



INFORMATION FOR PARENTS

Educational pathways in Baden-Württemberg

 Qualifications and Connections

GUTE BILDUNG
Beste Aussichten
Baden-Württemberg



Baden-Württemberg

MINISTERIUM FÜR KULTUS, JUGEND UND SPORT

Contents

Educational pathways in Baden-Württemberg	3
General secondary school / Intermediate secondary school with focus on vocational orientation (Hauptschule / Werkrealschule)	6
Intermediate secondary school (Realschule)	9
Higher academic secondary school (allgemein bildendes Gymnasium)	12
Joint secondary school (Gemeinschaftsschule)	15
Special needs education and advisory centre (Sonderpädagogisches Bildungs- und Beratungszentrum – SBBZ)	18
Vocational schools (Berufliche Schulen)	21
Inclusion	25
General information	26
Admission procedure	27
Addresses	29
Publishing information	31

Educational pathways in Baden-Württemberg

(see page 4-5)

All paths are open.

Our chart (see page 4-5) illustrates the numerous educational pathways. The most important fact is that each qualification offers the possibility of a further connection. Apart from the general, intermediate, higher academic and joint secondary schools (Hauptschule, Realschule, Gymnasium, Gemeinschaftsschule), the vocational schools, which offer a wide selection of courses, represent an important stepping-stone on the route to further qualifications. If, for example, a young person has attained a general or intermediate secondary school-leaving certificate (Hauptschule, Realschule, Gemeinschaftsschule), the vocational schools allow him or her to enter in to an apprenticeship in the dual system or to pursue further education and eventually attain a university entrance qualification. Therefore, the school system in Baden-Württemberg is never a one-way street, but consistently takes the development of each individual student into consideration, so that students are neither undertaxed nor overburdened.

The general secondary school-leaving certificate (Hauptschulabschluss)

This certificate provides access to either further secondary education or a vocational career. It can be attained

- at the end of year 9 at a general secondary school (Hauptschule) or at the end of year 9 or 10 at an intermediate secondary school with focus on vocational orientation (Werkrealschule).
- at an intermediate secondary school (Realschule) at the end of year 9 by sitting the general secondary school exam (Hauptschulabschluss).
- at a joint secondary school (Gemeinschaftsschule) at the end of year 9 or year 10 by sitting the general secondary school exam (Hauptschulabschluss).

An equivalent to the general secondary school-leaving certificate can be attained

- at an intermediate secondary school with

focus on vocational orientation (Werkrealschule), or an intermediate secondary school (Realschule) or at a higher academic secondary school (Gymnasium) by successfully completing year 9 and thus attaining access to year 10.

- at a joint secondary school (Gemeinschaftsschule), providing that at the end of year 9 the level M or E has been attained and the student would have been given access to year 10.
- by completing vocational training in the Dual System
- in vocational preparation courses.

The intermediate secondary school-leaving certificate (Der mittlere Bildungsabschluss)

There are various possibilities to achieve this qualification, which offers numerous career prospects:

- at a joint secondary school (Gemeinschaftsschule) by completing year 10.
- at an intermediate secondary school (Realschule) by completing year 10.
- at an intermediate secondary school with focus on vocational orientation (Werkrealschule) by completing year 10.
- at a higher academic secondary school (allgemein bildendes Gymnasium) by completing year 10 and gaining access to years 11 and 12 (Oberstufe).
- with a successful general secondary school-leaving certificate (Hauptschulabschluss) and the subsequent opportunities for further education at vocational schools.
- by means of the Dual System.

University entrance qualification (Hochschulreife)

The general university entrance qualification and the qualification for universities of applied sciences (Fachhochschulreife) provide students with the foundation for either studying at a university or gaining qualified professional training. This qualification can be attained

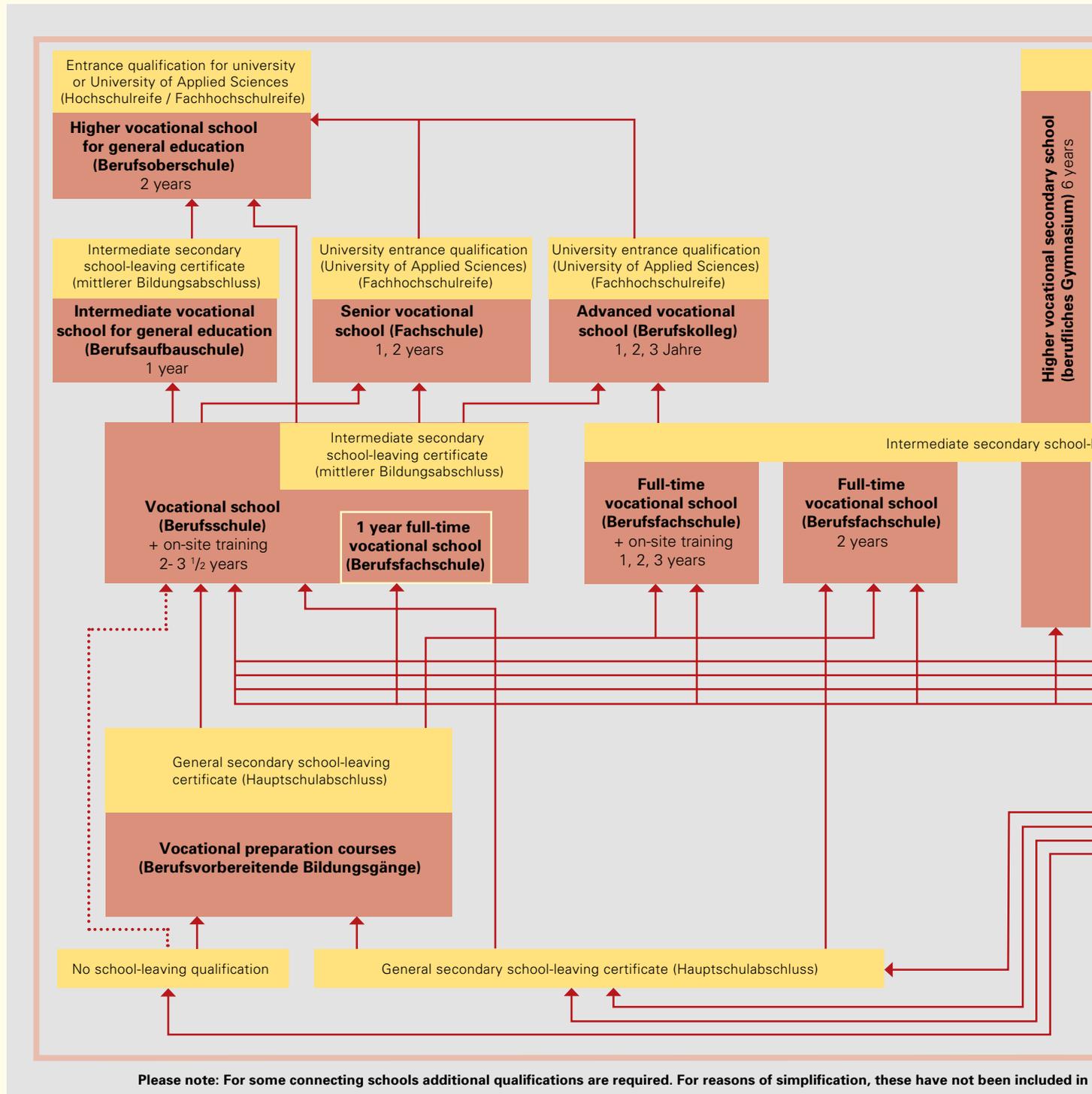
- When a student graduates from a higher

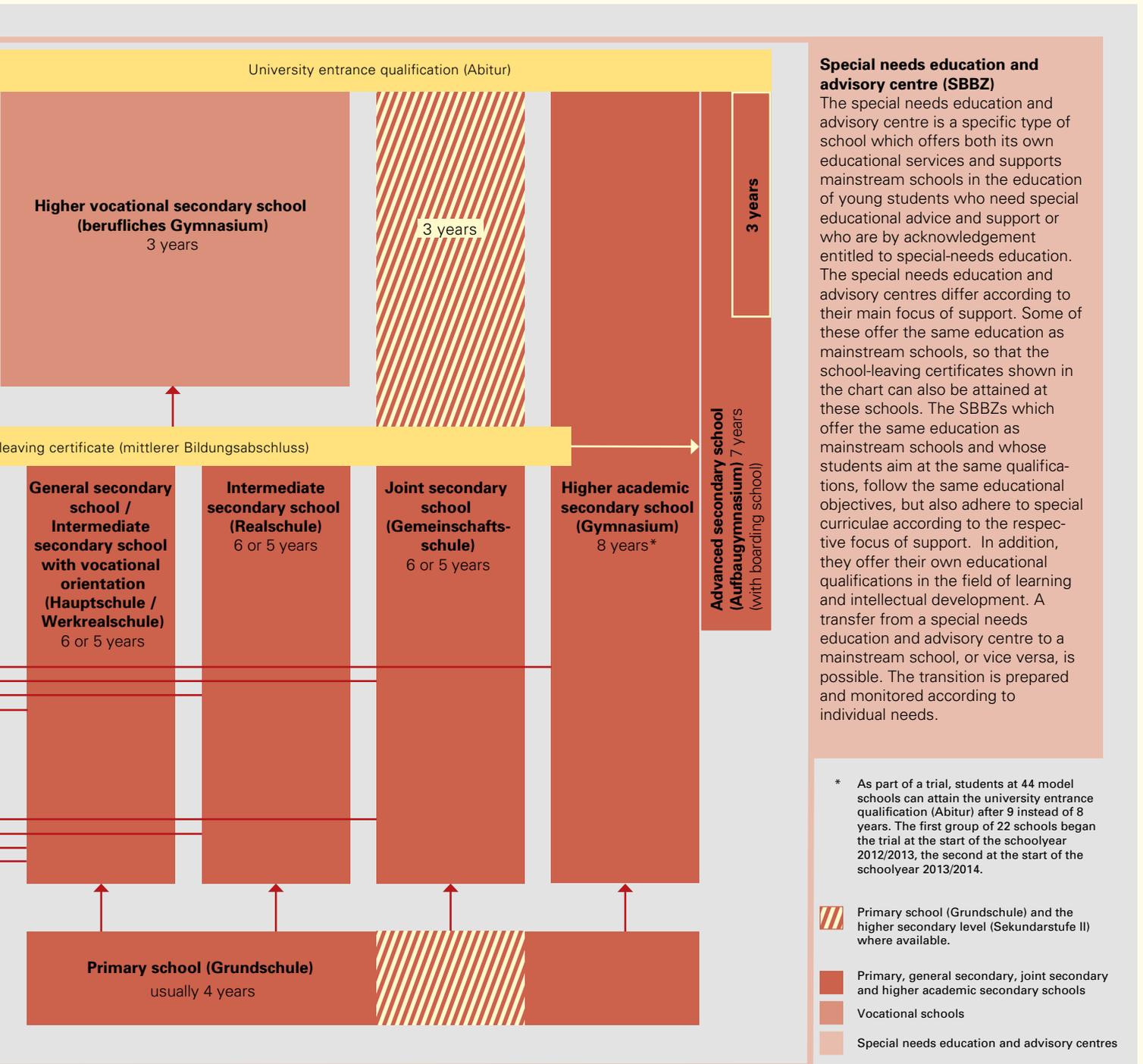
academic secondary school (allgemein bildendes Gymnasium).

- When a student completes year 10 at a joint secondary school (Gemeinschaftsschule) or higher vocational secondary school (berufliches Gymnasium) and has gained access to the higher secondary level (Oberstufe) of a higher academic secondary school (Gymnasium), higher vocational secondary school (berufliches Gymnasium), or a joint secondary school (Gemeinschaftsschule).
- When a student has completed year 10 at an intermediate secondary school (Realschule) and – with the necessary qualifications – gained access to the higher secondary level (Oberstufe) of either a higher academic secondary school (allgemein bildendes Gymnasium), an advanced secondary school (Aufbaugymnasium), a higher vocational secondary school (berufliches Gymnasium) or the higher secondary level (gymnasiale Oberstufe) of a joint secondary school (Gemeinschaftsschule).
- When a student has completed year 10 of an intermediate secondary school with focus on vocational orientation (Werkrealschule) and with the necessary qualifications has gained access to the higher secondary level of a higher academic secondary school (Oberstufe an einem allgemein bildenden Gymnasium) or the higher secondary level (gymnasiale Oberstufe) of a joint secondary school (Gemeinschaftsschule).
- When a student qualifies for the university entrance certificate (Hochschulreife) through an advanced vocational school (Berufskolleg), or through a higher vocational secondary school (berufliches Gymnasium).
- When a student has successfully completed vocational training at a specific advanced vocational school (BKfH) or a higher vocational school for general education (Berufsoberschule).

Educational pathways in Baden-Württemberg

(further explanations see page 3)





the chart.



General secondary school / intermediate secondary school with focus on vocational orientation (Hauptschule / Werkrealschule)

Consistent vocational orientation through practical learning

The educational pathway general secondary school / intermediate secondary school with focus on vocational orientation (Hauptschule / Werkrealschule) allow the schools to develop their own profile. The intermediate secondary school with focus on vocational orientation has committed itself to identifying students' potential talents and through education to strengthen their personal and social competence.

INTERMEDIATE SECONDARY SCHOOL-LEAVING CERTIFICATE (MITTLERER BILDUNGSABSCHLUSS) IN YEAR 10 – GENERAL SECONDARY SCHOOL-LEAVING CERTIFICATE (HAUPTSCHULABSCHLUSS) IN YEAR 9 OR IN YEAR 10

- The intermediate secondary school with focus on vocational orientation covers years 5 to 10. After 6 years the intermediate secondary school-leaving certificate (Werkrealschulabschluss) can be attained. In addition, it is possible to attain the

general secondary school-leaving certificate (Hauptschulabschluss) at the end of year 9 or year 10.

- The intermediate secondary school with focus on vocational orientation provides a fundamental und extended general education and is geared to real-life topics and tasks.

INDIVIDUAL CHOICE OF SCHOOL-LEAVING CERTIFICATE

Together with their parents or legal guardians and after a qualified advisory session with their teachers, students in year 9 choose one of the following options:

- Intermediate secondary school-leaving certificate (mittlerer Bildungsabschluss / Werkrealschulabschluss) at the end of year 10.
- General secondary school-leaving certificate (Hauptschulabschluss) at the end of year 9 or
- General secondary school-leaving certificate (Hauptschulabschluss) at the end of year 10.



Pupils who choose the "Werkrealschulabschluss" option can voluntarily participate in the exam for the lower secondary school-leaving certificate (Hauptschulabschluss).

Students who opt for the intermediate secondary school-leaving certificate (mittlerer Bildungsabschluss / Werkrealschulabschluss) can voluntarily sit the general secondary education exam (Hauptschulabschlussprüfung).

For students who opt for the general secondary school-leaving certificate (Hauptschulabschluss) at the end of year 10, no certificate is issued for the progression from year 9 to year 10. Instead, at the end of year 9 they receive written documentation of their level of achievement.

LEARNING AT A GENERAL SECONDARY SCHOOL / INTERMEDIATE SECONDARY SCHOOL WITH FOCUS ON VOCATIONAL ORIENTATION (HAUPTSCHULE / WERKREALSCHULE)

By means of a learning concept tailored to meet their needs, the general secondary school / intermediate secondary school with focus on vocational orientation (Hauptschule / Werkrealschule) offers students a programme in which they can make optimal use of their individual abilities. This type of school takes the personal inclinations and interests of the students into consideration, and prepares them for a well-founded school-leaving exam and for the start of vocational training. Teaching is designed to guide the students along the path which best suits them.

The special features of the general secondary school / Intermediate secondary school with focus on vocational orientation (Hauptschule / Werkrealschule) are their highly job-related profile and their intensive individual fostering of knowledge, method, personal and social skills at all stages.

General secondary and intermediate secondary school with focus on vocational orientation (Hauptschule / Werkrealschule) follow the same curriculum.

INDIVIDUAL SUPPORT FOR BEST POSSIBLE LEARNING OUTCOME

In order for adolescents to receive a sturdy foundation for their later vocational and personal life, the concept of the general secondary and intermediate secondary school with focus on vocational orientation (Hauptschule / Werkrealschule) is designed to provide the best individual support through the following elements:

- Competence analysis profile AC (Assessment Centre) in year 7. As a follow-up, students receive feedback as regards their strengths and potential beyond the subject level. Based on the results, teachers then compile a support plan.
- Educational assistants support the teachers in the individual support of their students.
- On-going parental advice, joint decisions and targets accompany the students in their educational and personal development.

GOOD OPPORTUNITIES THROUGH PRACTICE-BASED LESSONS

From Year 5:

- Consistent support strengthens the ability to make training and vocational decisions
- Joint biology, natural phenomena and technology lessons in years 5 and 6 consolidate basic science education

From Year 7:

- Economics/ Career and study guidance (WBS)
- Compulsory optional subjects:
 - Everyday culture, nutrition and social issues (AES)
 - Technology
- Intensive career guidance:
 - Competence analysis profile AC
 - Work experience
 - Advice and support during the process of choosing a career, in close cooperation with the career guidance offices of the employment agencies
- Partnerships between schools and companies



COMPULSORY OPTIONAL SUBJECTS FROM YEAR 7

In year 7 students at general secondary school / intermediate secondary school with focus on vocational orientation (Hauptschule / Werkrealschule) choose between either everyday culture, nutrition and social issues or technology.

Significant characteristics of the optional compulsory subjects are that they are activity and process-ori-

ented and that they make effective use of information and communication technology. In addition to classroom-teaching, experts are involved, as well as partners from outside school and on-site learning. The compulsory optional subjects are marked by attractive and modern topics, which foster students' interest and motivation.

The skills acquired in the compulsory optional subjects present a good basis not only for job-training but also for further education.

QUALIFICATIONS AND CONNECTIONS – FURTHER OPTIONS

After Year 9 (General secondary school-leaving certificate / Hauptschulabschluss)

After having successfully completed the general secondary school-leaving certificate (Hauptschulabschluss), students have a fundamental general education and are well-prepared to start qualified job-training or to gain further educational qualifications, even up to university entrance qualifications, by

- attending year 10 of an intermediate secondary school with focus on vocational orientation (Werkrealschule), an intermediate secondary school (Realschule) or a joint secondary school (Gemeinschaftsschule).
- attaining an intermediate secondary school-leaving certificate (mittlerer Bildungsabschluss) at a 2-year full-time vocational school (Berufsfachschule).
- completing vocational training at a full-time vocational school (Berufsfachschule).
- beginning job-training within the dual system (vocational school and on-site training) or at a full-time vocational school (Berufsschule).
- or transferring to vocational preparation courses (berufsvorbereitende Bildungsgänge) without a training contract.

After year 10 with the intermediate secondary school-leaving certificate (mittlerer Bildungsabschluss / Werkrealschulabschluss)

After having successfully completed the intermediate secondary school-leaving certificate at an intermediate secondary school with focus on vocational orientation, students have an extended general education. Apart from starting job-training students can gain further educational qualifications, even up to university entrance qualifications, by

- attending the higher secondary level (gymnasiale Oberstufe) at a joint secondary school (Gemeinschaftsschule).
- attending a higher vocational secondary school (berufliches Gymnasium).
- attending a full-time vocational school (Berufsfachschule, Berufskolleg) and receiving training e.g. as a geriatric nurse, nursery-school teacher or technical assistant.
- attending an advanced vocational school, e.g. Berufskolleg I, followed by BK II or 2-year full-time vocational school for foreign languages, in order to attain the certificate of further education (Fachhochschulreife).
- beginning job-training within the dual system (vocational school and on-site training) or at a full-time vocational school (Berufsfachschule).
- beginning a career as a civil service clerk.



Intermediate secondary school (Realschule)

A school in touch with reality

The intermediate secondary school in Baden-Württemberg is committed to advancing and educating its students within a reality-based framework. This includes teaching skills which enable young people to cope with the world as it is today and may be in the future. Theory and practice, personality and in-put are all of equal value.

CERTIFICATE OF INTERMEDIATE SECONDARY EDUCATION (REALSCHULABSCHLUSS) IN YEAR 10 – GENERAL SECONDARY SCHOOL-LEAVING CERTIFICATE (HAUPTSCHULABSCHLUSS) IN YEAR 9

First and foremost, intermediate secondary school imparts both a fundamental as well as an extended general education. The intermediate secondary school-leaving certificate can be attained after 6 years, but at the end of year 9 the general secondary school-leaving certificate can also be gained.

THE EDUCATIONAL CONCEPT OF THE INTERMEDIATE SECONDARY SCHOOL (REALSCHULE)

A new concept has been developed, in which students at the orientation stage (years 5 and 6) are taught at an intermediate level which leads to the intermediate secondary school-leaving certificate (Realschulabschluss). Students with a lower level of achievement can be offered additional support.

At the end of year 5 no decision is taken as to whether students are in a position to progress to year 6. This means that there is no longer such a thing as having to repeat the year. It is only at the end of year 6 – at the end of the orientation stage – that a decision is taken, based on the students' grades, as to whether they can continue at the intermediate level leading to the intermediate secondary school-leaving certificate (Realschulabschluss), or should be taught at the lower level, leading to the general secondary school-leaving certificate.

In years 7 to 9 students are taught: at either the lower level, leading to the general secondary school-leaving certificate (Hauptschulabschluss), or at



the intermediate level, leading to the intermediate secondary school-leaving certificate (Realschulabschluss). This can be done in groups within the same class or in separate classes.

At the end of years 7 and 8 a decision is taken, based on the students' grades, as to which level they should continue to learn at. It is possible to change levels at the end of a half-year.

In years 9 and 10 students are systematically prepared for either the general secondary school-leaving certificate (Hauptschulabschluss) or the intermediate secondary school-leaving certificate (Realschulabschluss). The general secondary school-leaving certificate (Hauptschulabschluss) can be sat at the end of year 9, the intermediate secondary school-leaving certificate (Realschulabschluss) at the end of year 10.

Separation according to the level of learning and achievement is also possible in year 9. This can be done in either groups or in separate classes. In year 10 students are taught exclusively at the intermediate level, leading to the intermediate secondary school-leaving certificate (Realschulabschluss). This new concept was implemented at the beginning of the schoolyear 2017/2018 at the orientation stage in years 5 and 6, and in year 7.

INDIVIDUAL SUPPORT

Thanks to the additional 'pool' periods, which are allotted to each school and which the schools can use as they wish, intermediate secondary schools can offer far more opportunities to support students according to their level of achievement, so that they are successful in achieving their school-leaving qualification.

COMPULSORY OPTIONAL SUBJECTS

The subjects in the compulsory optional sector round off the education offered at the intermediate secondary school (Realschule). According wholly to their talents and inclination, students choose one of the following subjects: technology, or every-day culture, nutrition and social issues (AES) or a second foreign language (in most cases French). Technology and every-day culture, nutrition and social issues (AES) begin in year 7, the second foreign language in year 6.

FORMING A PROFILE THROUGH PRIORITIZING

If a student shows great interest in languages, shows musical or artistic talents or is good at sports, the intermediate secondary school (Realschule) offers a wide range of opportunities beyond regular lessons.

BILINGUAL LEARNING

80 intermediate secondary schools (Realschulen) now offer bilingual streams. This means 2 subjects are taught in English. Attendance is documented by an attestation at the end of year 8 and a certificate at the end of year 10 – an additional qualification for later life.



GUIDANCE IN CHOOSING THE RIGHT CAREER

The intermediate secondary school (Realschule) prepares students for a successful transition to either the world of work or a higher vocational secondary school (berufliches Gymnasium). Projects and work experience in firms and enterprises introduce students to the world of work. This arouses interest and gives guidance.

This process is additionally enhanced by:

- the career advice bureau of the employment agencies,

- aptitude tests,
- cooperation with firms and institutions,
- competence analysis profile AC (in year 8 of the intermediate secondary schools).

The competence analysis profile AC in intermediate secondary schools (Realschulen) helps to find out students' job-related competence, beyond topic-based learning. The aim is to give students individual support and to optimize the career-planning process.

QUALIFICATIONS AND CONNECTIONS – FURTHER OPTIONS

After year 9 (general secondary school-leaving certificate)

After having successfully completed the general secondary school-leaving certificate (Hauptschulabschluss), students have a fundamental general education and are well-prepared to start qualified job-training or to gain further educational qualifications, even up to university entrance qualifications, by

- attending year 10 of an intermediate secondary school with focus on vocational orientation (Werkrealschule), an intermediate secondary school (Realschule) or a joint secondary school (Gemeinschaftsschule).
- attaining an intermediate secondary school-leaving certificate (mittlerer Bildungsabschluss) at a 2-year full-time vocational school (Berufsfachschule).
- completing vocational training at a full-time vocational school (Berufsfachschule).
- beginning job-training within the dual system (vocational school and on-site training) or at a full-time vocational school (Berufsfachschule).
- or transferring to vocational preparation courses (berufsvorbereitende Bildungsgänge) without a training contract.

After year 10 with the intermediate secondary school-leaving certificate (Realschulabschluss)

After having successfully completed the intermediate secondary school-leaving certificate (Realschulabschluss), students have an extended general education. Many paths are now open to them. Apart from starting job-training students can gain further educational qualifications, even up to university entrance qualifications, by

- attending a higher vocational secondary school (berufliches Gymnasium).
- attending years the higher secondary level (gymnasiale Oberstufe) at a higher academic secondary school (allgemein bildendes Gymnasium), particularly the 3-year course at an advanced secondary school (Aufbaugymnasium, "Realschulaufsetzer"), or the higher secondary level at a joint secondary school (Gemeinschaftsschule).
- attending a full-time vocational school and receiving training (e.g. as a geriatric nurse, nursery-school teacher or technical assistant).
- attending an advanced vocational school, e.g. Berufskolleg I, followed by BK II or a 2-year full-time vocational school for foreign languages, in order to attain the certificate of further education.
- beginning job-training within the dual system (vocational school and on-site training) or at a full-time vocational school.
- beginning a career as a senior civil service clerk.



Higher academic secondary school (allgemein bildendes Gymnasium)

Foundation for a good start at university or in a job

THE DIRECT PATH TO THE UNIVERSITY ENTRANCE CERTIFICATE (ABITUR)

Higher academic secondary school is the direct path to the university entrance certificate. It provides students with a qualified foundation consisting of knowledge, values, and skills and leads to the university entrance certificate in 8 years.

- Students are trained in an extensive range of knowledge, method, social and personal skills.
- They are endowed with the capacity for responsible, independent life-long learning and the ability to think at an abstract level and to develop problem-solving skills.
- Willingness to discover the new and the unfamiliar and to learn from them is just as much a part of academic learning as learning about the historical, cultural and spiritual traditions of our own culture.
- As part of a trial, students at 44 so-called G9 model schools can attain the university entrance qualification (Abitur) after 9 instead of 8 years. For further information please visit www.km-bw.de

WELL-FOUNDED KNOWLEDGE IN NU- MEROUS AREAS

By the time they receive the university entrance certificate students have acquired the following skills and abilities:

- they have been trained at a high level in several languages as well as in natural science, the humanities, social sciences and music and art.
- the foundation has been laid for understanding organizing and presenting theoretical knowledge, exploring complex phenomena using creative powers, and for working effectively towards finding solutions.
- having been taught using various methods and different ways of learning and working, and being skilled in using new media or modern methods of presentation, your child will be fit for tomorrow's world.
- on this educational path, your child has the best prospects and requirements for a course of study at a university or for a demanding and challenging job.



THE CORRECT PROFILE FOR EVERY TALENT

Each individual higher academic school (Gymnasium) is distinct in its educational courses, which focus on either languages, sciences or arts and/or sports. They give each child the opportunity, according to their personality, to develop their individual potential to the best.

Interdisciplinary learning as part of the natural-sciences profile

Here, the compulsory major subject is called Science and Technology (NwT). Working independently or in a team on projects and long-term observations, students 'grasp' the processes and methods of modern scientific research and technological development. In this way science and technology (NwT) helps develop the relevant inclinations and talents and provides the best preparation for careers in technology.

Acquiring intercultural skills as part of the languages profile

More doors – also on an international level – are open to students with good knowledge of foreign languages. As part of the language-focused profile, students learn three foreign languages of their choice. Ancient Greek as a third language also provides an in-depth basic humanistic education.

Developing talents – in the art or sports profile

If a child is highly gifted in the field of arts or sports, parents may want to decide on a higher academic school which caters for artistically creative children or those very interested in sports. They offer a range of subjects which help develop these talents and skills. From year 5 onwards students receive more extensive and intensive lessons in art, music or sports. From year 8 onwards the particular subject (art, music or sports) is a major subject.

Bilingual learning up to the university entrance certificate

Higher secondary schools (allgemein bildende Gymnasien) with bilingual departments are specialized in multilingual education. At these schools, certain subjects are taught in the foreign language.

- At higher secondary schools (Gymnasien) with bilingual German-English departments, students can attain a bilingual certificate ("Zertifikat über den Besuch des bilingualen Zugs deutsch-englisch") and in addition an international certificate ("Internationale Abiturprüfung Baden-Württemberg").
- At higher secondary schools (Gymnasien) with bilingual German-French departments students in year 12 can attain 2 qualifications at the same time: the university entrance certificate (Abitur) and the French school-leaving certificate (Baccalauréat).



Support for the highly gifted

The state has established streams for the highly gifted at 15 higher academic secondary schools. In addition, there is the higher academic secondary school for the highly gifted (with boarding school) in Schwäbisch Gmünd.

Beyond this, highly gifted students receive support in every higher academic secondary school (Gymnasium).

Advanced secondary school (Aufbaugymnasium)

Once students have attained the intermediate secondary school-leaving certificate (mittlerer Bildungsabschluss) and if their grades are promising, the full-time advanced secondary school (Aufbaugymnasium) offers the perspective of acquiring the university entrance certificate ("Realschulaufsetzer") in a 3-year course. It is also possible to transfer to a 7-year course (years 7 to 13) at the end of the orientation stage. This course is also offered at these schools.

CAREER AND STUDY GUIDANCE

- Pupils in years 9 and 10 can gather initial work experience in enterprises, administration and institutions as well as in university institutes.
- Further opportunities: a university information day, visiting career information centres at employment agencies, study- and job-fairs or special career- and study-guidance training.
- The career advisors at the employment agencies and study counsellors on site also offer further support.

QUALIFICATIONS AND CONNECTIONS – FURTHER OPTIONS

University entrance certificate (Hochschulreife)

- Students leave the higher academic secondary school (allgemein bildendes Gymnasium) at the end of year 12 with the university entrance certificate (Abitur).
- The university entrance certificate offers the best opportunities for national and international choices of studies and careers.
- A course of studies at universities is possible, as is qualified career training. Enterprises and institutions often offer students with the university entrance certificate fast-track training.

Intermediate secondary school-leaving certificate (mittlerer Bildungsabschluss)

- Once your child has completed year 10 and is allowed to progress to year 11, he or she is automatically awarded the intermediate secondary school-leaving certificate (mittlerer Bildungsabschluss).
- The intermediate secondary school-leaving certificate (mittlerer Bildungsabschluss) at a higher academic school (allgemein bildendes Gymnasium) opens the same vocational paths or opportunities for further qualifications as can be found in the chapter "Intermediate secondary school" (Realschule), p. 9.
- The university entrance qualification can also be attained afterwards, for example at an advanced secondary school (Aufbaugymnasium), an evening higher academic secondary school (Abendgymnasium) and college, and at the higher vocational secondary school (berufliches Gymnasium).



Joint secondary school (Gemeinschaftsschule)

Learning at all levels

LEARNING AT A JOINT SECONDARY SCHOOL

The teaching approach at a joint secondary school (Gemeinschaftsschule) is based on the diversity of the students. At joint secondary schools, the educational programmes are tailored to the individual's various talents, abilities, and development. Students can learn at different levels and at the level that is best suited for them in each subject: the basic level (GNiveau), leading to the general secondary school-leaving certificate (Hauptschulabschluss), the intermediate level (M-Niveau), leading to the intermediate school-leaving certificate (Realschulabschluss), or the extended, advanced level (E-Niveau). It is possible to switch from one level to another at any time during the school year. It is only in the final year of general secondary level, i.e. in the ninth or tenth year, that students learn at a uniform level throughout all subjects. At joint secondary schools, the school does not have to make an official decision to allow students to progress to the next year. Parents and children can leave the choice of which school-leaving certificate they are aiming for open until year 8.

In Years 8 and 9, you will be given detailed advice on which school-leaving certificate is most suitable for your child. The choice of certificate type is made by the parents. At a joint secondary school, the general secondary school-leaving certificate (Hauptschulabschluss) can be sat the end of year 9 or 10, while the intermediate secondary school-leaving certificate (Realschulabschluss) can be sat at the end of year 10. Students who want to sit the certificate of academic secondary education, or university entrance certificate (Abitur), can prepare for it over the course of nine years. Lessons at a joint secondary school take place in heterogeneous learning groups, in which students of different abilities learn together. Students document their learning progress in a learning diary and increasingly take responsibility for it themselves. At a joint secondary school there is a teacher available for each student. The teacher acts as a coach, who, in regular meetings and on the basis of the entries in the learning diary, advises the student and helps them improve. Competence grids help to assess what the students are already good at and what they need to study in more depth.

JOINT SECONDARY SCHOOLS AT A GLANCE

The joint secondary school (Gemeinschaftsschule) in Baden-Württemberg

- offers the same standards as the lower, intermediate, and higher academic secondary school types (Hauptschule, Realschule, and Gymnasium),
- offers the certificates of lower and intermediate secondary education (Hauptschulabschluss, Realschulabschluss), as well as the university entrance qualification (Abitur), provided the school has a higher secondary level of its own.
- is open to all students,
- is a compulsory all-day school, where subjects and extra-curricular activities are spread over the whole school day following a special rhythm.



THE JOINT SECONDARY SCHOOL IS AN ALL-DAY SCHOOL

All joint secondary schools are compulsory all-day schools at the general secondary level, i.e. from years 5 to 10. This means that the students spend eight hours in school on three or four days a week. There is a set rhythm to the daily routine, in which lessons alternate with periods of movement and relaxation.

PEDAGOGY AT THE JOINT SECONDARY SCHOOL

The joint secondary school (Gemeinschaftsschule) is a school for children of all abilities. Diversity is seen as a source of enrichment, and when learning together everyone benefits from the others.

The educators supervise the learning processes of the individual students very closely. This is why joint secondary schools use the term 'learning guide'. The staff at joint secondary schools consists of teachers with different teaching qualifications: for the general secondary / intermediate secondary school with focus on vocational orientation (Hauptschule / Werkrealschule), intermediate secondary (Realschule), or the higher academic secondary school (Gymnasium).

PROFILES AT A JOINT SECONDARY SCHOOL

Compulsory optional subjects

Students can follow their interests and inclinations when choosing their compulsory optional subject. They can either choose French in year 6 or technology or everyday culture, nutrition, and social issues (AES) in year 7.

Major subject

Joint secondary schools, like higher academic secondary schools, offer major subjects starting in year 8. Alongside science and technology (NWT), these are music, arts or sports. Some joint secondary schools also offer Spanish. Each pupil chooses a major subject for themselves. Since the major subjects are identical to those offered at the higher academic secondary (Gymnasium) school, transferring to the higher secondary level of a higher academic secondary school is made easier.

Sequence of languages at a joint secondary school

All students learn English as a foreign language from year 5 onwards. French can be chosen as the compulsory optional subject in year 6. From year 8 onwards, students who are already learning French can also learn Spanish as a third foreign language, provided Spanish is offered by their school.

Bilingual learning at a joint secondary school

At a joint secondary school, bilingual teaching (German-English) is possible in many subjects, e.g. in geography, biology, history, and social studies, as well as in music, arts and sports. Bilingual teaching enriches the subject and helps to strengthen foreign language skills outside of English lessons. As an all-day school, the joint secondary school also offers extensive opportunities to set up German-English or German-French study groups.

Profiles in an all-day school

Joint secondary schools are able to develop their own school profile, for example focusing on music, arts, sport, sciences, or languages. The all-day schedule offers excellent opportunities to give depth to each school profile.

PERFORMANCE FEEDBACK AT A JOINT SECONDARY SCHOOL

Students at a joint secondary school receive continuous feedback on their performance. The performance feedback is provided by means of differentiated assessments of the individual development and performance levels. At the end of the halfyear and at the end of the school year, the students receive a detailed learning development report, giving feedback on their performance in individual subjects. Grades are only given in the final year and if the pupil transfers to a different school type. Otherwise they can always be provided if the parents expressly wish.

CAREER AND STUDY GUIDANCE

Career and study guidance is of great importance at a joint secondary school. It is a common theme running through the various subjects and years. Students thus become aware of their own strengths and



interests early on. Students gain initial experience in various fields of work and activity through both lesson-based and extra-curricular activities. This can be done through both work experience and by working in student firms and cooperatives or through planning and carrying out job-based projects. Apart from this, all students in year 8 at the joint second-

ary school take part in the competence analysis Profile AC (Assessment Center), which focusses on their general competence and also their job-relevant competence. Close cooperation with the career guidance officers of the employment agencies ensures that advice based on strong points and support during the career guidance process is given.

QUALIFICATIONS AND CONNECTIONS – FURTHER OPTIONS

The joint secondary school (Gemeinschaftsschule) comprises general secondary level (years 5-10) and may also be combined with a primary school. The joint secondary school may also have its own upper secondary level (years 11-13), provided that the demands for setting up an upper secondary level are met.

General secondary school-leaving certificate (Hauptschulabschluss)

- after year 9 or 10

Intermediate secondary school-leaving certificate (mittlerer Bildungsabschluss)

- intermediate secondary school-leaving certificate after year 10

University entrance certificate (Abitur)

- at joint secondary schools (Gemeinschaftsschule) with a higher secondary level after year 13,
- at higher academic secondary schools (allgemein bildende Gymnasien) after year 12,
- at higher vocational secondary schools (berufliche Gymnasien) after year 13.

Options after completing the general secondary school-leaving certificate (Hauptschulabschluss)

- beginning vocational training in the dual system (vocational school and onsite training)
- provided the general secondary school-leaving certificate (Hauptschulabschluss) was obtained in year 9, attending year 10 of a joint secondary, intermediate secondary, or intermediate secondary school with focus on vocational orientation (Gemeinschaftsschule, Realschule, or Werkrealschule)
- vocational training at vocational schools,
- obtaining the intermediate school-leaving certificate (Fachschulreife) at a two-year full-time vocational school (Berufsfachschule),

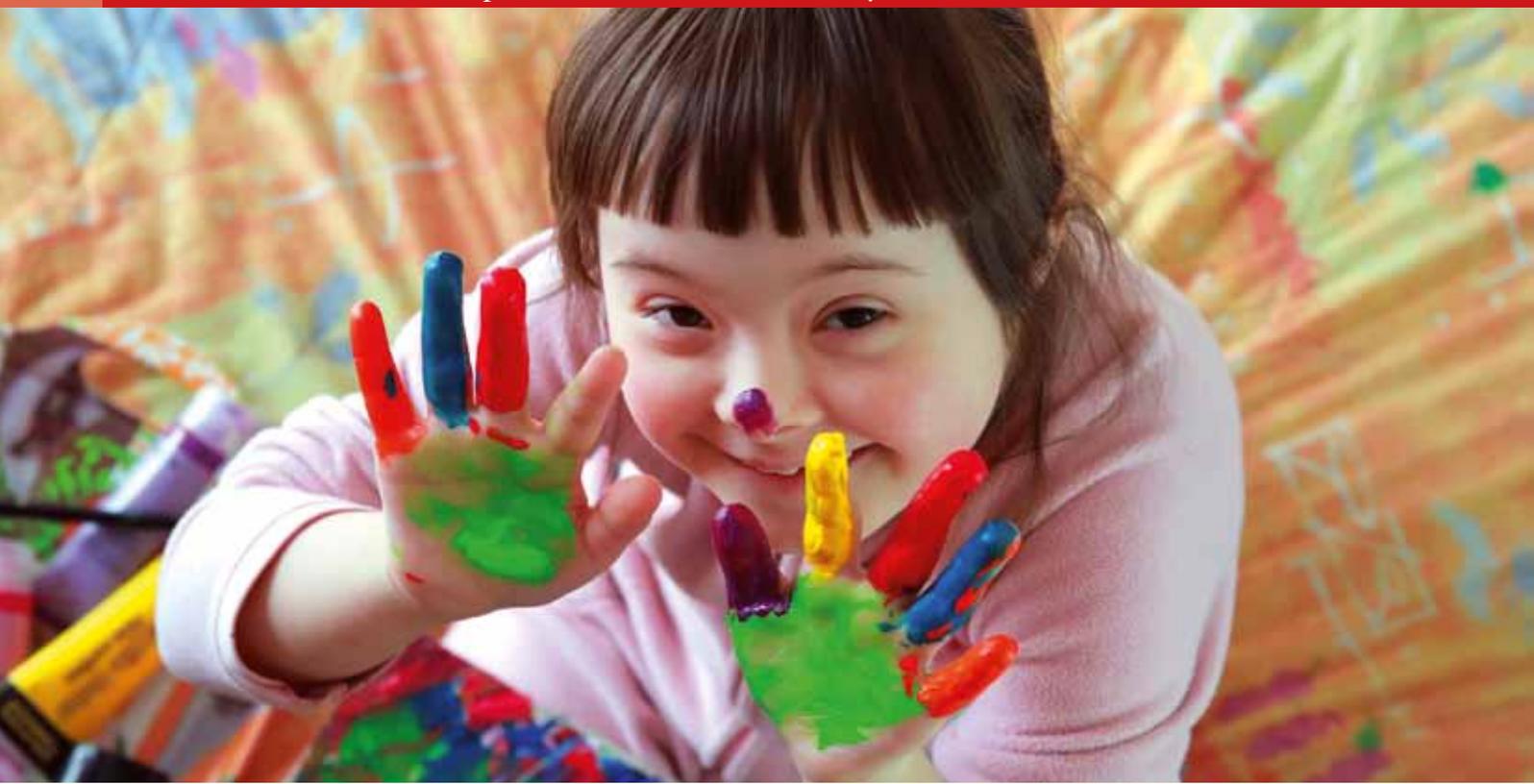
- or without a contract: transfer to vocational preparation training courses.

Options after completing the intermediate secondary school-leaving certificate (Realschulabschluss)

- vocational training within the dual system (vocational school and on-site training)
- vocational training at a full-time vocational school or an advanced vocational school (Berufsfachschule or Berufskolleg), e.g. to become a geriatric nurse, nursery school teacher, technical assistant
- attending a one-year advanced vocational school (Berufskolleg), e.g. BK I, followed by BK II, or two-year advanced vocational school for foreign languages, to obtain the university entrance qualification (University of Applied Sciences) (Fachhochschulreife)
- civil service career as a clerk
- attending the higher secondary level of a joint secondary school (Gemeinschaftsschule),
- attending a higher vocational secondary school (berufliches Gymnasium)
- attending the upper secondary level of higher academic secondary school, in particular the three-year continuation course (Aufbauzug) at an advanced secondary school (Aufbaugymnasium) for students who have graduated from a general or intermediate secondary school (Hauptschule or Realschule) to qualify for university.

Options after completing the general university entrance qualification (Hochschulreife / Abitur)

- this qualification opens up optimal opportunities for working and studying both nationally and internationally.
- Students can study at university or college or undertake qualified vocational training. Companies and institutions often offer fast-track training for students who have completed the Abitur.



The special-needs education and advisory centre (SBBZ)

School education for young people with disabilities

EDUCATIONAL OPPORTUNITIES – DIFFERENT WAYS FOR DIFFERENT CHILDREN

The schooling of pupils with disabilities is, in principle, the responsibility of all types of schools. If pupils with disabilities are entitled to special needs education, specific school services are available at the special-needs education and advisory centres, or inclusive educational services are available at the mainstream schools (see the "Inclusion" section on page 25). The aim of these services is to ensure and continuously expand activity and participation through school education.

The special education and advisory centre (SBBZ) is a type of school that offers its own specific educational programme and supports mainstream schools in educating young people with special education needs or an established entitlement to a specialneeds educational service. The special

education and advisory centres differ according to their main support focus and some offer the same courses as the mainstream schools. In addition, they offer their own educational qualifications focusing on learning and intellectual development. In addition to teaching and cooperating with mainstream schools, SBBZ special needs offer diagnostics and counselling.

It is, of course, possible to transfer from a special-needs education and advisory centre to a mainstream school (primary school (Grundschule), general secondary school / intermediate secondary school with focus on vocational orientation (Hauptschule / Werkrealschule), intermediate secondary school (Realschule), joint secondary school (Gemeinschaftsschule), higher academic secondary school (Gymnasium)) and vice versa. The decision as to which is the best course of education for a child is made in intensive, trustful cooperation with



all those involved in the child's educational process. Exchanging observations, experiences, and assessments is a central requirement for the cooperative coordination of an individual educational path.

INDIVIDUAL EDUCATION

Special-needs education focuses on the child's specific learning and development needs. This includes:

- the results of regular diagnoses during the course of their development,
- cooperative planning of individual learning and learning opportunities,
- individual assessment of progress,

all of which must be continuously documented and coordinated by all those involved in the child's development.

COOPERATION – MAKING SUCCESS POSSIBLE

Mainstream schools and special-needs education and advisory centres cooperate within widely different organisational structures. The spectrum of collaboration ranges from inclusive educational services and cooperative ways of organizing joint lessons at mainstream schools, from developing schemes for pupils with and without disabilities, to advising and supporting teachers at mainstream schools concerning special needs education. These forms of cooperation help ensure children are successful at mainstream schools. Children and adolescents who require special-needs support and advice, as well as their parents and teachers at mainstream schools, are assisted in designing their support planning. This support service also includes regional contact persons for specific issues relating to the school education of young people with disabilities, as well as contact persons within the state educational authorities. In addition, parents, teachers, and pupils can receive assistance with using new support tech-

nologies through media and advice centres.

PREPARATION FOR WORK AND LIFE THROUGH PRACTICAL LEARNING

Competent preparation for a career and for life is a central goal of school education for young people with disabilities, regardless of which school they are learning at. Apart from the learning services at the schools, pupils are offered specific insight into working life and assistance for their own lives. In addition to lessons, young people are given practical preparation for future challenges through the following services:

- preparation for life in the field of housing, partnership, leisure, health, environment, and the public sphere,
- individually adapted traineeships,
- days of practical experience in companies and businesses, or in social and cultural institutions.

Designing and expanding inclusive educational services

Information on inclusive educational services in individual regions can be obtained from the relevant state education authorities (see pages 29 and 30). Contact persons for parents, teachers and other partners are available there.



SPECIAL-NEEDS EDUCATION AND ADVISORY CENTRES (SBBZ)

Support focus of SBBZs	Educational programmes					
	Primary school	Higher academic secondary school (Gymnasium)	Intermediate secondary school (Realschule)	General secondary school / Intermediate secondary school with focus on vocational orientation (Hauptschule / Werkrealschule)	Support focus on learning	Support focus on intellectual development
Learning					■	
Intellectual development						■
Hearing	■	■	■	■	■	■
Physical and motoric development	■	■	■	■	■	■
Sight	■		■	■	■	■
Language	■		■	■		
Emotional and social development	■		■	■	■	■
Pupils in longer-term hospital care	Educational services depending on pupils' course of schooling					

Note: information on the courses of study available at the individual SBBZs is available from the state educational authorities (see pp. 29/30)

SUPPORTING PROFESSIONAL AND SOCIAL INTEGRATION

At special-needs education and advisory centres that offer the same education courses as mainstream schools, pupils can achieve the same educational qualifications as at the respective school types. If the support focus is on learning or intellectual development, special school-leaving certificates can be obtained. As the schools' aim is to prepare pupils for future options early on and to ensure smooth transition, a wide range of career and training options are open to young people with disabilities.

Professional and social integration is a long-term issue. For this reason, special-needs education and advisory centres are constantly building and expanding networks with institutions and services near school. Partners such as mainstream and vocational schools, career guidance services for people with disabilities, trade, youth services, and clubs are valuable supporters. Parents, doctors, employment management, businesses, sheltered workshops, chambers, and professional services for occupational integration play an important role in this key task.

Vocational training / study

Depending on individual learning and performance requirements, all training and study programmes are open to pupils. Special programmes are available at vocational schools.

Integration into the general labour market

Young adults with major disabilities can be integrated into the general labour market after preparation with support from other specialist services. To this end, concepts have been developed under the joint responsibility of various disciplines to support the integration of the individual pupil.

Employment at a sheltered workshop

Sheltered workshops offer their employees the necessary training and opportunities for personal development. They can also help prepare them for the transition to the general labour market.



Vocational schools

Entering the world of work or gaining further individual qualifications

TRAINING TAILORED TO THE INDIVIDUAL

After your child has attended a school for general education, vocational schools offer many opportunities to acquire further skills, qualifications, and certificates. In principle, the focus is on three key objectives:

- vocational qualification (vocational preparation),
- vocational training or vocational qualification,
- acquiring general qualifications, from the general secondary school-leaving certificate to the general university entrance qualification.

TYPES OF VOCATIONAL SCHOOLS

There are a variety of different educational programs available at vocational schools. There are, for example, one-, two- or three-year full-time vocational schools and advanced vocational schools covering a wide variety of fields, as well as higher vocational secondary schools with a number of specialisations. This means that all routes are open to pupils to prepare for a profession or to obtain vocational qualifications and to achieve further certificates.

Vocational preparation courses:

- Vocational introductory year (BEJ),
- Pre-qualification year for work / profession (VAB),
- Vocational training preparation (AVdual) and Full-time Vocational School Pedagogical Practice Experience (BFPE).

All these courses of education provide specific support before the start of subsequent vocational training. Except in the vocational introductory year (BEJ), young people can gain a general secondary school-leaving certificate (Hauptschulabschluss) and become well-prepared for the transition to the two-year full-time vocational school leading to the intermediate secondary school-leaving certificate (Fachschulreife).

One-year full-time vocational school (1BFS)

Training at one-year full-time vocational schools (1BFS) in the technical field rounds off the dual system. It provides students with the skills required for the first year of training according to the relevant training regulations for on-site training and school curricula. In addition, general education is deepened.



Two-year full-time vocational school (2BFS)

The 2BFS provides basic vocational training in fulltime education, departing from the general secondary school-leaving certificate (or equivalent level of education) and leads to an intermediate secondary school-leaving certificate (Fachschulreife) in two years. The 2BFS is subdivided into three specialisations:

- commercial,
- technical (with profiles),
- nutrition and health (with profiles).

Advanced vocational school (Berufskolleg)

Departing from an intermediate school-leaving certificate, advanced vocational schools lead to a vocational qualification or attestation and provide an extended general education. In order to ensure an education in line with their inclinations, various disciplines are open to pupils:

- technical,
- commercial,
- home economics, nursing, socio-educational.

Vocational school (Berufsschule)

Training here is part of the dual system and takes place both on site at a training company and at vocational school. 13 periods, or lessons, per week at the vocational school serve to impart vocational and cross-occupational skills, as well as to deepen pupils' general education.

Senior vocational school (Fachschule)

In one-year or two-year courses, young people can prepare for mid-management or qualify for self-employment. Graduates of the senior vocational school are also able to study for a degree.

Higher vocational school for general education (BOS)

If a young person has already completed vocational

training or has comparable professional experience, a higher vocational school for general education (BOS) offers the opportunity to deepen general and theoretical education and to acquire further educational qualifications. The higher vocational school is subdivided into the one-year intermediate level at the intermediate vocation school for general education (Berufsaufbauschule) and the two-year advanced level. The intermediate level leads to the intermediate secondary school-leaving certificate (Fachschulreife), while the advanced level leads to the specific university entrance qualification (fachgebundene Hochschulreife) or the general university entrance qualification, provided the student has taken a second foreign language.

Intermediate vocational school for general education (BAS; one year)

For the intermediate vocational school for general education (BAS) there are four specialisations: technical; commercial; home economic, nursing, and socio-educational and agricultural.

Advanced level (BOS; two years)

The advanced level additionally offers the following specialisations:

- Social services,
- Technology,
- Economics.

Candidates with a good university entrance qualification for a University of Applied Sciences (Fachhochschulreife) may, under certain conditions, be admitted directly into year 2 of the higher vocational school for general education (BOS).

Higher vocational secondary school (berufliches Gymnasium)

Higher vocational secondary schools (berufliche Gymnasien) offer pupils who have obtained an intermediate secondary school-leaving certificate



(mittlerer Bildungsabschluss) with promising grades the opportunity to acquire the general university entrance qualification (Abitur). In contrast to the higher academic secondary schools, this type of school also focuses on the world of work.

The BG is divided into six areas of specialisation:

- agricultural sciences,
- biotechnology,
- nutritional science,
- social and health sciences (divided into two major subjects),
- technical (divided into five major subjects),
- business (divided into three major subjects).

Some higher vocational secondary schools (berufliche Gymnasien) offer a six-year continuation course from year 8 onwards with the major subjects economics, technology, or nutrition, social issues and health.

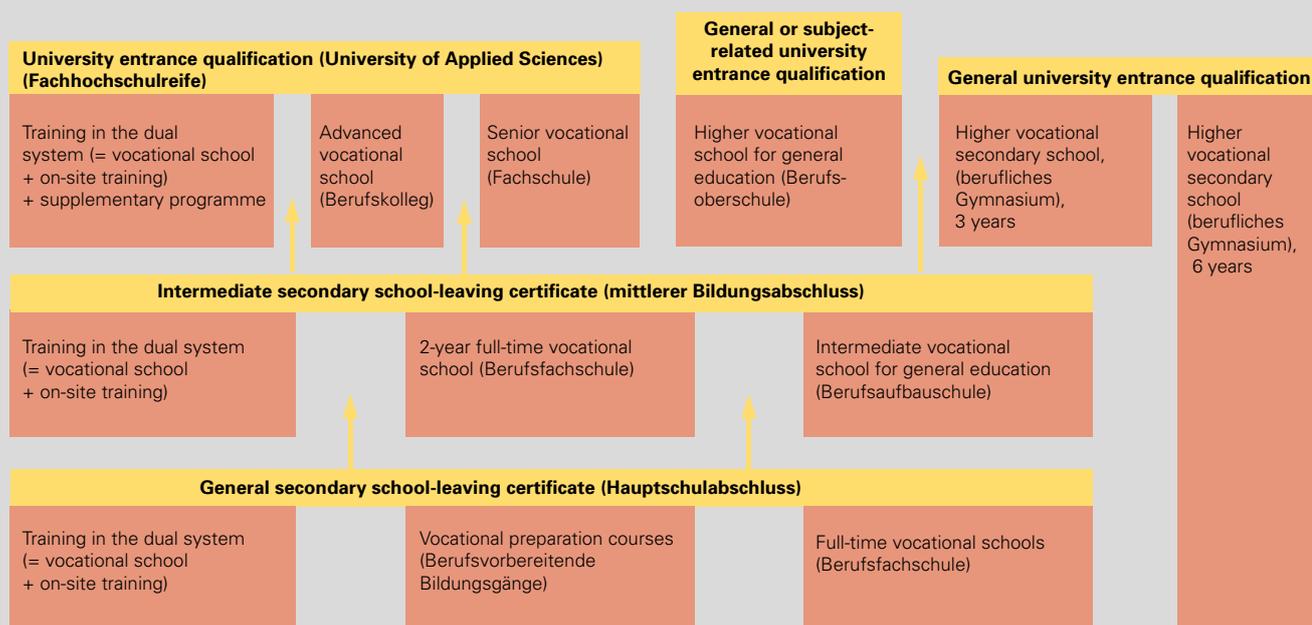
Special full-time vocational schools

Young people with disabilities, for whom the path from general education schools does not lead directly into training, can attend a special vocational school. Here they receive a basic vocational training in a professional field.

Vocational schools for students with special needs

Young people with disabilities can undergo either training in a recognized profession in the dual system or a training course specifically for people with disabilities. At the same time they attend a vocational school for students with special needs.

VOCATIONAL COURSES, ACADEMIC QUALIFICATIONS*, CONNECTIONS AND FURTHER OPTIONS



* The diagram does not show which vocational qualifications can be obtained on the individual courses



QUALIFICATIONS AND CONNECTIONS – THE NEXT STEPS

GENERAL SECONDARY SCHOOL-LEAVING CERTIFICATE (HAUPTSCHULABSCHLUSS)

By means of pre-qualification year work / profession:

The pre-qualification year work / profession (VAB) is the right option for young people with or without a general secondary school-leaving certificate (Hauptschulabschluss) and who do not yet have any specific career plans. They gain insight into various fields of occupation and, after passing a central final exam in the subjects of German, mathematics, and possibly English, those without a general secondary school-leaving certificate can acquire a level of education equivalent to the general secondary school-leaving certificate (Hauptschulabschluss).

By means of full-time vocational school (Berufsfachschule):

Training to become a state-certified daily care assistant can also be initiated at the full-time vocational school (Berufsfachschule) without a general secondary school-leaving certificate (Hauptschulabschluss). In this case, successful completion of the training course includes a level of education equivalent to that of the general secondary school-leaving certificate (Hauptschulabschluss). Successfully attending the one-year full-time technical vocational school (1BFS) also provides a level of education equivalent to general secondary school-leaving certificate (Hauptschulabschluss).

By means of vocational school (Berufsschule):

Trainees without a certificate of general secondary school-leaving certificate (Hauptschulabschluss) can acquire an equivalent level of education by successfully completing a training in the dual system (skilled worker's certificate: Gesellen-, Gehilfen-, or Facharbeiterbrief).

INTERMEDIATE SECONDARY SCHOOL-LEAVING CERTIFICATE

By means of two-year full-time vocational school (Berufsfachschule; 2BFS):

At the two-year full-time vocational school, pupils improve their general education and acquire basic vocational training. The 2BFS leads to an intermediate school-leaving certificate (Fachschulreife).

By means of vocational school (Berufsschule):

Depending on the grades achieved, trainees with a general secondary school-leaving certificate (Hauptschulabschluss) can, after completing vocational training, achieve a level of education equivalent to the intermediate secondary school-leaving certificate (mittlerer Bildungsabschluss).

By means of the intermediate vocational school for general education (Berufsaufbauschule):

Students who have obtained the general secondary

school-leaving certificate (Hauptschulabschluss) and have completed vocational training in the dual system can acquire an intermediate school-leaving certificate to qualify for senior vocational school (Fachschulreife) by means of the intermediate vocational school for general education.

UNIVERSITY ENTRANCE QUALIFICATION – GENERAL OR FOR UNIVERSITIES OF APPLIED SCIENCES

By means of higher vocational secondary school (berufliches Gymnasium):

Graduates of the three-year higher vocational secondary school (berufliches Gymnasium) receive the general university entrance qualification (Hochschulreife). It is recognised throughout Germany. In some places there is a six-year form of the higher vocational secondary school, beginning in year 8.

By means of higher vocational school for general education (Berufsoberschule):

Pupils who have obtained the intermediate secondary school-leaving certificate (mittlerer Bildungsabschluss) and completed vocational training can acquire the special or general university entrance qualification in two years via the higher vocational school for general education.

By means of advanced vocational school (Berufskolleg):

The university entrance qualification for universities of applied sciences (Fachhochschulreife) can be obtained at the one-year advanced vocational school and at two-year advanced vocational school. In order to obtain the university entrance qualification (University of Applied Sciences) at the one-year advanced vocational school, the intermediate secondary school-leaving certificate (mittlerer Bildungsabschluss) and a completed vocational training is required.

About vocational school (Berufsschule):

Trainees with an intermediate secondary school-leaving certificate (mittlerer Bildungsabschluss) can earn a university entrance qualification (University of Applied Sciences) (Fachhochschulreife) through a supplementary programme parallel to the training in the dual system.

About vocational school (Berufsschule):

Trainees with an intermediate secondary school-leaving certificate (mittlerer Bildungsabschluss) can earn a university entrance qualification (University of Applied Sciences) (Fachhochschulreife) through a supplementary programme parallel to the training in the dual system.

About senior vocation school (Fachschulen):

The university entrance qualification (University of Applied Sciences) (Fachhochschulreife) can be obtained at two-year senior vocational schools.

Inclusion

The education of young people with special educational and support needs or with a recognized entitlement to special-needs educational services is the responsibility of all educational institutions.

If a child needs specific support services, the parents should contact the child day-care centre, their school, or the state educational authority. Depending on the individual case, it is useful to clarify, as part of a special-needs diagnosis, whether a pupil requires special-needs advice and support or is entitled to special-needs educational services. The established entitlement to special-needs educational services can be met within the framework of an inclusive educational service at a mainstream school that is to be set up to provide teaching in groups with different goals, or at a special-needs education and advisory centre (SBBZ; see pp. 18-20).

When it is established that a pupil is entitled to a special-needs educational service, the parents and child will be provided with comprehensive, unbiased information about the possible educational services offered at mainstream schools and at special-needs education and advisory centres. If the parents choose an educational service at a mainstream school, the state educational authority will conduct the necessary clearing process. The task of the participants in this process is to suggest the future place of learning for the pupil with an established entitlement to a special-needs education service. The parties involved in this process depend on the individual case. In addition to the parents or guardians and the schools involved, the school authorities will also enlist other funding agencies and service providers, insofar as they could be affected by the decision. The state education authority will notify the parents in writing of the outcome of this consultation and clarification process, which will have been achieved by mutual agreement.

Beyond inclusive educational services, there are further opportunities for pupils who are entitled to special needs educational services to learn together with pupils without special needs in cooperative forms of organization or in encounter schemes run by the SBBZs and mainstream schools as part of their institutional cooperation.

General information

PRINCIPLES OF THE CURRICULA

- Education for long-term development
- Education for tolerance and acceptance of diversity
- Prevention and health promotion
- Career guidance
- Media education and consumer education

IMPLEMENTING THE 2016 CURRICULA

As of the school year 2017/2018, the 2016 curricula apply to years 1 to 3 of primary schools and to years 5 to 7 of general education secondary schools that follow on from primary schools. The 2004 curricula will continue to apply for the subsequent years, but in the following school years, the 2016 curricula will apply to an additional year group each year, while the validity of the 2004 curricula will be correspondingly reduced. As part of the curricula reform, a systematic comparison of all existing educational standards of the Conference of Ministers of Education was conducted. The aim of the 2016 curricula is to formulate clear requirements and help to remove obstacles to education. In the Baden-Württemberg school system, this will improve the freedom to choose. Accurate and differentiated descriptions of skills form the basis for systematic individual support and dealing with diversity. A joint curriculum for general secondary level at all school types was developed for general secondary, Intermediate secondary school with focus on vocational orientation, intermediate secondary, and joint secondary schools (Hauptschule, Werkrealschule, Realschule, Gemeinschaftsschule). This joint curriculum defines different levels of requirement, which in turn lead to the different school-leaving certificates. The fact that the curriculum is structured to apply to all school types makes it easier to transfer between school types and courses. A comprehensive and independent curriculum for higher academic secondary school (Gymnasium) from year 5 to the general university entrance qualification has been developed, which is coordinated with the joint curriculum for the other school types. The higher secondary level of the higher academic secondary school (Gymnasium - years 10 to 12) corresponds to the higher secondary level of the joint secondary school (Gemeinschaftsschule - years 11 to 13). New

subjects such as "Economics / career and study orientation" teach students the knowledge and skills they need to independently and successfully shape their later life. The aim is to provide children and young people with everything they need for a life of self-determination, participation, and justice in the world of today and tomorrow. In addition, the curricula for all the school types were based on guiding principles that support the schools in carrying out their educational mandate and take account of the challenges of the modern world.

INDIVIDUAL SUPPORT

The school's educational mandate describes individual support as the essential fundament of their teaching activities. The individual student's development and respective needs form the basis for designing the teaching and learning processes. Every student should increasingly be able to control, shape, and take responsibility for their own learning and activities.

Successful individual support includes the diagnosis of students' skills, their clear documentation and the resulting consideration of the individual learning process. Documentation by the learners themselves is part of the learning process. The learning level can thus be systematically aligned with the individual goals.

Parents and other parties involved are included in the individual guidance and support of the learner.

The admission procedure

For school types following on from primary school

STRENGTHENING PARENTS' RIGHTS

Every child is unique. Children differ in terms of their potential, their motivation, their strengths and weaknesses, and thus also in their prospects for success at the different secondary schools. The school system in Baden-Württemberg provides all children and young people with the type of school suited to their own individual abilities. But which type of school is the right one? The parents decide. The child's school helps them to make this decision.

INFORMATION EVENINGS FOR PARENTS OF PUPILS IN YEAR 4

The primary school organizes an information evening in the first half of the fourth year. Head teachers of general secondary, intermediate secondary school with focus on vocational orientation, intermediate secondary, higher academic secondary, and joint secondary schools (Hauptschule, Werkrealschule, Realschule, Gymnasium, Gemeinschaftsschule) and vocational schools provide information on methods and achievement requirements, as well as the qualifications and subsequent options offered by their educational institutions.

INDIVIDUAL COUNSELLING

Before drawing up the official recommendation as to which type of secondary school a child should attend, the primary school invites the parents of each child to an information and counselling session. Here, the parents are informed about the requirement profiles, qualifications and subsequent options at all secondary schools, as well as about their child's development and achievement level. The class teacher also points out the opportunity for psychological consultation (see: The special consultation procedure).

THE PRIMARY-SCHOOL RECOMMENDATION

At the beginning of the second half-year of year 4, teachers issue a recommendation, from the perspective of the primary school, as to which type of secondary school is suitable for the child. This is based on an overall assessment that takes the child's learning, performance, development, their attitude towards learning, and their learning potential into account. A recommendation for either general secondary, intermediate secondary school with focus on vocational orientation, intermediate secondary, higher academic or joint secondary school (Hauptschule, Werkrealschule, Realschule, Gymnasium, Gemeinschaftsschule) is issued, based on an overall assessment of the child's performance and whether he or she can be expected to fulfill the requirements of the respective type of secondary school. Information given at the end of the first half-year of year 4, which is issued together with the recommendation from the primary school, offer relevant guidance. The requirements of the higher academic secondary school and the intermediate secondary school (Gymnasium, Realschule) are usually met if the child's average grades in the subjects German and mathematics are at least good to satisfactory (for the higher academic secondary school - Gymnasium) or satisfactory (for the intermediate secondary school - Realschule).

It is mandatory to submit the recommendation from the primary school to the secondary school.

SPECIAL COUNSELLING PROCEDURE

Further assistance in making the decision can be provided through the special counselling procedure. This offers parents the opportunity to consult with a specially qualified advisor, who can also administer general aptitude tests or other tests. The child's test results are then discussed with the parents.

Addresses

**Ministry of Education, Youth and Sports
Baden-Württemberg**
**Ministerium für Kultus, Jugend und Sport
Baden-Württemberg**
Postfach 10 34 42, 70029 Stuttgart
Tel.: 0711 279-0, -2611, Fax: 0711 279-2550
E-Mail: poststelle@km.kv.bwl.de

UPPER SCHOOL EDUCATION AUTHORITIES (RP)

RP Stuttgart, Abteilung 7 – Schule und Bildung,
Ruppmannstr. 21, 70565 Stuttgart
Tel.: 0711 904-0, Fax: 0711 904-11190
E-Mail: abteilung7@rps.bwl.de

RP Karlsruhe, Abteilung 7 – Schule und
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E-Mail: abteilung7@rpk.bwl.de

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RP Tübingen, Abteilung 7 – Schule und
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Tübingen Tel.: 07071 757-0, Fax: 07071
757-2001, E-Mail: abteilung7@rpt.bwl.de

LOCAL SCHOOL AUTHORITIES

**SCHULPSYCHOLOGISCHE
BERATUNGSSTELLEN DER LAND-
UND STADTKREISE** (Stand Juli 2017)*

Regierungspräsidium Stuttgart

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