



# Paths to a career

Vocational schools in Saxony





# Foreword

Dear pupils,

The questions, "what are my qualifications?" and "what do I want to do?" are important, legitimate and challenging. "If you cannot do what you want to do, you must want to do what you can do. For wanting to do what you cannot do would be foolhardy" – the words of the Italian painter and philosopher, Leonardo da Vinci, in whose time this was already true.

Choosing one's training and career are amongst the most important decisions one can take in life. Ideally, the career one pursues should be fulfilling and for many years continue to provide enjoyment and possibilities for individual development. For this reason, it is important to start thinking about one's future career and private plans at an early stage. In view of the wide range of training options and study programmes available, this means reflecting on one's own options, accumulating practical experience and finding a balance between one's personal interests and proclivities and the requirements of the worlds of study and work.

Support with the decision-making process can come from one's family and friends, as well as from a long-term systematic vocational orientation at secondary schools with secondary-plus schools, grammar school and/or Gemeinschaftsschule programmes, e.g. with the help of the career choice passport programme. In addition to the study qualification one earns at a vocational secondary school or vocational grammar school, the high degree of emphasis placed there on practical experience also contributes significantly to one's subsequent selection of a career at an institution of higher education, polytechnic (university of applied sciences), vocational academy or dual-discipline vocational training programme. The Saxony Employment Agency's Career Information Centres (BiZ), the SCHAU REIN! Week of Saxony Open Ventures, Girls' Day and Boys' Day in the spring, as well as the Saxony Higher Education Open House Day and Career Start education, jobs and founders fair, both held in January, can also provide you with support in selecting and finding a future-secure career. In the context of Saxony, this involves primarily careers in technology, nature and the natural sciences. And entirely new opportunities are available in the craft trades and service sectors.

The path to a suitable career is not always straightforward. At times, you may need to be very patient and even conclude that the path itself is your (career) goal. As with an orienteering, it will require life-long strength, persistence and sometimes being prepared to find new goals. Be confident and aim for what is within your possibilities. The wide-ranging training opportunities of the vocational school system will take account of your personal development and provide you with a basis for life-long learning.

This brochure will provide you with an overview of Saxony's vocational school system. It is based on three main components: Career-qualification training takes place at apprenticeship institutions and full-time vocational schools. Vocational grammar schools and vocational secondary schools offer study-qualifying educational programmes and there are a multitude of options at vocational academies for further vocational education. These educational goals can be attained in widely divergent ways.

In this brochure, you will find out how the different training trajectories are structured and what career perspectives they open. The texts are all provided with QR codes which will automatically take you to the appropriate Education in Saxony webpage.

I wish you much success on your path to a career.



Christian Piwarz  
Saxon State Minister for Education and Culture





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# Vocational education in Saxony

## Vocational academies

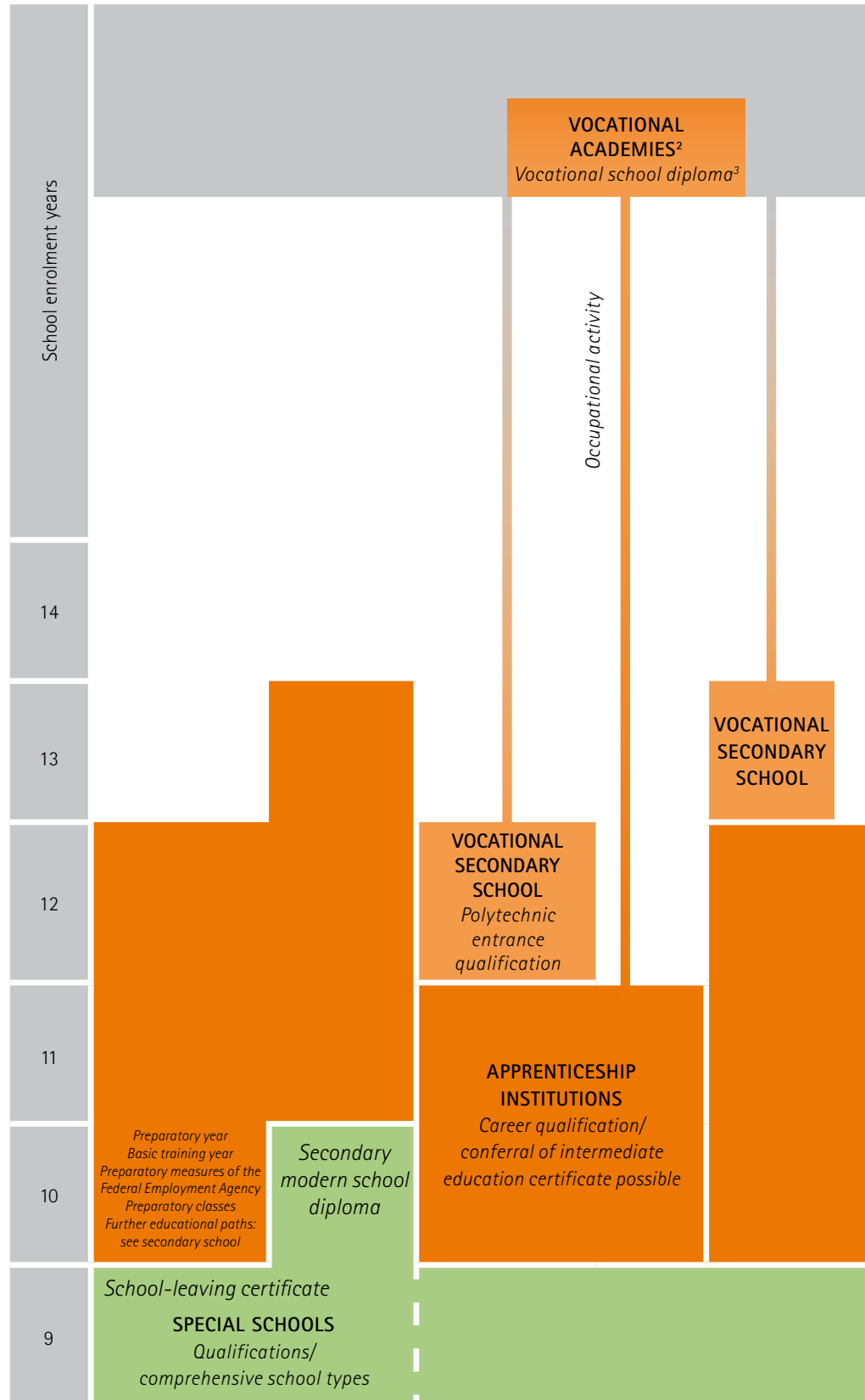
The vocational school system in the Free State of Saxony provides widely varied and multifaceted vocational training programmes and offerings. It is comprised of five different school types, with the following respective functions:

In cooperation with a training organisation, an apprenticeship institution provides qualification in a dual-discipline career. In addition, it provides basic vocational training and preparatory vocational training. A training course at a full-time vocational school leads to a vocational qualification which cannot be obtained via the dual-discipline path. The programmes at a vocational secondary school or vocational grammar school lead to study qualification. In addition to the study qualification one earns at a vocational secondary school or vocational grammar school, the high degree of emphasis placed there on practical experience also contributes significantly to one's subsequent selection of a career at an institution of higher education, polytechnic (university of applied sciences), vocational academy or dual-discipline vocational programme. Vocational academies offer further vocational education.

General school-leaving certificates or polytechnic entrance qualification can also be obtained in a range of career-qualifying training programmes. In addition, it is possible to obtain career qualification and higher education entrance qualification (Abitur) or polytechnic entrance qualification in a 'double pack'.

Pupils with disabilities, chronic illnesses or special education needs are, wherever possible, integrated in regular instruction at an apprenticeship institution or other secondary school. For pupils with special needs, the option is available for instruction in special classes. For young people and young adults with a migration background, preparatory classes are arranged which will prepare them linguistically for vocational training or obtaining a higher educational qualification.

This range of different options provides all pupils with the opportunity for education appropriate both to their scholastic requirements and their educational goals.



**Comprehensives**  
 ■ Secondary Grade I  
 ■ Secondary Grade II

**Vocational schools**  
 ■ vocational training  
 ■ study qualification  
 ■ dual qualification (see p. 18)  
 ■ further vocational education

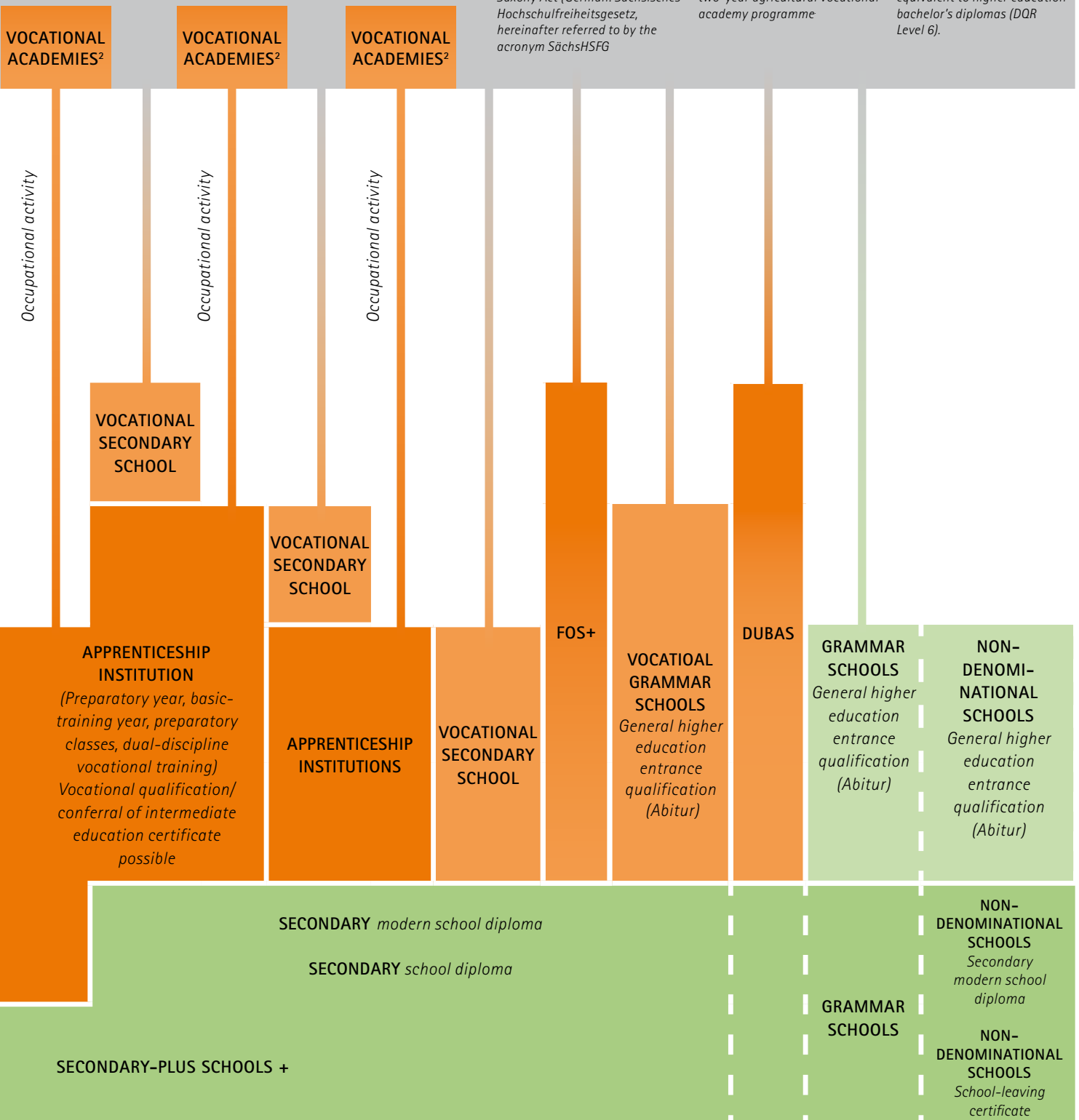


**INSTITUTIONS OF HIGHER EDUCATION<sup>1</sup>**

<sup>1</sup> Entrance pursuant to §17 of the Freedom of Institutions of Higher Education in the Free State of Saxony Act (German: Sächsisches Hochschulfreiheitsgesetz, hereinafter referred to by the acronym SächsHSFG

<sup>2</sup> Obtaining polytechnic entrance qualification is possible in all programmes except for the two-year agricultural vocational academy programme

<sup>3</sup> In the German Qualifications Framework (DQR), vocational academy diplomas are equivalent to higher education bachelor's diplomas (DQR Level 6).



# Vocational education in Saxony

## Educational goals and school locations



Vocational education in Saxony encompasses the following educational goals and offerings:

### Preparatory vocational education

Educational programmes for young people who have fulfilled the nine-year period of compulsory schooling, but who, in view of their personal development and level of achievement do not yet fulfil the prerequisites for vocational training

### Basic vocational training

Educational programmes for earning the basic knowledge and skills of one or more vocations; the credits from these can to an extent be applied to one's subsequent vocational training

### Vocational training

Educational programmes providing career-specific knowledge, techniques and skills and lead to vocational qualification

### Study qualification

Educational programmes for earning general higher education entrance qualification (Abitur) or polytechnic entrance qualification

### Dual qualification

Educational programmes and offerings which lead both to vocational qualification and study qualification

### Further vocational education

Educational programmes which, following vocational training and, as a rule, occupational activity, lead to higher vocational qualification

There are more than one path to attaining these educational goals. The concrete opportunities available for this in Saxony's vocational schools system are set out in the following sections.

### Education for sustainable development, media education and political education

Living in a time of social pluralism and

digitisation, responding to climate change, as well as disappearance of natural resources are issues of crucial importance for the future and must be treated in a manner commensurate with their importance in all school types.

Pupils must become articulate citizens who act in a socially responsible manner, can form their own opinions, support the liberal democratic system of government and treat others without prejudice, regardless of their ethnic and cultural background. This is the educational mandate of schools, as anchored in the Free State of Saxony Education Act. School should also encourage reflection about issues relating to social coexistence, politics, economics and ecology. For this very reason, education on sustainable development, media education and political education were given added importance in the most recent curriculum revision.

### Vocational school centres

In order to ensure that educational offerings fit current needs and are sufficiently widely available, the different vocational school types have been brought together in vocational school centres. As the centrepiece of the vocational education system, apprenticeship institutions are included in all vocational school centres. The educational offerings of the remaining school types are tailored to the requirements of the labour market, the wishes of prospective pupils and the personnel and material requirements of vocational school centres.

In addition to vocational school centres, the Free State of Saxony also offers agricultural vocational academies and medical apprenticeship institutions at hospitals.

### Independently funded schools

In addition to public schools, there are also independently funded schools, e.g. those of private or church organisations, as well as associations, societies and private individuals. These supplement the educational landscape in Saxony and can serve as substitutes for public schools, provided that their essential features

correspond to those of a school type in the public schools system (substitute schools).

As a rule, although Saxon curricula are employed there, a substitute school is nevertheless free to develop educational methods that deviate from those at public schools. Substitute schools charge school fees on a regular basis.

There are two types of substitute schools: authorised ones and accredited ones. State-accredited substitute schools can admit pupils, award school and vocational diplomas and administer examinations under their own authority, just as public schools do.

While the compulsory schooling requirement can be fulfilled at an authorised substitute school, no school or vocational qualification can be obtained there. To earn a school or vocational qualification, pupils from an authorised substitute school must pass the external pupils' examination of the school type in question. School career achievement is not taken into account in connection with an external pupils' examination. For this reason, an external pupils' examination is more comprehensive than one at an accredited substitute school or public school.

Supplementary schools are independently funded but do not serve as substitutes for public ones. In terms of their organisation and educational offerings, supplementary schools have a school-like character, but are not comparable to any school type in the public schools system and consequently are external to Saxony's schooling structure.

Supplementary schools are not required to attain the educational level of a comparable public school. This explains why, as a rule, supplementary schools in Saxony do not employ Saxon curricula. Consequently, the school-leaving qualifications issued by supplementary schools do not correspond to the state school-leaving qualifications available from public schools or substitute schools. As a result, supplementary schools are not entitled to issue diplomas. At the conclusion of their training, pupils at supplementary schools receive a transcript of their school career or a generic certificate.





# Vocational education in Saxony

## Possibilities at a glance



Educational goal	School type/ duration	Prerequisites	Attainable qualifications	Paths to a career, continued
Preparatory vocational education	apprenticeship institution/1 or 2 years	Fulfilment of full-time schooling obligation	School-leaving certificate	Vocational training
Basic vocational training	apprenticeship institution/1 year	Fulfilment of full-time schooling obligation		Vocational training
Vocational training	apprenticeship institution/2 to 3.5 years	Fulfilment of full-time schooling obligation, training contract	Vocational qualification, intermediate school-leaving certificate	further vocational education, vocational secondary school (1 year), vocational grammar school
	Full-time vocational school/ 2 to 3 years	As a rule, secondary modern school diploma; to an extent, school-leaving certificate as well	Vocational qualification, intermediate school-leaving certificate	
Study qualification	Vocational secondary school/ 2 years	Secondary modern school diploma	Polytechnic entrance qualification	Vocational training, further vocational education, study at a vocational academy, polytechnic (university of applied sciences)
	Vocational secondary school/ 1 year	Secondary modern school diploma and vocational qualification		Further vocational education, study at a polytechnic (university of applied sciences)
	Vocational grammar school/ 3 years	Secondary modern school diploma with particular grades average, non-attainment of the age of 19 years or, resp., in the case of vocational qualification, the age of 22 years	General higher education entrance qualification (Abitur)	Vocational training, further vocational education, study at an institution of higher education
Dual qualification	Vocational secondary school and apprenticeship institution/4 or 4.5 years	Secondary modern school diploma, polytechnic entrance qualification, training contract for abbreviated dual-discipline training	Polytechnic entrance qualification; vocational qualification	Further vocational education, study at a polytechnic (university of applied sciences)
	Vocational grammar school and apprenticeship institution/4 years	Secondary modern school diploma with particular grades average, non-attainment of the age of 19 years or, resp., in the case of vocational qualification, the age of 22 years, training contract grade	General higher education entrance qualification (Abitur); vocational qualification	Further vocational education, study at an institution of higher education
	Vocational academy with additional training and additional examination Earning polytechnic entrance qualification/ 2 or 3 years	Secondary modern school diploma in combination with a completed vocational training programme and, as a rule, occupational activity	Vocational school diploma with polytechnic entrance qualification	Study at a polytechnic (university of applied sciences)
Further vocational education	Vocational school/ 2 or 3 years	completed vocational training programme and, as a rule, occupational activity	Vocational school diploma	Study at an institution of higher education

# Preparatory vocational education and basic vocational training



## Preparatory year (BVJ)

## Basic training year (BGJ)

### General

Young people who, following successful completion of secondary school, have failed to obtain a training place at an appropriate organisation or have left secondary school without a school-leaving certificate can qualify for basic vocational training, provided they undergo preparation at the relevant apprenticeship institution in a one-year educational programme prior to commencement of a vocational training relationship or occupational activity. In so doing, they will be fulfilling the obligation of enrolment at an apprenticeship institution.



### Career areas

Many of the relevant target careers have basic elements in common and, as a result, can during one's initial year at the apprenticeship institution be taught in accordance with a unified curriculum. The highly generalised basic training within a given career area intensifies one's future flexibility in respect of both the training and labour markets. Most of the approx. 320 careers in question belong to the following career areas:

- Construction technology,
- Chemistry, physics and biology,
- Printing and media technology,
- Electrical engineering,
- Nutrition, hospitality and domestic services,
- Automotive technology,
- Colour technology & interior design,
- Health and social issues,
- Wood technology,

- Information technology,
- Personal care,
- Metals technology,
- Production and service provision
- Environment and agriculture,
- Textile technology and coverings,
- Economics and administration.

### Preparatory year

The goal of the preparatory year is to provide pupils with support in selecting a career and preparing them for the commencement of a vocational training programme. In their preparatory year, pupils acquire a vocational orientation in two different career areas (e.g. wood and metal technology). Their instruction encompasses non-specific areas (general subjects), career-specific areas (learning areas

relating to the relevant individual careers) and elective offerings. Those who complete the year successfully receive a school-leaving certificate.

### Basic training year

Pupils with a school-leaving certificate who have not yet found a training place can also complete the initial year of vocational training as basic vocational training in the basic training year. Their instruction encompasses non-specific areas (general subjects) and career-specific learning areas. The instruction includes both career-specific theoretical aspects and practical ones (e.g. wood or metal technology). Successful completion of the basic training year can be applied to a subsequent vocational training programme as an initial year.

Educational goal	School type/ educational programme	Prerequisites	Duration	Examination	Qualification
Preparatory vocational education	Apprenticeship institution/ preparatory year	Prerequisites	1 or 2 years	Qualification procedure	No vocational qualification; school-leaving certificate possible
Basic vocational training	Apprenticeship institution/ Basic training year	School-leaving certificate	1 year	No examination	No vocational qualification; can be applied to a subsequent dual-discipline training programme as an initial year

# Vocational training

## Two paths – one goal



Vocational qualification can be attained via two different paths:

- **Path 1:** dual-discipline vocational training at the training locations, organisation and apprenticeship institution,
- **Path 2:** full-time scholastic vocational training with practical training components within and without the full-time vocational school.

Apprenticeship institutions and full-time vocational schools have the common goal of providing young people with the practical competence they require for their careers and of promoting their personal development. The goals and content of the non-specific subjects, as well as the level of the career-specific training programmes of both school types are thus to a high degree equivalent. The differences are based on the following features:

	Path 1: dual-discipline vocational training	Path 2: full-time scholastic vocational training
Prerequisites	Fulfilment of full-time schooling obligation	Typically: secondary modern school diploma
Target careers/ training programmes	In Saxony there are training programmes for some 250 target careers with accreditation under the Vocational Education Act or the Crafts Code, respectively.	Careers in the areas, health/care/social issues, unusual craft trades
Imparting of practical career-related knowledge	At the learning location, organisation	At full-time vocational schools and non-scholastic institutions under the authority of full-time vocational schools
Imparting of non-specific and career-specific knowledge	At the learning location, apprenticeship institution	At full-time vocational schools



# Vocational training

## Apprenticeship institutions



### Function

Most pupils learn a vocation in dual-discipline vocational training. The relevant training organisation and apprenticeship institution work together as equal partners. An apprenticeship institution is an autonomous learning location. Its task is to contribute to the development of practical occupational competence through practically oriented instruction and to deepen general education. The training programme at an apprenticeship institution leads, in tandem with the organisation-based training, to vocational qualification in a recognised target career. General school-leaving certificates can also be earned at an apprenticeship institution.

### Prerequisites

To be admitted, one must have fulfilled the full-time education requirement, still be subject to compulsory enrolment at an apprenticeship institution and have concluded a training contract. No specific school diploma is required (compulsory apprentice institution enrolment). Those who have reached the aged of 19 and have concluded a training contract can be admitted as someone entitled to vocational training.

### Duration and temporal structure

Depending on the target career, the programmes at the apprenticeship institution are from two to three and a half years in duration. The programme typically commences with a basic vocational course which pupils whose target careers are all in one career area can take together in their first year. As a rule, specialised classes for individual or related careers are held from the second year onwards.

### Instruction organisation

Instruction at full-time vocational school can be given either on individual weekdays or in blocks that are more than one week in duration (block instruction). If instruction is held on individual weekdays, as a rule, pupils have two

days of instruction per week in the first and second years and one per week in the third and fourth years. Block instruction involves related instruction segments that are more than one week in duration.

### Content

Instruction is in career-specific learning areas or subjects, as well as the following general-education subjects:

- German/communication,
- English,
- Social studies,
- Ethics or religion,
- Sport,
- Economics.

### Examinations

Apprenticeship institutions do not themselves administer examinations. Career-specific theoretical knowledge and practical skills are tested by the relevant authority, e.g. the Chamber of Commerce and Industry or the Chamber of Craft Trades. The essential bases of the written examination is the instructional content imparted at the apprenticeship institution in question.

### General school-leaving certificates

For pupils as yet without a school-leaving certificate, it will be confirmed in the school-leaving certificate from their apprenticeship institution that they have attained an educational level equivalent to that of the school-leaving certificate. The intermediate education certificate will be conferred, provided that a satisfactory overall result has been attained in the final examination administered by the relevant authority and an average grade of at least 3.0 has been achieved in the final report issued by the apprenticeship institution.

# Vocational training

## Full-time vocational schools



### Function

Full-time vocational schools are tasked with providing vocational qualification to those who have completed comprehensive school education. They provide both non-specific and career-specific instruction. Pupils are given insight into company processes and gain practical experience through company internships and practical career training outside school. In some cases, the intermediate education certificate can be earned.

### Structuring by field

At Saxon apprenticeship institutions, recognised vocational diplomas can be obtained all over the state, both in the social domain and the areas of health and care. In Saxony, there are apprenticeship institutions for the following fields:

- healthcare careers,
- medical documentation,
- care assistance,
- social affairs.

In addition, a number of unusual, recognised target vocations can be learned, such as clock making and violin making.

### Prerequisites

As a rule, secondary modern school diploma or an equivalent qualification is a prerequisite for admission to the training programme. In the area of health and care, health suitability is a compulsory requirement. For some health-related vocations a training contract is also required, e.g. in the area of care.

### Admissions procedure

Admission must be applied for in writing. The required documentation includes:

- An informal application, to be signed by the pupil or, in the event of minority, by a parent or legal guardian;
- Notarised copies of the certificates documenting fulfilment of the admission requirements (in the event that the pupil has as yet no diploma, the last half-yearly report must be enclosed and the diploma sent without delay as soon as it is available);
- Where applicable, a certificate of good behaviour.

To ascertain application deadlines, one of the following should be contacted: the vocational school centres, the hospitals and care institutions/services, the location sectors of the Regional Office for Schools and Education or the Saxony Employment Agency's Career Information Centres (BiZ). Decisions on admissions are communicated to applicants in writing. Applicants must confirm in writing within two weeks of acceptance that they wish to commence training.

### Duration and completion

The training programme at a full-time vocational school is between two and three years in duration and concludes with a state final examination or, in the case of recognised target careers, with an examination administered by the relevant authority. Passing this examination entitles one to use a specific occupational designation. Secondary school pupils are awarded an intermediate education certificate provided an overall average of minimally 3.0 has been attained upon conclusion of their full-time vocational school attendance.

# Vocational training

## Training programmes at apprenticeship institutions



School type/vocational training programme	Prerequisites	Duration	Examination	Abschluss
Federally regulated full-time vocational school for healthcare careers	As a rule, secondary modern school diploma, proof of health suitability and certificate of good behaviour	2 to 3 years	State Final examination administered by the relevant authority (State Directorate)	Anaesthesia technician Ergotherapist Midwife Logotherapist Masseur and medical balneotherapist Medical technician for function diagnostics Medical laboratory technician Medical radiological technician Emergency paramedic Operation technician Orthoptist Healthcare professional Pharmaceutical technician Physiotherapist Podiatrist Veterinary medicine technician State-certified medical documentation assistant
Full-time vocational school for medical documentation	Secondary modern school diploma	3 years	State Final examination	State-certified medical documentation assistant
Full-time vocational school for care assistance	School-leaving certificate, proof of health suitability and certificate of good behaviour	2 years	State Final examination	State-certified nursing assistant
Full-time vocational school for social affairs	Secondary modern school diploma, proof of health suitability and certificate of good behaviour	2 years	Examination by the Chamber of Craft Trades	State-certified social assistant
Full-time vocational school for musical instrument making	School-leaving certificate, aptitude for handicrafts, musical and rhythmic aptitude	3 years	Examination by the Chamber of Craft Trades	Violin maker Reed-organ builder Plucked-instrument maker
Full-time vocational school/clockmaking	School-leaving certificate and aptitude for handicrafts	3 years	Examination by the Chamber of Craft Trades	Clockmaker

# Study qualification

## Vocational secondary school



### Function and duration

Following a pupil's completion of intermediate education at secondary school, the vocational secondary school plays an important role as a connection on the path to polytechnic entrance qualification. The latter in turn forms the basis for study at a polytechnic (university of applied sciences) or a vocational academy.

In addition to the study qualification one earns at a vocational secondary school, the high degree of emphasis placed there on practical experience also contributes significantly to one's subsequent orientation in their chosen subject area.

Important: there is no age limit for admission. Polytechnic entrance qualification can, depending on one's life and career experience, be earned in two school years (Grades 11 and 12) or in one school year (Grade 12). As a result, vocational secondary schools offer an opportunity to earn study entrance qualification to a large group of young people, as well as young and older adults.

### Subject areas

- Agro-economics, biotechnology and environmental technology
- Design
- Health and social issues
- Technology
- Economics and administration

One's choice of subject area is not binding for one's subsequent study area.

### Prerequisites

- Two-year vocational secondary school: secondary modern school diploma
- One-year vocational secondary school: a vocational qualification in accordance with federal or state law that is directly relevant to the subject area for a training period of minimally two years or a three-year relevant occupational activity, to the extent that the vocational qualification is not directly relevant and a secondary modern school diploma

### Admissions procedure

The application for admission is to be addressed to the vocational centre, under which the vocational secondary school with the desired subject area falls by the 31st of March in the school year preceding the desired commencement of training.

For the two-year programme:

- A notarised copy of the certificate documenting compliance with the admission requirements must be enclosed.
- In the absence of such a certificate, a notarised copy of the last half-yearly report, accompanied by a notarised copy of the certificate documenting compliance with the admission requirements, is to be submitted without delay.

For the one-year programme, the following must be submitted:

- A notarised copy of the certificate documenting compliance with the admission requirements, accompanied by notarised copies of the diploma from the apprenticeship institution and of the relevant vocational qualification, where applicable together with
- documentation of a minimally three-year occupational activity in the relevant vocation.

Independent of the duration of the educational programme in question, the following must be enclosed:

- A gapless curriculum vitae in tabular form with a photo in passport format;
- A declaration as to one's choice of subject area, as to whether the applicant has already taken part in the selection procedure of a vocational secondary school and as to whether a vocational secondary school has already been attended or whether the applicant has already taken part in the final examination of a vocational secondary school and if so, with inclusion of the results attained;
- Where applicable, a declaration that a hardship case is involved.

### Content

Liberal arts/languages

- German (examination subject)

- English (examination subject)
- History/social studies
- Art, literature or music

Natural sciences

- Mathematics (examination subject)
- Biology, chemistry or physics
- Computer science

Additional subjects

- Sport (two-year vocational secondary school)
- Ethics, Protestant or
- Catholic religion

By way of levelling-up with vocational secondary schools, at one-year vocational secondary schools, two week-hours to be determined by the school, are offered in place of sport.

### Subject-area-specific subjects

- Subject area: agro-economics, biotechnology and environmental technology: agrobiological (examination subject), production technology
- Subject area design: artistic-aesthetic practice (examination subject), art and art history
- Subject area health and social issues: health promotion and social work (examination subject), legal studies
- Subject area technology: applied physics (examination subject), technology
- Subject area economics and administration: economics and business administration with accounting (examination subject), legal studies

### Workload

- Grade 11: 16 hours per week plus 800 hours' practical training
- Grade 12: 32 hours per week

In Grade 12, pupils must complete a project whose theme is connected to their subject area and which reflects the knowledge and skills gained through their instruction as well as practical aspects from their training or from their own relevant career experience. Both the theme and the grade received will be separately included in their polytechnic entrance qualification certificate.





# Study qualification

## Vocational grammar schools

### Function

Pupils who have successfully completed comprehensive school or a vocational training programme can go on to earn general higher education entrance qualification (Abitur) at a vocational grammar school, which in turn will enable them to study at a German institution of higher education or University or to study abroad. In contrast to general education grammar schools, vocational grammar schools impart career-specific content in the chosen subject area. As a result, pupils are specially prepared for the requirements of the working world.

### Duration

The programme is three years in duration and is structured in an introductory phase in Grade 11 and a qualification phase in Grades 12 and 13. It concludes with the Abitur examination.

### Subject areas

The following subject areas are available at vocational grammar schools:

- | agronomy,
- | biotechnology,
- | nutrition science,
- | health and social issues,
- | information and communication technology,
- | engineering science with an emphasis on construction technology, electronic engineering and mechanical engineering and
- | economic science.

One's choice of subject area is not binding for the subsequent study area. For example someone opting for the subject area, engineering science, can subsequently study business administration.





### Prerequisites

The requirements for admission to a vocational grammar schools are as follows:

- Those who have completed secondary school or a comparable comprehensive school and whose secondary modern school diploma average is better than 2.5. They are required to have attained the grade 'good' twice in the subjects German, English and mathematics and in a subject belonging to their subject area. Biology is included in the subject areas agronomy, biotechnology and health & social issues, chemistry in the subject area nutrition science, computer science in the subject areas information and communication technology and economic science, physics in the subject area economic science, and, finally, computer science and physics in the subject area engineering science.
- Those who have completed secondary school or a comparable comprehensive school, who have received a secondary modern school diploma with an average of above 3.0 and in an aptitude interview have documented their qualification for the subject area in question.
- Pupils from general education grammar schools with a recommendation certificate for transfer from Grade 10 to Grade 11 or a secondary modern school diploma.
- Pupils who have completed a ten-year comprehensive school programme with a secondary modern or equivalent diploma and have successfully completed a minimally two-year vocational training programme. The comprehensive school diploma must document an average better than 3.0, with no grade poorer than 'satisfactory' in the subjects, German, English and mathematics. The diploma from the vocational school must show an average better than 2.5. A scholastic qualification earned in a foreign country will count as equivalent to a secondary modern school or intermediate education certificate, to the extent that it has been recognised as equivalent by the

upper supervisory board for schools. The admission requirements shall be considered fulfilled if the average of all subjects upon which the relevant qualification is based is better than 3.0.

All applicants must be able to document English instruction for six continuous years. At the commencement of the school year for Grade 11, pupils may not be older than 18 or, resp., if completion of a vocational training programme can be documented, not older than 21. In special instances, exceptions are possible.

### Admissions procedure

An informal application for admission is to be sent to the vocational schools centre in which the vocational grammar school with the desired subject area and, in some cases, the desired emphasis, is located. Required application documentation includes certified copies of the certificates documenting compliance with admission requirements. For details concerning application, please contact the vocational schools centre. The deadline for applications is the 31<sup>st</sup> of March of the year in which school attendance is to commence.

### Content

Grade 11 offers, in a class setting, opportunities to level-up diverging learning requirements and prepares pupils for the qualification phase. In Grades 12 and 13, instruction is provided, as in grammar schools, in basic and advanced courses.

In all subject areas, instruction is given in the subjects, German, English, a second foreign language, history/social studies, mathematics, biology, chemistry, physics, computer science, ethics or religion, sport and, with the exception of the study area economic science, economic studies/law.

In the qualification phase, the first advanced course subject is selected from the subjects, German, English and mathematics. Depending on one's subject area, the second advanced course subject will offer a specific career orientation:

- agrotechnology with biology in the subject area agronomy,
- bio-engineering in the subject area biotechnology,
- nutrition with chemistry in the subject area nutrition science,
- health and social issues in the subject area health and social affairs,
- computer systems in the subject area information and communication technology,
- technology in the subject area technology science,
- economics and business administration with accounting in the subject area economic science.

In addition to offerings in the subjects, art, literature and music (in the qualification phase, two courses in these subjects must be taken), and an additional foreign language, the elective module includes opportunities for intensification in specific subject areas. With the aim of introducing pupils stepwise to academic/scientific work, every pupil in Grade 11 is required to produce a paper or activity report in connection with the obligatory two-week practical class or project. In the qualification phase, they are required to produce a paper on a subject of their choice and have the opportunity to contribute to their Abitur examination an independently produced paper concerning the work done over two half-years, as a special learning achievement.

# Dual qualification

Dual-discipline vocational training with Saxon Abitur (DUBAS)

Vocational secondary school and abbreviated dual-discipline vocational training with Saxon Abitur (FOS+)

Vocational academy with additional training and examination

Earning polytechnic entrance qualification



As part of vocational (further) training, educational programmes and offerings are available which will prepare young people for vocational qualification and attainment of polytechnic entrance qualification/general higher education entrance qualification (Abitur).

## Vocational secondary school and abbreviated dual-discipline vocational training



Pupils who, having attended a vocational secondary school, opt for abbreviated dual-discipline vocational training in combination with the Saxon Abitur, can continue the practical component of their training in Grade 12. Here, a portion of their physical instruction is realised through inclusion of E-learning via the central Saxon online learning platform, OPAL.

Within a period of four to four-and-a-half years, two qualification types can be earned: polytechnic entrance qualification and qualification in a recognised dual-discipline target career.

## Vocational school with additional training and examination to earn polytechnic entrance qualification

Earning polytechnic entrance qualification is possible in all subject areas except in the two-year agricultural vocational school programme.

## Dual-discipline vocational training with Saxon Abitur



In Saxony, it is possible to earn vocational qualification and general higher education entrance qualification (Abitur) in tandem, with the practical training programme at a training organisation and the scholastic component at a vocational grammar school and an apprenticeship institution running simultaneously over a four-year period. This is in principle possible for all recognised target careers:

	Subject area at vocational grammar school	Second advanced course subject at vocational grammar school
Electronic engineer	Technology science	Technology/electrical engineering
Those specialising in computer science or information and telecommunication systems electronics	Information and communication technology	Data processing systems
Industrial management	Economic science	Economics and accounting
Industrial mechanic and cutting machine operator	Technology science	Technology/mechanical engineering technology
Mechatronic engineer	Technology science	Technology/electrical engineering
Metal worker	Technology science	Technology/mechanical engineering technology

# Further vocational education

## Vocational academies



For those aspiring to a higher vocational qualification, a wide range of offerings is available for further education at vocational academies.

### Function

Vocational academies build upon the basis of their pupils' theoretical and practical vocational experience and prepare them for tasks in middle management or for the independent execution of responsible roles. Subject to certain conditions, polytechnic entrance qualification can be obtained. In the Free State of Saxony, those who have completed a training programme at a vocational academy qualify to enter higher education.

### Prerequisites

Admission requirements for individual departments vary. As a rule, a completed vocational training programme and documentation of occupational activity are required.

### Duration

With full-time instruction, the training programme is two or three years in duration. With part-time instruction, the duration is correspondingly longer. Practical training for a period of several months forms part of the programme in the department, social affairs.

### Content

Instruction encompasses non-subject-area-specific and subject-area-specific content, e.g., enterprise founding and management and personnel, quality and project management. In the department, social affairs, an elective module is also offered for intensification purposes.

### Final examination

All vocational academy programmes conclude with final examinations which consist of written components and, typically, oral and practical ones, as well.

### Qualifications

Those who have successfully completed training programmes are entitled to use one of the following occupational designations:

- state certified designer+ subject area,
- state recognised social care worker,
- state recognised educator,
- state certified technician + subject area,
- state certified business manager + subject area,
- state certified domestic manager,
- state certified housekeeper + subject area.

Possible subject areas – see overviews, below:

Vocational academy: department, design, with the subject area	Vocational academy: department, social affairs, with the subject areas	Vocational academy: department, technology, with the subject areas		Vocational academy: department, economics, with the subject areas	Agricultural vocational academy, with the subject areas*
Communication design	Social care work, Social pedagogy	Construction technology Clothing technology Mining technology Drilling technology Chemical technology Electrical engineering Automotive technology Paint and lacquer technology Precision engineering Geological technology Foundry technology Wood technology	Computer science Refrigeration and climate systems technology Plastics technology Foodstuffs technology Mechanical engineering Mechatronics Medical technology Metal engineering technology Sanitary, heating and climate technology Textiles technology	Business administration Hospitality	Agrotechnology Agricultural economics Horticulture Housekeeping Agriculture

\* under the authority of the Saxon State Ministry for Energy, Climate Protection, Environment and Agriculture.

# Vocational education of young people with special pedagogic needs



Vocational education of young people with special pedagogic needs

## Tasks

In connection with the vocational education of young people, disabilities, chronic illness or special pedagogic needs can mean that individual support is required. Priority is given to the goal of enabling young people to obtain qualification in a target career and/or entrance qualification for higher education. An additional goal is ensuring their integration in the worlds of career and work as early as possible.

The vocational school system in the Free State of Saxony provides widely varied and multifaceted vocational training programmes and offerings for young people with and without disabilities. In accordance with the initial requirements, the system offers a number of different options:

- preparatory vocational education,
- basic vocational training,
- vocational training,
- study qualification,
- dual qualification.

The offerings in the different educational programmes of public schools and independently funded schools provide the basis for continuing one's educational path up to and including study at an institution of higher education.

Decisions as to admissions to specific schools are made by their headteachers.

## Special classes

High priority is given to enabling all young people to obtain vocational qualification in a recognised target career. The aim is to provide instruction to classes whose pupils are all learning the same vocation. To the extent that, through the nature and severity of a disability and the resulting needs, participation in lessons in a specialised class at an apprenticeship institution is not possible, special classes are created, in accordance with the Free State of Saxony Education Act.



Instruction in so-called special classes is possible:

- in a recognised target career,
- in a recognised target career in extended form,
- in a training programme in accordance with §66 Vocational Education Act or 42r Crafts Code (e.g., specialised practitioner vocations).

Class sizes are substantially smaller and, such that special needs can be attended to as required.

## Further options for pupils with particular needs relating to intellectual development

Pupils with particular needs relating to intellectual development can be enroll in a two-year 'preparatory year' provided they have attended secondary school and can be expected to attain the learning target of the two-year preparatory period.

The task of the two-year preparatory period is to support pupils in selecting a vocation and to prepare them for entering a vocational training programme. For this reason, instruction is given in two of fifteen possible vocational disciplines, for example in such combinations as construction technology/metals technology or health and social issues/nutrition, guest and household services.

Following successful completion of the two-year preparatory period, for pupils without a school-leaving certificate, it is confirmed in the certificate from their apprentice institution

that they have attained an educational level equivalent to successful attendance of secondary school with a school-leaving certificate. Pupils for whom none of the aforementioned paths is suitable for obtaining vocational qualification can receive preparation for later life in the school's work training programme (Werkstufe), with an emphasis on intellectual development.

The Werkstufe is tasked with imparting wide-ranging vocational orientation and pre-vocational preparation.

Preparation is not primarily aimed at enabling pupils to take on specific activities in either the workshop for the handicapped or in an organisation in the general labour market. Rather, it involves the development of such essential qualifications as orientation in society and the ability to live on one's own, as well as expanding pupils' ability to form and maintain social contacts and partnerships. The building blocks of vocational orientation are successfully applied.

## Measures taken by the Federal Employment Agency for vocational preparation

The Federal Employment Agency provides young people suffering from disabilities with special educational opportunities in preparation for vocational training. Pupils are prepared for recognised target careers or vocational training programmes appropriate for their individual abilities and skills. They receive instruction one day per week.

# Vocational education for young people with a migration background



## Preparatory classes

For young people and young adults whose native language is not (exclusively) German, special classes are set up to provide linguistic preparation for admission to a vocational training programme or higher educational qualification (e.g., at a vocational grammar school or vocational secondary school). As part of their stepwise scholastic integration, these pupils increasingly take part in non-career-specific and career-specific instruction in the normal class of a vocational school. Upon completion of the programme of the preparatory class, depending on their prospective future educational career, they have the option to switch to a normal vocational or study-qualification programme and to continue to learn German as a second language as part of their educational career.



Educational goal	School type/educational programme	Prerequisites	Duration	Examination	Graduation
Preparatory vocational education	apprenticeship institution/ preparatory class	Fulfilment of full-time schooling obligation	1 year	No examination	No graduation

# Further information

## Supervisory bodies

### Saxon State Ministry for Education and Culture

Visiting address:

Carolaplatz 1, 01097 Dresden

Postal address:

Postfach 10 09 10, 01079 Dresden

Telephone number of the officer for

citizens' concerns: 0351 564-65122

Email: [buenger@bildung.sachsen.de](mailto:buenger@bildung.sachsen.de)



### Saxon State Ministry for Energy, Climate Protection, Environment and Agriculture (for agricultural vocational academies)

Visiting address:

Wilhelm-Buck-Straße 2, 01097 Dresden

Postal address:

Postfach 10 05 10, 01076 Dresden

Telephone number of the representative

responsible for agricultural vocational

academies: 0351 564-23108

Email: [ulrike.dornwell@smul.sachsen.de](mailto:ulrike.dornwell@smul.sachsen.de)



### State Office for Schools and Education

The State Office for Schools and Education offers, amongst other things, help, advice and information concerning the following:

- School career advice,
- Programme content; qualifications in the different school types,
- Support options for non-resident vocational trainees,
- Psychological consultation,
- Permission for those required to attend an apprenticeship institution to apply in the location of the relevant training institution.



### Addresses

#### State Office for Schools and Education Bautzen office

Visiting address:

Otto-Nagel-Straße 1, 02625 Bautzen

Postal address:

Postfach 44 44, 02634 Bautzen

Telephone number: 03591 621-0

Email: [poststelle-b@lasub.smk.sachsen.de](mailto:poststelle-b@lasub.smk.sachsen.de)

#### State Office for Schools and Education Chemnitz office

Visiting address:

Annaberger Straße 119, 09120 Chemnitz

Postal address:

Postfach 13 34, 09072 Chemnitz

Telephone number: 0371 5366-0

Email: [poststelle-c@lasub.smk.sachsen.de](mailto:poststelle-c@lasub.smk.sachsen.de)

#### State Office for Schools and Education Dresden office

Visiting address:

Großenhainer Straße 92, 01127 Dresden

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Postfach 23 01 20, 01111 Dresden

Telephone number: 0351 8439-0

Email: [poststelle-d@lasub.smk.sachsen.de](mailto:poststelle-d@lasub.smk.sachsen.de)

#### State Office for Schools and Education Leipzig office

Visiting address:

Nonnenstraße 17 A, 04229 Leipzig

Postal address:

Postfach 10 06 53, 04006 Leipzig

Telephone number: 0341 4945-50

Email: [poststelle-l@lasub.smk.sachsen.de](mailto:poststelle-l@lasub.smk.sachsen.de)

#### State Office for Schools and Education Zwickau office

Visiting address:

Makarenkostraße 2, 08066 Zwickau

Postal address:

Postfach 20 09 42, 08009 Zwickau

Telephone number: 0375 4444-0

Email: [poststelle-z@lasub.smk.sachsen.de](mailto:poststelle-z@lasub.smk.sachsen.de)



# Further information

## The Career Information Centres (BiZ) of the Saxon Employment Agency



The Career Information Centres (BiZ) of the Saxon Employment Agency are the first port of call when it comes to seeking employment or selecting a career. In Saxony, there are eleven Career Information Centres at the branch offices of the Employment Agency, where personnel are ready to answer queries, e.g. on current developments in the labour market, and without the need to make an appointment. The widest range of information types is available here, free of charge, including all online media, information folders on career fields and brochures and flyers. In addition, job applications and the like can be composed at special computer workstations.

Further, in smaller localities, the digital BiZ-Mobil supplies schools and other institutions with information material from the Career Information Centres. As an addition to existing media for vocational information, BiZ-Mobil also offers tablets for the entire class, with their own internet access.

### Addresses

#### **Employment Agency, Annaberg-Buchholz Career Information Centre (BiZ)**

Visiting address:  
Paulus-Jenisius-Straße 43,  
09456 Annaberg-Buchholz  
Telephone number: 03733 133-6186  
Email: annaberg-buchholz.151-biz@  
arbeitsagentur.de

#### **Employment Agency, Bautzen Career Information Centre (BiZ)**

Visiting address:  
Neusalzaer Straße 2, 02625 Bautzen  
Telephone number: 03591 66-1410  
Email: bautzen.biz@arbeitsagentur.de

#### **Employment Agency, Chemnitz Career Information Centre (BiZ)**

Visiting address:  
Heinrich-Lorenz-Straße 20, 09120 Chemnitz  
Telephone number: 0371 567-2202  
Email: chemnitz.biz@arbeitsagentur.de

#### **Employment Agency, Dresden Career Information Centre (BiZ)**

Visiting address:  
Henriette-Heber-Straße 6, 01069 Dresden  
Telephone number: 0351 2885-1431  
Email: dresden.biz@arbeitsagentur.de

#### **Employment Agency, Freiberg Career Information Centre (BiZ)**

Visiting address:  
Annaberger Straße 22A, 09599 Freiberg  
Telephone number: 03731 489-555  
Email: freiberg.biz@arbeitsagentur.de

#### **Employment Agency, Leipzig Career Information Centre (BiZ)**

Visiting address:  
Georg-Schumann-Straße 150, 04159 Leipzig  
Telephone number: 0341 913-27326  
Email: leipzig.biz@arbeitsagentur.de

#### **Employment Agency, Oschatz Career Information Centre (BiZ)**

Visiting address:  
Oststraße 3, 04758 Oschatz  
Telephone number: 03435 980-292  
Email: oschatz.biz@arbeitsagentur.de

#### **Employment Agency, Pirna Career Information Centre (BiZ)**

Visiting address:  
Seminarstraße 9, 01796 Pirna  
Telephone number: 03501 791-510  
Email: pirna.biz@arbeitsagentur.de

#### **Employment Agency, Plauen Career Information Centre (BiZ)**

Visiting address:  
Neundorfer Straße 70 - 72, 08523 Plauen  
Telephone number: 03741 23-2140  
Email: plauen.biz@arbeitsagentur.de

#### **Employment Agency, Riesa Career Information Centre (BiZ)**

Visiting address:  
Rudolf-Breitscheid-Straße 35, 01587 Riesa  
Telephone number: 03525 711-213  
Email: riesa.biz@arbeitsagentur.de

#### **Employment Agency, Zwickau Career Information Centre (BiZ)**

Visiting address:  
Werdauer Straße 18, 08056 Zwickau  
Telephone number: 0375 314-1848  
Email: zwickau.biz@arbeitsagentur.de

# Further information

## Rights and obligations



### Obligatory enrolment in and apprenticeship institution

In principle, the obligation to enrol at an apprenticeship institution applies to all young people who reside in Saxony or who are normally based here and who have already fulfilled the nine-year compulsory full-time school attendance requirement. Obligatory vocational school attendance means regularly attending instruction, taking part in other obligatory school events and observing school regulations. It is normally three years in duration and can also be fulfilled through attendance of an independently funded school.

### Free choice of school; catchment areas

Vocational school types are not normally linked to a school district. One's choice of school is therefore free as regards the school types, full-time vocational school, vocational secondary school, vocational grammar school and vocational academy. This does not however apply to apprenticeship institutions. Due to the specificity of instruction accompanying the great number of target careers, it is imperative to determine catchment areas for the respective apprenticeship institutions. As a rule, pupils with a vocational training contract are required to enrol at the apprenticeship institution in whose catchment area their main place of residence is located. For careers with a small number of trainees, supraregional specialised classes with a substantially expanded catchment area must be created. As this will result in longer journeys to school, housing away from home will in some cases be necessary.

### Registration, application

Young people with a vocational training contract are registered with the relevant apprenticeship institution by their training organisation. In correspondence with their individual requirements, young people without a vocational training contract enrol in a preparatory vocational education programme or vocational basic training programme at an apprenticeship institution or a vocational qualification programme at a full-time vocational school. They can also continue their

training at a vocational secondary school or einem vocational grammar school. For all of these educational programmes, an appropriate application for admission must be sent to the relevant vocational school by either pupils themselves or their parents.

### Suspension of the requirement of compulsory apprenticeship institution enrolment

The obligation to enrol at an apprenticeship institution can become void for the following reasons:

- enrolment at a general education or full-time vocational school,
- enrolment at a polytechnic (university of applied sciences) or institution of higher education,
- voluntary (national) military service,
- voluntary social year, voluntary ecological year,
- maternity protection,
- traineeship under public law (e.g., preparatory service for public servants).

### End of the requirement of compulsory apprenticeship institution enrolment

The requirement of compulsory apprenticeship institution enrolment ends with the attainment of majority. However, those who at that moment are in vocational training continue to be subject to compulsory apprenticeship institution enrolment until completion of their programme. The requirement of compulsory apprenticeship institution enrolment is fulfilled through enrolment in a preparatory year or basic training year.

### Voluntary enrolment at an apprenticeship institution

Pupils who have reached the age of 19 and are entering vocational training can voluntarily enrol at an apprenticeship institution. Accepted entitlees must, as are pupils subject to compulsory apprenticeship institution enrolment, regularly take part in instruction and observe school regulations.

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