

## **General information**

Grammar schools have the task of empowering students to take up employment and prepare them for a reasoned career choice.

The preparation for starting a vocational training and career entry includes a targeted examination of the gender-specific differences in role expectations in the professional world and in life planning.

The individual school types carry out career-oriented and vocational training measures on the basis of the school-specific objectives and take regional circumstances into account. They cooperate with companies, vocational schools, job counseling of employment agencies, chambers, business associations and other appropriate institutions according to the needs of the school.

The parenting rights and the interaction of educational and non-formal educational and learning influences, especially in the planning and implementation of vocational and vocational training measures, require a close and trusting cooperation between the school and the parents.

Vocational education and training is provided as a school event in general education schools as part of its educational mission.

### **Example Secondary I-school**

The secondary school gives its students an individual vocational orientation as well as an individual specialization in vocational education up to the impartation of the requirements of the first year of training of a training occupation.

In particular, job-related and vocational content is disseminated in collaboration with companies, vocational schools, career counseling of employment agencies, chambers, business associations and other appropriate institutions.

The schools create a **cross-curricular concept** for the implementation of vocational and vocational training measures.

Pupils 'work placements, company surveys, student companies, specialist teaching, subject theory lessons, practice-oriented learning phases within the subject teaching, projects and other measures, including their preparation and follow-up, serve to ensure the ability to train and strengthen the students' career choice skills.

At the Secondary I-school vocational and vocational training measures are carried out on altogether 80 school days, at main branches of the combined Secondary I-school on at least a total of 60 school days, primarily in the school years 9 and 10. The preparation for individual emphases usually takes place from the 7th grade.

Co-operation between secondary schools with companies, vocational schools, job counseling of employment agencies, chambers, business associations and other appropriate institutions is part of this concept.

The co-operation of the secondary schools with the vocational schools takes place under consideration of the respective conditions on site.

Starting in the ninth year, the secondary school, in cooperation with a vocational school, is able to implement in particular the integration of German, mathematics and the faculty of natural sciences with the vocational framework curricula of the vocational schools. The requirements of both the curriculum of the secondary school and the requirements of the first year of vocational training must be fulfilled.

Each student will be provided with **proof of participation** in job-related and vocational training.

Schools can introduce the **career choice passport**.

## **Internships**

<b>Secondary I-Main school</b>	80 days
Combined primary and secondary schools School years 9 and 10	60 days
<b>Secondary I-Realschule</b>	30 days
School years 8 to 10	
<b>Secondary I-High school</b>	30 days
School years 9 and 10	
<b>Secondary II-High School</b>	10 to 15 days
School year 9	
<b>Secondary II-Cooperative comprehensive school</b>	as the corresponding school forms
<b>Secondary II-Integrated comprehensive school</b>	15 days
School year 9	

**Special schools** according to the funding opportunities and the need for support in accordance with the provisions of the other general education types