

# Berufsbildungsbedürfnisse an berufsbildenden Schulen feststellen?

*Is the identification of regional training needs at  
vocational schools in Lower Saxony necessary?*



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# Outline

## 1. Sectors of education + results

Transition from lower secondary (SEK I) to higher secondary level (SEK II)

Core process = Teaching at the higher secondary level/SEKII

Tertiary education

Cooperation between learning venues

## 2. QM instruments of investigation

## 3. Joint identification of educational measures and measures of improvement

## 4. Economic and social change in the region

## 5. Who decides on education in the region?

## 6. Conclusion



# 1. Sectors of education + results

Transition from SEK I to SEK II

Core process = Teaching in Sek II

lessons + final degree of the introductory vocational schools

lessons + final degree of the part-time vocational schools =  
skilled workers

lessons + final degree of the full-time vocational schools

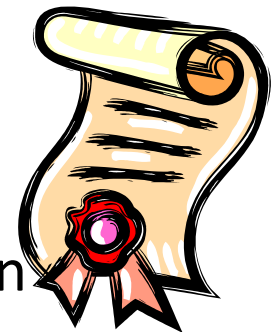
lessons + final degree of the two-year colleges of further  
education

lessons + final degree of three-year colleges of further  
education

**Tertiary area of education**

lessons + final degree of specialized schools of further  
education

lessons + final degree of master schools (master craftsman  
certificate)



# Cooperation between learning venues

Chambers of crafts and trades (companies in the region, e.g. shifting of learning location)

BBZ – inter-company training centres

Universities of Applied Science/Universities

**Example: BBS I Uelzen + Universities of Applied Science Suderburg – course of studies: Informatik (Region Uelzen)**



external education partners: KVHS (local adult education centres), Youth Migration Service, police, Red Cross, Sports Associations, Sports Clubs, ...

## 2. QM instruments of investigation

for the first transition from SEK I to SEK II

=

Analysis of leaving certificate and additional information about special education needs from the school the students come from, consulting and coordination talks with former schools (protocolled take-over talks with SEK I teachers and school's social services – especially important in the context of „inclusion“), with the students, the parents of the students (full-time vocational school) or with the trainers or instructors of the companies (part-time vocational schools)

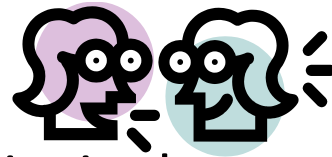


## SEK II Sector of Education

1. Student surveys about their satisfaction at the end of a teaching unit/course, quality discussion about the course/teaching unit and the learning results between the students and their teacher



2. Talks about performance level (ideally quarterly, at least semi-annually or on special request), 4-eyes-feedback (on special request also with parents and trainers possible) about learning performance and development requirements



3. Job shadowing and classroom visits by the school principal; feedback and quality discussion which is the basis for educational measures and improvement measures

4. Student surveys about the satisfaction (soft key figures) with the entire school including teaching (hereafter quality discussion with students, teachers with each other at the team level, in the school management team, with parents' representatives in the General Conference, and with the school board, which also consists of company representatives, the so-called dual partners
  
5. Systematic company surveys about their satisfaction with teaching and the school curriculum; feedback talks about the results and quality discussion of trainers with teachers, also possible in case of incident-related dissatisfaction



6. joint annual curriculum evaluation of the teaching staff and the companies in the region –  
a special conference date: analysis of results and subsequent quality discussion, joint planning of educational measures and improvement measures, such as the coordination of the necessary regional focus of the learning contents



7. Joint evaluation of the examination results of the teaching staff and representatives of companies in the region  
( Results of the vocational school (certificates, grades) and the intermediate and final apprenticeship exam)

8. Teacher surveys (every second year), feedback and quality discussion which is the basis for educational measures and improvement measures



### 3. Joint identification of educational measures and improvement measures

**students and teachers** = optimization of the didactic-methodological approach , self- and external assessment practice (feedback culture), determining special educational needs, determining human and material resources, integration of external supporters (regional education partners) for the implementation of concepts for special educational needs, e.g. local adult education centres, family education centres, Gustav-Stresemann-Institute, ...

**chambers of crafts and trades/companies in the region**, e.g. their wish for block lessons, for advanced welding technology training, for more group work to develop team skills and social skills and to improve communicative skills

**BBZ – inter-company training centres**, coordination of the practical training with the BBS (vocational school) and the companies.

**Universities of Applied Science/Universities** – recognition of training credits achieved during the dual vocational training – accreditation, joint accredited training projects of Colleges of Further Education + University

**external partners** – planning and offering remedial teaching (summer academy), sports day, supporting school-based health management, ...

## **4. Economic and social change in the region**

- 1. Settlement of new business or expansion of business brings new training programmes into the region, which require new educational programmes at vocational schools.**

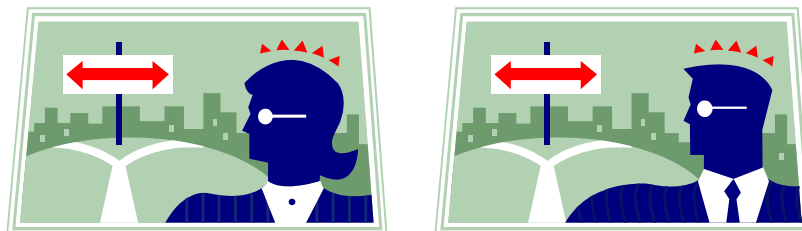
**The vocational schools and the school authorities check the training opportunities. It is checked whether sufficient personnel, material and space resources are available.**

2. Higher educational offers (certificates of two- year and three- year Colleges of Further Education) are requested by parents, students and companies in the region as a basic precondition for vocational training.

## 5. Who decides about education in the region?

In Lower Saxony the school authorities (city or county)!

In agreement with the state supervisory school authority the school authority sets up new training/vocational programmes at its vocational school, e.g. two-year or three-year colleges of further education or new part-time or full-time vocational programmes!



## 6. Conclusion

**„Systematic internal and external evaluation – by the Lower Saxon school inspection and the state supervisory school authority (inspection of key figures) – takes a lot of time resources and the will to perform the evaluation continuously.“**

**„Differentiated systematic feedback practice followed by a discussion of quality - the basis for the derivation of educational measures and measures of improvement - ensures the quality of education locally!“**

**„An intense and constructive dialogue (feedback culture) among all actors involved in the education field is the best quality assurance of education and training in the region!“**

