence 	For example Professional Housekeeper Fields of learning like: <ul style="list-style-type: none"> • Taking care of people individually • Organising the home environment and functional areas • Cleaning and caring for textiles 	For example Farmer <ul style="list-style-type: none"> • Specialist studies with topics like: <ul style="list-style-type: none"> - food production - animal farming - agricultural machinery • Job-related mathematics • Practical specialist studies
COMPULSORY ELECTIVE SUBJECTS • 1-2 lessons a week • remedial • teaching • additional teaching • acquisition of additional qualifications	For example, computer applications, job-related foreign languages, sports			
ELECTIVE SUBJECTS	For example, acquiring a university entrance qualification (university of applied sciences)			

* For new and newly organised occupations, the timetable comprises **fields of learning** (self-contained subject areas) instead of individual subjects. These are oriented towards practical, job-related procedures. Within an individual field of learning, holistic methods are used to impart various competences.



Vocational Preparation Courses

IMPROVING THE CHANCES OF GETTING A TRAINING POSITION:

- PRE-QUALIFICATION YEAR FOR WORK / PROFESSION (VAB)
- VOCATIONAL INTRODUCTORY YEAR (BEJ)
- VOCATIONAL TRAINING PREPARATION (AVDUAL)

The vocational preparation courses at vocational schools ensure that pupils leaving general education schools are supported on their path to vocational training. For example, if they do not hold a general secondary school-leaving certificate, they can acquire one; if they already have the certificate, they can improve their grades or even acquire an intermediate secondary school-leaving certificate. In connection with a basic vocational qualification which includes practical elements, this increases their chances of getting a training position.

Young people who, after completing their compulsory education, do not start with vocational training can obtain specific preparation for entering the world of work by completing a prequalifying year or a vocational introductory year. The flexible timetables of such courses mean that they can be geared precisely to the specific areas in which the young people need support. For example, those attending a prequalifying year who do not have a sufficient knowledge of German receive a greater number of German lessons. Young immigrants without any knowledge of German are, as a rule, offered teaching in separate classes specifically to improve their language skills in a special form of the prequalifying year which focuses on acquiring a knowledge of German (VABO).

FROM THE FIRST PRACTICAL EXPERIENCES THROUGH TO PREQUALIFICATION IN A VOCATIONAL AREA

The goal of the pre-qualification year is to give young people vocational orientation and to provide them with job-related competences and skills in up to three vocational fields, such as Metal Technology, Electrical Engineering, Wood Technology, Construction Engineering, Nutrition and Home Economics, Personal Hygiene as well as Business and Administration. In addition, this helps the young people to get to know specific vocational requirements,

to find out what their personal preferences are, and to gauge and improve their individual ability to learn and perform. One special feature of the pre-qualification year compared to the vocational introductory year is that, like in the vocational school, there are not the traditional subjects but fields of learning instead. These comprehensively interlock theory and practice with each other and put a strong emphasis on learning by doing.

In the vocational introductory year the pupils are taught the job-related contents equivalent to approximately half of what is normally taught in the first skilled occupation. In the vocational introductory year sub-qualification, which is a special form of the vocational introductory year, they can acquire a sub-qualification certified by the chamber of commerce if they serve a 90-day company internship, if they keep a record book of things they have learned during the internship, and if the internship contract is registered with the chamber of commerce.

GETTING A TASTE OF DAILY LIFE IN THE WORKING WORLD

Many schools offer internships in the form of weekly practical days in various companies. Parallel to their school lessons and supervised by a teacher, the pupils can – on one or two days a week over a fairly long period – continually try out the serious side of working life and gather a lot of concrete job-related experience.

INDIVIDUAL SUPPORT AND ADVANCEMENT

Individual support plays a key role in the vocational preparation courses. An important basis for this is the implementation of a “competence profile analysis”. This analysis is instrumental in precisely recognising the individual strengths of the young people concerned. It serves as a basis for further support and advancement throughout the school year.



THE SCHOOL-LEAVING CERTIFICATE IS AN IMPORTANT GOAL

If pupils fulfil the requirements of the prequalification year, they receive a school-leaving certificate. If they pass a centralised school-leaving examination in German, mathematics and possibly English, they also attain an educational status equivalent to a general secondary school-leaving certificate. This substantially increases the odds of getting a training position. It is also possible to continue at other vocational schools, such as a two-year full-time vocational school leading to an intermediate secondary school leaving certificate. After completion of the special prequalifying year for young people with no knowledge of German, pupils can do the regular prequalifying year or, with the appropriate qualification, continue with other vocational training options. The certificate gained after successful completion of the preparation for dual vocational training (AVdual) is equivalent to that of the prequalifying year.

The vocational introductory year (BEJ) certificate is a qualification in its own right and builds on the general sec-

ondary school-leaving certificate. It also requires a central final examination in German, mathematics and, as a rule, English. Here, too, it is possible to go on to study at other vocational schools such as a one-year or two-year full-time vocational school, with the two-year option leading to an intermediate secondary school leaving certificate.

The vocational training preparation (AVdual) incorporates not only teaching based on individualised learning but also the increasing use of company internships. These internships are designed to make young people acquainted with the realities of working life and give them a clearer picture of their own vocational interests and opportunities. The concept focuses strongly on improving young people's interdisciplinary competences as well as their self-learning competences. By learning in separate groups depending on their level in particular subjects, young people obtain maximum freedom to choose between various educational goals in order to be able to exploit their potential to the fullest. The concept of AVdual is intended to contribute towards securing the supply of skilled workers and towards effectively meeting the educational and demographic challenges of the future.

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INDIVIDUAL SUPPORT AT VOCATIONAL SCHOOLS

Pupils in our vocational schools not only differ from each other with regard to previous knowledge and capability, social background and mother tongue, interests and aptitudes, but they also learn in totally different ways. At vocational schools they are individually supported in their development, for example by competence analyses, by individual support systems in the vocational school, by the promotion of self-organised learning, by semi-

nar courses or project work in the vocational full-time schools, and many others. Individual support is therefore a basic pedagogical principle. At the same time, didactically based, subject-oriented support is just as important as the development of the pupils' personality. With increasing action competence, the pupils should be able to be responsible for and to steer their own learning.



The Full-time Vocational School

THEORY AND PRACTICE UNDER ONE ROOF

There are various options open to young people on how to start their careers. Instead of choosing a part-time vocational school in the dual system, they can attend a predominantly full-time vocational school without in-company training. There are several forms of full-time vocational schools for young people to choose from.

THE ONE-YEAR FULL-TIME VOCATIONAL SCHOOL (1BFS)

The one-year full-time vocational school can be seen as complementary to the dual system. This school type teaches according to the relevant training regulations and according to the formal curricula and syllabuses for the first year of training. It imparts the occupation-oriented specialist and practical competences either in one specific skilled occupation (e.g. architectural draughtsperson) or over the range of an occupational field (e.g. automotive engineering). On top of that, such schools also promote general education.

This means that in many occupations both the theoretical and the practical vocational training in the first year frequently take place at school. There are good reasons for this: not every company can offer the same training facilities. Furthermore, many companies are so highly specialised in their industry that they cannot offer trainees the full range of basic vocational training necessary for the corresponding occupational field. The one-year full-time vocational school, however, makes this possible.

One occupational field for which there are only few training positions on the job market is home economics. That is why in this case the State complements the dual system by offering the contents of the practical side of the training in the vocational schools. In the one-year full-time vocational school, young people who are interested in this field obtain the basic training that is important for this occupation. After that it's a question of the young person choosing the vocational qualification that is the right one for them. Possible options are, for example, the state-recognised qualification as a professional housekeeper or geriatric nurse in the home economics/nursing care sector.

THE TWO-YEAR FULL-TIME VOCATIONAL SCHOOL LEADING TO AN INTERMEDIATE SECONDARY SCHOOL LEAVING CERTIFICATE (2BFS)

For school-leavers from general education schools who want to improve their career prospects using their general secondary school-leaving certificate as a basis, the two-year vocational school leading to an intermediate secondary school leaving certificate (2BFS) represents a continuation option that is highly regarded by parents and companies. The 2BFS also provides a basic vocational qualification which, experience has shown, gives graduates easier access to the vocational training market.

In the timetable of the different types of 2BFS, not only the occupation-related subjects but also the occupation-oriented specialist and practical competences play a special role. Companies that offer training can recognise the attendance of the 2BFS as the first year of training; at the same time, the students are buying a ticket for their journey towards professional development. With a good qualification from the 2BFS, the young people can also continue their school career, for example, with the goal of achieving an entrance qualification for a university of applied sciences or a general university entrance qualification.

To do this they can go various ways after attending the 2BFS:

- Via vocational training or via attendance of an advanced vocational school they can achieve a university entrance qualification (university of applied sciences)
- High-performing pupils can attend a higher vocational secondary school and acquire a general university entrance qualification.



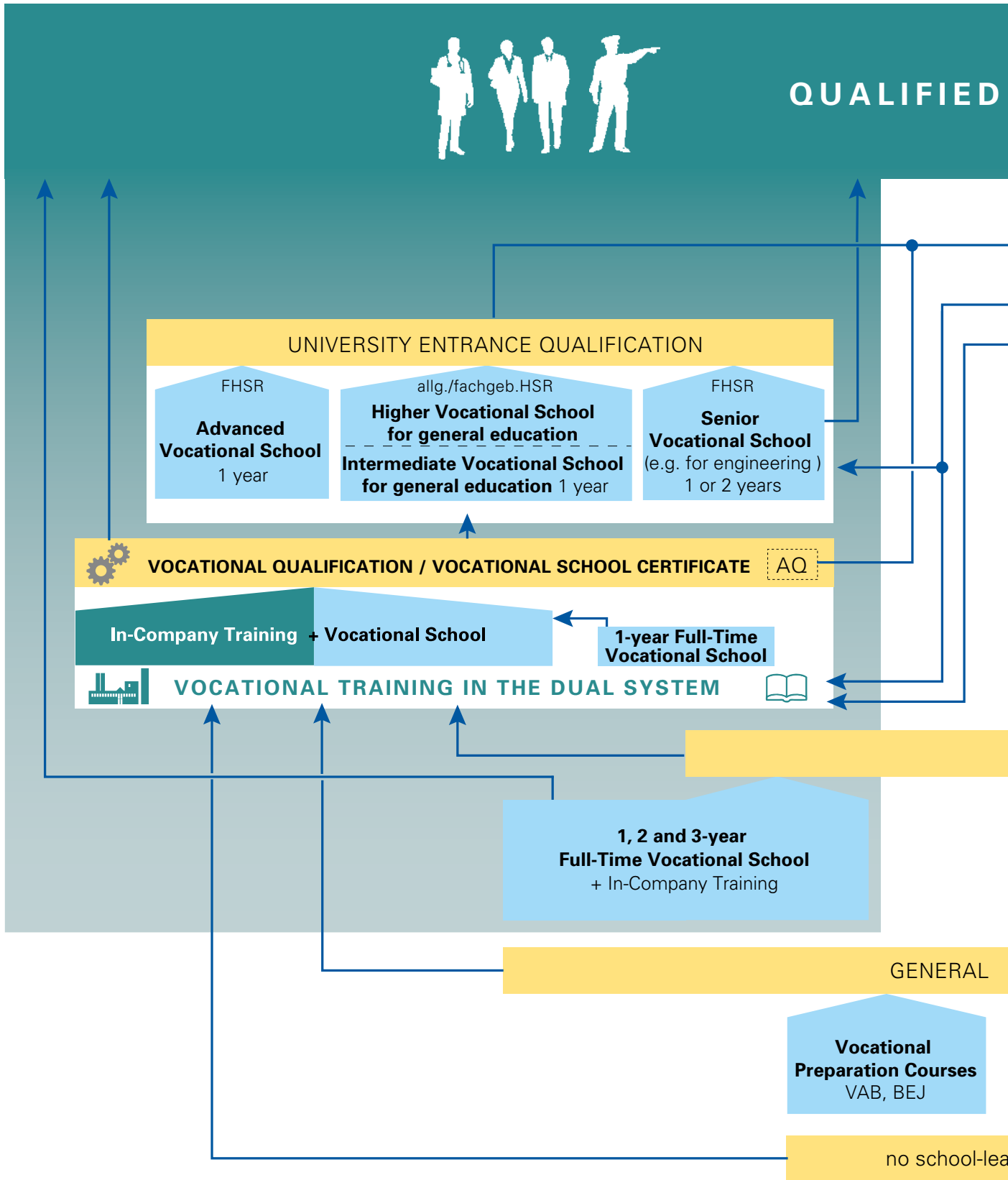
KEY POINTS ABOUT THE ONE- AND TWO-YEAR FULL-TIME VOCATIONAL SCHOOL

SCHOOL TYPE	1BFS	2BFS
ENTRY REQUIREMENTS	<ul style="list-style-type: none"> • preliminary contract or written confirmation of a training position (as a rule) • a general secondary school-leaving certificate or an attendance certificate of a general secondary school 	general secondary school-leaving certificate or confirmation of an educational level equivalent to a general secondary school-leaving certificate
CERTIFICATE AND ENTITLEMENT	<ul style="list-style-type: none"> • vocational final examination • may under certain circumstances be counted as the first year of training 	<ul style="list-style-type: none"> • entrance qualification for senior vocational school • may under certain circumstances be counted as the first year of training

Notes

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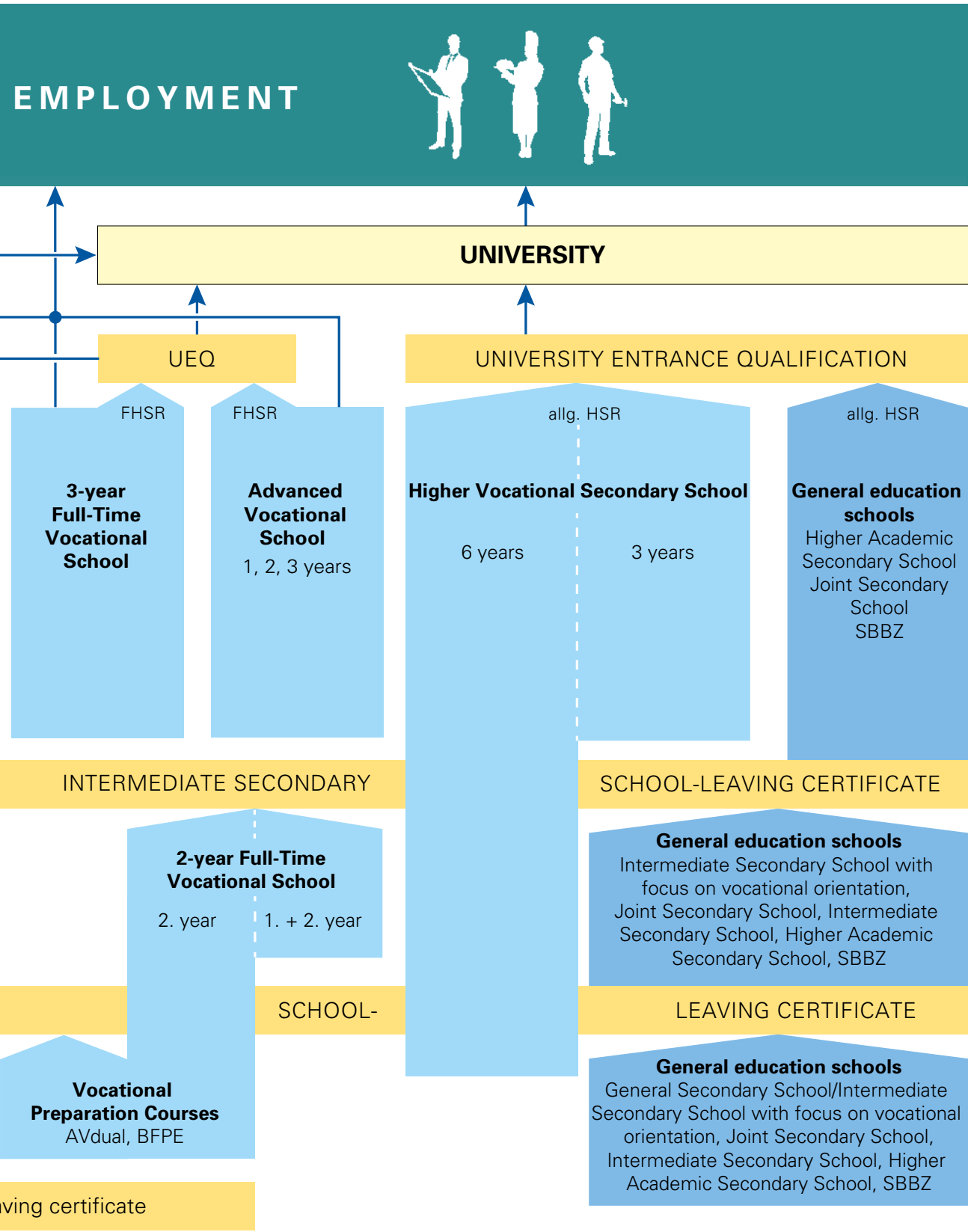
EDUCATIONAL PATHS IN VOCATIONAL TRAINING IN BADEN-WUERTEMBERG



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.

- Schools for general education
- Vocational schools
- Certificates



Abbreviations

- FHSR** University Entrance Qualification (University of Applied Sciences)
- allg. HSR** University Entrance Qualification (general)
- fachgeb. HSR** University Entrance Qualification (restricted courses)
- UEQ** University Entrance Qualification
- VAB** Pre-qualification Year for Work / Profession

- BEJ** Vocational Introductory Year
- AVdual** Vocational Training Preparation
- BFPE** Full-Time Vocational School Pedagogical Practice Experience (Pilot Project)
- AQ** Additional Qualification
- SBBZ** Special-Needs Education and Advisory Centre



FURTHER TWO- OR THREE-YEAR FULL-TIME VOCATIONAL SCHOOLS: THE STRAIGHT PATH TO A CAREER

There are also special solutions for some special training situations. For example, in the arts, nursing and office sectors, some two-year full-time vocational schools lead directly to employment. Some examples of this are: state-certified classical dancer or state-recognised child care worker.

The occupation of state-recognised geriatric nurse can be learned in a three-year full-time vocational school. In trade and industry as well, committed young people can achieve a qualification in a recognised skilled occupation (e.g. watchmaker).

Compared with the large number of normal teaching conditions, these special forms may not weigh heavily. But these special paths show the variety of options and make the vocational education landscape complete.

FULL-TIME VOCATIONAL SCHOOLS AT A GLANCE

ONE-YEAR FULL-TIME VOCATIONAL SCHOOLS

Vocational trade school for

- Automotive Engineering
- Metal Technology (precision engineering and metalworking technology, installation technology)
- Wood Technology
- Electrical Engineering (electronics, information electronics)
- Construction Engineering
- Paint Technology and Interior Design
- Personal Hygiene
- Printing and Media Technology
- Architectural Draughtsperson
- Textile Engineering and Clothing
- Photography
- Glazier
- Home Economics and Nutrition, industrial occupations (bakery production, meat processing)
- Make-up Artist

Full-time vocational school for home economics

TWO-YEAR FULL-TIME VOCATIONAL SCHOOLS LEADING TO AN INTERMEDIATE SECONDARY SCHOOL LEAVING CERTIFICATE

Commercial/technical field

- Metal Technology
- Electrical Engineering
- Automotive Engineering
- Construction Engineering
- Wood Technology
- Textile Engineering
- Laboratory Technology (offered mainly by schools for home economics)
- MINTec (Maths, IT, Natural Sciences and Technology excellence centre)

Commercial/business field (business school)

Vocational school for the field of nutrition and health with the profiles:

- Home Economics and Nutrition
- Nutrition and Gastronomy
- Health and Nursing

OTHER FULL-TIME VOCATIONAL SCHOOLS

- for watchmakers (3 years)
- for precision engineering and electrical engineering (3 years)
- for goldsmiths
- for business and commerce (2 years)
- for social care workers (2 years, daily caregiver)
- for pediatric care (2 years + 1-year internship)
- for geriatric care (3 years) and geriatric care assistance (1 year)
- for geriatric care assistance for non-native speakers (2 years)



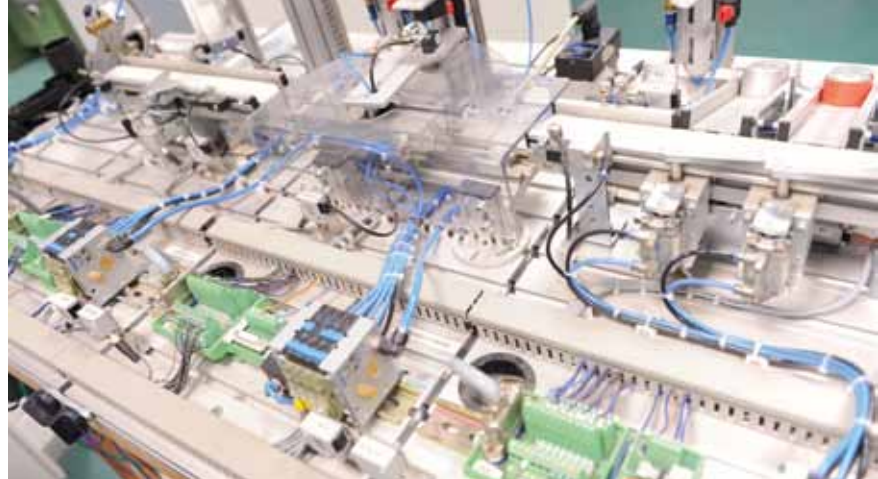
The Advanced Vocational School

A CLOSE LINK BETWEEN THEORY AND PRACTICE

Technological developments and the advance of global specialisation at work are leading to occupations with much higher demands in the theoretical specialist field. With their close link between theory and practice, advanced vocational schools impart the appropriate vocational qualifications while at the same time expanding their pupils' general educational background.

Admission to an advanced vocational school requires an intermediate secondary school-leaving certificate and in some cases also the fulfilment of further criteria (e.g. an internship).

The advanced vocational school normally ends with a final examination. In the case of training courses lasting at least two years (also in stages), graduates can acquire not only a university entrance qualification for universities of applied sciences but also a professional qualification (e.g. state-certified assistant).



Higher Vocational School for General Education

The higher vocational schools for general education offer talented young people who have already completed their vocational training a chance to broaden their general and specialised theoretical knowledge. This opens up paths to further educational institutions.

The higher vocational school for general education is divided into an intermediate level and an upper level.

INTERMEDIATE LEVEL (INTERMEDIATE VOCATIONAL SCHOOL FOR GENERAL EDUCATION)

In the intermediate vocational school for general education, pupils who have a general secondary school-leaving certificate and have completed their vocational training or have comparable work experience are able to acquire an intermediate secondary school-leaving certificate within a year.

For the respective vocational fields there are corresponding intermediate vocational schools for general education:

- with an industrial orientation
- with a commercial orientation
- with an agricultural orientation

After attaining an intermediate secondary school leaving certificate, young people can enrol at an advanced vocational school to attain a university entrance qualification for universities of applied sciences or – via the upper level of the higher vocational school for general education – even achieve a general university entrance qualification.

As long as they have not yet reached the age limit for admission (19 or, in some cases, 22), they can also attend a higher vocational secondary school.

UPPER LEVEL (TECHNICAL UPPER SECONDARY SCHOOL, COMMERCIAL UPPER SECONDARY SCHOOL, UPPER SECONDARY SCHOOL FOR SOCIAL SERVICES)

Those who have completed vocational training or have equivalent work experience can attain a university entrance qualification restricted to specific courses in two years via the upper level of the higher vocational school for general education. If they also meet the requirements regarding a second foreign language, it is even possible for them to attain a general (i.e. unrestricted) university entrance qualification. After that, they are free to study. Both qualifications are recognised in the whole of Germany.

The upper level of the higher vocational school for general education specialises either in the fields of technology (technical upper secondary school), commerce (commercial upper secondary school) or social services (upper secondary school for social services). The written final examination is taken in German, English and mathematics as well as in the corresponding specialist subject.



The Higher Vocational Secondary School

Young people with a special interest in the world of business and work and with specific skills and aptitudes definitely deserve one thing: special paths to the universities. Vocational education and general education are of equal value. This fact was recognised early on in Baden-Wuerttemberg, the consequence being that in the past decades a highly differentiated offering of courses of education at higher academic secondary school level has been created at vocational schools. For many young people capable of studying the path to university is nowadays via the higher vocational secondary schools.

THE HIGHER VOCATIONAL SECONDARY SCHOOLS

Higher vocational secondary schools are full-time schools. They lead to a general university entrance qualification. Above and beyond that, they offer a good basis for completing demanding vocational training outside of the universities.

THE THREE-YEAR HIGHER VOCATIONAL SECONDARY SCHOOL (3BG)

The three-year higher vocational secondary school prepares pupils for their studies at university and – in a special way – for their working life.

In the course of three years, the following pupils can acquire a university entrance qualification at a higher vocational secondary school:

- pupils with an appropriate intermediate secondary school-leaving certificate
- particularly high-achieving pupils with a general secondary school-leaving certificate who have attained an intermediate secondary school-leaving certificate via a two-year full-time vocational school or via an intermediate vocational school for general education
- pupils with an end-of-year report confirming transfer to the 10th class of an eight-year higher academic secondary school
- pupils with an end-of-year report confirming transfer to the 11th class of a nine-year higher academic secondary school
- pupils that reached an advanced level in a joint secondary school

The job-related subjects also influence the general subjects. What are the advantages of this? The pupils receive a broad and in-depth education and also acquire the ability to think and act in system contexts.

The higher vocational secondary schools differ in their focus on occupational fields, each of them concentrating on a specific area:

- Agricultural science
- Biotechnology
- Nutritional science
- Social and health science
- Engineering Technology
- Economics

These specific areas are defined by six lessons per week in the major field of studies, which are subject to compulsory attendance.

Higher Vocational Secondary School for Technology (TG)

- Mechatronics
- Information technology
- Design and media technology
- Technology and management
- Environmental technology

In selected locations:

- Electrical engineering and information technology
- Applied natural sciences

Higher Vocational Secondary School for Economics (WG)

- Economics
- International economics
- Financial management

Higher Vocational Secondary School for Nutritional Science (EG)

- Nutritional science and chemistry

Higher Vocational Secondary School for Biotechnology (BTG)

- Biotechnology

Higher Vocational Secondary School for Agricultural Science (AG)

- Agricultural biology

Higher Vocational Secondary School for Social and Health Sciences (SGG)

- Social affairs
- Health



THE SIX-YEAR HIGHER VOCATIONAL SECONDARY SCHOOL (6BG)

The six-year higher vocational secondary schools offer pupils – to a particularly high degree – the opportunity to occupy themselves at an early stage with technical, economic, scientific, nutritional or social and health issues. As in the case of the three-year higher vocational secondary schools, the specialist subjects radiate into the general subjects – thus the pupils receive a general education both in the language and social fields as well as in the mathematical and scientific fields which is supplemented by a vocational focus. This whole spectrum is covered by the compulsory syllabuses of the subjects taught.

The six-year higher vocational secondary school is geared towards:

- pupils from higher academic secondary schools
- pupils from joint secondary schools (advanced level)
- good pupils from intermediate secondary schools and from joint secondary schools (intermediate level)
- very good pupils from general secondary schools, from intermediate secondary schools with a focus on vocational orientation, from intermediate secondary schools and from joint secondary schools (basic level) who, at an early stage, have shown a special interest in or talent for individual specialist fields and for whom it would therefore make sense to change from the eighth grade to a vocational training programme. Here they can obtain a general university entrance qualification after a total of 13 school years. This course of education is offered with a focus on economics (6WG), technology (6TG), nutrition (6EG) or social and health sciences (6SGG).

CORNERSTONES OF THE HIGHER VOCATIONAL SECONDARY SCHOOLS

TYPE OF SCHOOL		3-YEAR HIGHER VOCATIONAL SECONDARY SCHOOL	
ADMISSION REQUIREMENTS	<ul style="list-style-type: none"> • Intermediate secondary school-leaving certificate • Entrance qualification for senior vocational school 	▶	with an average grade from the subjects German, English (French) and mathematics of at least 3.0 (≈ Grade C) and in none of these subjects worse than “sufficient” (≈ Grade D)
	<ul style="list-style-type: none"> • End-of-year report confirming transfer to the 10th class of an 8-year higher academic secondary school • End-of-year report confirming transfer to the 11th class of an 9-year higher academic secondary school or an equivalent report from a joint secondary school (advanced level) • Maximum age: admission to the first class is possible if, at the start of the school year for the first class, the pupil has not yet reached the age of 19, or – if the pupil can show that he/she has completed vocational training – the age of 22. 		
DURATION	3 years	QUALIFICATION	General university entrance qualification (recognised in the whole of Germany)

TYPE OF SCHOOL		6-YEAR HIGHER VOCATIONAL SECONDARY SCHOOL	
ADMISSION REQUIREMENTS	<ul style="list-style-type: none"> • From a higher academic secondary school: end-of-year report confirming transfer to the 8th class (without an entrance exam) • From an intermediate secondary school: end-of-year report confirming transfer to the 8th class (depending on the grades, with or without an entrance exam) • From an intermediate secondary school with focus on vocational orientation or from a general secondary school: end-of-year report confirming transfer to the 8th class (with an entrance exam) • From a joint secondary school: in the case of the following designation of grades in the learning development report for the 7th class, the rules are: <ul style="list-style-type: none"> - at advanced level, the same rules as for pupils from a higher academic secondary school - at intermediate level, the same rules as for pupils from an intermediate secondary school - at basic level, the same rules as for pupils from an intermediate secondary school (with or without focus on vocational orientation) • For further applicants, the multilateral transfer regulations apply accordingly. 		
	DURATION	6 years	QUALIFICATION



Advanced Vocational Education: the Senior Vocational School

The one- and two-year senior vocational schools offer employed persons who have completed their vocational training the opportunity to prepare for a position in middle management or to qualify for self-employment in their profession. To this end, the qualifications acquired in vocational school and on the job are expanded and developed in more depth. Since 2006, students graduating from senior vocational schools have also – under certain circumstances – had the possibility of studying at university.

TWO-YEAR SENIOR VOCATIONAL SCHOOLS FOR ENGINEERING, DESIGN AND BUSINESS

There are two-year senior vocational schools for engineering and design in the field of trade and industry and for economics in the commercial field (covering the specialist fields of business administration and management as well as the hotel and catering industry). The requirements for admission are vocational training in the intended field of specialisation and subsequent professional activity in this field. During the course, an independent project must be prepared and presented. This helps the students gain specialised qualifications that extend far beyond what is learned in vocational training and that are widely acknowledged in the business world. On passing the final examination, the graduates of the senior vocational schools for engineering and for design earn the professional title “State-certified Technical Engineer” and “State-certified Designer” respectively, while a graduate from the senior vocational school for economics becomes a “State-certified Business Economist”. Together with these qualifications they can also acquire – with the exception of those in the hotel and catering industry – a university entrance qualification. As long as state regulations are fulfilled, graduates may also choose to become self-employed. Attendance of a senior vocational school is also eligible for financial support under the Federal Education Assistance Act (BAföG) or under the Advanced Further Training Assistance Act (AFBG). Part-time courses are also offered to allow students to attend school and also continue working.

SCHOOLS FOR MASTER CRAFTSPERSON

Apprentice – journeyman – master, that is still the classic course of training in the craft industry. The examination for the master craftsman’s certificate with its four parts – practical, theoretical, economic and legal, and profession- and work-educational – is an established, well-balanced programme. 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 craftsmen lasts one year, in part-time programmes proportionately longer. The requirement for admission is vocational training corresponding to the intended field of specialisation. The examination itself is taken before the appropriate master craftsman’s examination board of the chamber of trade, the chamber of commerce and industry, or the Regional Council. On passing the examination, graduates acquire a university entrance qualification.

ACADEMIES

The academies of business administration in the craft industries prepare students in a two-year course for the master craftsman’s examination and provide further qualification 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 specialisation, it is possible to enrol in the second year of an academy of business management in the craft industry after passing the master craftsman’s examination. On passing the examination, graduates acquire a university entrance qualification for universities of applied sciences.

SENIOR VOCATIONAL SCHOOL FOR FURTHER EDUCATION IN HEALTH CARE

The two-year part-time senior vocational school of further education in health care (with the additional qualification of university entrance qualification for a university of applied sciences) offers a course that focuses on leading a nursing and functional unit or on geriatric psychiatry. A pass in the former area of focus qualifies the student to take on a leadership position.



The admission requirements are: completed training as a geriatric nurse, as a nurse, as a paediatric nurse, or as a disability nurse and at least two years of related work experience. In addition, a minimum of 400 hours of training-related practice is required during the course of further training and education. When graduates pass the final examination, they acquire the professional title of “State-certified Specialist for Leading a Nursing and Functional Unit” or “State-certified Geriatric Psychiatry Professional”. By taking an additional course and passing an additional examination, they qualify for studying at a university of applied sciences.

SENIOR VOCATIONAL SCHOOL FOR ORGANISATION AND MANAGEMENT

Further education in the two-year part-time senior vocational schools for organisation and management qualifies respective professionals to discharge managerial tasks, above all in socio-paedagogical facilities. On successful completion of the entire course, graduates attain the professional title “State-certified Specialist for Organisation and Management – with a focus on social services”. In addition to vocational training in the respective field, the requirements for admission are, generally, two years of related work experience. Applicants who have already acquired university entrance qualifications require at least one year of related work experience.

CORNERSTONES OF THE SENIOR VOCATIONAL SCHOOLS

	SENIOR VOCATIONAL SCHOOLS/ ACADEMIES	SCHOOLS FOR MASTER CRAFTSPERSON
ADMISSION REQUIREMENTS	<ul style="list-style-type: none"> • completed vocational training in the corresponding specialist field, plus • one or more years of professional activity, plus • general secondary school-leaving certificate (for senior vocational schools for economics: intermediate secondary school-leaving certificate) 	<ul style="list-style-type: none"> • completed vocational training <u>plus</u> • related professional activity
DURATION	1-2 years full-time or in individual cases up to 4 years part-time (evenings and Saturdays)	1 year full-time or in individual cases 2 years part-time
QUALIFICATION	state-certified <ul style="list-style-type: none"> • Technical Engineer (plus university entrance qualification for universities of applied sciences) • Business Economist (plus university entrance qualification for universities of applied sciences) • Housekeeper • Business Manager in the Craft Industry (plus university entrance qualification for universities of applied sciences) • Designer (plus university entrance qualification for universities of applied sciences) • Specialist for Leading a Nursing and Functional Unit • Specialist for Geriatric Psychiatry • Specialist for Organisation and Management 	Master Craftsperson



The State Academy in Esslingen – 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 1,900 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 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.

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
- 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



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: www.lehrerfortbildung-bw.de/lak_projekte





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, Namibia, Vietnam, 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
- 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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Baden-Württemberg

MINISTERIUM FÜR KULTUS, JUGEND UND SPORT