



Vocational Education and Training in Baden-Württemberg



Baden-Württemberg
Ministry for Culture,
Youth and Sport



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Foreword: Many ways to the same goal



Dear students, dear parents and interested parties,

vocational education and training is extremely diverse and offers young people a wide range of opportunities. It focuses on differentiation and permeability and is equally committed to encouraging and furthering young people with different levels of achievement. From preparation and training for the world of work to professional development or the acquisition of a university entrance qualification, vocational education and training opens up precisely the right prospects for young people.

The primary goal is direct transition into vocational training or into higher education but, for a number of reasons, it doesn't always work out that way. For those young people who have not succeeded in making the transition to vocational training directly after compulsory school-

ing, vocational schools offer courses aimed at preparing them for their future careers. These focus on strengthening the skills necessary for an apprenticeship by providing the best possible individual support. Great importance is attached here to the proximity to everyday professional practice and to potential training companies by means of comprehensive internships. The acquisition of a level of education equivalent to the lower secondary school leaving certificate and the targeted promotion of basic skills also constitute important educational goals.

Dual vocational training is the ideal choice for a good start to a career. It represents the ideal interlocking of theory and practice and allows direct entry into the reality of the world of work. It is no wonder that our dual apprenticeship system is attracting attention and recognition worldwide. The wide spectrum of approximately three hundred

and thirty professions offered in the dual apprenticeship system provides every young person with an interesting selection of attractive options.

Under certain conditions, the entrance qualification for a university of applied sciences can also be obtained during a dual apprenticeship. And after completing dual training, those already working can continue their education at the technical colleges or schools for master craftsmen (*Meisterschule*). Further vocational training lays a good foundation for career advancement or the path to successful self-employment.

Young people with limitations or a disability can sometimes also find the educational offers at vocational schools in specialised formats. The vocational schools provide special offers for integration into the labour market and are committed to successful joint learning for young people

with and without disabilities. However, the vocational schools in Baden-Württemberg not only open the door to qualified employment but also offer the most extensive range of full-time educational and training courses in Germany. Under the German motto „Kein Abschluss ohne Anschluss“ or roughly translated „No graduation without transition“, the young people are given a variety of opportunities to acquire secondary school leaving certificates up to university entrance qualification.

For example, they can acquire the general matriculation standard for university by attending a vocational college or a vocational high school. With their different orientations - from a life sciences and humanities profile to a technical profile or an economics profile - our vocational high schools (*Berufliche Gymnasien*) are geared towards the professional reality. About a third of all high school graduates

in Baden-Württemberg graduate from a vocational high school.

This means that our vocational schools lay important foundations for a self-determined life and for the social participation of our young people. At the same time, we fulfil the economy's need for skilled workers, thus making an important contribution to the competitiveness of our state.

The detailed information on the individual courses of study at our vocational schools on the following pages offers young people orientation in their search for their place in professional life. I wish all students every success in their further education – preferably at a vocational school in our state.

Yours



**Theresa Schopper,
Minister for Culture, Youth and Sport**

The vocational school (*Berufsschule*)

Form and content of training

A large proportion of young people in Germany opt for dual vocational training after attending general education school. Dual training, formerly known in the classic sense as an “apprenticeship” and mainly located in the skilled trades sector, now covers around 330 trained occupations in almost every sector of the economy, such as in the skilled trades, industry and service sector, from traditional jobs to the high-tech sector. As before, the common educational mission is realised at two venues of learning: in the company and in the vocational school. While the company is responsible for the practical training, the vocational school enables the students to acquire job-related and cross-occupational skills, taking the requirements of vocational training into particular consideration. Lessons are based on action-oriented didactics and methodology, which is reflected in the concept of the field of learning. How long a student attends school will depend on the duration of the apprenticeship in the respective profession.

The basic level

In the first year of training, the trainees first acquire a broad knowledge of the entire occupational field. This creates the basis for later specialisation and ensures a common professional language across the different occupations within a vocational field; a prerequisite that is growing in significance, since many professions are increasingly closely inter-linked. For many professions, the basic level is organised as a full-time “one-year technical college” at vocational schools.

The specialist levels

The fundamentals are expanded upon in the years of training following on from the basic level. The trainees are taught specialist knowledge constituting the actual profile of the profession in question. Parallel to the vocational skills, general education continues at the vocational school as an important prerequisite for professional competence.

Completion of training

The training at the vocational school ends with a final vocational school examination. Those who successfully complete this receive a vocational school leaving certificate. In conjunction with the successful completion of in-company training (IHK examination certificate or journeyman’s or skilled worker’s certificate), young people who left secondary school without educational qualifications acquire a level of education equivalent to that of the lower secondary school leaving certificate. If they achieve the appropriate grades, trainees can also attain a recognised level of education equivalent to the intermediate educational diploma upon completing their vocational training.

After completing their training, the young people can

- gain professional experience and, after further vocational qualification (e.g. master craftsman), take up university studies,
- choose an intermediate administrative career course with the state or
- train as a kindergarten teacher at a college of continuing vocational education for social pedagogy, or
- enter a university of applied sciences or
- gain the general matriculation standard in the upper level of the vocational secondary school.

Completed vocational training is also a solid basis for subsequent further professional qualifications. For example, engineers who have previously completed skilled-worker training are particularly sought after.



Additional qualifications and university of applied sciences entrance qualification

Depending on the courses offered locally, additional professional qualifications can be acquired by participating in additional lessons and passing an additional examination. Examples of this are the “Management Assistant in the Skilled Trades”, the “KMK Language Certificate”, or the entrance qualification for universities of applied sciences.

Summary

The vocational schools represent an important building block for the flexibility of the education system in Baden-Württemberg. Within dual vocational training, the trainees are optimally prepared for the professional challenges and constantly increasing requirements in the interplay of in-company and school-based training and the interlinking of theory and practice.

Thanks to the large number of apprenticeships, every young person can choose the profession that best suits their personal inclinations and abilities. At the vocational school, the young people are individually supported according to the requirements profile of the career path in question, allowing them every opportunity for a wide range of career prospects.

Career fields in the vocational school

Industrial vocational school

- Metal technology
- Automotive technology
- Electrical technology
- Information technology
- Construction technology
- Wood technology
- Textile technology and clothing
- Chemistry, physics, biology
- Printing and media technology
- Paint technology and interior design
- Health
- Personal care
- Nutrition and home economics, field of nutrition

Commercial vocational school

- Business and administration

Home economics, nursing and social-pedagogical vocational school, agricultural vocational school

- Nutrition and home economics, field of home economics
- Agriculture

Timetable with subjects and fields of learning

Vocational school	Industrial vocational school	Commercial vocational school	Home economics, nursing and social-pedagogical vocational school	Agricultural vocational school
Subjects 3 hours per week	<ul style="list-style-type: none"> • Religious Studies • German • Social Studies 			
Skills areas 8-9 hours per week	e.g. mechatronics technician <ul style="list-style-type: none"> • Business competence • Learning fields such as <ul style="list-style-type: none"> - manufacturing mechanical subsystems - investigating the flow of information in complex mechatronic systems - commissioning, troubleshooting and repair 	e.g. industrial clerk <ul style="list-style-type: none"> • Learning fields such as <ul style="list-style-type: none"> - processing and monitoring customer orders - planning and implementing marketing concepts - planning, managing and controlling personnel processes 	e.g. home economist <ul style="list-style-type: none"> • Economic competence • Learning fields such as <ul style="list-style-type: none"> - perceiving and observing people - designing spaces and living environments - planning and offering catering as a service for special occasions 	e.g. florist <ul style="list-style-type: none"> • Economic competence • Learning fields such as <ul style="list-style-type: none"> - receiving, supplying and storing cut goods - conducting customer-oriented consultations and sales talks - designing and calculating room floristry
Compulsory elective area 1-2 hours per week	<ul style="list-style-type: none"> • Remedial lessons • Extended lessons (e.g. computer applications, job-related foreign languages, sports) • Acquisition of additional vocational qualifications 			
Elective area	e.g., acquisition of the university of applied sciences entrance qualification			



INFOBOX: Transition area at vocational schools

The vocational preparatory courses at vocational schools ensure that students are supported on their further path to vocational training after leaving general education school. This means that they can catch up on or improve their lower secondary school leaving certificate and then acquire the intermediate educational diploma via dual training or the two-year technical college leading to the entrance qualification for the college of continuing vocational education (2BFS), which leads to the technical college entrance qualification. In conjunction with a basic vocational qualification including practical components, they increase their chances of finding an apprenticeship. This is where the reform of the transition from school to work adopted by the state's *Ausbildungsbündnis* (training alliance) comes in, for example. This reform established the dual training preparation (AVdual) in the vocational preparation sector. As well as a teaching concept of individualised learning, AVdual integrates even better implementation of internships. The internships give young people

an insight into the world of work and allow them to discover opportunities for their professional future. The concept is strongly aimed at improving interdisciplinary competences and self-learning skills. In level-differentiated learning, young people are afforded maximum permeability for various educational goals in order to be able to exploit their potential in the best possible way. AVdual aims at helping secure the need for skilled workers and effectively meeting future pedagogical and demographic challenges. The concept of joint learning for young people with different educational goals is implemented not only in AVdual but also in training preparation (AV). Both AVdual and AV are organised as all-day classes.

Further information can be obtained from Departments 7 of the regional councils or directly from the individual schools and online at **Vocational Preparation Educational Offers:**
Ministry for Culture, Youth and Sport
Baden-Württemberg

The vocational preparation educational offers

Improving the chances of finding an apprenticeship:

- **Dual training preparation (AVdual)**
 - **Training preparation (AV)**
 - **Work/career pre-qualification year (VAB)**
 - **Career entry year (BEJ)**
- see Infobox “Transition area at vocational schools” on p. 9

Young people who do not attend high school after completing compulsory schooling and do not start an apprenticeship are specifically prepared for their entry into their career and the working world in the dual training preparation (AVdual), in training preparation (AV) and, probably until 2026, in the work/career pre-qualification year (VAB) or in the career entry year (BEJ). Young migrants who lack German language skills usually receive targeted language support in their own classes during the work/career pre-qualification year with a focus on the acquisition of these German language skills (VABO).

From initial practical experience to pre-qualification in a vocational field

AVdual provides for an educational strategy of level-differentiated learning with different educational goals, as well as the increased integration of internships coupled with individual support for young people.

AVdual is generally organised as an all-day class in order to reflect the time pattern of the working world. This also gives the learners more learning time to complete the course of study as successfully as possible. Cultural or sporting activities round off the holistic approach to training preparation. The young people are strengthened in their personal development and have the opportunity to take on personal responsibility.

Learning is highly individualised, which enables both those young people with and those without a lower secondary school leaving certificate to learn at the level that suits them. The further development of interdisciplinary skills and self-learning techniques form the pedagogical focus in order to sustainably improve the elements that the young

people need for training. On this basis, the students also continue to develop their general education skills. Within action-oriented and project-based lessons in job-related learning fields and real-life learning contexts, students gain initial insights into at least one occupational field (e.g. metal technology, wood technology, gastronomy) and acquire basic vocational skills.

The VAB aims to provide young people with vocational orientation and initial job-related skills and abilities in up to three occupational fields. They also introduce the young people to specific professional requirements, help them find out their personal preferences and assess and improve their individual learning and performance skills.

In the BEJ, students are taught the job-related content of about half of a first apprenticeship. In the BEJ partial qualification, a special form of BEJ, they can acquire a partial qualification certified by the Chamber if they complete a 90-day internship, maintain a report diary and the internship contract is registered with the Chamber.

Work experience and getting to know everyday working life

The basis for the pre-vocational training courses is that schools offer an internship in the form of weekly practical days in companies.

Accompanied by the lessons and supervised by a teacher, students can continuously try out “real working life” for one or two days a week over a longer period of time and gain a lot of concrete job-related experience. In AVdual, the young people are also supported individually by a so-called AVdual supervisor.

Individual support

Individual support plays a key role in vocational preparatory training courses. An important basis for this is the work with the skills analysis in BOaktiv (see info box below). This analytical tool helps precisely identify the young people's individual strengths. This serves as an important basis for further support throughout the school year.

School-leaving certificate as an important goal

The AVdual, AV or VAB concludes with a vocational qualification if certain requirements are met. Those who pass a central final examination in the subjects of German, mathematics and possibly English also acquire a level of education equivalent to the lower secondary school leaving certificate. This significantly increases the chances of finding an apprenticeship. It is also possible to enrol at other vocational schools, such as a two-year technical college leading to the entrance qualification for the

college of continuing vocational education. Young language beginners can follow on from the VABO to the regular AVdual, AV or VAB or, if appropriately qualified, other vocational training courses.

The BEJ certificate is a separate qualification that builds on the lower secondary school leaving certificate. It also requires a central final examination in German, Mathematics and usually English. It is then possible to enrol at other vocational schools, such as a one-year technical college or a two-year vocational school leading to the entrance qualification for the college of continuing vocational education.

INFOBOX: Individual support at vocational schools



The students at our vocational schools differ in terms of previous knowledge and ability, social background and mother tongue, interests and talents, and they learn in very different ways. At vocational schools, they are individually supported in their development, for example through the new IT-supported BOaktiv process. BOaktiv serves, among other things, as a tool for recording, reflecting on and promoting subject-specific and interdisciplinary skills that are important for the transition from school to work and vocational orientation. They are also supported by individual support systems at the vocational school, the promotion of self-organised learning, the language-sensitive design of specialist lessons, seminar courses or

project work in the full-time vocational school formats and much more. Individual support is a basic pedagogical principle for vocational schools. Didactically designed, subject-related support is just as important as the development of the student's personality. With growing competence, the students should be able to manage and take responsibility for their own learning.

Further information can be found in the "Base 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 technical college (*Berufsfachschule*)

Theory and practice in one

Young people have various opportunities to enter the world of work. Aside from vocational school, they can attend a technical college (*Berufsfachschule*), for example. In contrast to vocational schools, technical colleges are usually full-time schools. Young people can choose between different forms of technical college.

The 1-year technical college (1BFS)

The training at the one-year commercial technical college (1BFS) complements the dual system. It imparts the professional and practical skills provided for in the relevant training regulations and in the education and curricula for the first year of training in a training-based occupation (e.g. draftsman) or across the breadth of an occupational field (e.g. automotive engineering). General education is also promoted.

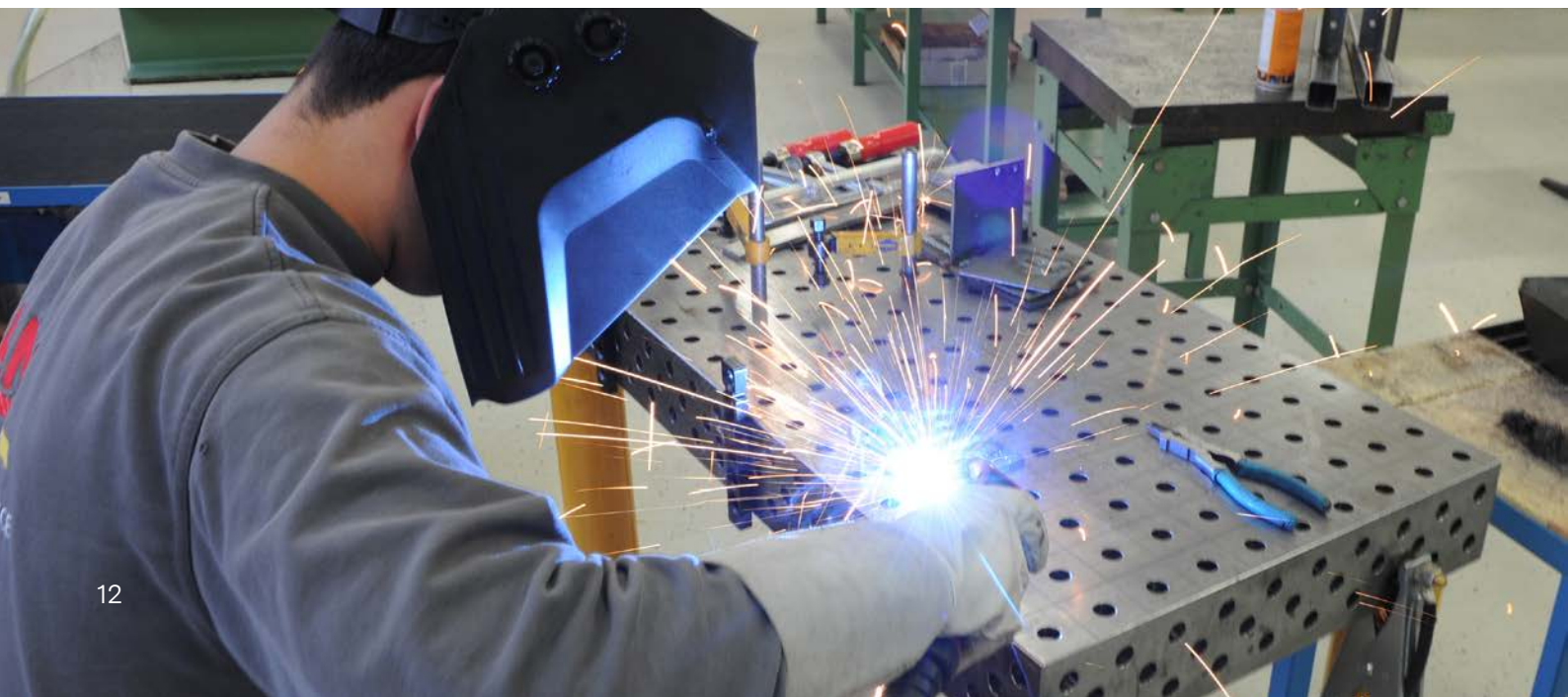
This means that in many professions, both theoretical and practical training often take place at the college during the first year. There are good reasons for this: not every company can offer the same opportunities. Moreover, many companies are so highly specialised that they are no longer able to provide trainees with the necessary basic vocational training in this occupational field in its entirety. The one-year commercial technical college, on the other hand, makes this possible.

One occupational field for which the labour market offers very few apprenticeships is home economics. For this reason, the state is supplementing the dual system by offering the content of practical apprenticeships in the vocational schools: interested young people receive the essential basic vocational training in the one-year technical college. Then the question is: which vocational qualification is the right one for me? For example, it is possible to obtain a state-recognised vocational qualification in the field of home economics and nursing as a home economist or a geriatric care assistant.

The 2-year technical college leading to the entrance qualification for the college of continuing vocational education (2BFS)

For graduates of general education schools who want to improve their career prospects on the basis of a lower secondary school leaving certificate, the two-year technical college leading to the entrance qualification for the college of continuing vocational education, or “2BFS” for short, is a highly recognised follow-up option among parents and companies. With the intermediate educational diploma (*Fachschulreife*), the 2BFS also offers basic vocational training, which, experience has shown, provides graduates with good access to the apprenticeship market.

Vocational subjects as well as vocational and practical skills play a special role in the timetables of





the various types of 2BFS. Training companies can regard attendance at the two-year BFS as the first year of the apprenticeship; at the same time, the students also open up pathways to further education in the professional field. With a good completion of the 2BFS, the young people can continue their educational career, for example, with the goal of obtaining the entrance qualification for a college of continuing vocational education or a university.

They can take various paths to this end after attending the 2BFS:

- It is possible to acquire the entrance qualification for the college of continuing vocational education by completing vocational training or attending a vocational college.
- High achievers can acquire the general matriculation standard for entry to university directly at a vocational high school.

A conceivable example: Career via the 2-year BFS

This is what a career in the industrial sector could look like:

1. Lower secondary school leaving certificate
2. Two-year technical college
3. Apprenticeship or vocational training (2-2.5 years, if accredited)
4. 2 years of employment
5. Engineering school (2 years), simultaneous acquisition of the entrance qualification for university of applied sciences
6. University of applied sciences (6-7 semesters), Degree: Bachelor's degree
7. University (3-4 semesters), Degree: Master's Degree

Cornerstones of the 1- and 2-year technical college

College type	1-year technical college (1BFS)	2-year technical college (2BFS) leading to the entrance qualification for the college of continuing vocational education (FSR)
Entry requirements	<ul style="list-style-type: none"> • Preliminary contract or written confirmation of an apprenticeship (usually) • At least a lower secondary school leaving certificate or enrolment certificate from the lower secondary school or proof of a level of education equivalent to the lower secondary school leaving certificate 	A lower secondary school leaving certificate or proof of a level of education equivalent to the lower secondary school leaving certificate
Degree/entitlement	<ul style="list-style-type: none"> • Practical final examination • Accrediting as 1st training year possible under certain conditions • Students with no lower secondary school leaving certificate acquire a level of education equivalent to the lower secondary school leaving certificate by successfully attending the 1BFS 	<ul style="list-style-type: none"> • Entrance qualification for the college of continuing vocational education • Accrediting as 1st training year possible under certain conditions

Further 2- or 3-year technical colleges: straight into a career without a “detour”

There are also some special solutions for some special training situations. For example, in the artistic, nursing and office technology sectors, a number of two-year technical colleges lead directly to employment. Examples of this are: State-certified classical dancer or state-certified socio-pedagogical assistant.

The profession of nursing-care specialist can be learned in a three-year technical college. In the industrial sector, committed young people can also obtain a qualification in a recognised qualified occupation (e.g. watchmaker) at three-year technical colleges. Compared to the large number of “normal” apprenticeships, these special forms may not be of great importance. But these special paths demonstrate diversity and play an essential role in making the vocational education landscape complete.

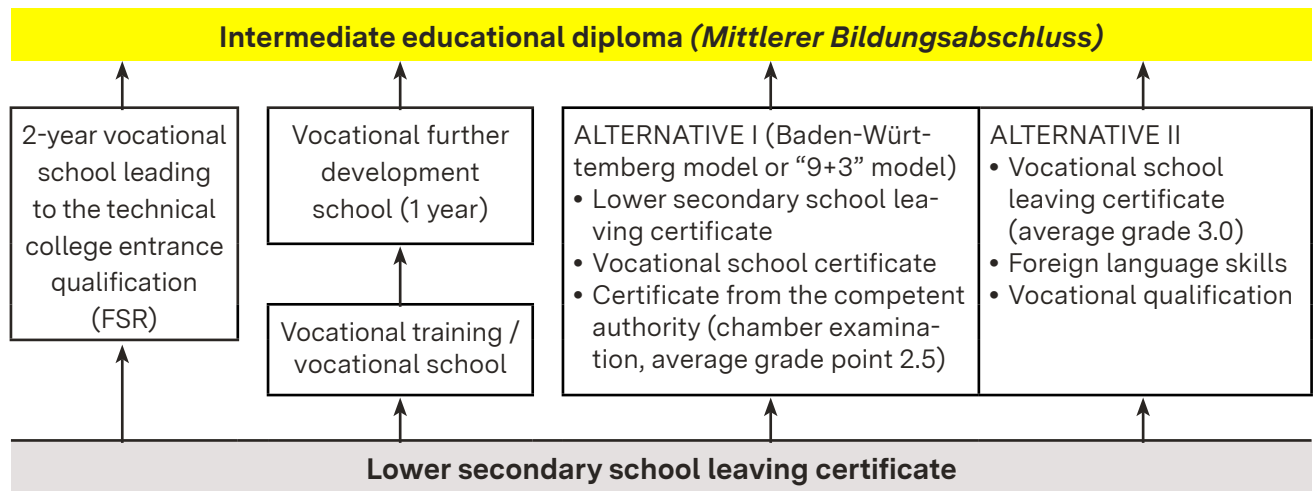
Vocational schools at a glance

1-year technical colleges	2-year technical colleges leading to the entrance qualification for the college of continuing vocational education	Other technical colleges (BFS)
<p>Commercial technical college for</p> <ul style="list-style-type: none"> • Automotive engineering • Metal technology (precision engineering and metal construction technology, sanitary, heating and air-conditioning technology) • Wood technology • Electrical engineering (electronics, information electronics) • Construction technology • Paint technology and interior design • Personal care • Printing and media technology • Draughtsman • Textile technology and clothing • Photography • Glazier • Home economics and nutrition, industrial professions (manufacture of baked goods, meat processing) • Make-up artist <p>Home economics technical college</p>	<p>Industrial-technical area</p> <ul style="list-style-type: none"> • Metal technology • Electrical technology • Automotive technology • Construction technology • Wood technology • Textile technology • Laboratory technology (mainly offered at home economics colleges) • MINTec <p>Commercial area (business school)</p> <p>Nutrition and health</p> <ul style="list-style-type: none"> • Home economics and nutrition • Nutrition and gastronomy • Health and nursing care 	<ul style="list-style-type: none"> • BFS for watchmaking (three-year) • BFS for precision mechanics and electrical technology (three-year) • BFS for goldsmiths (two-year) • BFS for social care (two-year, everyday caregiver) • BFS for socio-pedagogical assistance • BFS for socio-pedagogical assistance (two-year, direct entry into child daycare) • BFS for nursing care (three-year) and geriatric care assistance (one-year) • BFS for geriatric nursing care assistance for non-native speakers (two-year) • BFS for generalist nursing-care assistance (one-year) • BFS for generalist nursing-care assistance (two-year with intensive German-language training)

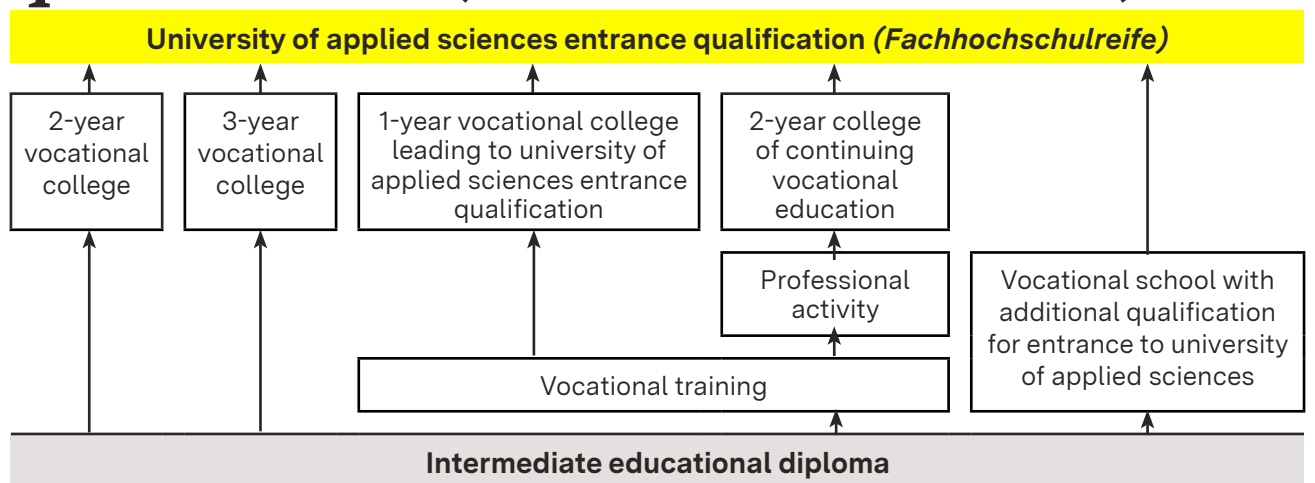




Intermediate educational diploma (*Mittlerer Bildungsabschluss*)



University of applied sciences entrance qualification (*Fachhochschulreife*)



Type of school	1 BKFH*	Vocational college	College of continuing vocational education	Vocational school
Entrance requirements	intermediate educational diploma and completed vocational training or equivalent professional activity	intermediate educational diploma (see also chapter on "The vocational college")	completed vocational training and relevant vocational experience (see also chapter on "Vocational further education: the college of continuing vocational education")	intermediate educational diploma
Duration	duration 1 year full-time or 2 years part-time teaching	2 to 3 years full-time, depending on the vocational college	2 years full-time or up to 4 years part-time teaching	3 years (additional programme parallel to vocational training)

* 1-year vocational college leading to qualification for entrance to university of applied sciences

The vocational college (*Berufskolleg*)

Close relationship between theory and practice

Technological development and the progressive worldwide division of labour lead to occupations with higher demands in the theoretical field. Due to their close interweaving of theory and practice, the vocational colleges provide a corresponding professional qualification and at the same time an extended general education.

In addition to the intermediate educational diploma,

admission to the vocational colleges is subject to other requirements (e.g. an internship) in some cases (see table “Vocational colleges at a glance”).

Vocational college usually ends with a final examination. In the case of at least two-year (also tiered) educational courses, it is possible to acquire both the entrance qualification for universities of applied sciences and a vocational qualification (e.g. “state-certified assistant”).

Courses	Requirements	Vocational qualification	Univ. of applied sciences entrance qualification ✓
TECHNICAL VOCATIONAL COLLEGES			
2-year vocational college for technical assistants (biological-technical, biotechnological, chemical-technical, electrotechnical, photo and media technical, information technical, pharmaceutical-technical (two and a half years), physical-technical, environmental protection, product design, technical documentation)	Intermediate educational diploma	State-certified technical assistant	✓*
Part-time vocational colleges (disciplines: civil engineering, electronics, automotive engineering, paint technology and interior design, hotel and gastronomy, metal technology, paper technology, sanitary, heating and air conditioning technology, textile technology)	Internship, intermediate educational diploma	State-certified vocational college certificate and skilled worker	✓*
Technical vocational college I	Intermediate educational diploma	Transition to Technical Vocational College II possible	
Technical vocational college II	Qualified completion of Technical Vocational College I	Technical assistant*	✓
Vocational colleges for design (fashion and design; design, jewellery and equipment; graphic design, wood design and wood sculpture)	Intermediate educational diploma, admissions examination	State-certified designer (4 disciplines)	✓*
Vocational college for computer science	General matriculation standard (in exceptional circumstances, university of applied sciences entrance qualification)	State-certified computer scientist	

COMMERCIAL VOCATIONAL COLLEGE			
Commercial vocational college, part-time format (dual vocational college)	Internship, general matriculation standard	Double qualification, e.g. bank clerk and finance assistant	
Commercial vocational college I (partly with practice company)	Intermediate educational diploma	Transition to the Commercial Vocational College II possible	
Commercial vocational college II (partly with practice company)	Qualified completion of Commercial Vocational College I	State-certified commercial assistant*	✓
Commercial vocational college foreign languages	Intermediate educational diploma (English with the grade “3” at least)	State-certified commercial assistant*	✓
Commercial vocational college business informatics	Intermediate educational diploma (Mathematics with the grade “3” at least)	State-certified commercial assistant*	✓
Vocational college for sports and club management	Intermediate educational diploma	State-certified sports assistant – focus on sports and club management	✓*



Courses	Requirements	Vocational qualification	Univ. of applied sciences entrance qualification ✓
HOME ECONOMICS, NURSING CARE, SOCIAL PEDAGOGY			
Vocational college for social pedagogy	Intermediate educational diploma and a contract with a child day care facility	Transition to the college of continuing vocational education for social pedagogy	
Vocational college for social pedagogy (vocational college) – also in part-time format Vocational school for social pedagogy (vocational college) – practice-integrated (PIA) – also in part-time format	Intermediate educational diploma and qualified completion of vocational college for social pedagogy and/or vocational qualification as a child caregiver or social pedagogical assistant and a contract with a child day care facility	State-certified educator	✓*
Vocational college health and nursing care I	Intermediate educational diploma	Transition to the Vocational College for Health and Nursing Care II possible (accrediting as 1st year of training as a doctor's assistant possible)	
Vocational college health and nursing care II	Qualified completion of College for Health and Nursing Care	Assistant for health and nursing care*	✓
Vocational college nutrition and household management I	Intermediate educational diploma	State-certified home economics assistant Transition to the Vocational College for Nutrition and Household Management II possible	✓
Vocational college nutrition and household management II (new from school year 2025/2026)	Intermediate educational diploma and completion of Vocational College for Nutrition and Household Management I as well as an internship contract	State-certified assistant for nutrition and household management	
Dual vocational college with specialisation in social work	Intermediate educational diploma and an internship contract	Transition to the one-year vocational college for the acquisition of the university of applied sciences entrance qualification possible	
VOCATIONAL COLLEGE FOR ACQUISITION OF THE UNIV. OF APPLIED SCIENCES ENTRANCE QUALIFICATION			
One-year vocational college for the acquisition of the university of applied sciences entrance qualification	Intermediate level of education and completed vocational training	University of applied sciences entrance qualification	✓

*Acquisition of a vocational qualification or the university of applied sciences entrance qualification via additional lessons and additional examination

The upper vocational college (*Berufsoberschule – BOS*)

The upper vocational colleges offer gifted young people who have already completed vocational training the opportunity to deepen their general and specialist theory education. This opens the door to further educational institutions for them. The upper vocational college is divided into intermediate and upper level.

Intermediate level (Vocational further development school – *Berufsaufbauschule*)

Students with a lower secondary school leaving certificate and a completed vocational training or comparable professional experience have the opportunity to acquire the intermediate educational diploma (Fachschulreife – entrance qualification for the college of continuing vocational education) within one year at the vocational further development school. Further information can be found in the chapter “Intermediate educational diploma” starting on page 19.

There are a number of different vocational further development schools, corresponding to the vocational areas:

- industrial orientation
- commercial orientation
- agricultural orientation

With the entrance qualification for the college of continuing vocational education, the young people can then acquire the university of applied sciences entrance qualification at a vocational college or – via the upper level of the vocational further development school – the university entrance qualification. Provided the maximum admission age (see table on page 27) for the vocational high school has not yet been reached, students can subsequently also attend the vocational high school.

Upper level (technical upper secondary school, commercial upper secondary school, vocational high school for social work)

Those who have completed vocational training or have acquired comparable professional experience can attain the subject-specific university entrance qualification in two years via the upper level of the upper vocational college (BOS). If the requirements in regard to a second foreign language are met, even the general matriculation standard is possible and nothing stands in the way of university studies.

In addition to proof of professional qualification through completed vocational training or equivalent professional experience, applicants for the BOS must fulfil one of the following requirements:

- Secondary school leaving certificate
- College of continuing vocational education entrance qualification
- Technical secondary school leaving certificate
- Transfer certificate to grade 11 or grade 11 of a grammar school
- Transfer certificate to class 10 of an eight-year grammar school
- Transfer certificate to the upper level of the community school (E-Level)

in each case with the average grade of at least 3.0 derived from German, English, Mathematics and one of the subjects or subject combinations of Biology, Chemistry, Physics, Matter/Nature Technology or Scientific Methods & Practice, whereby none of the subjects may be graded lower than “sufficient”. Graduates of the “9+3” model can be admitted by means of an entrance examination.

Highly qualified young people who hold an entrance qualification for a university of applied sciences as well as a vocational qualification may, under the following conditions, enter directly into the second year of existing BOS classes where places are available: the entrance qualification for universities of applied sciences must have been completed with a grade average of at least 2.5 in the relevant subjects. Moreover, the subjects German, English, Mathematics and the vocational specialisation subject must each have been graded better than “sufficient”. A consultation meeting is mandatory. Upper vocational college lasts two years in total and leads either to a subject-specific or a general matriculation standard (university entrance qualification). Both qualifications are recognised nationwide.

The upper level of the upper vocational college can have the following specialisations: technology (technical upper college), economics and business (commercial upper college) and social work (upper vocational college for social work). The written final examination is taken in the subjects German, English and Mathematics as well as in the respective profile subject.



The vocational high school (*Berufliches Gymnasium*)

Young people with a special interest in the world of work and specific talents and inclinations definitely deserve one thing: special paths to universities. Vocational and general education are equivalent: this is something that was recognised early on in Baden-Württemberg.

As a consequence, a differentiated range of high school / grammar school courses has been established at vocational schools in recent decades. These days, many people qualifying to enter university do so through the vocational high schools.

The vocational high schools

Vocational high schools are full-time schools and lead to the general matriculation standard. They also offer good conditions for completing demanding vocational training outside universities.

3-year vocational high school (3BG)

The 3-year vocational high school prepares students in the entry year and the two further years for studying at the university and in a particular way for professional life.

Within three years, the general matriculation stan-

dard (university entrance qualification) can be obtained at the vocational high school by:

- students with a qualified leaving certificate from a secondary or technical secondary school,
- particularly high-achieving students with a lower secondary school leaving certificate who have acquired the university of applied sciences entrance qualification (intermediate educational diploma) through the two-year technical college or the vocational further development school,
- students with a transfer certificate at the end of grade 9 or grade 10 of an eight-year grammar school,
- students with a transfer certificate at the end of grade 10 of a grammar school,
- community school students, either on the basis of a qualified secondary school leaving certificate (M-level) obtained there or on the basis of a transfer to the upper level of the community school (E-level).

The career-specific subjects also have an effect on the general subjects. What advantages are there to this? The students receive a broad and in-depth education as well as the ability to think and act in system contexts.

The vocational high schools have six different orientations, some of which are divided into several focal areas. Each of these orientations is characterised by the six-hour, compulsory and vocational major subjects:

Agricultural science high school (AG)

- Agricultural biology

Biotechnological high school (BTG)

- Biotechnology

Nutritional science high school (EG)

- Nutrition and chemistry

Social and health science high school (SGG)

- Pedagogy and psychology
- Health and biology

Technical high school (TG)

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

At individual locations:

- Electrical engineering and information technology
- Applied natural sciences

Commercial high school (WG)

- Economics and business administration
- International economics and business administration
- Economics and business administration with a focus on finance

6-year vocational high school (6BG)

The six-year vocational high schools offer students the opportunity to learn more about technical, economic or nutritional or social and health science questions at an early stage.

In the 6-year vocational high schools (6BG), four teaching hours per week are dedicated to the respective vocational focus subjects from as early as grade 8, of which two hours per week in the middle school are used for practice-oriented exercises in the laboratory, workshop or practice company. In the upper school, six teaching hours per week then focus on the respective major vocational subject. This allows students to learn together over a longer period of time. As in the three-year vocational high schools, the vocational major subjects also shape the general subjects. As a result, students receive a broad general education in languages, social studies, mathematics and the natural sciences, complemented by a vocational focus. The range of compulsory subjects covers all key areas of education.

The six-year vocational high school is aimed at:

- grammar school students,
- community school students (E-level),
- high-performing students at secondary schools and community schools (M-level),
- very high-performing students at technical or lower secondary schools, secondary schools and community schools (G-level),

who show special interest or a special talent for individual subject areas at an early age and for whom a switch to a vocational educational offer would be appropriate. Here, after a total of 13 years of schooling, they achieve the general matriculation standard. This course of study is offered in the focus areas of economics (6WG), technology (6TG) and nutrition, social work and health (6ESG).





Cornerstones of the vocational high schools

Type of school	3-year vocational high schools
Conditions for acceptance	<ul style="list-style-type: none"> • Secondary school leaving certificate • Technical secondary school leaving certificate • Entrance qualification for a college of continuing vocational education <p>with a grade average of at least 3.0 made up of the subjects German, English and Mathematics (no grade in these subjects lower than “sufficient”)</p> <ul style="list-style-type: none"> • Transfer certificate at the end of the 9th or 10th grade of an 8-year grammar school • Transfer certificate at the end of the 10th grade of a grammar school or an equivalent certificate from a community school with transfer at E-level • Max. age: acceptance into the first-year class is possible provided the student is not older than 18 at the start of the school year, or 21 if it can be demonstrated that the student has completed vocational training.
Duration	3 years
Qualification	General matriculation standard (university entrance qualification) (recognised nationwide)

Type of school	6-year vocational high schools
Conditions for acceptance	<ul style="list-style-type: none"> • From grammar school or community school (advanced level in all subjects): transfer to the 8th grade (without entry examination) • From the intermediate level of secondary school or community school: transfer to the 8th grade (possibly with entry examination, depending on the assessment grades) • From the basic level of secondary school or community school or from the technical secondary school or the lower secondary school: transfer to the 8th grade (with entrance examination)
Duration	6 years
Qualification	General matriculation standard (university entrance qualification) (recognised nationwide)

Further vocational training: The college of continuing vocational education (*Fachschule*)

The one- and two-year colleges of continuing vocational education offer working people who have completed vocational training the opportunity to prepare for employment in middle management or to qualify for self-employment. To this end, the qualifications acquired in vocational training and in employment itself are consolidated and expanded. Since 2006, graduates of colleges of continuing vocational education have also had the opportunity to take up university studies under certain conditions.

2-year colleges of continuing vocational education in technology, design and economics

Among the two-year colleges of continuing vocational education, there are colleges for technology and design in the industrial and technical fields, and colleges for economics in the commercial sector (orientated towards business administration and business management as well as the hotel and restaurant industry). Prerequisite for admission is vocational training relevant to the desired field of study and subsequent relevant professional activity. In the 2nd school year, an independent project dissertation must be prepared and presented, with the result that students acquire professional qualifications far beyond vocational training that are also widely accepted in the business world. Upon passing the final examination, graduates of the college for technology and design acquire the professional title of “state-certified technician” or “state-certified designer” and graduates of the college for economics the professional title of “state-certified business economist”. Together with this title, students also acquire the entrance qualification for a university of applied sciences – with the exception of the hotel and restaurant industry orientation. Moreover, the path to self-employment is also open, provided that the existing statutory stipulations are met. Students attending a college of continuing vocational education are eligible for financial support through BAföG or the Upgrading Training Assistance Act (AFBG). Lessons are also offered part-time at many colleges of continuing vocational education, allowing students to attend

college alongside their work. Completion is associated with the entrance qualification for a university of applied sciences.

Schools for master craftsmen (Meisterschulen)

Apprentice – journeyman/journeyman – master craftsman: this is still the classic path to qualification in the skilled trades. The master craftsman examination with its four parts – the practical, the theoretical, the commercial and legal as well as the vocational and training components – is a well-coordinated and tried-and-tested programme. One great opportunity presented by master-craftsman training lies in the possibility of becoming self-employed. The school programme for master craftsmen usually lasts one year, with part-time teaching correspondingly longer. Prerequisite for admission is relevant, completed vocational training. The master craftsman examination itself is taken before the competent master craftsman’s examination board at the Chamber of Crafts, the Chamber of Industry and Commerce or the Regional Council. Completion is associated with a university entrance qualification.

Academies

Over the course of two years, the academies for business management in the skilled trades provide preparation for the master craftsman examination and also further qualifications in the technical and, above all, business management fields. Prerequisite is relevant professional experience, generally of at least two years. In all disciplines, it is possible to enter the second year of the academy for business management in the skilled trades after passing the master craftsman examination. Upon passing the final examination, the entrance qualification for a university of applied sciences is awarded.

College of continuing vocational education for further training in nursing

The two-year college of continuing vocational education for further training in nursing, in part-time format (with additional entrance qualification for

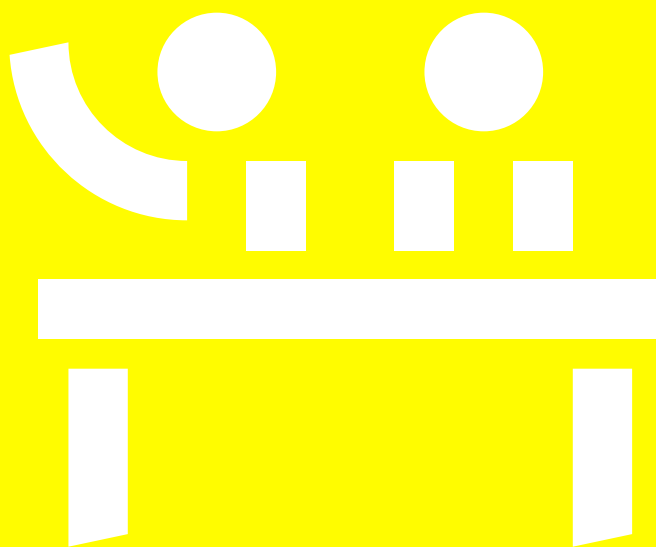
universities of applied sciences), is offered with majors in management of a nursing and functional unit or geriatric psychiatry. Successful completion of the former specialisation area qualifies students for management functions. Admission requirements are: completed vocational training in geriatric care, health and nursing, health and paediatric nursing or special education nursing as well as at least two years of relevant professional activity. A total of at least 400 hours of training-related practice must also be performed during the further training. Upon passing the final examination, graduates acquire the professional title “State-certified specialist for the management of a nursing and functional unit” or “State-certified specialist for geriatric psychiatry”. Students can also acquire the entrance qualification for a university of applied sciences by attending an additional programme and successfully passing an additional examination.

College of continuing vocational education for organisation and leadership

Part-time further training in the two-year college of continuing vocational education for organisation and leadership serves to qualify relevant specialists for the performance of managerial tasks, particularly in socio-educational institutions. After successful completion of the entire training course, students acquire the professional title “State-certified specialist for organisation and leadership - focus on social work”. In addition to a relevant professional qualification, admission generally requires two years of relevant professional experience. Applicants with an entrance qualification for universities of applied sciences or the general matriculation standard must demonstrate at least one year of relevant professional experience.

Corner stones of the colleges of continuing vocational education

Type of school	Colleges of continuing vocational education	Schools for master craftsmen
Conditions for acceptance	<ul style="list-style-type: none"> • completed vocational training in the corresponding specialist area <u>and</u> • one or more years of professional activity <u>and</u> • lower secondary school leaving certificate (intermediate educational diploma for commerce-oriented colleges of continuing vocational education) 	<ul style="list-style-type: none"> • completed vocational training <u>and</u> • relevant 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"> • technician (and entrance qualification for universities of applied sciences) • business economist (and entrance qualification for universities of applied sciences) • economist • business manager in the skilled trades (and entrance qualification for universities of applied sciences) • designer (and entrance qualification for universities of applied sciences) • specialist for the management of a nursing and functional unit • specialist for geriatric psychiatry • specialist for organisation and leadership 	master craftsman



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