Courses of Education in Baden-Württemberg

Leaving Certificates and Subsequent Schools

Baden-Württemberg
MINISTRY OF EDUCATION, YOUTH AND SPORTS

PUBLISHING INFORMATION

Editor:
Ministerium für Kultus, Jugend und Sport Baden-Württemberg
Postfach 10 34 42, 70029 Stuttgart
Fax 0711 279-2838
e-Mail: oeffentlichkeitsarbeit@km.kv.bwl.de
Markus Heinkele (responsible)

Educational topics on the Internet:
www.kultusportal-bw.de

Layout:
Martina Kinder, Oliver Scotti, Bielefeld

Printing:
Systemedia GmbH

Photos:
Robert Thiele, Stuttgart; Heinz Heiss, Stuttgart und Fotolia

Print run: 5,000

April 2013

Repeat orders are possible via e-mail (oeffentlichkeitsarbeit@km.kv.bwl.de) or fax (0711 279-2838).

Shipping is handled by the Remstal Werkstätten der Diakonie Stetten e.V., a legally accredited workshop for handicapped persons.

All raw and processed materials used comply with the standards or the laws and regulations of the Federal Republic of Germany applicable at the time of the offer. As far as economically and technically possible, the publisher has given preference to the use of environmentally friendly processes and products in its work and in deliveries by third parties.

Prohibition of use for electoral propaganda:
"This information brochure is published by the Ministry of Education and Cultural Affairs, Youth and Sport Baden-Württemberg as part of its constitutional obligation to inform the public. It may not be used for the purpose of propaganda during an electoral campaign by parties or their candidates or assistants. This applies for all elections. Improper use is constituted in particular by distribution of the booklet at election events and party information stands as well as by the insertion, imprinting or attaching of party political information or promotional material. It is also prohibited to pass the brochure on to third parties for use as promotional material. Even if there is no connection with a forthcoming election, this brochure may also not be used in such a way that it could be construed as support by the publisher for individual political groups. These restrictions apply irrespective of when, by what means, and in what quantity this information brochure reached the recipient. The parties may use this brochure, however, as a source of information for their members."

Contents

Publishing Information 2

Courses of Education in Baden-Württemberg 4

General Secondary School / Werkrealschule – Hauptschule 6

Intermediate Secondary School / Realschule 8

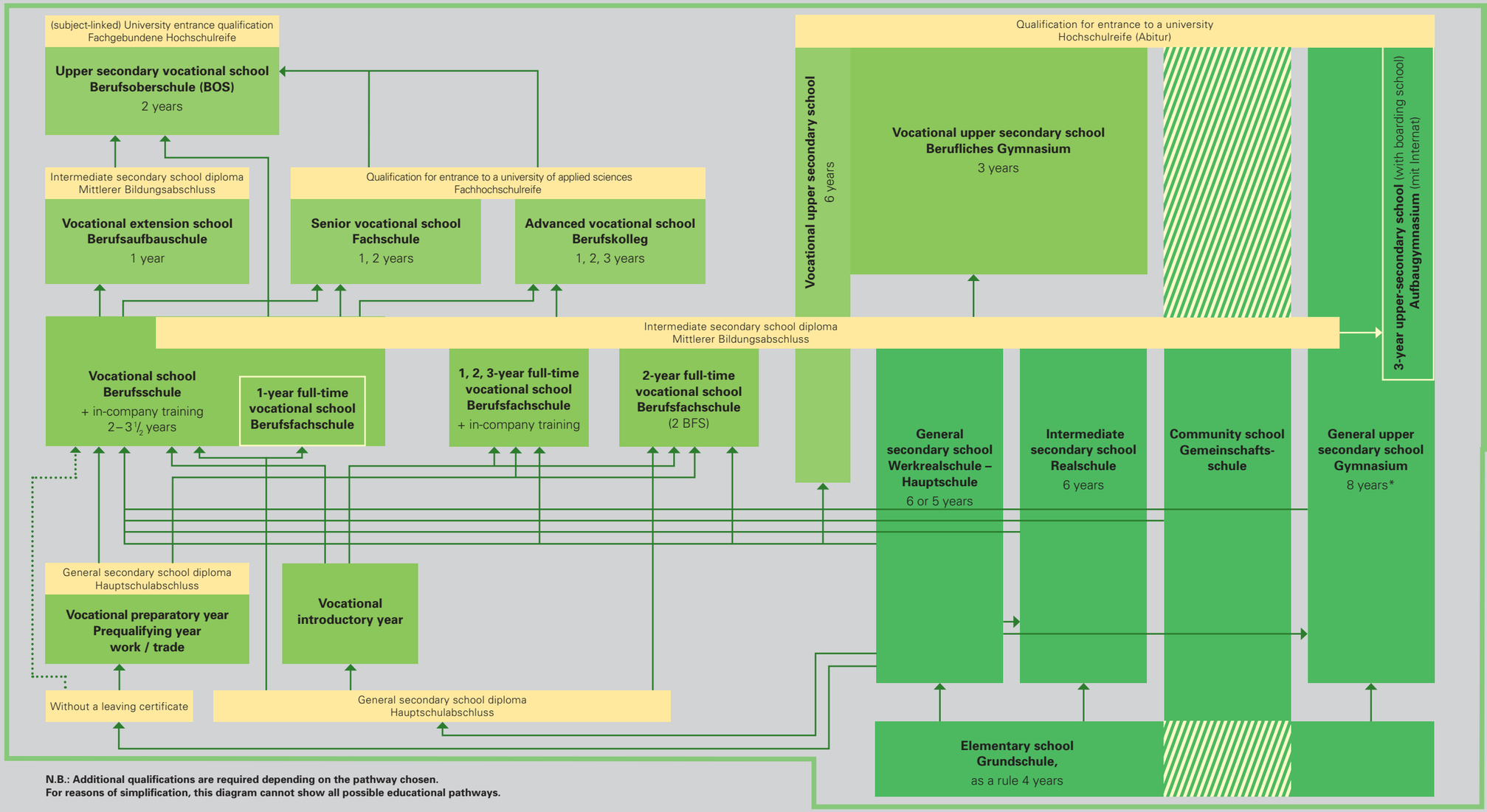
General Upper Secondary School / Allgemein bildendes Gymnasium 11

Community School / Gemeinschaftsschule 14

Vocational Schools / Berufliche Schulen 16

Special-needs Schools / Sonderschulen 20

The New Admission Procedure 23



All avenues are open

Figure 1 spells out the numerous possibilities for finding the type of school that is appropriate for your child. The important point is that every diploma, or leaving certificate, offers the possibility of a further course of education. Along with the schools that provide a general education, the vocational schools, with their diverse offerings, are an important building block for further qualification. For example, if your child has earned a leaving certificate from the general secondary school or from an intermediate secondary school for general education, she can continue her education in the vocational programs and qualify for admission to a university.

Thus the school system in Baden-Württemberg is not a one-way street and consistently addresses your child's individual development, in this way avoiding both too little demand and excessive demand. If she is strengthened by a sense of achievement, an awareness of competence, and trust in her own capabilities, nothing stands in the way of her positive educational development.

Every certificate earned offers the possibility of further courses of education.

The General Secondary School Leaving Certificate

This certificate is an entry to your child's continuing academic or vocational career. It can be earned

- after the ninth or after the tenth school year at a 5- or 6-year general secondary school, respectively, or
- at a community school, or
- in the vocational preparatory year or the prequalifying year work / trade, or
- at the intermediate secondary school or the upper secondary school by moving up from grade 9 to grade 10.

The Intermediate Secondary School Leaving Certificate

Your child has several possibilities for obtaining this certificate with good career prospects: Via

- the community school
- the intermediate secondary school
- the 6-year general secondary school
- the upper secondary school at the end of grade 10
- the possibilities for continuing education at the vocational schools, following successful completion of the 5-year general secondary school.

University-level Entrance Qualification (Abitur)

With the Abitur and the qualification for entrance to a university of applied sciences your child acquires the foundation for studying at a university or for a qualified vocational training. The university-level entrance qualification can be obtained via the following courses of education if your child:

... graduates from an upper secondary school;
... changes directly to the upper secondary school after completing 10th year at an intermediate secondary school with the necessary grades and graduates from an upper secondary school;
... or qualifies further following the intermediate secondary school via the advanced vocational school or the vocational high school for entry to the university;
... at community schools with secondary school level II.

On the following pages you will find information about the various school types, the leaving certificates, and the possibility of changing to another school.

General Secondary School
Werkrealschule – Hauptschule

Consistent vocational orientation through hands-on learning

INTERMEDIATE SCHOOL LEAVING CERTIFICATE AFTER GRADE 10 – GENERAL SECONDARY SCHOOL LEAVING CERTIFICATE AFTER GRADE 9 OR 10

- The 6-year general secondary school comprises grades 5–10. It leads in 6 years to an intermediate school leaving certificate, while also offering the possibility of earning the general secondary school leaving certificate after grade 9 or grade 10.
- Grade 10 includes, among other things, an extended curriculum and in-depth career orientation.
- The distinctive features of the 6-year general secondary school are its strong vocational profile and intensive individual encouragement in all grades.
- The 6-year and the 5-year general secondary schools operate according to the same pedagogical principle and the same curriculum.

COMPETENCE FOR A QUALIFIED START IN A VOCATION OR FOR THE NEXT EDUCATIONAL LEVEL

- After he or she has successfully obtained a school leaving certificate, your child has a solid foundation of general knowledge and thus the qualifications required for successful vocational training.
- Technical, methodological, personal and social skills are promoted to enable the pupils to better organize their daily life and their professional life on their own in the future.
- Under certain circumstances, your child can change to the intermediate secondary school or to the upper secondary school in grades 5–10. A change to the 2-year full-time vocational school is possible following grade 8.
- Following grade 7, transfer to a 6-year vocational high school is possible.
- Change to a community school is also possible.

The distinctive feature of the 6- and 5-year general secondary schools is their strong vocational profile.

GOOD CHANCES DUE TO PRACTICE-ORIENTED LESSONS

From grade 5 on: Consistent strengthening of skills necessary for training.

From grade 8 on: Two or three years of lessons in an elective subject:

- Nature and technology
- Business and information technology
- Health and social affairs

Broader vocational orientation via:

- Orientation towards pupils' interests
- Intensified periods of practical experience
- Education partnerships between the school and companies
- Information about training for a variety of vocations
- Guidance towards qualification for vocational training

The Competence Analysis Profile AC (Assessment Center) in schools assists in making the correct choice.

New subjects in grade 10:

- Vocational orientation
- Competency training

INDIVIDUAL ASSISTANCE FOR THE BEST POSSIBLE LEARNING RESULTS

The concept of the courses of education in the 6- and 5-year general secondary schools is geared towards optimal individual assistance to provide your child with the best skills for his or her later (vocational) life:

- Teachers draw up an individual support plan with analyses of strengths and weaknesses.
  Aim: Ideas of possible vocations are developed that are most in line with the young people's strengths in order to enable a successful transition to vocational training.
- Pedagogical assistants are appointed to enhance the individual support.
  Aim: Improvement of learning results and of chances in the future vocation.
- Continual counselling of parents; jointly made decisions and target agreements.
  Aim: Supervision of the child's scholastic development.

Further information about the 6-year and 5-year general secondary schools is available on the Internet at www.kultusportal-bw.de, heading: Das Schulsystem in BW (The School System in BW) >Werkrealschule und Hauptschule

LEAVING CERTIFICATES AND SUBSEQUENT SCHOOLS – HOW IT CONTINUES

Following grade 9 (general secondary school diploma)

- Start of vocational training
- Continuation in grade 10 of the 6-year general secondary school
- Attendance at a 2-year full-time vocational school
- Without a training contract, change to the vocational preparatory year or the prequalifying year work/trade.

Following grade 10 (intermediate or general secondary school diploma)

- Start of vocational training
- Attendance at a full-time vocational school
- Transfer to an advanced vocational school or a vocational high school to qualify for entry to a university of applied sciences or to a general university.

Intermediate Secondary School
Realschule

Grounded in theory and practice

Further information about the intermediate secondary school is available on the Internet at www.kultusportal-bw.de, heading: Das Schulsystem in BW (The School System in BW) >Realschule

INTERMEDIATE SCHOOL LEAVING CERTIFICATE FOLLOWING GRADE 10

- The intermediate school leaving certificate allows your child considerable scope for further scholastic and vocational aims.
- The broad range of subjects and projects in grades 5–10 takes into account your child's diverse interests and talents.
- If a young person is interested in theoretical problems and also has practical skills, the intermediate secondary school provides a good balance between scientific orientation and practical relevance.

FIT FOR THE FUTURE

Following successful completion of the 6-year intermediate secondary school, young people are equipped with many theoretical and practical skills and proficiencies.

- Educated in natural sciences and the humanities, in artistic, musical, social communicative and technical fields, they can take a relaxed approach to further scholastic education or to entering the working life.
- Based on the knowledge they have already acquired, they have learned in the intermediate secondary school to work in a team and on projects, to find creative solutions, to organize themselves independently, and to act on their own responsibility.
- Whether they enter the working world or continue at school until they qualify for entrance to a university: Many paths are open to young people with an intermediate school leaving certificate in their pocket.

Theoretical and practical content are taught in equal measure.

CLOSE INTERPLAY OF PRACTICE AND THEORY

Instruction in theory is essential, but it is not the measure of all things for every child. Thus, the intermediate secondary school offers more: it takes the pupils by the hand and introduces them by means of projects and placements to the world of work in companies and businesses. This creates interest and provides orientation. The process is additionally supported by:

- Career counselling by the employment office
- Occupational testing
- Cooperation with businesses and institutions
- Competency Analysis Profile AC at intermediate secondary schools (grade 8)

ORIENTATION FOR CHOOSING THE RIGHT OCCUPATION

In addition to the compulsory subjects and subject combinations, so-called theme-oriented projects (TOPs) are offered. Basic training in information technology is integrated into the lessons. The elective modules are comprised of the subjects Mankind and the Environment (MUM), Technology, and a second foreign language (generally French).

The Competency Analysis Profile AC at intermediate secondary schools records the generic competencies of the pupils that are relevant to training, the aim being to support them individually and to optimize their career planning.

INTERMEDIATE SECONDARY SCHOOL CURRICULUM

GRADE	SUBJECTS	SUBJECT COMBINATIONS		THEME-ORIENTED PROJECTS	ELECTIVE-MODULES
10	*German*	**NWA**	**EWG**		
9	*mathematics*	*scientific work*	*geography – economics – social studies*	**TOP BORS** *vocational orientation in the intermediate sec. school*	**technology**
8	*first foreign language*			**TOP WVR** *economic management, administration, and law*	**MUM** *mankind & the environment*
7	*history*				
6	*religion/ethics*			**TOP SE** *social involvement*	**second foreign language**
5	*music*			**TOP TA** *technical work*	
	fine arts				
	sports				
	ITG *Basics of information technology*				

Theme-oriented projects are offered in the intermediate secondary school from grade 5 on

IDEAL BASIS FOR SUCCESSFUL ENTRY INTO THE WORLD OF WORK

The teaching approach of the theme-oriented projects (TOPs) imparts to your child interdisciplinary skills, in addition to the ability to work independently and on his or her own responsibility.

- **Technical work:** Here your child is taught the basics of cooperating in a team and of project-oriented work by planning and producing technical objects.
- **Social involvement:** This TOP raises awareness of one's responsibility in dealing with other people and promotes social competence.
- **Economic management, administration and law:** Organization is everything – therefore, the planning and evaluation of specific projects is the focus of attention here.
- **Vocational orientation in the intermediate secondary school:** The central concern of this TOP is the responsible and independent development of competency for choosing one's career.

Learning in subject combinations achieves synergic effects. Relationships are grasped more quickly and your child's learning results are sustained over the long term.

- **Scientific work:** In this module the pupils develop a comprehensive understanding of biological, chemical and physical processes and how they are related in nature.
- **Geography – economics – social studies:** In this subject combination your child gains an understanding of the earth's complex geoscientific and social scientific processes.
- **Elective subjects:** From grade 7 on, the elective subjects complete the curriculum. According to his or her aptitudes and interests, your child chooses one of the following subjects: technology, mankind and the environment (MUM) or a second foreign language (generally French).

LEAVING CERTIFICATES AND SUBSEQUENT SCHOOLS – HOW IT CONTINUES

Entry to the working world

- **in the dual system:** job training in the vocational school (theory) and the business (practice), e.g., bank clerk, mechatronic technician
- **in full-time vocational schools:** school-based vocational training (theory and practice under one roof), e.g., geriatric nurse
- **in advanced vocational schools:** with diverse areas of study (e.g., industrial-technical , business/commercial), in some cases with a qualifying degree
- **in civil service:** in intermediate service, e.g. police.

General university-level entrance qualification

- **Abitur in vocational high schools:** with a certain grade average in 3 years; courses of study: business, technology, nutritional science, social science, agricultural science, or biotechnology
- **Abitur in upper secondary schools:** with a certain grade average
- Qualification for entry to a university of applied sciences can be earned at an advanced vocational school.

General Upper Secondary School
Gymnasium

Foundation for a good start in a university or a vocation

THE DIRECT WAY TO QUALIFY FOR ENTRANCE TO A GENERAL UNIVERSITY

The general upper secondary school leads directly to the Abitur. In the course of 8 years it provides your child with a foundation of knowledge, values and competencies that qualify for entry to a general university.

- The pupils' wide-ranging subject-specific, methodological, social and personal competencies are strengthened.
- They are empowered to learn on their own, independently and life-long, and encouraged to think abstractly and find solutions.
- The willingness to be open to the new and unfamiliar and to learn from it is as important a part of the high school educational mandate as the teaching of the historical, artistic and spiritual traditions of our culture.
- The general upper secondary school provides your child with space to develop her aptitudes and her personality.

IN-DEPTH KNOWLEDGE IN MANY AREAS

On the way to their successful general upper secondary school leaving examination the pupils acquire the following aptitudes and skills:

- They receive instruction at a high level in several languages, natural sciences and the humanities, as well as in music and the arts.
- This creates the foundation for understanding theoretical perceptions, for thinking through complex relationships creatively, for organizing and presenting comprehensibly, and for working to achieve objectives and reach solutions.
- Working in groups and with partners and dealing with new media and modern techniques of presentation prepare your child for the world of tomorrow.
- This school education provides your child with the best qualifications for a university education or for a demanding vocational training.

Pupils are empowered to learn on their own, independently and life-long.

THE RIGHT PROFILE FOR EVERY APTITUDE

The individual general upper secondary schools vary in their curricula, in that their main focus is on either languages, the natural sciences, or the arts / sports. They provide your child with the space he needs to optimally develop his aptitudes and personality.

Interdisciplinary learning and working in the natural-science profile

Here the compulsory core subject is natural science and technology (NwT). On their own and in teams, the pupils 'grasp' the procedures and methods of scientific research and technical development with the aid of projects and long-term observations. Visits to production sites and research facilities are a further component of the subject. In this way, NwT supports the corresponding interests and aptitudes and ensures the best qualifications for scientific-technical professions.

Intercultural competence with the language profile

Good foreign language skills open more doors for your child, including international ones. In the language profile, pupils learn three foreign languages of their choice. If your child chooses ancient Greek as her third foreign language, she will at the same time obtain an in-depth basic education in the humanities.

Bilingual courses at general upper secondary schools

General upper secondary schools with bilingual departments are specialized in education to promote multilingualism. This means that your child will receive more foreign language lessons and that individual subjects will be taught multilingually.

- At general upper secondary schools with bilingual German-English departments the pupils earn bilingual German-English certificates, either on completing grade 10 or with their Abitur.
- At general upper secondary schools with bilingual German-French departments the pupils can earn two leaving certificates in the 12th grade: the Abitur and the French equivalent, the baccalauréat.

Further development of aptitudes – in artistic or sport profiles:

Is your child talented in the arts or in sports? Then you can decide on an general upper secondary school that offers pupils with artistic-creative or athletic interests a broad curriculum to expand their abilities and talents.

Promotion of the highly gifted

At 15 selected general upper secondary schools state-wide the state has established courses for highly gifted pupils. In addition, there is the state general upper secondary school for the highly gifted with a boarding school and competence center in Schwäbisch Gmünd.
Naturally, highly gifted children and young people are furthered at every general upper secondary school.

ORIENTATION REGARDING VOCATION AND UNIVERSITY STUDIES AT GENERAL UPPER SECONDARY SCHOOLS

- Pupils in grades 9 and 10 have the opportunity to gather experience for one week in companies, administrative bodies and facilities, as well as in university institutes.
- Further possibilities are: a study-information day, a visit to career guidance centers of the employment agencies, study and job fairs, or special vocational or study orientation training measures.
- Further support is available from the career guidance counsellors from the employment agencies and the study advisors.

LEAVING CERTIFICATES AND SUBSEQUENT SCHOOLS – HOW IT CONTINUES

University entrance qualification

- The pupils leave the general upper secondary school at the end of grade 12 with the qualification to study at a general university.
- The leaving certificate opens up optimal possibilities for their national and international study or career choice.
- It is equally possible to study at universities, technical universities, universities of applied sciences or other specialized universities and to pursue qualified vocational training. Commercial enterprises, industries and institutions frequently offer shortened periods of training for pupils who qualify for entrance to a university.

Intermediate secondary school diploma

- With promotion from grade 10 to the first grade of general upper secondary school your child has earned the intermediate school leaving certificate.
- Earning this certificate at an general upper secondary school allows for the same paths of vocational training or further qualification as those described in the chapter "Intermediate Secondary School" (p. 10).
- The Abitur can also be earned later: for example at a 6-year high school, at evening schools and colleges, and at a vocational high school.

Further information about the general upper secondary school is available on the Internet at www.kultusportal-bw.de, heading: Das Schulsystem in BW (The School System in BW) >Gymnasium.

Community School
Gemeinschaftsschule

Diversity makes one smarter

ALL SCHOLASTIC STANDARDS

The community school offers all scholastic standards and leaving certificates available in schools providing general education up to the intermediate secondary school leaving certificate. Large community schools can offer the Abitur.
All pupils learn together and are specifically promoted according to their individual qualifications. For this reason, community schools from grade 5 to 10 are generally all-day schools. It is also important that handicapped children and children without handicaps learn together: inclusive curricula are therefore an integral element of this type of school.

The locations of the community schools can be found at: www.gemeinschaftsschule-bw.de

A NEW LEARNING CULTURE

In the community school self-learning processes and cooperative forms of learning play a central role. Teachers of all school types teach in community schools and see themselves primarily as learning guides.
Lessons are therefore also organized in learning groups.

Learning groups are not exclusively fixed groups as classes have been to date. The individual learning group is a familiar and stable setting for the pupils. Depending on the subject or the learning content, there will always be learning situations that concern the entire learning group. Above and beyond this, however, the children have the opportunity and the obligation to learn on their own in various groups.

AIMS OF THE COMMUNITY SCHOOL

- Through maximal individual learning and optimal group learning children and adolescents develop pleasure in learning.
- Every child receives the best possible support and earns the highest possible leaving certificate. This applies as well to children with disabilities.
- Human differences are experienced as enrichment and strengthen the understanding of social cooperation in the everyday school setting.
- Background and educational success are largely decoupled.
- Teachers and parents enter into an active educational partnership.

The development of a community school is a dynamic process. In no case is there a division into achievement-oriented A, B, C courses or the like. Achievement is measured by means of differentiating assessment of the individual levels of development and performance. If requested by the parents, grades are stated.

LEAVING CERTIFICATES AND SUBSEQUENT SCHOOLS – HOW IT CONTINUES

The community school is established at the request of the school board after the assent of the Ministry of Education has been obtained. It includes at least secondary level I (grades 5–10) and can be expanded to include primary level (grades 1–4) and secondary level II (grades 11–13).

In secondary level I, the community school is operated as a mandatory (on 3 or 4 weekdays) full-day school.

General secondary school certificate
after grade 9 or grade 10

Intermediate school certificate
intermediate secondary school leaving certificate after grade 10

Transfer to a general or vocational upper secondary school is also possible after grade 10. All transfers to other schools or to vocational training take place analogously to those previously mentioned.

Further information about the community school can be found at: wwww.gemeinschaftsschule-bw.de.

Vocational Schools
Berufliche Schulen

Entry into the working world or individual further qualification

TAILOR-MADE TRAINING

After your child has attended a school of general education, the vocational schools offer him manifold possibilities for further qualification. Basically, two central aims are the focus of attention:

- Vocational training or vocational qualification
- Earning general leaving certificates – from general secondary school to Abitur

In the following we have compiled for you the courses of education offered by the vocational schools with the various leaving certificates.

LEAVING CERTIFICATES AND SUBSEQUENT SCHOOLS – HOW IT CONTINUES

General secondary school certificate

Via the vocational school:
Trainees without a general secondary school leaving certificate can obtain an equivalent level of education with the successful completion of a dual education and training program (apprenticeship diploma or assistant's or skilled worker's certificate).

Via the vocational preparatory year or the prequalifying year work / trade:
The vocational preparatory year or the prequalifying year work / trade are the right choices for young people who do not yet have a general secondary school leaving certificate and have no concrete plans for pursuing a vocation.
Here they get a glimpse of various vocational fields and, after passing a central final examination in the subjects German, mathematics, and possibly English, can earn a level of education equivalent to that of the general secondary school.

The vocational schools open up chances and perspectives through diverse programs.

Via the 1-year full-time vocational school:
Training to become a state-certified daily caregiver can begin in the 1-year full-time vocational school without a general secondary school leaving certificate. Successful completion of the training in this case includes the general secondary school leaving certificate.

INTERMEDIATE SECONDARY SCHOOL DIPLOMA

Via the vocational school:
If the grades earned permit, trainees with a general secondary school leaving certificate can earn the equivalent of an intermediate secondary school leaving certificate after they complete vocational training.

Via the 2-year full-time vocational school (2BFS):
Your child will improve his general education in the 2BFS and will acquire basic vocational qualifications. The 2BFS is completed with the intermediate secondary school leaving certificate (qualification for technical school).

Via the vocational extension school (intermediate level of the upper secondary vocational school):
If your child has a general secondary school leaving certificate and has completed training in a vocation he or she can earn the intermediate secondary school leaving certificate in the intermediate level of the upper secondary vocational school.

QUALIFICATION TO ENTER A UNIVERSITY OF APPLIED SCIENCES OR THE ABITUR

Via the vocational upper secondary school:
Graduates of the 3-year vocational upper secondary school receive the Abitur, which is recognized throughout Germany. Some locations also offer the vocational upper secondary school as a 6- year upper secondary school (i.e. beginning with grade 8).

Via the upper secondary vocational school (2 years):
If your child has an intermediate secondary school leaving certificate and has completed training in a vocation, he or she can obtain the qualification to enter a university of applied sciences or the Abitur in 2 years via the upper level of the vocational extension school (technical or business upper secondary school, upper secondary school for social services) .

Via the advanced vocational school:
The qualification for entrance to a university of applied sciences can be earned at 1- and 2-year advanced vocational schools. A prerequisite for admittance to the 1-year advanced vocational school is completed vocational training, in addition to the intermediate secondary school leaving certificate.

Via the vocational school:
Trainees with an intermediate secondary school leaving certificate can earn the qualification for entrance to a university of applied sciences parallel to their vocational training within the dual system via a supplementary program.

TYPES OF VOCATIONAL SCHOOLS

Within the framework of the vocational schools there are a number of different programs. For example, there are 1-, 2- and 3-year full-time vocational schools and advanced vocational schools with the most varied profiles, as well as vocational upper secondary schools with several fields of study. Thus all roads are open to your child for preparing for a vocation or completing vocational training and for earning further leaving certificates.

Vocational introductory year, vocational preparatory year or prequalifying year work / trade

Young people can earn a general secondary school leaving certificate in the preparatory or prequalifying year. All three programs provide targeted support for subsequent entry to vocational training. In addition, they offer good preparation for a transfer to the 2BFS leading to qualification for entrance to a university of applied sciences.

Two-year full-time vocational school (2BFS)
The 2BFS – building on the general secondary school leaving certificate – offers a basic vocational education in full-time schooling and leads in 2 years to an intermediate secondary school leaving certificate (qualification for technical school). The 2BFS is divided into three fields:

- business/commercial
- industrial-technical (with profiles)
- nutrition and health (with profiles)

Advanced vocational school
Building on an intermediate secondary school leaving certificate, the full-time vocational college leads to qualification in a vocation and to a broader general education. To guarantee aptitude-specific training, various fields of study are offered to your child:

- technical
- business/commercial
- home-economics, care-giving & socio-pedagogical

Vocational school
Here, training takes place in the dual system. This means 13 hours of lessons per week in the vocational school to impart subject-specific theoretical knowledge and improve general education. Parallel to the lessons, practical knowledge is acquired on site in the company.

Senior vocational school
In 1- or 2-year courses of training young people can prepare for a job in middle management or qualify for self-employment. Senior vocational school graduates also have the opportunity to study at a university of applied sciences.

Further information about vocational schools can be found on the Internet at: www.kultusportal-bw.de, heading: Das Schulsystem in BW >berufliche Schulen.

Intermediate level of the upper secondary vocational school (Berufsoberschule = BOS)
For young people who have already completed vocational training or have comparable vocational experience, the BOS offers the chance to deepen their general and subject-specific theoretical education and to earn higher school-leaving certificates. The BOS is divided into the 1-year intermediate level (vocational extension school) and the 2-year upper level. The intermediate level ends with the intermediate secondary school leaving certificate, the upper level with qualification for entrance to a university of applied sciences or – with a second foreign language – with the Abitur.

Intermediate level or vocational extension school (1-year duration)
The vocational extension school is divided into four fields:

- industrial-technical
- business/commercial
- home-economics, care-giving & socio-pedagogical
- agricultural

Upper level (BOS; 2-year duration)
In the upper level the following subject areas are added:

- social affairs
- technology
- economics

Vocational upper secondary school
If one has earned the intermediate secondary school leaving certificate and the grades are promising, the full-time vocational upper secondary schools offer the opportunity to earn the Abitur. In contrast to the general upper secondary school, this type of school has a particular vocation-related focus. The vocational upper secondary schools are divided into six profiles:

Practical training can take place both in the company and in the school.

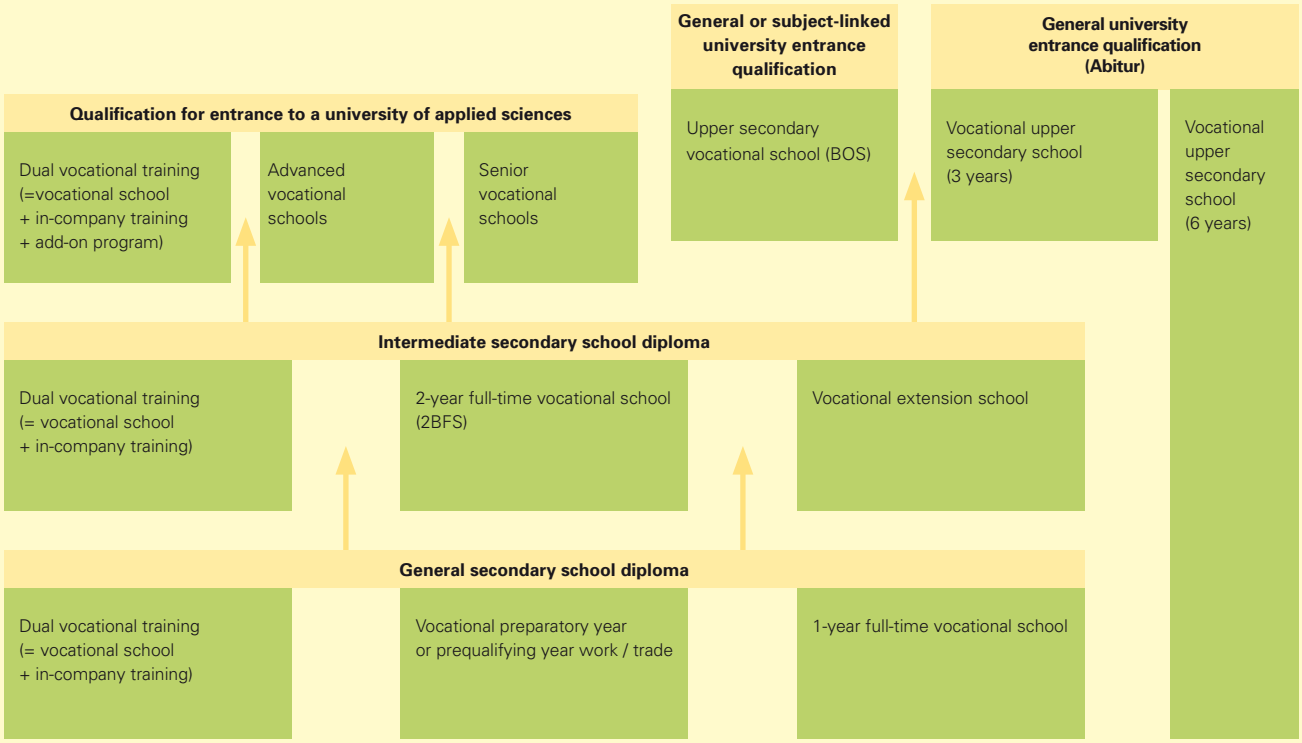
- agricultural science
- biotechnology
- nutritional science
- social pedagogy (pilot project at the time of printing: division into social science and health science)
- technical (divided into five profiles)
- commercial (divided into two profiles)

Some vocational upper secondary schools offer the 6-year program with the profile subjects "Economics", "Technology" or "Nutrition, Social Science and Health" from grades 8 to 10.

Special-needs 1-year full-time vocational schools
If they cannot go directly from a special-needs school to vocational training in the market at large, young people can attend a special-needs 1-year full-time vocational school, where they receive basic vocational training in a given field.

Special-needs vocational schools (dual system)
Young people with handicaps can complete training either in a recognized trade or in a program especially for handicapped persons. Concomitantly, they attend a special-needs vocational school.

COURSES OF VOCATIONAL TRAINING WITH LEAVING CERTIFICATES* AND FURTHER EDUCATION



*The diagram does not indicate what occupational qualification is earned via a given course of education.

Special-needs School
Sonderschulen

Schooling of young people with handicaps

REALIZING EDUCATIONAL OPPORTUNITIES

In deciding on a suitable school, many parents ask fundamental questions:

- In which school will my handicapped child receive the best support?
- Where can my child earn a school-leaving certificate that corresponds to his qualifications and possibilities?
- In which school will he feel at ease?

Educating pupils with handicaps is fundamentally the responsibility of all types of schools; pupils with special educational needs can be taught together with non-handicapped pupils in accordance with the policy of inclusion. In this case the general education schools are supported by the special-needs schools.
Moreover, specific programs are available in the special-needs schools themselves to children and young people who have a right to a special education. Various paths are possible for successful schooling. The safeguarding and continual expansion of possible activities as related to schooling and social integration are always the main focus.
The decision about which course of education is best for your child is reached in intensive, trusting cooperation with all those involved in the educational process. The exchange of observations, experience and evaluations is prerequisite to a cooperative agreement about individual courses of education.

COOPERATION TO SAFEGUARD SCHOOL SUCCESS

As part of the cooperation at general schools, specially trained teachers help to ensure your child's success at school. Children and young people with visual, auditory and physical handicaps and those with particular learning, developmental, and behavioral problems are supported by these teachers through intensive coun-

Important concepts in the special-needs school: Relationships, individualization, participation

selling and conversations, as well as outpatient speech therapy and other promotional programs. Regional contact partners for specific problems regarding the schooling of young people with handicaps and the centers for cooperation of the state education offices support the schools in their work.
Parents, teachers, and the children and young people receive counselling and aid from disability-specific media and counselling centers in the use of new supportive technologies.

PREPARATION FOR WORK AND LIFE THROUGH PRACTICE-ORIENTED LEARNING

Qualified preparation for the pupils' future vocational and personal life is a central aim of all special-needs schools. Thus, along with the school curriculum, the pupils receive specific insights into the world of work and assistance in making their own life choices.
In addition to lessons, the young people are prepared for future challenges with practical relevance through the following:

All leaving certificates of the general schools can also be earned in the special-needs schools. As far as necessitated by the handicap, special final examinations are provided for. The transfer from a special-needs school to a general education school (elementary, 5- or 6-year general secondary, intermediate secondary, upper secondary) is of course possible.

Even during the years of schooling, preparation for participation in a vocation and in society is placed in the foreground by other partners within and outside of the school system. The aim is to prepare early on for what the pupils will do after their schooling is completed and to ensure ideal transitions. In this respect, young people with handicaps can follow many different paths to a vocation and training:

Design and expand inclusive training programs
Information about inclusive training programs in the individual regions is available from the responsible state education offices (Staatliche Schulämter).

LEAVING CERTIFICATES AND SUBSEQUENT SCHOOLS – HOW IT CONTINUES

Vocational training / university study
Depending on the individual's capacity for learning and achievement, access is possible to all training and study programs. Special programs are available at the vocational schools.

Integration in the general labor market
Young adults with significant handicaps can be integrated into the general labor market following targeted preparation with the support of other specialized services. Concepts for this have been elaborated by various disciplines in shared responsibility, to provide individual support for each pupil.

Occupation in a workshop for handicapped persons
Workshops for the handicapped offer vocational training and further education measures to the persons who work there. Where aptitude is proven, they support the transition to the general labor market.

The children have a broad program of development support at their disposal.

COURSES OF EDUCATION AT SPECIAL-NEEDS SCHOOLS

	Elementary school	Upper-level secondary school	Intermediate secondary school	General secondary school (5- or 6-year)	Special-needs curricula	Schools for mentally handicapped
Special-needs schools					■	
Schools for:						
The blind	■		■	■	■	■
The hearing-impaired	■	■	■	■	■	■
The physically handicapped	■	■	■	■	■	■
The mentally handicapped						■
The visually handicapped	■		■	■	■	■
The speech-impaired	■		■	■	■	
Educational support	■		■	■	■	
The sick	Educational curriculum according to the pupil's school career					

Note: Inquiries can be made to the state school boards as to which courses of education are offered at a particular special-needs school (see pp. 24/25).

Further information about the individual types of special-needs schools can be found on the Internet at: www.kultusportal-bw.de, Heading: Das Schulsystem in BW >Sonderschulen.

- Flexibly scheduled pre-vocational placements and social placements
- Practice days in public, vocational, social, and cultural institutions
- Practice-oriented classes in vocational schools and in training workshops of companies
- Organization of school companies and groups of pupils
- Programs to prepare for life in the areas of residence, partnership, leisure time, health, environment, and public life

INDIVIDUAL EDUCATION

As part of the individual support for learning and development, special education caters to your child's special needs in these areas.
The following components are documented continually and regularly discussed by all those who are involved in your child's development:

- the developmental diagnosis
- the cooperative support plan based on this, with the development of individual programs
- assessment of learning and performance development

SUPPORT FOR VOCATIONAL AND SOCIAL INTEGRATION

Vocational and social integration requires long-term planning. For this reason, special-needs schools continually create and expand networks with institutions and services in the school's local environment. Partners such as the general and vocational schools, job counselling for disabled people, industry and trade, youth services, and associations provide valuable support. Parents, physicians, employment services, companies, workshops for the handicapped, chamber of commerce and industry, and special services also contribute considerably to this central task.

The New Admission Procedure

Strengthening parents' rights

Every child is an individual. Children differ in their performance capacity, their motivation, their strengths and their weaknesses, and thus also in their chances for success in the different types of secondary schools. The school system of Baden-Württemberg offers all children and young people a type of school that corresponds to their individual capabilities. However, which type of school is the right one?
This is for you to decide. In making this decision with your child's particular level of learning and potential for development in mind, you have the support of the school.

INFORMATION SESSION FOR PARENTS OF PUPILS IN GRADE 4

In the first half-year of grade 4, the elementary school holds an information evening. Directors of the 5- and 6-year general secondary school, the intermediate secondary school, the upper secondary school, the community school and the vocational school inform you in detail about working methods, performance requirements, and leaving certificates, as well as transfers to further schools from their own educational institutions.

RECOMMENDATION OF THE ELEMENTARY SCHOOL

At the beginning of the second half-year of grade 4, your child's teachers make a recommendation about which type of secondary school appears to be suitable for your child. This is based on an overall pedagogical evaluation that takes into consideration your child's learning and performance development up to that point, his learning and working behavior, and his learning potential.

A recommendation for the 5- or 6-year general secondary school, the intermediate secondary school, or the upper secondary school is made when his or her achievement in the individual subjects and subject areas leads to the expectation that it meets the requirements of the given secondary school type. The community school is included in each given recommendation.

The semi-annual report in grade 4 is an aid to orientation. The requirements of the upper secondary school and the intermediate secondary school are generally met if your child's average grades in the subjects German and mathematics are sufficient for at least between good and fair in the upper secondary school and at least fair in the intermediate secondary school. The elementary school recommendation is issued together with the semi-annual report in grade 4.

The elementary school recommendation and the semi-annual report do not have to be presented when your child enrolls in a secondary school.

THE SPECIAL COUNSELLING PROCEDURE

If you need further help in making your decision after you receive the elementary school recommendation, you may take advantage of the special counselling procedure. This gives you the opportunity to seek the advice of a specially qualified counsellor. If necessary, general aptitude tests can be administered. Your child's test results are then discussed with you.

Baden-Württemberg

MINISTRY OF EDUCATION, YOUTH AND SPORTS