

1. International Commercial Teacher Cooperation as part of the Building Bridges Project

Klaus Schlichting, BBS am Museumsdorf Cloppenburg;

Member of ZES

2001

Expanding INSET (in-service teacher education) into the field of commercial education we hope to make a useful contribution to the needs of those dealing with this subject at various institutions and schools in the Eastern Cape. Therefore three or four teachers or B-com students are invited every year to a three-to-four months stay in the Oldenburg area in order to study both the German Dual System of vocational schooling and training and the Lower Saxony teacher's training in this particular branch of education. This cooperation will be financed by both government subsidies and business scholarships.

Procedure:

In short the South African guest will experience these four 'modules':

1. A phase of orientation and preparation at the University of Oldenburg organized by advanced students of Commercial Education .
2. A phase of observing classroom-work and school life including teaching in cooperation with German teachers (in English). Tuition will vary from Matric-oriented full-time Commercial High School classes to part-time Vocational School classes mainly dealing with commercial subjects and commerce-related English.
3. A phase of company visits thereby accompanying some of the vocational and high school students in their different types of trainee -or internships as well as visiting and consulting trainers and training centres in companies.
4. A phase of participation at the Studienseminar (Centre responsible for the two-year-phase of post-university teacher training) in order to work together with German student teachers (Referendare) in outcomes-based project teams. (For a full survey see the curriculum below!)

Major Aims:

- Introducing the Dual System as a possibility to educate youngsters in the economical field and reflecting on its chances to be introduced in South Africa as a means of closing the gap between the demand for skilled people and the large number of unemployed young people without training.
- Offering the exchange of professional experience and knowledge through a combined approach of all partners and institutions engaged in Vocational Education and Teacher's Training in Lower Saxony.
- Establishing this project as a offer especially for the enhancement of learners from disadvantaged social and ethnic groups by addressing teachers serving and working with these groups.

- Developing (bilingual) teaching material on topics of mutual interest to be used in schools
- Expanding the traditional scope of teaching methods and topics prevailing in both countries.

Information about the Vocational Education System in the Federal Republic of Germany

1. Rights and Duties

- Vocational Training in this country takes place in trade, industry, agriculture and in the public sector.
- The apprentice/trainee is educated in two institutions which are the "Berufsschule" and - depending on the job you learn- the firm, company, kindergarten, old people's home a.s.o.
- That's why the system is called "Dual" System.

2. Rights and Duties of the trainee

- He/She gets paid (Ausbildungsvergütung).
- He/She is protected by certain laws such as the Jugendarbeitsschutzgesetz and is also a member of the social system in Germany.
- He/She has to visit the Berufsschule even if there is no contract with a company on the practical side of the training.
- He/She has to achieve the necessary skills/knowledge to pass the final exam after 3-years of training.

3. Die Berufsschule (The Vocational School)

- In Germany the Berufsschule as we know it today was established after World War I.
- In every single Bundesland (for example: Lower-Saxony) there is the duty to visit the Berufsschule when taking up a training.
- Vocational training in Germany normally lasts three years.
- We not only teach subject-related theory but also provide all-round education in order to prepare the young people for society.

4. The teachers

- Generally four years of study at a University with first exam is required
- Then 18 months of intern training at a Vocational School and the Studienseminar (Internship Training Institution) with the second exam in the end.
- Some of our teachers did an apprenticeship before studying which is helpful while teaching.
- Employed as Civil Servants

Curriculum for the International Commercial Teachers Cooperation (Lower Saxony - Eastern Cape Province, South Africa)

Stage 1 (University of Oldenburg)

Contents:

- Orientation: Introduction to the German educational system with emphasis on the economical field
- Methodology and didactics of economics

Organisation:

- Selected seminars of the various Departments (Pedagogy, Economics, English)

Further Aspects:

- Participation in the meetings of the Building Bridges project

Stage II (School Visits)

Contents:

- Sit-in and teaching in various classes (Full time, Part-time) of a vocational school and grammar school.

Organisation:

- Sit-in at lectures
- Meetings
- Team work
- Talks
- Buddy function of students

Further Aspects:

- Visit of the local council
- Regional Structure and the effects upon the vocational school
- Economical structure

Stage III (Company Placement)**Contents:**

- Practical training in selected firms (with South-African business connections)

Organisation:

- Work in various departments

Further Aspects:

- Visit of the Chamber of Commerce
- Visit of the Labour Union

Stage IV (Teacher Seminar)**Contents:**

- Participation at the seminar International economical training with emphasis on Germany and South Africa
- Didactics and methodology of economical tuition
- Joint preparation of lessons with students of the seminar

- Bilingual teaching
- Research paper

Organisation:

- Seminar
- Drama in education
- Videotaping
- Research paper

Further Aspects:

- Visit of institutions for further education run by the Unions and the Chamber of commerce
- Visit of the local TV station
- Press conference

2. Schulpartnerschaft

Globales Lernen im Rahmen von Schule und Lehrer/innenbildung

Ein Projekt der Helene-Lange -Schule, Oldenburg und der Westville Highschool, Port Elizabeth

Ziel ist der Aufbau einer Schulpartnerschaft mit einem kooperativ ausgearbeitetem Programm aller Beteiligten und dem Austausch zwischen Schüler/innen und Lehrer/innen der beiden beteiligten Schulen sowie ihrer jeweiligen *Communities*. Durch die Zusammenarbeit an für beide Gruppen interessanten Themen und kleinere Projekte können sowohl Kompetenzen für Schulen und Unterricht gefördert werden, als auch ein Lernen von- und miteinander, indem ein Raum geschaffen wird für interkulturelle Kommunikation und Reflexion sowie den Abbau von Vorurteilen.

Zielgruppe / Beteiligte

sind Schüler/innen und Lehrer/innen der beiden beteiligten Schulen. In beiden Ländern sind die verantwortlichen Lehrer/innen am Kooperationsprojekt "Brücken bauen zwischen Nord und Süd" beteiligt und haben an den Kooperationsphasen des Projekts 1998 und 1999 (betreut durch die Partneruniversitäten in Port Elizabeth und Oldenburg) teilgenommen.

Aufgaben

der Schulpartnerschaft sollen der kontinuierliche Austausch von Erfahrungen und Kompetenzen in der Schulentwicklung sein, sowie ein fortwährender Kontakt, um die Kooperation zwischen den Schulen durch Besuche von Lehrer/innen- und Schüler/innen-Gruppen sowie längere Austauschaufenthalte von Einzelpersonen zu ermöglichen.

Ablauf/Zeitplan

Seit Beginn des Schuljahres 2000/2001 führen die Schüler/innen der Helene-Lange-Schule Aktionen und Veranstaltungen durch, um sich am Fundraising des Projekts zu beteiligen. Im Sommerhalbjahr bereiten sich beide Schüler/innengruppen (Jahrgang 12) inhaltlich auf die Begegnung vor und planen ein gemeinsames Projekt. Die Oldenburger Schüler/innen haben die Möglichkeit, sich in drei Unterrichtsfächern mit Südafrika zu beschäftigen. So werden grundlegende Kenntnisse über das Land, die Entwicklung und die aktuelle politisch-soziale Lage vermittelt, um darauf aufbauend ein gemeinsames Vorhaben zu entwickeln. Konkret in Planung sind a) ein Theaterprojekt und b) der Bau einer Solaranlage (über den Schüler/innen der Helene-Lange-Schule im Rahmen eines Schulprojekts bereits praktische Erfahrungen und Erkenntnisse sammeln konnten).