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# Vocational Education

in Baden-Württemberg



Baden-Württemberg

MINISTRY OF EDUCATION, YOUTH AND SPORTS



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# Vocational education: many paths lead to the chosen career

The vocational training and education of Baden-Württemberg 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. 6-7) in Baden-Württemberg 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 impart to 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 the vocational training. These courses offer a wide range of company internships and thus attach great value to proximity not only to the everyday working environment but also to potential companies providing vocational training. 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-Württemberg 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).

Further information can be found in the info box entitled "University Entrance Qualification (university of applied sciences)".

#### **CONCLUSION**

The vocational schools constitute an important component for the permeability of educational domains in Baden-Württemberg. 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 PEDAGOGY**

#### **VOCATIONAL SCHOOLS FOR AGRICULTURE**

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





## info

### THE TRANSITION AREA AT VOCATIONAL SCHOOLS

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. This is one of the points that are addressed by the reform of the transition from school to job, which was passed into law by the education alliance of our federal state. The reform provides for the establishment of AVdual (the preparation for dual vocational training) in the field of vocational 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 that lie ahead. The concept of young people with different educational goals learning together will be introduced not only in the AVdual school trial but also in vocational training preparation (AV). Both AVdual and AV will be run as all-day classes.

Further information can be obtained from the Departments 7 of the Regional Councils or directly from the individual schools and at

[www.km-bw.de/uebergangsbereich](http://www.km-bw.de/uebergangsbereich)





# Vocational preparation courses

## **IMPROVING THE CHANCES OF GETTING A TRAINING POSITION:**

**PRE-QUALIFICATION YEAR FOR WORK / PROFESSION (VAB)**

**VOCATIONAL INTRODUCTORY YEAR (BEJ)**

**PREPARATION FOR DUAL VOCATIONAL TRAINING (AVDUAL)**

**VOCATIONAL TRAINING PREPARATION (AV)**

**see infobox "The transition area at vocational schools" on page 8**

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.

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

The goal of the pre-qualification year for work / profession 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 for work / profession 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 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 for work / profession, 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 a university entrance qualification (university of applied sciences). 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 (AV dual) 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 secondary 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 a university entrance qualification (University of Applied Sciences).

info

### 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 the competence analysis Profil AC, by individual support systems in the vocational school, by the promotion of self-organised learning, by seminar courses or project work in the vocational full-time schools, and many others. Individual support is a basic pedagogical principle of vocational

schools. 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.

Further information can be found in the brochure "Basic model for individual support at vocational schools" and at

[www.schule-bw.de/themen-und-impulse/individuelles-lernen-und-individuelle-foerderung/berufliche-schulen](http://www.schule-bw.de/themen-und-impulse/individuelles-lernen-und-individuelle-foerderung/berufliche-schulen)



# 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 (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 (2BFS) represents a continuation option that is highly regarded by parents and companies. With its entrance qualification for a senior vocational school, which is equivalent to an intermediate secondary school-leaving certificate, 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.

**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.

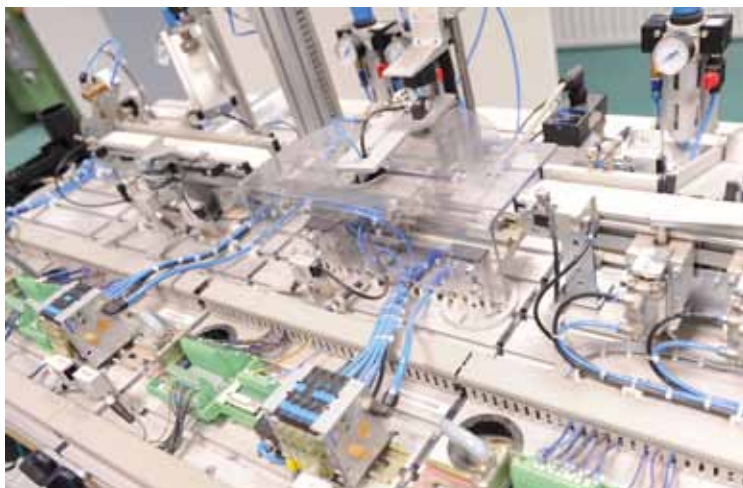
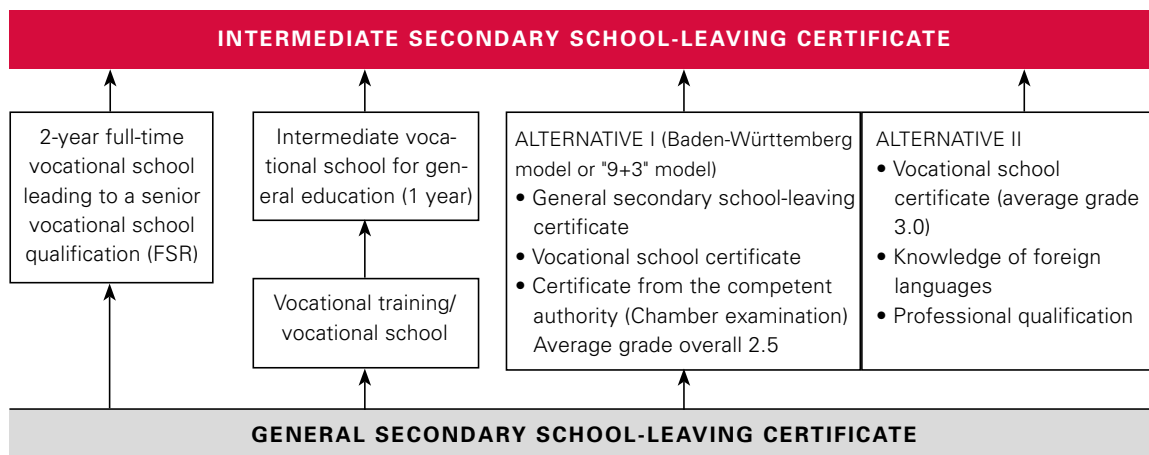
The occupation of state-recognised geriatric nurse can be learned in a three-year full-time vocational school. In trade and industry as well, committed young people can achieve a qualification in a recognised skilled occupation (e.g. watchmaker).

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.

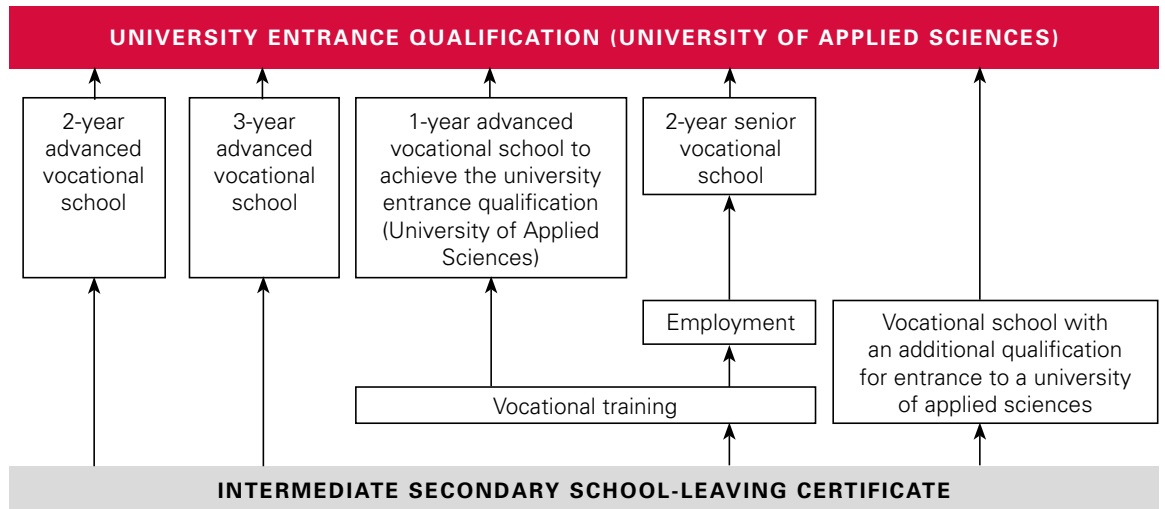
**VOCATIONAL SCHOOLS AT A GLANCE**

ONE-YEAR FULL-TIME VOCATIONAL SCHOOLS	TWO-YEAR FULL-TIME VOCATIONAL SCHOOLS
<p><b>Vocational trade school for</b></p> <ul style="list-style-type: none"> <li>• Automotive Engineering</li> <li>• Metal Technology (precision engineering and metal working technology, installation technology)</li> <li>• Wood Technology</li> <li>• Electrical Engineering (electronics, information electronics)</li> <li>• Construction Engineering</li> <li>• Paint Technology and Interior Design</li> <li>• Personal Hygiene</li> <li>• Printing and Media Technology</li> <li>• Architectural Draughtsperson</li> <li>• Textile Engineering and Clothing</li> <li>• Photography</li> <li>• Glazier</li> <li>• Home Economics and Nutrition, industrial occupations (bakery production, meat processing)</li> <li>• Make-up Artist</li> </ul> <p><b>Full-time vocational school for home economics</b></p>	<p><b>Commercial/technical field</b></p> <ul style="list-style-type: none"> <li>• Metal Technology</li> <li>• Electrical Engineering</li> <li>• Automotive Engineering</li> <li>• Construction Engineering</li> <li>• Wood Technology</li> <li>• Textile Engineering</li> <li>• Laboratory Technology (offered mainly by schools for home economics)</li> <li>• MINTec (Maths, IT, Natural Sciences and Technology excellence centre)</li> </ul> <p><b>Commercial/business field (business school)</b></p> <p><b>Vocational school for the field of nutrition and health with the profiles:</b></p> <ul style="list-style-type: none"> <li>• Home Economics and Nutrition</li> <li>• Nutrition and Gastronomy</li> <li>• Health and Nursing</li> </ul>

# Intermediate secondary school-leaving certificate



# University entrance qualification (University of Applied Sciences)



SCHOOL TYPE	1 BKFH*	ADVANCED VOCATIONAL SCHOOLS	SENIOR VOCATIONAL SCHOOLS	VOCATIONAL SCHOOLS
<b>ENTRANCE REQUIREMENTS</b>	intermediate secondary school-leaving certificate and completed vocational training or equivalent employment	intermediate secondary school-leaving certificate (see also the section on "The Advanced Vocational School")	completed vocational training and relevant work experience (see also the section on "Advanced Vocational Training and Education: the Senior Vocational School")	intermediate secondary school-leaving certificate
<b>DURATION</b>	1 year of full-time <u>or</u> 2 years of part-time teaching	depends on the type of advanced vocational school	2 years of full-time <u>or</u> up to 4 years of part-time teaching	3 years (additional programme parallel to vocational training)

\* 1-year advanced vocational school to achieve the university entrance qualification (University of Applied Sciences)



# Teacher at a vocational school – a profession with a future

## THE TEACHING PROFESSION AT VOCATIONAL SCHOOLS OFFERS:

- work with young people
- close professional contact to the world of work
- cooperative working atmosphere
- creative ways to structure your work
- good employment perspectives
- ample in-service and advanced training opportunities
- a secure job
- fair pay
- mobility assistance with the JobTicket BW
- chance to be taken on as a public servant if you fulfil the criteria

## PATHS LEADING TO A TEACHING POSITION AT A VOCATIONAL SCHOOL:

### • **teacher training programme at university**

### • **lateral entry**

special path for graduates of universities of applied sciences after subject-specific courses with a consecutive Master's degree or an equivalent qualification

### • **direct entry**

special path for those with professional experience who have absolved a subject-specific course of studies

## TEACHER TRAINING PROGRAMMES AT UNIVERSITY:

- vocational education courses at universities (technical and engineering education, business education)
- cooperative study programmes at universities for applied science and at teacher training colleges
- course of studies "Gerontology, Health and Care" at the University of Heidelberg
- courses of studies at universities for teaching positions at higher academic secondary schools (for general education subjects which are taught at vocational schools)

## IMPORTANT INTERNET SITES

Ministry of Education, Youth and Sports

[www.km-bw.de](http://www.km-bw.de)

Teacher recruitment portal of the Ministry of Education

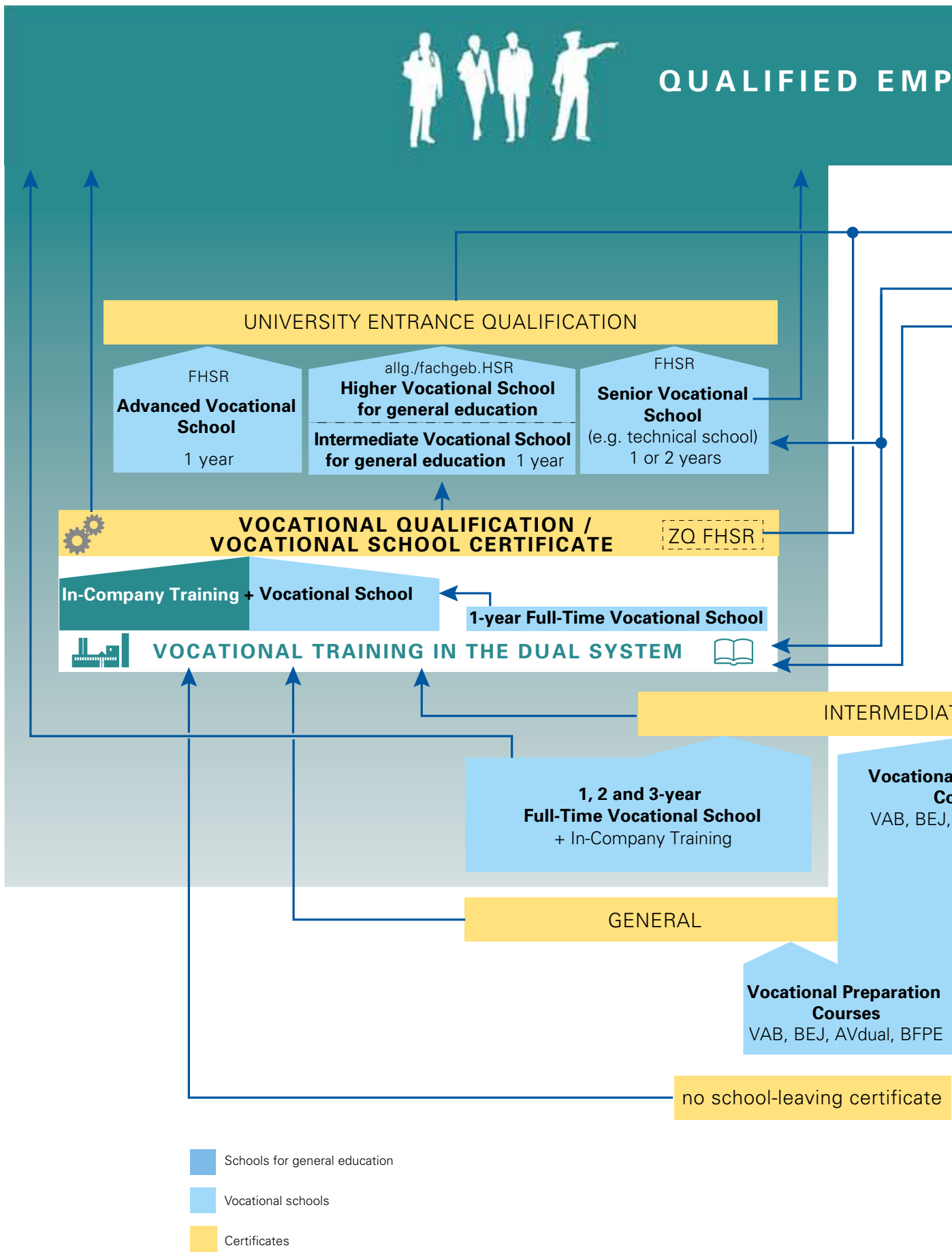
[www.lehrer-online-bw.de](http://www.lehrer-online-bw.de)

Advertising campaign for the teaching profession conducted by the Ministry of Science, Research and the Arts

[www.lieber-lehramt.de](http://www.lieber-lehramt.de)

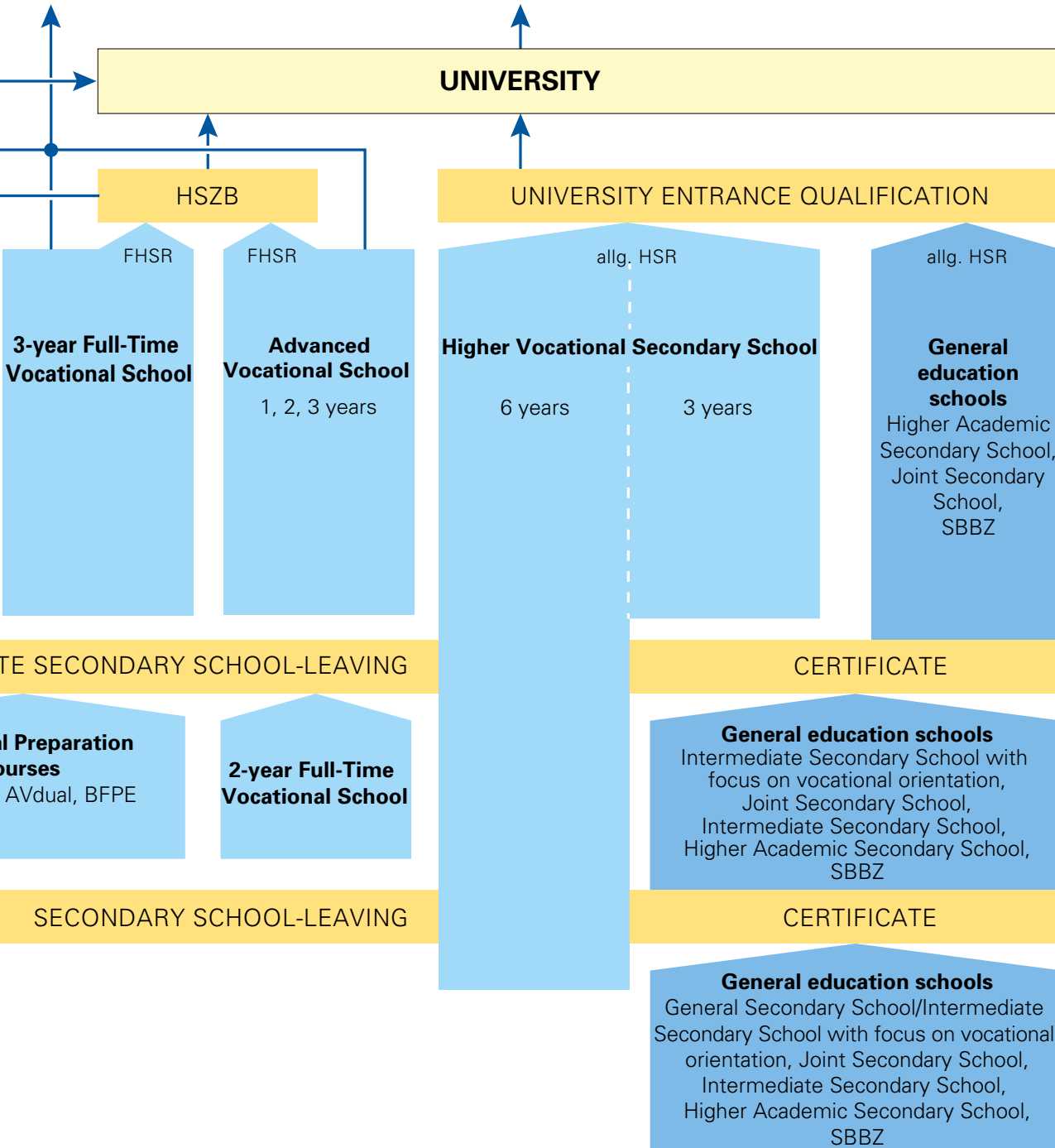


# EDUCATIONAL PATHS IN VOCATIONAL TRAINING IN BADEN-WÜRTTEMBERG





# EMPLOYMENT



## Abbreviations

<b>FHSR</b>	University Entrance Qualification (University of Applied Sciences)
<b>allg. HSR</b>	University Entrance Qualification (general)
<b>fachgeb. HSR</b>	University Entrance Qualification (specific)
<b>HSZB</b>	University Entrance Qualification
<b>VAB</b>	Prequalification Year for Work/Profession

<b>BEJ</b>	Vocational Introductory Year
<b>AV</b>	Preparation for Vocational Training
<b>AVdual</b>	Preparation for Dual Vocational Training
<b>BFPE</b>	Full-Time Vocational School Pilot Project
<b>ZQ</b>	Additional Qualification
<b>SBBZ</b>	Special-Needs Education and Advisory Centre

# Notes

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# The advanced vocational school

## A CLOSE LINK BETWEEN THEORY AND PRACTICE

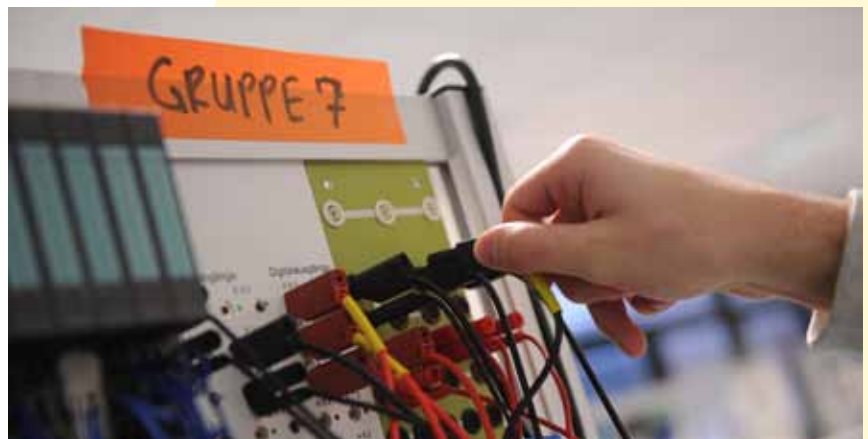
Technological developments and the advance of global specialisation at work are leading to occupations with much higher demands in the theoretical specialist field. With their close link between theory and practice, advanced vocational schools impart the appropriate vocational qualifications while at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

Admission to an advanced vocational school requires not only an intermediate secondary school-leaving certificate but 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).

## OVERVIEW OF ADVANCED VOCATIONAL SCHOOLS

- **Educational programmes**
- **Technical advanced vocational schools**
- **Commercial advanced vocational schools**
- **Advanced vocational schools for home economics, nursing, social pedagogy**



# The 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 (entrance qualification for senior vocational school) 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 a qualification to attend a senior vocational school, 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 (see table on page 26), 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.

In addition to the professional qualification evidenced by completed vocational training or by equivalent professional experience, applicants for the higher vocational school for general education require one of the following qualifications:

- intermediate secondary school-leaving certificate
- senior vocational school entrance qualification
- certificate from an intermediate secondary school with focus on vocational orientation
- school report of promotion to Grade 10 of an eight-year higher academic secondary school
- school report of promotion to Grade 11 of a nine-year higher academic secondary school (or of a six-year higher vocational secondary school)
- school report of promotion to the higher secondary level of a joint secondary school (E level = extended level) in each case with an average mark of 3.0 in the subjects German, English, Mathematics and one of the subjects or subject combinations Biology, Chemistry, Physics, MNT (Matter-Nature-Technology) or Natural Science Work and with a mark no lower than "fair/pass" in any of these subjects. Graduates from the "9+3" model can be admitted on the basis of an entrance examination.



Particularly well qualified young people with a university entrance qualification (University of Applied Sciences) and a professional qualification can take up free places in the second year of existing classes at a higher vocational school for general education, but only on the following conditions: the requisite university entrance qualification was achieved with an average mark of at least 2.5 in the relevant subjects and a better level than "fair/pass" was achieved in each of the subjects German, English and Mathematics as well as in the vocational focus subject. A counselling interview is obligatory. The higher vocational school for general education lasts two years in all and leads to a specific or general university entrance qualification. Both qualifications are recognised in 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-Württemberg, 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 in the first year and in the two upper grades

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 school-leaving certificate from an intermediate secondary school or from an intermediate secondary school with focus on vocational orientation,
- 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 a school report of promotion to Grade 10 of an eight-year higher academic secondary school
- pupils with a school report of promotion to Grade 11 of a nine-year higher academic secondary school
- pupils of a joint secondary school, either on the basis of a qualified intermediate secondary school-leaving certificate from that school (M level = intermediate level) or on the basis of a promotion to the higher secondary level that reached an advanced level in a joint secondary school (E level)





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
- Technical
- Economics

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

### **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.

In the six-year higher vocational secondary schools (6BG) the corresponding job-related specialist subjects are taught in four weekly lessons as early as Grade 8, with two weekly lessons at intermediate level reserved for practice-oriented tasks in the laboratory, in the workshop or in the training company. At upper level there are then six weekly lessons in each specialist subject. Even with this job-related focus, it is possible for pupils to learn together longer. As in the case of the three-year 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 (E level)
- good pupils from intermediate secondary schools and from joint secondary schools (M 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 (G level = 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, social and health sciences (6ESG).

# Advanced vocational training and 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. Those who graduate from senior vocational schools have attained a university entrance qualification for universities of applied sciences.

## **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 craftsperson'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 craftsperson'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-pedagogical 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.

# Center for School Quality and Teacher Education Baden-Württemberg (ZSL)

– training, advanced training and support for all schools

The ZSL was established on March 1, 2019 and is an authority that is responsible for the whole of the federal state of Baden-Württemberg. The ZSL consists of the headquarters in Stuttgart, where the conceptual tasks are bundled together and processed by a total of five departments. The training, further education and advisory services are decentralised and provided to the teachers locally in the various regions of the federal state. The ZSL therefore consists not only of the headquarters but also of six regional offices in Freiburg, Karlsruhe, Mannheim, Schwäbisch Gmünd, Stuttgart and Tübingen. In addition to the regional offices, the ZSL also has five branch offices in Bad Wildbad, Comburg, Esslingen, Ludwigsburg and Rotenfels Castle. At the branch offices, courses are primarily held for central advanced training courses.

## **ONLINE PRESENCE**

The ZSL provides information on its website [www.zsl-bw.de](http://www.zsl-bw.de) about the ZSL and its services. In particular, the pages “lernen über@ll” ([www.zsl-bw.de/,Lde/Startseite/lernen+ueberall](http://www.zsl-bw.de/,Lde/Startseite/lernen+ueberall)) focus on digital teaching and learning. At [www.lehrerfortbildung-bw.de](http://www.lehrerfortbildung-bw.de) numerous teaching materials are published that cover all subjects and that have been developed in and for advanced training courses.

## **BRANCH OFFICE ESSLINGEN**

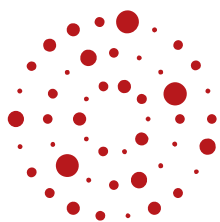
With around 600 events annually, teachers in particular at vocational schools in Esslingen receive innovative impulses and current specialist input. It is here that, every year, around 10,000 teachers from all over Baden-Württemberg enhance their technical and methodological-didactic skills on over 25,000 training days. Particular stress is laid on consistent quality assurance and the constant optimisation of the training offers as well as in the area of digitisation/Industry 4.0:

- optimal equipment (iPads, servers, computer rooms, etc.) and know-how for training courses that are digitally supported or, in part, organised as web conferences
- state-of-the-art IT infrastructure with support (on-site system support)
- further training as part of the Cisco Networking Academy Program on the subjects of “Digital Infrastructure”, “Digital Devices and Operating Systems” and on application development for the classroom
- further training on the subject of Industry 4.0 (electronic laboratory, intensive cooperation with Festo)
- impulses and tailor-made advanced training events for the “Learning Factory 4.0”
- further training events on subject-specific digital applications and the use of digital devices in specialist teaching

## **INTERNATIONAL COLLABORATIONS**

The education system of the state of Baden-Württemberg with its diversity and permeability is attracting a lot of international attention. Vocational training in particular, with its differentiated system of teacher training and further education, is receiving great recognition and attracting great international interest. This makes the federal state of Baden-Württemberg an important point of contact for cooperation with those responsible for education and with institutions from many countries around the world.

The structuring and implementation of the international collaborations is handled by Subdivision 45 of the ZSL, which is responsible for international cooperation projects in teacher training for vocational and general schools. In the field of vocational training, Subdivision 45 seamlessly continues the good work of the former State



# ZSL

**Zentrum für Schulqualität  
und Lehrerbildung  
Baden-Württemberg**

Academy for Further Education and Personnel Development in Esslingen. The international partnerships, which have often been in existence for decades, for example with educational authorities, educational institutions and schools – in France, Singapore and Beijing/China – speak for the quality of the cooperation, especially in the professional area.

In cooperation with the Ministry of Education, Youth and Sports Baden-Württemberg, the ZSL initiates, designs and coordinates a wide range of international projects in the field of vocational training. In many projects, the ZSL cooperates with partners from business, administration and science. Subdivision 45 is the central point of contact in Baden-Württemberg for international teacher training projects and educational cooperation with other countries.

In this context, Subdivision 45 is always geared towards the needs of the respective international partners, regardless of whether the projects are in direct cooperation with institutions of the educational administration, at the level of training and further qualification of teachers or at school level in the form of an exchange of teachers or pupils.

Subdivision 45 relies on experienced and qualified specialist consultants and teachers from schools in Baden-Württemberg, who use their experience in international projects to further develop the way the vocational education system works in Baden-Württemberg. As a result, in the context of globalisation, topics such as sustainable education, flexibility and mobility are clearly included in the educational canon for both the international partners and the schools in the federal state.

## **THE MAIN FOCUS OF THIS WORK IS, AMONG OTHER THINGS:**

- to give detailed insights into the vocational training system in Baden-Württemberg;
- to develop individually tailored concepts/curricula for the advanced training of teachers and managers in coordination with the international cooperation partners;
- to advise on the further development of the education system in the various countries and also in individual schools;
- to support the establishment of new courses (e.g. senior vocational school) in different countries;
- to advise on the introduction and further development of quality management systems;
- to implement current vocational training policy issues as a partner or initiator (e.g. in EU projects);
- to support schools in developing their international vocational training projects.

Subdivision 45 cooperates with different countries and regions, for example with Egypt, China (Beijing, Jiangsu, Liaoning), France, The Gambia, Israel, Austria, Palestine, Switzerland, Singapore, Spain, Italy (South Tyrol), Thailand, Vietnam

## EXAMPLES OF PROJECTS:

### FRANCE

On 22 January 2005, the state of Baden-Württemberg, the Alsace region and the French academies of Strasbourg, Dijon and Lyon signed a declaration of intent to found the Academy of Vocational Education and Training (ABB). In 2015, the Academy of Besançon joined the partnership.

### THE GOALS OF THE COOPERATION ARE:

- promotion of exchanges in the professional field
- improving mobility in cooperation with business partners
- strengthening the professional skills of trainees
- development and implementation of joint training courses

Since 2005, over 3,500 students and 150 teachers have participated in ABB's projects.

### SINGAPORE

The successful partnership between the Republic of Singapore and Baden-Württemberg has existed for over 30 years. Since January 2007, the ITE (Institute for Technical Education, Singapore) has been offering a state-certified technician in the fields of mechanical engineering and automotive technology. The cooperation with five other schools from the commercial, housekeeping and technical sectors has proven the successful relationship with Singapore for years.

### AIMS OF COOPERATION:

- technical support for the establishment and continuation of senior vocational schools for mechanical engineering and automotive technology
- training of the Singaporean teachers in accordance with the Baden-Württemberg education plan and the applicable examination regulations
- examination and certification according to Baden-Württemberg standards with professional support on site

As part of the partnership with the ITE Academy, multipliers have been trained for teacher training.





## THE GAMBIA

In September 2017, the "GAMBIA TEACHER TRAINING VET" project for the advanced training of teachers at the Gambia Technical Training Institute (GTTI) was launched on the joint initiative of the Federal Government and the State Ministry of Baden-Württemberg in coordination with the Ministry of Education, Youth and Sports. Subdivision 45 of the ZSL is responsible for the implementation in cooperation with the GIZ (Society for International Cooperation).

Specialist advisors and experienced teachers from Baden-Württemberg schools support the GIZ in introducing two new training courses in the electrical and metal engineering fields. They advise on the development of curricula for the training courses, develop curricula and training modules for the further qualification of teachers and implement them.

### AIMS OF COOPERATION:

- improving the quality of vocational training at the state vocational training institute GTTI
- greater orientation of the training content to the needs of the labour market
- increase in the proportion of practical training content
- promotion of the willingness and ability to venture into entrepreneurship
- opening up future prospects on the local labour market in The Gambia

## ISRAEL

An important cross-school project is the cooperation with Yad Vashem, the central Holocaust memorial in Jerusalem. In cooperation with the International School for Holocaust Studies of Yad Vashem, the Center for School Quality and Teacher Education (ZSL), acting on behalf of the Baden-Württemberg Ministry of Education, Youth and Sports offers a three-part advanced training course entitled "Remembrance for the Future - Future for Remembrance". The advanced training takes place every second year, alternating with an advanced training programme from the regional churches. The target group is multipliers and teachers with social science subjects, Religion, Ethics or German – the advanced training covers topics such as memorial site pedagogy or the use of digital media in teaching with reference to the Shoah, and it also provides insights into Jewish life in Germany today.

The core of the training is a five-day seminar in Yad Vashem, Israel. The seminar takes place at the School of Holocaust Studies in Yad Vashem. It presents Jewish life before, during and after the Shoah and supports the teachers in didactic questions to convey the topic in class.

### AIMS OF COOPERATION:

- training of multipliers for teaching and teacher training in vocational and general education schools on the subject of the Shoah
- initiation of measures against growing anti-Semitism in society and schools
- getting to know the work and what the Yad Vashem memorial center has to offer
- gathering experiences of life in the modern state of Israel in the area of tension between the Middle East conflict and start-up culture

**Publisher:**

Ministry of Education, Youth and Sports  
Baden-Württemberg  
Postfach 10 34 42, 70029 Stuttgart  
E-Mail: [oeffentlichkeitsarbeit@km.kv.bwl.de](mailto:oeffentlichkeitsarbeit@km.kv.bwl.de)  
[www.km-bw.de](http://www.km-bw.de)

**Responsible Editor:**

Brigitte Wolpert

**Translator:**

Stephen John

**Layout:**

P.ART Design, Stuttgart ([www.part-design.de](http://www.part-design.de))

**Photos:**

Adobe Stock, Fotolia  
Landesmedienzentrum Baden-Württemberg, Stuttgart  
Robert Thiele, Stuttgart

**Printing:**

Raff & Wurzel Druck GmbH, Riederich

**Circulation:**

5,000  
June 2021

You can also find this brochure at:  
[www.km-bw.de/Service/Publikationen](http://www.km-bw.de/Service/Publikationen)

Re-orders are possible by email  
[oeffentlichkeitsarbeit@km.kv.bwl.de](mailto:oeffentlichkeitsarbeit@km.kv.bwl.de)





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MINISTERIUM FÜR KULTUS, JUGEND UND SPORT