

The German School System

A Journey back to the
19th Century

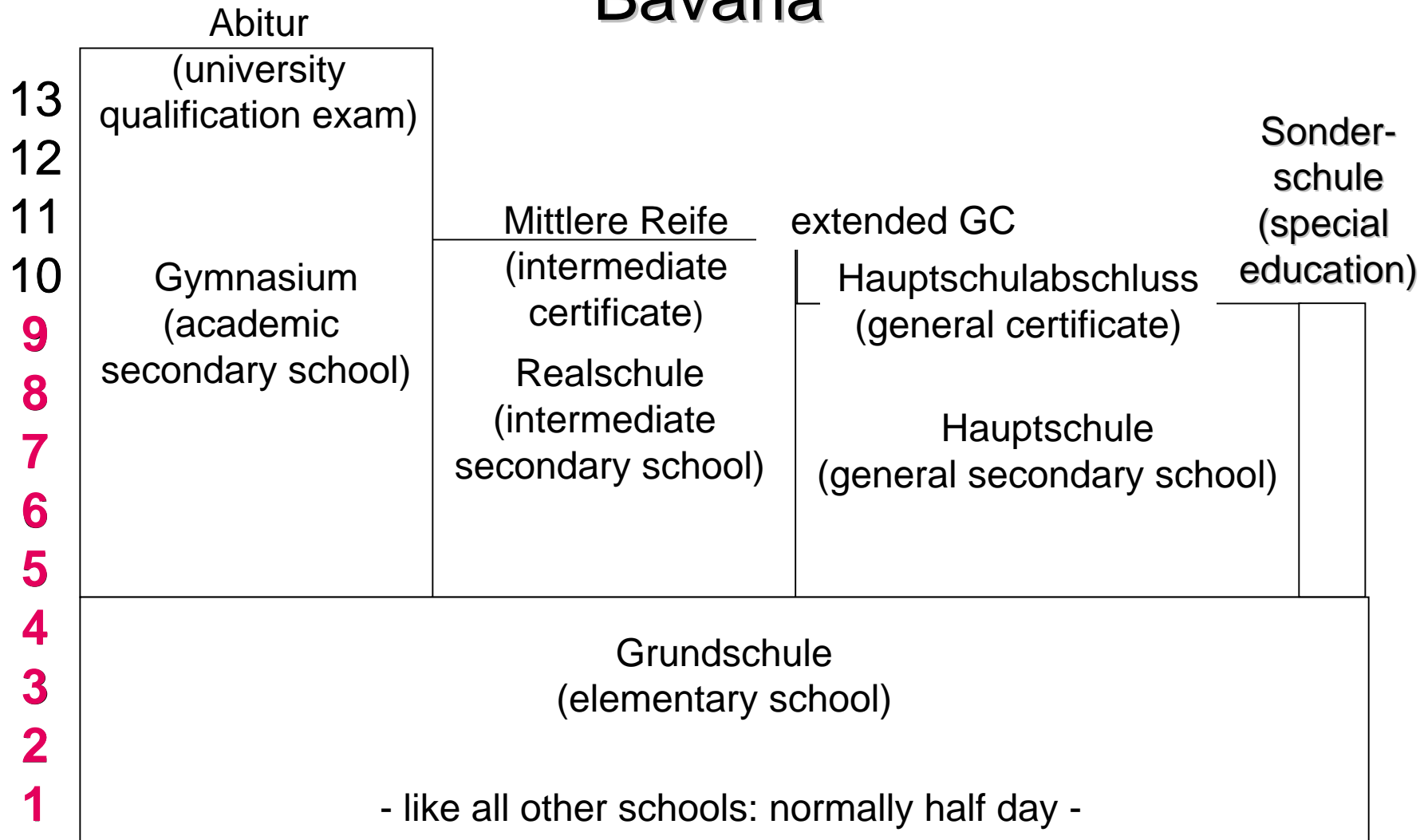
Björn Hennings

US School System

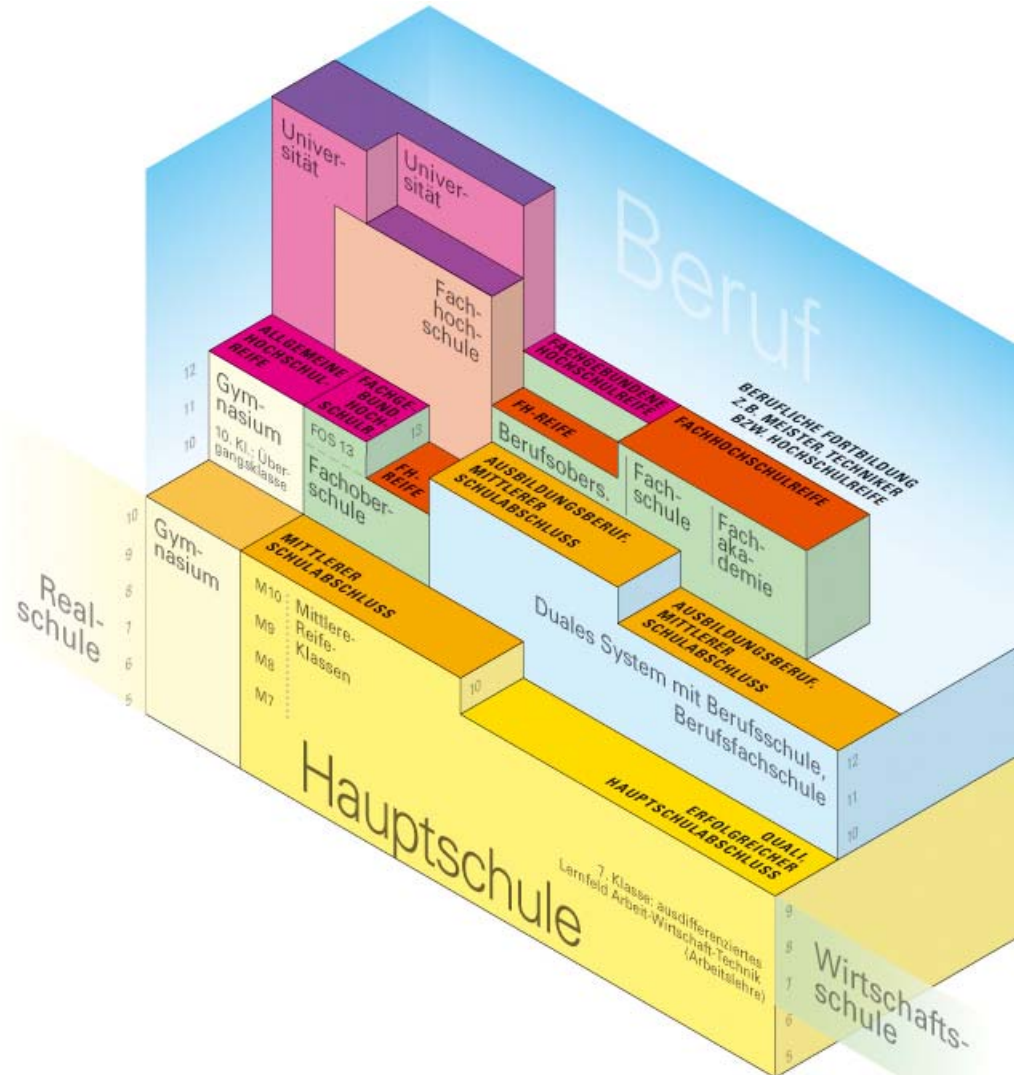


German School System

Bavaria

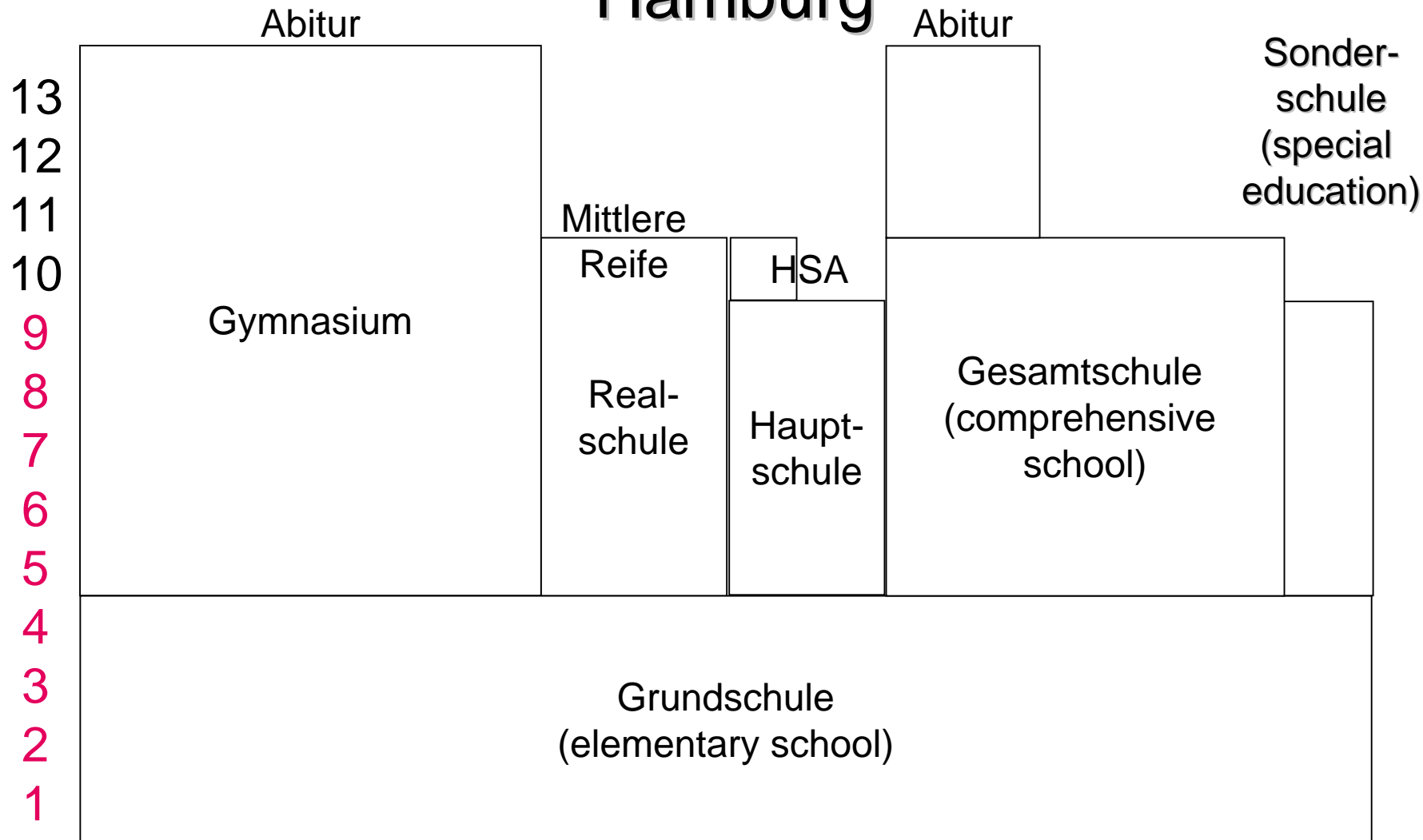


Options beyond *Hauptschule*



German School System

Hamburg



German School System

Bavaria

| | | | |
|-----------|------------|-------------|--|
| Gymnasium | Realschule | Hauptschule | |
|-----------|------------|-------------|--|

Hamburg

| | | | | |
|-----------|----|----|--------------|--|
| Gymnasium | RS | HS | Gesamtschule | |
|-----------|----|----|--------------|--|

”The German school system is excluding children from poor families and immigrant backgrounds from the chance of a good education.“

(Vernor Muñoz, UN Special Rapporteur on the Right to Education)

The German School System

Best practice

Productive Learning

Productive Learning

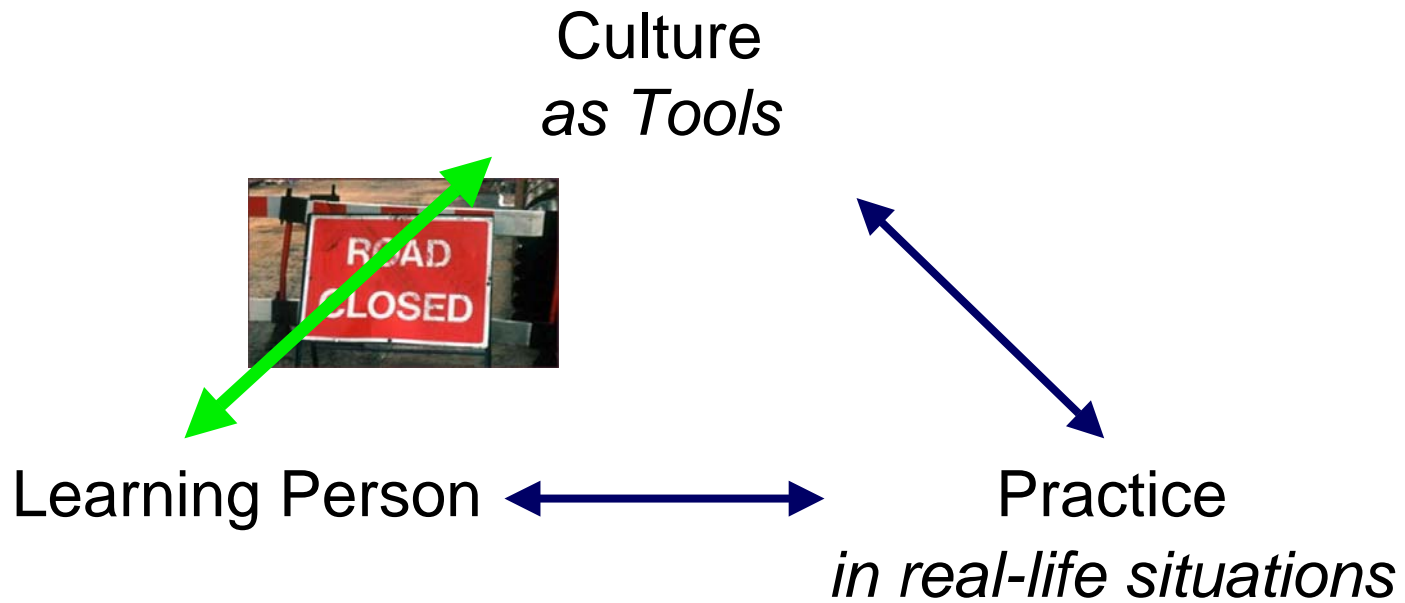
- Challenge
 - School drop outs
 - Disappointed with previous school experience
 - Drug problems
 - Criminal offenses
- Target group
 - Students who had been enrolled in 8. grade and have no school degree
- Range
 - 9. and 10. grade
- Graduation possibilities
 - General certificate (*Hauptschule*) after the first year
 - Extended general or intermediate certificate after two years
- Attraction for participants
 - totally different school experience as usual

Productive Learning

Basic framework

- Two days of school a week
- Three days of practice in real-life situations
 - *Hairdresser*
 - *Garage*
 - *Museum*
 - *Kindergarten*
 - *Office*
 - *Carpenter*

Productive Learning



Comparison

| Traditional <i>Hauptschule</i> | <i>Productive Learning</i> |
|---|--|
| Five days in school | Two days in school building - three days of practice outside |
| Three weeks of internship a year | 60 % of school time in practice |
| Six periods of 45 minutes, fixed breaks every day | Flexible periods and breaks on school days |
| 12 different subjects | 6 different subjects |
| Teacher centred learning process | Highly individualized and self-directed learning process |
| Six grades (1 to 6) | Three grades (A/B, C/D, F) |
| Grades based mainly on tests in most subjects | Grades based mainly on individual portfolios |

Productive Learning

| Characteristics of <i>Productive Learning</i> | What it does mean | What it does not mean |
|--|---|------------------------------------|
| Personal Learning Agenda (Personal aspect) | <ul style="list-style-type: none"> ■ Point of departure for learning is the person ■ The educational process relates to the individual ■ The quality of the learning process and the result of learning are to be defined and measured against the starting off point ■ Individual learning requires an <i>Individual Curriculum</i> ■ Personal Aspect also means education as personality formation | therapeutic sense |
| Activity in Practice (Activity aspect) | <ul style="list-style-type: none"> ■ Participation of adolescents in social "real-life situations" ■ Learning on the basis of exemplary experiences of productive activities ■ Exploratory journey through which the "world is explored" as well as the "self" | sense of internship |
| Knowledge / Subjects / Culture as Tools (Cultural aspect) | <ul style="list-style-type: none"> ■ Education as the meaningful use of (cultural) tools. ■ The acquisition of cultural techniques and the development of methodical competencies | sense of subject-specific teaching |

History of *Productive Learning*

1983/84: City-As-School founded in New York City

1987: Foundation of Stadt-als-Schule, Berlin, Germany

1996: Start of projects of *Productive Learning* in Berlin

Since 2002: Broadening of *Productive Learning* in other states of Germany

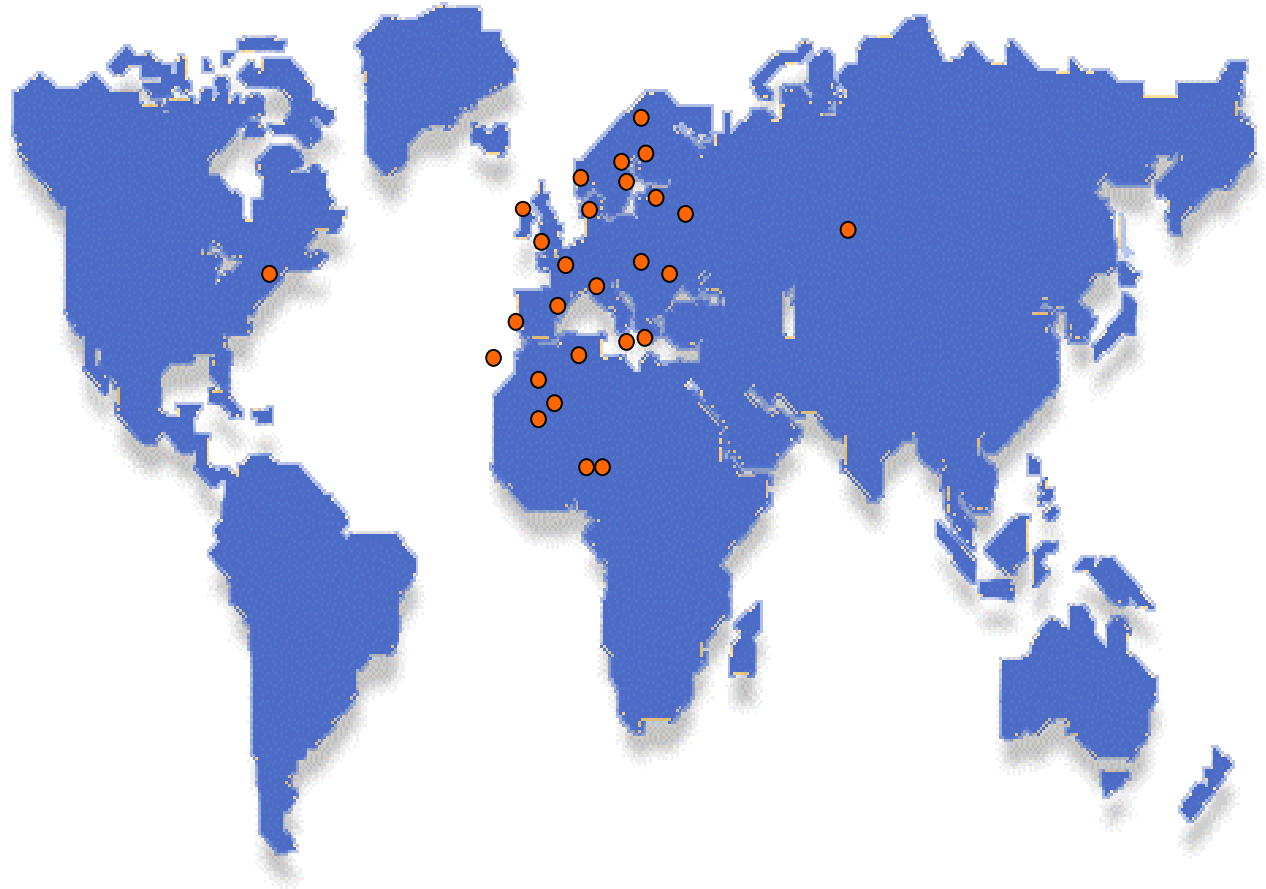
2006: 48 projects of *Productive Learning* in Germany

Internationality of *Productive Learning*



***International
Network of
Productive
Learning
Projects and
Schools
(INEPS)***

Foundation: 1990



61 INEPS members in 21 Countries

April 2006

„Zum ersten Mal im Leben
habe ich Spaß am Lernen.“

“For the first time in my life,
I really enjoy learning.”

Sandra, 16

Development of Frank in *Productive Learning*

CULTURE (School)

Frank:

"Productive Learning was the best, that ever happened to me."

Co-operation with practice-mentors

- good relations
- intensive support in different fields
- encouraged him to deal with subject matters (e.g. percentage calculation, calculation of areas, technical literature, use of computer)

Learning at practice places, grade 9

- 1st practice place:
a firm for producing dynamos and starters (he finds the place with support of his mother)
- 2nd practice place: waterworks (he finds it independently)
- 3rd practice place: stonemason (he finds it independently, too)

Learning at practice places, grade 10

1. carpenters workshop
2. again with a stonemason
3. tyre-service

products he made:

- > model of a bandsaw
- > ashtray out of sandstone
- > plate out of granite

PRACTICE (Life)

Learning at school, grade 9

- further problems in subject learning
- however references to Math, German, and English
- gives concrete presentations

Learning at school, grade 10

- made calculations of areas and percentage calculations
- developed interest in activities and connected them
- recognized the essential of subject learning
- presented acquired knowledge in the group
- presented his experiences with pleasure

school degree and vocational perspectives

- successful examination in mathematics
- completed secondary school with „extended general certificate“
- apprenticeship at the tyre-service (vulcanizer)
- he is in his 2nd year of his apprenticeship

LEARNING PERSON

Frank's family and school background

- good family situation
- no siblings
- school problems started in grade 4
- grade 7: difficulties in subject learning
- only in manual work successful

Frank's reasons to start with PL

- problems in understanding the lessons; refuses to follow
- difficulties in class-room learning
- very low performance in the subjects (M, E, G)
- lack of interest
- likes practice orientated learning: e.g. wood work and car-electrics