



Stuttgart

# Partnership for Education



STUTTGART



Stuttgart

# **Partnership for Education**

# Introduction



At present – and hopefully also in the future - education is experiencing an upswing. Our Chancellor, Dr. Angela Merkel, sees the Federal Republic on its way to becoming what she describes as a "Bildungsrepublik" - an Educational Republic. There are initiatives and demands for comprehensive educational concepts across all political levels and parties. It is not only since the PISA Study that we have known that, within the German educational system, the background of children and adolescents plays an essential role in their educational and vocational future. In Stuttgart the educational opportunities and vocational chances are indeed better than in most other German cities. Nevertheless, in the interest of a sound future for our children, but also in the interest of our social and economic welfare, we will have to increase our efforts in the field of education considerably. Educational opportunities are opportunities not only for personal development, for an active participation in our society and for professional success, but also opportunities for the capacity for innovation and economic development of our country and our City. It is especially important to provide educational opportunities for children and adolescents from social backgrounds where academic achievement has low priority, so that in future they do not experience disadvantages due to their present family, social or ethnic environment.

The City of Stuttgart has an annual budget of almost EUR 600 million for children and adolescents. Nevertheless we must concede that despite our efforts many children and adolescents still fall by the wayside having only meagre opportunities. "Child poverty" is by far not only a problem in a material sense. This is why, after intensive public discussions with many partners, the Stuttgart City Council has resolved to set up new networks for all children so that no child or no adolescent can slip through any cracks in our social system.

## Our political premises for education

Our maxim is: In Stuttgart all children and adolescents should be given the support and education that will provide them with fair future prospects.

Thanks to today's much longer life expectancy new ways for lifelong learning will have to be found that go far beyond vocational further education. However, our top priority is still the support and education of children and adolescents. Here we have the following premises:

1. Education and social guidance are – as constituted in German Basic Law – first and foremost the responsibility of parents. The journey into one's own future begins at home. To make it easier for parents to cope better with this responsibility we have to develop facilities in parent education in such a way that they are tailored to the individual life situation and the ethnic background of the parents.
2. Our child day care centres must become a key focal point of early childhood development. This is where individual and social learning starts. Therefore, we not only have to extend on a quantitative basis providing enough places, but also qualitatively ensuring high-level educational facilities and staff.
3. Since the developmental stage of children varies according to background and social environment, the learning opportunities must be developed with the children and adolescents at the heart of the matter - and not the institutions. When it comes to learning and development there is not only one way, therefore flexible learning concepts for children between the ages of three and ten make sense. To this end, the pedagogical concepts of the kindergartens and primary schools have to be better coordinated and interconnected, to allow our children to enjoy an educational biography with as few disruptions as possible.

4. Kindergartens and primary schools must arouse our children's curiosity and exploratory spirit. Therefore, it should not be any possible deficits that are emphasised, the children and adolescents should be encouraged in discovering the world in their own playful way. Developmental stages, abilities and talents are different, so pedagogical concepts also have to be just as versatile. One such concept is "Einstein in Kindergarten".
5. To make this diversity in learning concepts and ways to individual support for children possible we also need diversity in facilities provided by non-profit institutions. Therefore, the City must also offer reliable financial support for independent child day care centres and schools.
6. Education is a key factor in the integration of children and adolescents. For Stuttgart this is a particular challenge since half of our children have a migration background and the numbers will be increasing in the future.
7. Child day care centres and schools are also the most important place of integration for children with disabilities. Therefore – whenever possible – people with disabilities should be integrated into our educational facilities enabling them in this way to take part in our everyday life.
8. To ensure that no child gets "lost" along the way, our support for socially disadvantaged children has to be more tightly focussed. Our support networks should be as individual as possible, so that no child or adolescent can slip through the cracks of our social system.
9. Communication capabilities depend first and foremost on the ability to speak the language – German. This is the key to success both at school and later in the working world. Therefore, language promotion must be purposefully undertaken in the day care centres, so that the children do not experience an "educational shock" when they start primary school.
10. Parents should be more strongly encouraged to advance and support their children's talents. This also includes learning their mother tongue, which should be regarded as a personal and emotional enhancement; at the same time this additional linguistic competence is again an advantage for their later educational and professional development. This must be recognised within our educational system.
11. Education must not be reduced to the scope of day care centres, school and formal educational qualifications. Learning for life via informal educational facilities is more necessary than ever before. Since this informal, individual lifelong learning will become more and more important, the City of Stuttgart will be extending its facilities in this direction. This includes above all the construction of a new municipal public library, more library facilities in the City districts, the new City Archive, the new City Museum and the Science Center for Mobility as a place of interactive learning for science and technology. These supplement the other cultural facilities, first and foremost the Music School, the Youth Art School with the museum education services and theatre facilities in cooperation with the new children's and youth theatre.
12. Participating in schooling and vocational education is not just a precept of equal opportunities it is also a prudent factor of economic acumen. Especially with a view to the demographic developments the need for education is greater than ever before. Therefore, we have to activate the educational reserves, particularly in social classes where academic achievement has low priority, for instance for children with migration backgrounds or learning disabilities. At the same time the proportion of higher or top qualified people should also be systematically increased if we want to survive as a competitive export-oriented, high-tech location. After all for the best products you need the best brains.
13. Learning opportunities should be developed in such a way that not only the accessibility of our divided school system is improved, but also the transition between vocational and academic training.
14. Education is a task to be shared by all, the responsibility for which is carried in various ways at four political levels: European, Federal, State and Municipal, and in cooperation with many partners: business enterprises, Chamber of Industry and Commerce, Chamber of Trade, job centres, Federal Employment Agency, churches, adult and continuing education centres, libraries, cultural clubs and other educational facilities, and of course the many community volunteers. To ensure the success of the Partnership for Education there must be a closer and more binding networking system of all these services.
15. The necessary campaign for education requires not only more expenditure as regards equipment and buildings, but also investment in the quality and further education of educators and teachers. It is essential to safeguard this additional financial obligation on a long-term basis by joint efforts at federal, state and local levels.



"It takes a whole village to educate a child".

This African saying applies the more so in complex, dynamically changing urban societies. That is why the City of Stuttgart has developed an integrative, networked and coordinated concept for care and education: the Stuttgart Partnership for Education.

Some 90,000 children and adolescents under the age of 18 live in Stuttgart, almost half of them have a migration background. With regard to equal opportunities for all children the educational system, as it exists, is not really satisfactory. Children with a migration background are at a particular disadvantage. The figures of children leaving primary and going on to intermediate secondary schools (Realschule) or grammar schools show that the educational system does not allow unrestricted manoeuvring and accessibility. Most children with a migration background go to a secondary general school (Hauptschule) (79 percent), too many of them still leave school without a qualification.

To achieve more equal opportunities the City of Stuttgart has started up a multitude of initiatives and supported projects in the last few years. This has, however, not led to the sustainable effect we had hoped for. That is why we need integrative, networked educational opportunities that build upon one another. This is the conceptual approach of the Stuttgart Partnership for Education. In close cooperation with the parents its aim is to form a more binding network of our kindergartens, schools and youth clubs, sports associations, churches, enterprises and cultural institutions, as well as the efforts of the Jobcenter. The aim is a coordinated system of schooling, care and education of all young people from one year-olds to 16 year-olds.

To avoid any breaches in the educational biography of individual children we want to focus particularly on the transition from kindergarten to primary school and from school to vocational training, which we aim to shape with the corresponding responsible partners. The most important partner is the State of Baden-Wuerttemberg, with whom we have a joint assignment of achieving our educational objectives in a "Community of Responsibility".

#### The ten targets of the Stuttgart Partnership for Education

"In Stuttgart all children and adolescents should be given the support and education that will provide them with fair future prospects".

It is essential that this principle becomes reality: starting out from the educational-political premises this principle should be substantiated and achieved by ten targets. These ten targets, interconnected and often built upon one another, have deliberately each and every child and adolescent at the focus of our educational efforts.

1. Every child should by the age of three attend a day care centre and be individually assisted in his or her social, physical and linguistic development and acquire sufficient proficiency in German before he or she starts school.
2. Every child should be individually supervised in the transition from kindergarten to primary school thanks to a close cooperation between the pre-school teachers and school teachers.
3. Every child and adolescent should have the possibility of developing his or her artistic or musical talents.



Dunja and Vivien, friends of different nationality at the after school care club at the Jakobschule.

4. Every child and adolescent shall be provided with a variety of opportunities for sports and physical activities.
5. Every child and adolescent should be able to learn his or her native language in the interest of his or her own personal development and his or her vocational chances in our export economy.
6. Every child and adolescent should – as far as possible – be able to play a part in shaping his or her environment.
7. Every child and adolescent should be supported in our multi-stream school system in such a way that he or she receives a good connection to secondary schools or vocational training.
8. Every adolescent in Stuttgart should have a fair chance of job training.
9. Every child and adolescent, also those who are disadvantaged, should have fair chances through an intensive network and advancement in our urban community.
10. Every child and adolescent should have the qualified support of his or her parents thanks to intensive parent education.

Achieving these educational-political targets is at the same time a fundamental task for a child-friendly city. Therefore, one focal point of the programme of "Stuttgart – City for Children" is the Stuttgart Partnership for Education with the above mentioned ten targets. Since education is a key factor for integration, the objectives of the Stuttgart Partnership for Education form the backbone of the integration-political programme "Pact for Integration". Over and above cross-nation learning, it is essential to encourage and support a feeling of togetherness among the generations and learning from one another. The Stuttgart Generation Pact plays an important role here. Ultimately our educational campaign is also a fundamental contribution to our preventative programme, the Stuttgart Partnership for Safety and Security, a joint initiative of civic groups, the City Council and the police.

Conceptual new directions for the Stuttgart Partnership for Education have been intensively discussed in the City Council. The Council will continue to be active in this joint campaign for education, also within the scope of the Education Committee especially set up to meet this goal. There is still a lot to be done to make the ten education targets reality – many steps to be taken and much effort called for. For these concerted efforts I would like to thank our partners: the State Government, first and foremost our Minister President, Günther Oettinger, the State Ministers Monika Stolz and Helmut Rau, the representatives of the State of Baden-Wuerttemberg, the schools, parent-teacher associations and the student boards, the Chamber of Industry and Commerce, Chamber of Trade, many business enterprises, independent sponsors and, above all, the churches. My special thanks go to the members of the Education Committee, Deputy Mayors Ms. Müller-Trimbusch and Dr. Eisenmann, the Chief Officers and District Officers and last but not least Ms. Klett-Eininger, the head of the Mayor's Cabinet. I wish the new team of the Competence Centre every success.

I look forward to embarking on this mutual way to an "Educational Republic" in which education will have a new and higher significance opening up better future perspectives for all our children and adolescents.



Dr. Wolfgang Schuster  
Mayor of Stuttgart

# Contents

■	<b>Introduction</b>	Page	3
■	<b>Target 1:</b> Every child should by the age of three attend a day care centre and be individually assisted in his or her social, physical and linguistic development and acquire sufficient proficiency in German before he or she starts school.	Page	11
■	<b>Target 2:</b> Every child should be individually supervised in the transition from kindergarten to primary school thanks to a close cooperation between the preschool teachers and school teachers.	Page	17
■	<b>Target 3:</b> Every child and adolescent should have the opportunity of developing his or her artistic or musical talents.	Page	19
■	<b>Target 4:</b> Every child and adolescent should be provided with a variety of opportunities for sports and physical activities.	Page	27
■	<b>Target 5:</b> Every child and adolescent should be able to learn his or her native language in the interest of his or her own personal development and his or her vocational chances in our export economy.	Page	33

■	Target 6: Every child and adolescent should be able to learn his or her native language in the interest of his or her own personal development and his or her vocational chances in our export economy.	Page 37
■	Target 7: Every child and adolescent should be supported in our multi-stream school system in such a way that he or she receives a good connection to secondary schools or vocational training.	Page 41
■	Target 8: Every adolescent in Stuttgart should have a fair chance of job training.	Page 45
■	Target 9: Every child and adolescent, also those who are disadvantaged, should have fair chances through an intensive network of support in our urban community.	Page 49
■	Target 10: Every child and adolescent should have the qualified support of his or her parents thanks to intensive parent education.	Page 53
■	Competence Centre of the Stuttgart Partnership for Education	Page 57
■	Outlook: Lifelong learning and education for all	Page 59



# The ten targets

## of the Stuttgart Partnership for Education

In Stuttgart all children and adolescents should be given the support and education that will provide them with fair future prospects.

To turn this principle into reality we want to realise the following ten targets.

## 1. Target

**Every child should by the age of three attend a day care centre and be individually assisted in his or her social, physical and linguistic development and acquire sufficient proficiency in German before he or she starts school.**

Due to the special situation in a metropolis such as Stuttgart with a very high percentage of children and adolescents with a migration background, all children should if possible visit a day care centre at the latest by the age of three. This is the easiest way of providing personal encouragement, also in cooperation with the parents.

### Crèche places

At the same time we have a growing demand for crèche places which make it easier to strike a balance between family and career. Therefore, in the past few years the City of Stuttgart has pushed on with the expansion of child care facilities for our youngest. Thanks to the considerable investments made the City now has a care rate of 23 percent for the under threes.

The state also supports the expansion of child care on a federal level, with the Bundestag adopting the Child Support Act in September 2008. This is to accelerate a network of high-quality day care facilities in Germany and offer the parents more options.

By 2013, 35 percent of the under three-year-olds throughout the country should be able to have a day care place. From 1 August 2013, as of the age of one year, children will have the right to early childhood development in a day care centre. In the past few years the City of Stuttgart has gone to great lengths not only to fulfil the right of the three- to six-year-olds, but to improve the range of child care facilities on offer. According to our current planning, which is financially secured, we will by 2010 be able to offer a crèche place to an average of 35 percent of all children under the age of three, for the three- to six-year-olds the availability is more than 105 percent. 43 percent of these are all-day facilities.

### Day Care Facilities

Fortunately some 90 percent of three-year-olds attend a day care facility, from the age of four the rate is actually around 98 percent. Thanks to the considerable investments made in the last years Stuttgart now has a total of approximately 30,000 day care places for children between the ages of three and six.

The demand for all-day care for three- to six-year-olds is continually rising, but also the demand for care on an hourly basis or day-wise, longer care facilities in the evening or on Saturdays. The provision of all-day places for three- to six-year-olds has improved from 22 percent in 2000 to 35.5 percent in 2008.

### Independent day care providers

In keeping with a good tradition, numerous independent day care providers build and operate crèches and day care facilities, primarily the Catholic Church and the Evangelical-Lutheran Church. Next to the number of parents' initiatives, the number of companies committed to the goal of promoting their company staff's children is growing, too. The best practice gained from the network "family-friendly companies" shows that this commitment pays off in the long run.

### Linguistic development at day care centres

The City of Stuttgart still sees a large requirement in the integrative education in early childhood. It focuses above all on individual furtherance, providing substantial funds and high subsidies.

56 percent of the Stuttgart children under six do not have a German background. In almost half of the 963 day care groups in Stuttgart more than 50 percent of the children have a migration background; in 152 groups more than 80 percent. As recent studies have shown, multilingualism is for many children not an irresolvable problem. As a rule they are extremely competent, keeping the syntax, intonation and vocabulary of two different languages well apart. The prerequisite for this is that the language they experience in their natural environment is varied and high-contrast.

From the outset language acquisition has in Stuttgart always been an essential element in the education of small children. During the early days of familiarisation in the day care centres



*Dieter Zetsche, Chief Executive Officer of Daimler AG, at the official opening of the newest corporate in-house kindergarten with the Federal Minister for Family Affairs, Senior Citizens, Women and Youth, Ursula von der Leyen, and Mayor Wolfgang Schuster.*

language is used consciously to build up a relationship and as an instrument of orientation for the child.

The systematically applied language acquisition is strengthened by targeted language promotion, as started in 1999 with the "Integrative Language Promotion Concept" which is meanwhile practised in 85 municipal day care facilities. The regular language level surveys SISMIK (for multilingual children) and SELDAK (for children with German as their first language) deliver findings on deficits in the language development of individual children and on remedial measures that are of educational value. On this basis language promotion offers targeted stimuli, still through play, in small groups. In the future more attention should be paid to syntax and morphology.

Although so many measures are taken, the number of children starting primary school whose German is not up to a reasonable standard has been on the increase for some years now. On a cooperation basis with the State of Baden-Wuerttemberg, language level surveys should be introduced in all Stuttgart child care facilities as soon as possible. In Stuttgart's intercultural situation language promotion is combined with other educational concepts, for instance "Einstein in Kindergarten". In the kindergarten year 2008/2009, 35 of the 79 Einstein day care centres offered language promotion. By 2010 targeted language pro-

motion should be available in all day care centres where more than 50 percent of the children are multilingual. To achieve this all child care groups in Stuttgart, where at least 50 percent of the children have a migration background, will receive additional funding.

The State of Baden-Wuerttemberg has adopted new statutory regulations for language level surveys, whereby a reliable diagnosis procedure and continual documentation by the pre-school teachers is necessary for the observation of the developmental stage of the children. After joining the day care centre the developmental background of all children – whether German or non-German – shall be documented, taking the following spheres of development into account:

- Motor functions
- Playing and receptiveness
- Emotional and social competence
- Language faculty

Based on a qualified observation form, the diagnosis on the developmental level of a child can best be made via milestones:

## Medical Consultation

Depending on the results of the examination, the next steps to be taken are determined in cooperation between the examining doctor, the parents and the pre-school teachers. If there is any medical evidence the child will be treated by a doctor or, for instance, referred to a speech therapist. However, often it is a case of targeted language coaching to be carried out by and with the pre-school teachers and parents. The State provides public funding for such supplementary language promotion via the Landesstiftung Foundation and also intensive training and further education in language promotion for pre-school teachers.

## The Stuttgart Approach

**"Einstein in der Kita" – our child day care centre as the home of early education, the spirit of research, the world of languages and culture.**

From 2002 to 2005 the "Einstein Concept" was tried and tested at eight Stuttgart child day care centres; this project was scientifically supervised by the socialisation research institute "infans". This programme was based on years of experience with language promotion and latest findings in brain research. In the first three years 700 Stuttgart children could benefit from this support programme. In October 2005 the City of Stuttgart was awarded the first prize for "Einstein in Kindergarten" in the Mc Kinsey Competition "Alle Talente fördern" (Supporting all talents). On the basis of this success, which has since been scientifically confirmed, the project will be extended over all

municipal day care facilities in the next few years. In the kindergarten year 2008/09 more than 79 day care facilities with more than 4,100 places are already participating in the implementation.

## "Fohlenpass" (Filly passport)

With the "Filly passport" Stuttgart is breaking new ground in making the transition from the last year in kindergarten to primary school easier. The Filly passport designed by the Youth Welfare Office, Health Office and Schools Administration Office is a module in the concept "Einstein in Kindergarten". It is part of the systematic qualified supervision and encouragement of children in the day care facilities of the City of Stuttgart, so that they can get off to a good start in primary school.

Since autumn 2006 each of the some 2,000 five-year-olds has received a Filly passport. The booklet maps out the developmental stages of the child; not only is it understandable for the children, they are also involved in its design. It should express the child's pleasure in his or her progress, document the strengths and interests and, if necessary, enable an individual advancement. What's more, the Filly passport provides the adult cooperation partners with an insight into the respective life situation of the child and documents the paediatric monitoring. At the same time it also provides the primary school with a valuable memorandum on the future pupil.

In future the Filly passport will be further developed so that it integrates the new State statutory regulations and the documentation obligation of the developmental stage of each child.



*The focus of the Stuttgart Partnership for Education is primarily on children between the ages of one and ten.*



## **Child Day Care Centre St. Josef becomes second Early Excellence Centre**

The Heinz and Heide Dürr Foundation, which in cooperation with the Pestalozzi-Fröbel-Haus has been supporting Early Excellence pilot projects in Berlin since 2001, set up a second Early Excellence Centre in 2007 in the Kinderhaus St. Josef in Stuttgart. This is a child and family centre that was also selected as Pilot Project „Modellprojekt Bildungshäuser 3 – 10“ (Educational Centre 3 – 10) by the State of Baden-Wuerttemberg. Although the City of Stuttgart's education policy had decided on the educational concept "Einstein in Kindergarten", it still welcomes the initiative as an innovative approach to improve education in early childhood, also involving the parents. In 2008 Kinderhaus St. Josef was awarded first prize in the Stuttgart "Innovation Award for Child Day Care Centres".

## **educare – Child day care centre as a UNESCO Project School**

The educare educational day care centre Hasenbergstrasse in the West of Stuttgart is a bilingual care facility with 70 children between the age of six months and six years from 20 nations. The fees are in line with those of the City of Stuttgart and so the facility is accessible on a broad democratic basis. The team's work is based on the educare educational concept.

The Stuttgart day care centre educare is the first and as yet the only day care centre in Germany to be included by UNESCO in its network of project schools. UNESCO project schools stand for exemplary educational establishments committed to an education encompassing human rights, culture, environment and tolerance. The children learn to play an active part in the community and assume responsibility. As a contributory member in the UNESCO Project Schools Network, the educare educational day care centre Stuttgart Hasenbergstrasse undertakes to enduringly pursue the objectives of the UNESCO.

## **City Children's Library**

The Stuttgart Children's Library in Wilhelmshaus and the branch libraries support the City's education policies. It promotes the children's motivation to read through an integrative concept, wants to show how much fun language can be and teaches the children skills for competence with all media. In the meantime the City Library Stuttgart reaches some 50 percent of all children and adolescents who are old enough to be able to read. The rising user figures show that many children like to read books. With more than 1.8 million books checked out in 2007 the Children's Library reached 32 percent of the overall loans of the Public Library, 71 percent of which were children's books. In the district libraries children made up between 35 and 45 percent of the users.

The imaginative, didactic teaching activities certainly made a contribution to these very pleasing results. Alone in 2007 there

were 2,252 special actions on offer such as media rallies, storytelling and multimedia-based, sometimes multilingual picture book shows and interactive narrative games involving the children in the stories and encouraging them to play along. In addition to this there are meetings with authors and the successful Stuttgart Reading Aloud Project "Reading Ears on" (Leseohren aufgeklappt) and events such as the Astrid Lindgren Day in autumn 2007. The children's libraries participate in children's festivals, the Stuttgart Children's Book Week, the International Children's Festival on the Marktplatz, the World Children's Day in the city districts and the "Kidsweek". They organise the German Book Trade's reading competition, one of the oldest reading promotion campaigns run every year by the German Book Trade Association.

Moreover, all children's libraries offer Internet access free of charge and provide multimedia-based learning software. In 2007 about 700 reading and learning boxes were compiled for use in schools and kindergartens, 40 percent more than in 2005. The mobile library with its two book buses provides a service for more than 70 schools and kindergartens in city districts without their own local library.

## **Voluntary Work**

### **Leseohren e. V. – the Stuttgart Reading Project**

The Stuttgart Reading Project combines the two initiatives "Leseohren aufgeklappt" (Reading Ears on) and "Zeit für Kinder" (Time for Children) founded in 2002. Thanks to the successful cooperation among the Public Library, Local Education Authority, Youth Welfare Office, House of Literature (Literaturhaus) and the Breuninger Foundation this project reaches children regardless of their social background and education. In the meantime about 230 voluntary reading mentors read aloud in 18 libraries, 32 schools, 59 kindergartens and at public events. In 2007 alone some 30,000 children were read to on 7,000 occasions. The association Leseohren e. V. selects the reading mentors, organises further education courses and advises on the selection of suitable literature. The project has been financially secured thanks to support from the Breuninger Foundation, the Robert Bosch Stiftung, the Association for the promotion of a child-friendly Stuttgart, donations and membership fees. Since March 2008 the support of the Louis Leitz Foundation has made it possible to provide more reading aloud in Turkish by native speakers. Within the framework of the "Stuttgarter Kinderfonds" (Stuttgart Children's Fund) the initiative has received further financial security for the next few years.

In 2006 the association was awarded the German Reading Prize in the category "most successful contribution to integration"; in summer 2007 the association was invited to the Federal President's Garden Party at Schloss Bellevue.





*Heidrun Stohrer is one of the reading volunteers.*

## 2. Target

**Every child should be individually supervised in the transition from kindergarten to primary school thanks to a close cooperation between the pre-school teachers and school teachers.**

To make the switch from kindergarten to primary school easier for the children this transition should be dovetailed and improved through binding agreements between the schools and pre-schools. The aim is to develop and arrange a binding educational cooperation between all pre-school facilities and the respective primary schools.

### Stuttgart Educational Networks

The Baden-Wuerttemberg pilot project "Bildungshaus 3-10" (House of Education) offers a special advancement of all children, in particular in the last kindergarten year and in the first year at primary school. This should also form the basis of the

Stuttgart Educational Networks. Again here the primary schools will cooperate with the pre-schools in their common catchment area. The pre-schools and primary schools will jointly develop an educational concept complying content-wise with the state model "school-ready child" and "Bildungshaus 3-10".

The **Maria Montessori School Hausen** and the **child day care centre at Fasanenhof** are very close to each other and are even joined by a corridor. With the "Educational Network" both institutions have the goal of expanding the cooperation that already exists between the two facilities, breaking new ground and intensifying the individual aid and advancement of the children. Language promotion projects started in kindergarten should be continued in school. The basis of the activities scheduled for the project is a frame of reference and a formal curriculum. These are coordinated and form an entity in their objectives and principles. The school has been participating in the project "Starting school – a new way" since 1997 and, with its initial mixed grade classes and enrolment every six months, offers almost the ideal conditions for an educational network.



*Educational networks make the transition from kindergarten to school easier.*



## 3. Target

**Every child and adolescent should have the opportunity of developing his or her artistic or musical talents.**

Alongside linguistic education, artistic, cultural and scientific education also plays an important part in the development of any child. Stuttgart has a wide range of offers in the spheres of music, theatre, art and science, some of them free of charge or subsidised to an extent that every child or adolescent can afford them. For financially weaker families the Bonus Card offers additional aid.



*Some 4500 children and adolescents attend the Music School.*

### Music

#### Stuttgart Music School

The Stuttgart Music School currently teaches 1,200 pre-school children elementary musical education. 3,300 pupils are enrolled for various vocal and instrumental courses and 1,050 youngsters are active in one of the 75 ensembles, such as the symphony orchestra, brass bands, diverse chamber music groups or in pop groups, jazz combos or big bands. A lively youth culture exchange with other ensembles and orchestras on a national and international basis backs up the young people's personality development. 76 music teachers offer tuition in 36 different subjects, everything from the recorder to tuba. Regular pedagogic and musical further education ensures high-level musical education.

The Stuttgart Music School is an educational establishment of the City of Stuttgart. It offers both theoretical subjects and instrumental and ensemble tuition. It also helps prepare talented adolescents wishing to go on to study music. The management, central administration and main course facilities are based in TREFFPUNKT Rotenbühlplatz in the city centre. There are also twelve district music schools with their own buildings and numerous decentralised tuition rooms in all city districts.

The Stuttgart Music School cooperates with more than 20 regular schools, from schools for children with special needs to grammar schools. More than 500 pupils are currently enrolled in this cooperation programme. In the elementary musical educational sector the Music School works with 30 kindergartens and child day care centres – both public and private facilities – for instance the "Sternchenkrippe", the day care centre of the Daimler Group. It also has close connections to amateur musician clubs. Joint events with other partners from the business world, for instance the hotel chain "Le Méridien" or the Bosch Corporation or the Daimler Group, complement Stuttgart's Music School's musical-cultural education network.

In courses in preparation for studying music and in gifted classes a total of 30 pupils are given special encouragement to prepare them for entrance examinations to a conservatory. Every year some ten percent of Baden-Wuerttemberg's major prize-winners in the nationwide music competition "Jugend musiziert" are

pupils of the Stuttgart Music School. A parents' association and friends' society provide additional support by way of volunteer work. A newly established foundation "Stuttgarter Musikschule" also supports this work and, together with the two aforementioned associations, forms a lobby for top-quality musical education of children and adolescents in Stuttgart.

The places on offer and the city-wide network of tuition locations and district music schools will be further extended. With the additional six full-time teaching posts approved by the City Council in 2007 more music students have been able to be accommodated in the Stuttgart Music School. New and innovative tuition concepts are being developed, particularly in the sector musical education for socially disadvantaged children and adolescents. Parallel to this, the Music School is expanding its cooperation with numerous kindergartens, regular schools, clubs and educational institutions in Stuttgart.

Every two years the Music School organises the **Stuttgarter Children's Music Festival**. Together with the State University of Music and Performing Arts Stuttgart, the Stuttgart Philharmonic Orchestra and other partners a diversified musical programme emerges encompassing more than 70 events and performances. This festival, which alone in 2006 more than 10,000 children visited, is quite unique in all of Germany.

## Stuttgarter Philharmoniker

The educational mandate of the Stuttgart Philharmonic Orchestra includes children's and family concerts, for instance performances especially for children of primary-school age. The children are sometimes actively involved in the performance. In autumn 2007 a children's opera (Rossini's "Cinderella" in a specially adapted version) was staged to an audience of 4,000. Each season approximately 8,000 seats are available in what is usually two productions.

For children of twelve and over the series "Eavesdropping attack – Stuttgart Youth Concerts" offers a selection from the classical concert repertoire. The young audience is accompanied through the concert by a presenter and can enjoy the orchestra, chamber music ensembles and the Youth Symphony Orchestra of the Stuttgart Music School. In the "Vivid Orchestra" programme the children and adolescents can experience musicians' work at firsthand. There are also public rehearsals and visits to schools.

Since December 2007 the Stuttgart Philharmonic Orchestra has assumed an official sponsorship for the Youth Symphony Orchestra of the Stuttgart Music School, which includes joint rehearsals and concerts.



*The children's and youth concerts in Gustav-Siegle-Haus are always well attended.*

## Choirs, music societies, carnival clubs, jesters' guilds and marching bands

Numerous children's and youth choirs in the church parishes or in choral societies and music clubs are open to children keen on singing and making music. For the boys there are the three boys' choirs, the Stuttgart Hymnus-Chorknaben, Collegium Iuvenum Stuttgart and Belcanto Knabenchor, for girls the Girls' Choir of Cathedral Music St. Eberhard. Children who enjoy playing an instrument can join one of the many brass bands and improve their playing techniques in the "Training Orchestra" of the Brass Music Association. These are offers which complement and enhance the work done by the City Music School. Also the carnival clubs, jesters' guilds and marching bands offer the children and adolescents a wide range of musical activities. The wide spectrum and variety of Stuttgart's cultural clubs and associations make it possible for the children and adolescents to pursue their musical pleasures locally in almost all city districts.

## Little Kids – Big Tones

The music mentoring project "Kleine Leute – Große Töne" (Little Kids – Big Tones) of the Board of Trustees and Association for the promotion of a child-friendly Stuttgart promotes musical education and experience in day care centres for children. Since autumn 2005 professional musicians have been visiting day care centres on a voluntary basis and making music together with the children and the teachers, arousing interest and pleasure in music. In 2008 the project was extended thanks to a sponsorship of the PwC Foundation: the goal is to give all Stuttgart children between the ages of four and six the opportunity of becoming acquainted with all kinds of musical instruments – string, plucked, wind, keyboard or percussion instruments, and of course their singing voice. The project also includes visits to orchestra rehearsals, for instance those of the Stuttgart Philharmonic Orchestra or the SWR Stuttgart Radio Symphony Orchestra.

## Youth Centres and Pop Office of the Region Stuttgart

For more than four years now the Pop Office of the Region Stuttgart has been assisting many bands and adolescents in Stuttgart and the surroundings, giving them advice and helping them to find rehearsal rooms. The main function is the promotion of pop culture, artists and youth development work. The offers of counselling and placement are directed at children and adolescents who for instance play in a youth band. The band sponsorship award "Play Live" is as much part of the Pop Office's work as the topic "Pop Music and School". Within the framework of the Music Award Region Stuttgart (MARS) contest for creative projects and concepts a special prize was awarded in 2006 for the best pop music concept in a school.

Here the Pop Office ties its work in with various activities in the field of music promotion. For instance, the Stuttgarter Jugendhaus gGmbH, one of the supporting organisations with more than 40 youth centres, gives many youths the opportunity of using their premises for rehearsals. The main sponsors of the Pop Office are the Cultural Affairs Office and the Mayor's Economic Development Department.

## Theatre

The some 40 Stuttgart theatres all have something suitable for children in their repertoire: regular productions specially for children, musical fairy tales and sing-along theatre, a monthly children's staging with theatre performances, clowns or theatre workshops for children in the school holidays or a children's theatre club.

In addition to this, there are also some 50 theatre groups without a fixed venue whose programmes also include topics for children and teenagers.

## Cultural Centre "Unterm Turm"

With the opening of the cultural centre "Unterm Turm" in 2004 Stuttgart brought five different cultural entities under one roof, and this right in the centre of the city over a total area of 7,000 m<sup>2</sup>. Since then the arts and culture scene in Stuttgart has been able to reap the fruits of three theatres and two culture-educational projects: the children's and youth theatre "Junges Ensemble Stuttgart JES" (Young Ensemble Stuttgart), the renowned theatre tri-bühne, the centre for puppet theatre FITZ!, the "Jugendkunstschule Kinderwerkstatt e. V. JuKuS" (Youth Art School) and the Museum Education Service "mu\*pä\*di". All five facilities see themselves as one entity all pulling together so that children, adolescents and adults can experience how fascinating culture can be.

## Young Ensemble Stuttgart

The children's and youth theatre „JES“ not only stages successful productions for children and adolescents, it involves them, too. For this JES has an extensive theatre educational scope with drama clubs, studios, preparatory and follow-up work and workshops that assist people of all generations in the art of acting and likewise in the act of spectating. In cooperation with the teachers from the schools JES is breaking new ground in the theatre world. What this means in practice is creating scope that makes the children curious about theatre. What is important is the direct contact with the teachers and the drama teachers on location. The Stuttgart school theatre festival "drama 27" is in the meantime a regular fixture in Stuttgart's culture scene. What is decisive for an invitation to "drama 27" is the quality of the stage production, the method of working, the group dynamics and the enthusiasm of the



young actors. International networks with the Festival "Schöne Aussicht" (Bright View), with guest performances from throughout Europe and with cooperation, such as that with the New International Encounter (NIE) in spring 2009, open up whole new artistic and educational perspectives for the children's and youth theatre work in Stuttgart. Directors and choreographers from the Netherlands, Belgium, Bulgaria, Sweden, England and Switzerland have already worked with JES.

### Theatre vouchers for all Stuttgart first-graders

Every year when starting school all Stuttgart first-graders receive a gift voucher for the children's and youth theatre JES from the Mayor. This way the children can become acquainted with the theatre and, at a performance of their own choice, experience just how much fun it is to see a play live on stage.

### Art conveyance

#### Museum Education Service

For 30 years now the Museum Education Service "mu\*pä\*di" has been helping young Stutgarters to develop an understanding for the arts and culture. In 1990 the "mu\*pä\*di" opened its own art workshop and then moved in 2004 to spacious premises in the cultural centre "Unterm Turm", where it is now based. Alone in 2007 more than 30,000 young people took advantage of one of the 1,800 offers. Some 80 freelancers give the children guided tours through the city's various museums and art collections and with museum educational campaigns and projects they make the cultural-historical correlations understandable on a hands-on basis.

#### Art for Kids

Apart from the summer holiday programme "Kunst für Kids" (Art for Kids), mu\*pä\*di has been offering workshops during the school holidays over Carnival, Easter, Whitsun and Autumn since 2006. In 2005 it also started up a cooperation with the Stuttgart Art Museum, for instance with a series of events "Family Sunday", "Grandparents Day", "Drop & Shop", as well as the youth art club "Crumpled Paper" for kids particularly interested in art. With cross-sector cooperation with drama educators and puppeteers mu\*pä\*di is becoming a culture educational service.

#### Youth Art Ticket

"Komm Mit!" (Come along!) is the new annual ticket for children the Art Museum and the City of Stuttgart Commissioner for Children offer all children up to the age of twelve. With this ticket children can invite an adult to join them on their discovery trip in the art museum. Whether it's a parent, a relative or friend, anyone invited can join in without having to pay admission. The yearly Youth Art Ticket costs € 10 per child and entitles him or her entrance to the permanent collection and all special exhibitions.



*Youth Art School Children's workshop JuKus*

#### Children's Workshop in the Youth Art School

The Children's Workshop in the Youth Art School "Jugend-kunstschule Kinderwerkstatt e. V. JuKus" has been running art courses since 1972. This organisation has the use of activity rooms and workshops in the cultural centre "Unterm Turm", where children from the age of four and upwards and adolescents can express their creativity. In the Youth Art School children become familiar with a wide range of creative possibilities and forms of expression. Their abilities are both challenged and advanced, their imagination fired and they are helped to find a concentrated, committed and responsible style of work. They are supported in developing and realising their own ideas. The youngest participants are pre-school children. This early aesthetic experience with colours and forms fascinates them and lets them easily express what they perceive.

The courses for schoolchildren and adolescents offer the chance to experiment with the widest range of techniques and materials. For the JuKus it is important that the children realise joint group projects with others, incorporating their own ideas and imaginativeness into teamwork.

In the past years the JuKuS has worked with day care centres and primary schools, as well as with larger partners. For instance, it was responsible for the stage design of the Stuttgart Philharmonic Orchestra's performance of the children's musical "Babar the Elephant" and the musical "Conference of the Animals" by the Stuttgart Music School.

## Adult Education Centre Stuttgart

With its "TREFFPUNKT Kinder" (Meeting Point Children) the „volkshochschule stuttgart vhs“ offers a family- and child-oriented programme that ranges from child care facilities through creative art projects to screenings of children's films.

In the children's workshops the children can, from the age of three, get to know interesting and varied forms of arts and handicrafts quite effortlessly. Parents can also accompany the little ones. Guided tours of the State Gallery and the Art Museum are also offered as family specials.

## Children's Workshop in the House of Artists

Under the supervision of an artist in the children's workshop of the "Kinderwerkstatt des Künstlerhauses Stuttgart e. V.", (House of Artists) children and adolescents aged between five and fifteen have the opportunity to try out and work with various materials and techniques quite freely and playfully. The pool of equipment has materials for painting, drawing, collage and printing, as well as for three-dimensional experiments in plaster of Paris, wood, clay and papier-mâché. The development of the individual creative power and will of expression is very much to the fore. The end product and technical issues are not so important, what counts is the individual work process and the characteristic imagery. This process-oriented method allows the children to deal with one topic or one material on a longer-term basis.

## Science

### Children's University

Since the winter semester 2007/2008 the two Stuttgart universities have together been presenting the Children's University of Hohenheim - Stuttgart for interested eight- to twelve-year-olds. Starting off with selected questions, the lecturers show just how exciting science and research can be. At the same time the schoolchildren get a taste of everyday student life. Like the 'real students' every child receives a student ID and can refuel their energy with refreshments in the refectory before the lecture starts. The co-organisers of the Children's University are the Initiative for the Promotion of Highly-gifted Children („Initiative zur Förderung Hochbegabter Kinder e. V. Stuttgart“) and its media partner the Stuttgarter Zeitung newspaper. In addition to the lecture material, the City of Stuttgart will in future also be offering opportunities of visiting scientific stations in Stuttgart and more detailed workshops via the Youth Academy („Kinder- und Jugendakademie“).

### Fehling Laboratory

The Fehling Laboratory is a joint project of the Chemistry Faculty of the University of Stuttgart and the Institute for Teaching Methods of Natural Sciences and Informatics of the University of Hohenheim. It is sponsored by the Ministry for Science, Research and the Arts, the Ministry for Culture, Youth and Sports, the Supervisory School Authority Stuttgart and a fund from the chemical industry. The aim of the Stuttgart experimental



*Chess is good concentration exercise.*



lab is the promotion, further education and vocational training through hands-on chemistry. It is not only directed at children and adolescents at school, it also runs further education courses for teachers and provides student teachers with a back-up structure. In the Fehling Laboratory at the University of Stuttgart more than 18,000 children from 740 school classes have carried out chemical experiments under qualified supervision.

## Planetarium

In the Carl-Zeiss Planetarium in Stuttgart a whole world of stars awaits the children and their parents. The Planetarium in the central park has more than 277 tiltable and swivel chairs arranged in circles. The Planetarium projector is installed in the centre casting impressive pictures on to the dome. The programme is regularly changed and offers a diversified and always instructive entertainment. On Saturdays and Sundays at 2 p.m. there is a special programme for children from the age of five and upwards. This is an easy way for the children to become acquainted with cosmic phenomena. In the standard programmes older children and adults can acquire knowledge on the origin of stars, marvel at the planetary nebula or follow how the heavenly bodies make their way through the year. Laser graphics and optical effects are also presented in combination with selected music. These laser visions are a wonderful experience for the whole family. The rooms around the dome have exhibitions, a definite invitation to the visitor to come in and take a closer look.

In 2007 approximately 40,000 children and adults visited the five different children's programmes for five- to nine-year-olds. Special guided tours for schools in the Planetarium is the ideal way to get across the basics of astronomy vividly to schoolchildren of all ages. After every presentation there is a question-time with the experts on the spot.

## Youth Academy Stuttgart

The "Kinder- und Jugendakademie Stuttgart" (Youth Academy Stuttgart) is a foundation of the Baden-Wuerttemberg Ministry for Culture, Youth and Sports and the City of Stuttgart. With its cross-school promotion projects the foundation assists interested and gifted primary school pupils. There are courses and events that deal with mathematics, natural-sciences, technology and multimedia, but also language courses and offers in the sectors of the arts and humanities. It is planned to extend the academy for pupils attending lower secondary school. This way the Youth Academy Stuttgart contributes to a continual long-term promotion of gifted children and adolescents.

## Children's Museum Exploratorium

Since 1997 the association "Exploratorium, Kinder- und Jugendmuseum Stuttgart und Region e. V." (Exploratorium – Children's Museum Stuttgart and Region) has been staging special exhibitions, which invite the visitors to join in on hands-on experiments



*The Planetarium has special programmes for children.*

and in the meantime 180,000 people have followed this call, including many school classes and kindergarten groups. The main idea is "Hands on – Minds on, wir öffnen Welten neuer Einsichten" (New Insights), "Experimenta - Physik für die Sinne" (Physics for the Senses), "Artespace – ein interaktiver Kunst-, Spiel- und Lernraum" (Artespace – Interactive) and "Ganz Ohr – Haste Töne" (All ears – Well, I never!) should provide inspiration for research, contemplation and experimenting. The exhibitions have been held in the "Haus der Wirtschaft" (House of Economy), das "Kammertheater" (Chamber Theatre), the "Römerkastell" and the TREFFPUNKT Rotenbühlplatz. In 2008 the Children's Museum presented the fun interactive exhibition "two times three is four" à la Pippi Longstocking in cooperation with the Art Foundation Baden-Wuerttemberg. New interactive exhibition concepts are in planning; these include exhibitions on "Media" and "Chemistry for the Senses".

## Cinema

### International Festival of Animated Film "Tricks for Kids" Series

Within the framework of the International Festival of Animated Film the series "Tricks for Kids" (Toons for kids) shows films for children and adolescents between the ages of six and 15. After the screening of the films the film-makers and animation artists are there to answer any questions. Numerous workshops also provide an insight into how animated films are made.

### Children at the vhs

In the children's programme at the Adult Education Centre vhs children's films for various age groups are regularly shown in TREFFPUNKT Rotenbühlplatz. In the children's media workshops children can, on the other hand, also be active themselves. Examples of this are "Cartoon Workshop" for nine- to twelve-year-olds, the Child Reporters and Workshops with the Blue-box.

### Youth Centres

With 41 children's and youth centres and clubs with other mobile facilities and 22 adventure playgrounds and youth farms the Youth Association Stuttgart („Stuttgart Jugendhaus Gesellschaft“) is the largest supporting organisation for public activities for children and youths in the City of Stuttgart. It has children's and youth centres, get-togethers or project offices in all districts of the city. The work of the youth centres support and supplement the educational activities offered in the city for children above the age of six. They offer opportunities for recreational activities and a free rein for individual talents.

There are four small transporters for mobile activities – "Mobi-fants" - which have lots of toys and creative material on board. Since 2001 the children's and youth circus "Circus Circuli" has been providing mobile educational activities in the various city

districts. Four project offices carry out topical assignments from various sectors: "Voluntary Work", "Transition School – Working Life", "Political Youth Education" and "Major Events". There is also cooperation with other programmes, such as the adventure and experiential project "move & do", the Cannstatt INZEL or the Pop Office in the old Römerkastell.

Cooperation with schools is continually on the increase. Starting back in 1982, school social workers are now active in ten primary, secondary general and intermediate secondary schools. In seven other schools the organisation is responsible for extended supervision facilities, the reliable primary school and three after-school care clubs and all-day care in the Carl Benz school. Since 2006 the Stuttgart Youth Association is the administrative organisation for a family and district centre in the North of the city.

Three practical examples:

- Film shooting with media experts trains technical skills, spatial thinking and narrative expressiveness.
- The technical workshops offer professional tools – from welding equipment through screen printing machines to laser cutters. This way actual concrete results can be produced and skills in physics, technology and handicraft expanded.
- Even the little ones are encouraged at an early age: in cookery courses it is never too early for the children to learn about healthy food, learning to count just along the way. After all, the quantities given in a recipe have to be converted to cater for the amount of guests you have.

## 4. Target

**Every child and adolescent should be provided with a variety of opportunities for sports and physical activities**

In the meantime an increasing number of children suffer from considerable physical deficits such as overweight, postural deformity, lack of coordination and concentration disorders which, when it comes down to it, are often caused by the many hours spent in front of the television or playing games on the computer. Along with these physical problems come the intellectual and social difficulties caused by the isolation in front of the "box".

The number of people suffering from diet-related health disorders, such as obesity has considerably increased throughout the

country. Almost every sixth child is overweight and so far an end to this alarming development is not in sight. To counteract these deficits recreational spaces must be made more available and targeted sport and exercise programmes must be offered especially for children.

### Objectives of promotion of sports and exercise for children

Stuttgart has developed five main objectives for sport for all sectors of society. The promotion of sports and exercise among children is of particular importance. The guidelines from a sport-educational point of view are: enjoying being active, a readiness to do one's best, experiencing being part of a community, learning fair play and doing something for one's health.



*Children from various nations training together at the football academy.*



### Exercise concept in the day care centres

Based on the fact that we understand sport as an integrative part of the Stuttgart Partnership for Education, the promotion of sports and exercise focuses on development in early childhood. The central points of contact to win over parents and children for sporting activities are the child day care centres. The basis is the implementation of the orientation plan in all Stuttgart child day care facilities.

### Einstein concept for promotion of motor functions

The targeted and systematic link of exercise and language has been a standard in the concept of integrative promotion of language in day care centres for some years now. The educational concept "Einstein in Kindergarten" offered another more successful way of combining the various developmental and educational sectors of the orientation plan in an integrative, continual and active concept.

### Movement construction sites

To provide more exercise incentives in early education the City day care centres have been equipped with flexible movement construction sites. This construction site should give the children the opportunity of discovering their own possibilities: they can use logs, planks, 2x4s, beams, car tyres, hoses to climb, swing, see-saw, slide, balance and exercise, developing both their moving ability and their dexterity. The construction site is therefore a concept that can be implemented simply, and one

that gets pre-school and primary schoolchildren moving. Some 100 day care centres currently have such a site or have some exercise elements in their facilities. Parallel to this, staff members are also being trained and qualified and the objective is to expand on these movement construction sites.

### Sport Kindergartens – Kindergarten on the move

Apart from two special sport kindergartens there are other examples for a sustainable promotion of exercise in the day care centres. Under the motto "Kindergarten on the move" pilot projects are being set up in ten day care centres. Various day care centres are also taking part in the Federal Sport Project and in projects in cooperation with various health insurance funds, for instance AOK (Tiger Kids), Techniker Krankenkasse (Family on the move, Kids on the move) and in the children's gymnastics festival.

### Children's swimming

Since the beginning of 2008 Kur- und Bäderbetriebe Stuttgart has been offering a completely newly designed concept for children's swimming courses in six of the City's indoor swimming pools and in the LEUZE mineral water swimming pool. The children's swimming courses will in future cover all development stages: from baby swimming, offers for small children to training and taking exams for the German youth swimming badge. Specially trained course instructors certified by the German Swimming Association are responsive to the



*Fear of water is soon forgotten when it comes to water polo training with SV Cannstatt*



*Integration works with sport – one could say it's 'child's play'.*

different rates of learning and help above all unpractised and timid children to become safe and sound swimmers.

In particular the indoor swimming pools Leo-Vetter-Bad and Sonnenberg offer courses which specially cater for infants and children under five. In the courses Baby Swimming, Blubber-Club or Bambini Swimming the children can gather their first experience in the water and gradually gain a sense of security until they can take part in a proper swimming class. There is also swimming tuition for the above-fives in the city swimming pools. Whether it is water familiarisation or the various award courses – from seahorse, bronze, silver and gold - or style tuition: highly qualified staff members instruct the correct swimming techniques in line with the latest sport scientific findings in small groups of up to a maximum of eight participants. The swimming pools Heschl, Zuffenhausen and the Kinderland LEUZE have drawn up an innovative learning concept specially for day care centres: here via creative exercise games children from the age of four are introduced to the element water. This way they can gain their first swimming experience without any pressure of performance. The indoor swimming pool Heschl also offers a course comprising 15 training sessions and five teaching units on nutrition, in which the parents can also participate.

In January 2006 the Kinderland LEUZE opened with a total area of 600 m<sup>2</sup>. With a paddling pool for young children, as well as a non-swimmer pool for older children, there is fun in the water for the whole family. The outcome of this cooperation between pedagogues, architects and parents is an education-oriented concept that sets itself apart from the usual fun pools and water parks.

### **Exercise concepts in schools and clubs**

With their half-day and all-day concepts and in cooperation with our sports clubs, the Stuttgart schools can offer many exercise programmes which supplement physical education.

To enable the sports clubs to carry out their work, or to make it easier for them the City of Stuttgart has greatly invested in the sports infrastructure in the last few years. Measures have included building or renovating sports halls, providing new kickabout areas and artificial turf areas or modernising and extending the indoor and outdoor pools in Stuttgart.

### **Active School in Sports**

20 Stuttgart primary schools are participating in the project "Grundschule mit sport- und bewegungserzieherischem Schwerpunkt" (Primary school with an emphasis on physical



education), which gives the pupils the opportunity of having 200 minutes physical education per week. In these schools exercise and sport are an integral part of the curriculum and play a part in shaping the day-to-day school life. Apart from the daily exercise quota, the schools participating in this project are obliged to offer more qualified physical education per child per week. This is a joint model with the "Landesinstitut für Schulsport Baden-Württemberg" (State Institute for School Sport).

### School yards and child day care centres

In the past few years the City of Stuttgart has opened up more and more schoolyards, also for recreational use. Almost 100 schoolyards are currently open outside school hours and more will follow. Schoolyards are the ideal place for playing, especially ball games. What's more they are safe and also strengthen the sense of identification with the school at the same time.

Families can also use the City day care facilities including their gardens and parks every day from 7 – 8 p.m. and on Saturdays. This way the children have playgrounds near to where they live.

### Sports clubs

We are very pleased that some 440 sports clubs in all districts of Stuttgart offer a wide range of sports for all age groups. The City of Stuttgart finances and supports the sports clubs to a great extent in their work with children and adolescents.

### "Stuttgarter Sport Spaß"

In a project going by the name of "Stuttgarter-Sport-Spaß" (Stuttgart Sport Fun) the Stuttgart sports clubs have been offering a differentiated and qualified range of courses for members and non-members since 1994. For many courses the "FamilienCard" (Family Card) is accepted as a means of payment. "Sport-Spaß für Kinder und Jugendliche" (Sport Fun for Children and Adolescents) has more than 300 sport activities for children on offer.

### Cooperation between sports clubs and child day care centres

In Stuttgart the demand for exercise and sport possibilities suitable for children is continually growing. Therefore, within the Forum gesunde Stadt e. V. some day care centres cooperate with sports clubs and associations, for instance the children's sport academies in the clubs MTV Stuttgart, TV Cannstatt, TUS Stuttgart and Sportvg. Feuerbach.



Children obtain their "cycling licence" in the Youth Traffic School.



*Talents have to be nurtured.*

## Sport – a shared experience

The shared sport experience of the Sportkreis Stuttgart e. V. and the City of Stuttgart "Gemeinschaftserlebnis Sport" is directed at all children and adolescents who otherwise do not know how to make good use of their free time and would like to do sports without any pressure to perform.

In view of increasing individualisation and isolation, such a programme bears a major weight particularly in the lives of socially disadvantaged families. For these children and adolescents "Sport – a shared experience" is the easiest way of doing sports outside regular P.E. at school. The voluntary, regular offers that are (sport-) educationally supervised make it easier for the children and adolescents to find access to new sports. The main concern is building up a cooperation of sport and social work with and between the schools in the respective districts. The project forms the framework in which the various facilities jointly initiate and carry out sports activities. For children from the first grade onwards and for adolescents there are either continual courses or compact sessions, for instance one-day events such as tournaments, sports festivals, "Basketball at Midnight", active breaks, self-assertion and experiential education events.

## Promotion of talents

To discover and promote the sports talents of boys and girls the Sports Department of the City of Stuttgart supports the sports clubs within the framework of the "Search for Talents/Support of Talents". This should open up new horizons up for competitive sport in various disciplines.

## Open space and open offers

### "Children welcome – playing allowed"

Under the motto "Kinder erwünscht – spielen erlaubt" ("Children welcome – playing allowed" Stuttgart campaigns on several eye-catching posters and placards in the city for more space for children to play. The City has more than 530 public playgrounds, including 160 facilities for adolescents such as kickabout places or skater tracks.

### Adventure playgrounds and youth farms

The 24 supervised adventure playgrounds and youth farms are oases in the midst of the big city where children can play. Children from the age of six to 14 can use the diversified and mostly free offers, romping and playing to their heart's content. At the same time they learn to interact with one another responsibly, and also with flora and fauna.

### Traffic safety education

In order for our children to be able to move freely in our city without being dependent on „Taxi Mama“ for rides to school, to sports, cultural and leisure time facilities, the City of Stuttgart has developed a comprehensive traffic safety and mobility programme, which includes among other things, individual school route planning, route planning for primary schools and the use of public transport ("School-Abo"). At the Youth Traffic School children can obtain their "cycling licence".

## 5. Target

**Every child and adolescent should be able to learn his or her native language in the interest of his or her own personal development and his or her vocational chances in our export economy.**

The globalisation process concentrates the worldwide networking of enterprises, science and research. With this the internationality of our population will increase as long as Stuttgart – as a winner in this globalisation – remains attractive. For Stuttgart the chance presents itself of becoming a city in which today already 120 different languages are spoken. Since the Stuttgart region is not only the strongest exporter in Germany, but also

in Europe, we want to use our City's wealth of languages to strengthen the business and science location Stuttgart. At the same time the diversity of languages also means a diversity of cultures, therefore an important intellectual and creative resource.

We want

- every child to have a good command of the German language before starting school, as stated in objective 1.3.
- every child to learn English in primary school and
- every adolescent to be able to speak and write in his or her native language.



*Many Stuttgart schools offer native language lessons.*



## Native-language offers in our schools

In addition to modern language teaching, many schools in Stuttgart currently offer additional language lessons in the respective native languages: 26 schools offer Italian, 13 Greek, 12 Croatian, six Turkish, four Serbian, three Spanish, three Slovenian and one school for each of the following languages - Macedonian, (Moroccan) / Arabic, Portuguese and Swedish. This means a total of 54,000 teaching units per school year in the above mentioned languages.

## Primary and secondary general schools

In many Stuttgart primary and secondary general schools the respective consulates offer native language tuition in cooperation with the Schools Administration Office, a total of approx. 19,000 teaching units per school year.

Children of the most varied cultures attend the Wilhelmsschule in the city district Wangen. This primary school has started a project that deals with cultural diversity within the framework of child education. Here the aim is that children are able to find their bearings in a multi-cultural society, appreciate themselves and others and practise tolerance and a peaceful togetherness. In the meantime the intercultural profile of the Wilhelmsschule serves as an exemplary model for all institutions in that city district. In particular, for native speakers of French and people interested in the language, there is the German-French pre-school Georges Cuvier for children from three to six years old and the

German-French primary school in Stuttgart-Sillenbuch. This offer is continued in the Wagenburg grammar school with the dual leaving certificate Abitur and Baccalauréat. The International School of Stuttgart is a co-educational day school for children from the age of three to 18. The teaching language is English and various international qualifications are possible.

## Intermediate secondary schools

The diplomatic organisations of the various countries also offer native language courses in the Stuttgart intermediate secondary schools with approx. 5,000 teaching units per school year.

## Grammar schools

Various Stuttgart grammar schools offer migrant languages as a second or third foreign language, a total of 7,300 teaching units per year. This way these children can see that their native language is also a special qualification. In the meantime some schools have bilingual classes in Italian (Königin-Katharina-Stift), French (Wagenburggymnasium), and English (Dillmann-Gymnasium, Ferdinand-Porsche-Gymnasium, Königin-Olga-Stift, Paracelsus-Gymnasium, Zeppelin-Gymnasium).

## Cultural clubs and consulates

Several migrant cultural clubs offer native language tuition such as Finnish, Chinese and Japanese. These are subsidised, with the City providing premises for the tuition. Children from



11th-grade pupils in a project group at the Johannes-Kepler Grammar School, Bad Cannstatt working on an exhibition module "Stuttgart – More than Dialogue"



*"Teachers with a migration background" – Stuttgart has in the meantime many teachers with a migration background*

former recruitment countries can receive language tuition in their consulates. Cultural topics can strengthen the connection to their home country.

### Language balcony

The language balcony in Stuttgart's Children's Library helps children learn foreign languages. Here they can find information on how children live all over the world, and also children's books and other media in more than 25 languages. PCs and CD-ROMs provide back-up help in learning German and other languages. There are also sessions where books are read aloud in several languages or picture book shows.

### Native-speaking reading mentors

Since 2008 native-speaking mentors in the respective languages have joined the German reading mentors in the association Leseohren e. V. This is an important extra-curricular programme to promote the children's multilingual competence.

### TREFFPUNKT Kinder

Meeting Point Children ("TREFFPUNKT Kinder") at the Adult Education Centre (vhs) Stuttgart offers language courses for children in Russian, French and Spanish. Both native speakers and German children can take part.

## Setting a good example – Teachers with migration background in school

With the project "Setting a good example - Teachers with migration background in school!" started by the Department for Integration Policy in 2006, we want to make the teaching profession attractive to young people with a migration background, and also raise awareness in the schools, universities, colleges and ministries that a migration background can prove to be a very important resource. Teachers with their own personal background from immigration families are an enrichment for our schools. They have themselves often had to overcome the same linguistic obstacles and cope with difficult situations. With their own particular cultural and language competencies they can convey wider perspectives and new experience to their pupils. They can give the children and adolescents easier access to the school, often because they can communicate better with the parents. In the meantime the network "Setting a good example - Teachers with migration background in school!" comprises almost 70 teachers and student teachers with a migration background. Those involved in the project apply their own specific knowledge and abilities to teacher training and also organise information sessions and discussions.

The initiative is supported by the Baden-Wuerttemberg Ministry of Education and Culture and the Ministry of Science and Research, as well as the Regional Administrative Authority and the State Education Authority.



## 6. Target

**Every child and adolescent should – as far as possible – be able to play a part in shaping his or her environment.**

We are certain that children and adolescents can be competent and interested partners and experts when it comes to issues that concern them. Therefore, it is important for us always to involve them in planning and shaping the aspects of life that affect them. And we want to take them and their concerns seriously.

### Playgrounds

Stuttgart has had positive experience involving children in the designing of playgrounds. Incorporating their imaginativeness and creativity in the planning of children's playgrounds means that the children can identify themselves with these projects, and our playgrounds turn out to be variegated, cheerful and imaginative places.

### Involvement of children, parents and local residents in playground projects

In all larger new constructions, redesigning or redevelopment measures children, parents and local residents are integrated in the processes of planning and redevelopment. In discussions or workshops we try to strike a balance among the ideas of the planners, children, parents and residents. However, all these wishes have to remain within the spatial, legal and financial boundaries. The intensive involvement is very time-consuming for all involved, but in the long run it leads to a higher level of acceptance, appreciation and utilisation of the new playgrounds. A side effect is that sponsors can often be found for further supervision and considerable donations secured.

### Future Workshop

Another form of child participation is the Future Workshop. In Stuttgart-Stammheim children were integrated in the planning of public spaces and traffic management and also involved in the Future Workshop "Fun Park" in Freiberg and Mönchfeld.



*Playground activities: children are active, both with ideas and muscles.*

## Children's Forums Stuttgart

Children's Forums are a way of involving children in what's going on in the city districts. They are a fitting tool to check out the child-friendliness of the individual districts and neighbourhoods, and work out ideas for improvement and how these can be realised. How do children between the ages of five and 13 see and experience their surroundings? As experts for their own interests, they survey their environment in very different ways. Their ideas, wishes and suggestions for improvement should be realised to the greatest possible extent. Therefore, with all the material gathered and prepared the children make a presentation to the stakeholders from politics, administration and the community invited to the forum. The adults undertake to observe the children's interests and projects and to realise these to the best possible extent.

## Initiative for the Future Weilimdorf – Children, Parents and Family

The "Zukunftsoffensive Weilimdorf" (Initiative for the Future Weilimdorf – Children, Parents and Family) is a citizens' initiative. Various thematically structured workshops involving all residents of Weilimdorf have dealt with the wishes and perspectives for the future, in particular against the background of the demographic shift.

## Youth Centres and Youth Farms

With Future Workshops and Participation Projects the Stuttgart Youth Centre Association plays an important part in integrating

children and adolescents into the planning and creation of their own surroundings.

## Stutengarten - Children's Play City

The "Stutengarten" is a town in miniature, organised and utilised by children up to the age of 13. In 2008 this project took place for the second time over three weeks of the summer holidays in the show-jumping stadium in Bad Cannstatt.

During this time more than 1000 little people went about the business of structuring and organising their city in all seriousness. As employees they assumed responsibility, boosting the city's economy. As scientists they worked on physics and technology research in the Science Centre. Soap manufacturers discovered their mathematical side while calculating the list of ingredients. Artists trained their adroitness in the circus and delighted the numerous spectators who, thanks to the work of the bill posters, visited the town festival on Saturday. The young local traffic experts dealt with all the questions the Stutengarten citizens had on rail and road, and the tourist guides answered the parents' questions during their tours. Among the 72 vocations involved, the children were able to discover dream jobs unknown to them – and if not, they could always apply for a licence and set up their own business, for instance a toffee factory, a beauty salon or a casino. As members of the community the children had a hand in everything – in the thinking process and also actively: they elected their Mayor, made decisions on building applications and were host to out-of-town guests with dignity and statesmanship. They decorated their town with plants they



*Stutengarten – the Children's Play City where children are in charge.*





*Youth councillors represent the interests of their contemporaries.*

had brought along and also mastered crisis situations such as attacks and floods.

### **Active shaping of city maps**

New issues of several children's and youth city maps for the individual city districts have been printed by the Surveyor's Office and the Mayor's Department of Communication during the last years. The children were always closely involved. In the near future uniformly designed children's city maps are to be produced for all districts.

### **Guided tours of the Stuttgart Town Hall for children by children**

In a joint project between the Stuttgart Youth Welfare Office and the Ostheim Primary and Secondary General School 7th-grade pupils were trained as "Junior Town Hall Guides" and are now there to give third and fourth grade classes guided tours. The contents of the tours were compiled together with the schoolchildren.

### **Youth Councils**

Youth Councils have been a well-established part of political life in Stuttgart for more than ten years now. Via this parliamentary form of participation the young people can play an active part in local politics. Depending on the size of the city district, a Youth Council comprises up to 20 members and is elected every two years. There are currently 229 youth councillors in 20 city districts. In 2006 there were only 88 youth councillors in just six city districts. They represent the interests of their contemporaries in politics and administration. The Youth Councils advise the City Council, District and Municipal Councils on youth-related topics.

### **Participation with Impact!**

Participation with Impact! ("mitWirkung!") is a joint project of the Bertelsmann Foundation, the Children's Charity of Germany and UNICEF. The project is monitored by the Universities of Halle-Wittenberg and Magdeburg-Stendal. The aim of the project is to improve the participation opportunities of adolescents. Stuttgart, with its many various activities, has made contributions to the network in the sphere of participation sharing its experience and cooperating actively. By the end of 2009 around 15 employees of the City of Stuttgart dealing with children's and youth participation processes in their day-to-day work will be trained as special moderators.

### **City Museum Stuttgart**

The City Museum Stuttgart is to be opened in the Wilhelmshöf at the end of 2012. Children and adolescents are to be a key target group of the museum. Therefore, at the beginning of 2008 all Stuttgart schools were invited to jointly develop material and activities for school lessons. From 2009, this material will be available for all schools in the form of a 'Museum Case'. A separate area for children and adolescents is planned in the museum itself, and they will be allowed to play an active part in shaping this. A city lab - what we call the "StadtLabor" - offers them the opportunity of being involved in urban planning.

## 7. Target

**Every child and adolescent should be supported in our multi-stream school system in such a way that he or she receives a good connection to secondary schools or vocational training.**

With regard to equal opportunities for all children the current educational system is not exactly satisfying. In particular, children with a migrant background are at a disadvantage. The statistics of the transition from primary school to intermediate secondary school or grammar school shows that the educational system is not sufficiently open or accessible. Children with a migrant background tend to attend a secondary general school (79 percent), too many leave school without any qualification at all, and in the grammar schools they are under-represented (20 percent). Our goals are therefore:

- all children and adolescents should attain a qualified school leaving certificate,
- more adolescents should accomplish the secondary school first level qualification (~GCSE in British system) or Abitur, the qualification for university entrance and
- a qualification must not mean a ticket to nowhere.

This means that there is a gateway to a vocational qualification for everyone.

### Forms of education in Baden-Wuerttemberg

Many steps have to be taken in order to change this. An essential aspect is the "permeability" or movement between the different school types. This has been considerably improved in the last few years as the illustration of the forms of education shows.

### Development of all-day schools

An essential component in achieving the goal of giving every child, regardless of his or her social or ethnic background, a

continual and successful educational biography is the development of all-day schools. A sound school education is a prerequisite for a successful vocational training and career. Only this way can children from difficult social circumstances break out of a looming 'vicious circle of poverty'.

In all-day schools more teaching hours are made available by the State, so that the children receive targeted, more intensive teaching support in their lessons. The aim is to balance the social disadvantages by means of homework supervision and worthwhile leisure facilities in interest groups as best as possible, and provide better conditions for the transition to intermediate secondary school or grammar school, thus achieving overall better school qualifications. This promises maximum sustainability and improved equal opportunities.

In order to continue to promote children with a migrant background or those from difficult social circumstances, many primary schools are working on special educational and social concepts to be prepared for the all-day school form.

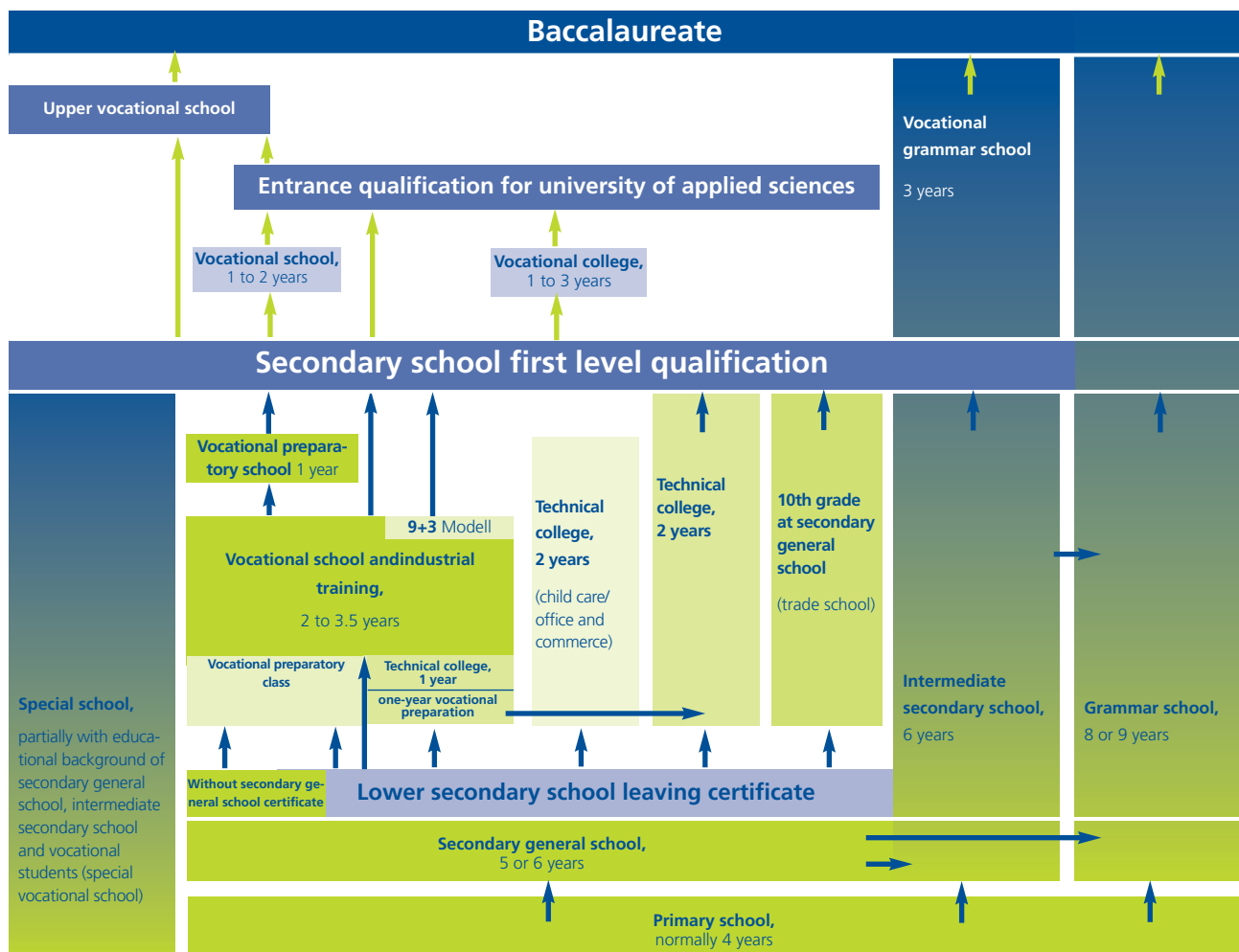
This called for considerable investments. Our aim is a further demand-oriented extension of all-day schools.

### Reliable primary schools and flexible supervision

In the meantime 71 of the 72 primary schools and the eleven special-needs schools in Stuttgart guarantee fixed teaching times and demand-oriented supervision facilities from 7.30 a.m. to 1.00 p.m. On the request of the parents the supervision has been extended into the afternoon in 31 schools. All in all, 276 supervising tutors take care of 305 morning groups and 59 afternoon groups in Stuttgart primary and special-needs schools. This range of offers will be extended according to demand.

### All-day primary schools

The demand for all-day primary schools is on the increase. Up until now there have been five formal all-day schools in Stuttgart in areas where the social circumstances are difficult. In the next few years the number will increase due to the demand. In 2007



the City Council passed a resolution on the establishment of more all-day schools – mostly primary schools. Therefore, in 2007 and 2008 permission for the establishment of nine all-day primary and secondary general schools was applied for at State level primarily with a special educational and social remit.

### After-school care

In addition to the extended school offers, a large number of after-school care clubs have also been set up for afternoon supervision at school. They not only offer creative leisure pursuits or activities, but also help with homework. Meanwhile there are more than 4,600 places available in after-school care clubs in Stuttgart.

### Secondary general schools as all-day schools

In the meantime 16 (of a total of 35) Stuttgart secondary general schools are all-day schools. Experience has shown that the chances of connecting into further educational opportunities, secondary general schools with a trade school (Werkrealschulen), intermediate secondary schools and into a vocational training or a vocational training year are considerably higher.

### Special-needs schools and schools for children with disabilities

Stuttgart has eleven special-needs schools (formerly called schools for the learning disabled). These are intended for pupils who have long-term impairments in their learning capacity and therefore show behaviour and performance patterns divergent to the standard for their age. The aim of the special-needs school is to develop the abilities of its pupils to such an extent that, after finishing school, a vocational training or further education will be possible. Supplementary supervision is available in three of the Stuttgart special-needs schools.

In Stuttgart we have a total of eight special schools for children with learning disabilities, physical disabilities, hearing, visual or speech impediments and a school for children who have to undergo long-term treatment in the Klinikum Stuttgart. Six of these are all-day schools. There are also two other independent special schools for children with learning disabilities, severe and multiple disabilities, the partly sighted and blind, and for children requiring educational support.

For children and adolescents with disabilities there is an extensive, differentiated special school system available with specialised

educational offers. Here the individual special needs of the children and adolescents are catered to, for instance with developmental and exercise therapies, orientation and mobility therapy and communication therapy.

As a matter of principle, all qualified levels of education can be reached in the special-needs schools. If the disability calls for independent, specific school qualifications, these will also be provided for. A switch from a special-needs school to a general education school is possible. The percentage of socially disadvantaged children and children with a migrant background in these special-needs schools and schools for children with disabilities is above-average.

### Intermediate secondary schools

The intermediate secondary school provides a general secondary education as a basis for vocational training or continuing school education in the form of extended basic knowledge, practical skills and the ability to theoretically cope with everyday realistic problems. The City of Stuttgart currently has 19 intermediate secondary schools. An application for formal all-day schooling has been made for two of the Stuttgart schools.

Working on the basis of primary schooling, the intermediate secondary school continues the education in six grades to the first secondary-level qualification. From Grade 7 the pupils can select an obligatory elective subject which, along with German, Mathematics, English and Science, they have to take until Grade 10. They can choose from French, Technical Studies or People and Environment. The elective subjects include interest groups and workshops oriented towards the arts and practical skills. Within the framework of the theme-oriented project "Vocational Orientation in the Intermediate Secondary School" the Grade 9 pupils do a week-long work experience placement. At the end of Grade 10, after six school years the pupils finish with the first secondary-level qualification. Having passed the qualification examinations, the following opportunities are open to them:

- Continuing schooling in a higher-level school form based on the intermediate secondary school to acquire qualification for studying at a university or college,
- A vocational training as a tradesman, or in industry, business or administration.

### Grammar schools

In Stuttgart there are 33 grammar schools with various profiles and a focus on either natural sciences or arts and languages. With the reduction of secondary schooling to eight years the grammar schools have practically become all-day schools. As a rule lunch is available in the schools.

### Extracurricular education and supervision: Our way to optional all-day schools

Apart from the formal all-day schools many schools offer optional extracurricular supervision. The goal is - depending on the demand - to offer every pupil reliable all-day facilities by 2012. This is devised in particular to promote individual talents and to make it easier to strike a balance between working life and family.

In 2005 the City of Stuttgart drew up a programme to develop concepts for all-day facilities at the Stuttgart schools. This was to establish and expand reliable, demand-oriented, extra-curricular activities forming a foundation for optional all-day schools. In summer 2006 the Stuttgart initiative was combined with the Youth Worker Programme of Baden-Wuerttemberg to form the "Stuttgarter Weg des Jugendbegleiters", a youth support programme. Supported by the City administration, the schools are drawing up a framework for the times and contents of extra-curricular educational arrangements and implementing these. Currently 80 schools are actively involved.

The new all-day concept allows the pupils to make the most of the many different opportunities of pursuing their interests and abilities in the afternoon. These can include offers made by sports clubs, enterprises, youth centres, public libraries, the Chamber of Industry and Commerce, youth farms, churches, as well as many other institutions in the school environment or elsewhere. To ensure that these possibilities are actually realised there has to be a certain amount of coordination within the school and the accordant commitment on the part of the teaching staff. The parental financial contribution amounts to 60 cents per hour.

This concept forms the basis for setting up 'optional all-day schools'. 'Optional' means that participation in the activities offered is not compulsory.

For the additional all-day education the schools are assigned more teaching hours; no parental financial contribution is required.



## 8. Target

### **Every adolescent in Stuttgart should have a fair chance of job training.**

Fortunately in 2007/2008 the availability of training posts within the City of Stuttgart was higher than the demand. However, the number of applicants with the qualifications necessary for the desired training posts is not increasing accordingly. It is nevertheless our wish that as many adolescents as possible attain sufficient qualifications to be able to apply for a training post.

The facilities offered by the all-day schools reinforce the specific talents and counteract possible weaknesses. Everybody should get his or her chance, also those who are slower in learning. For this reason, apart from the year of basic vocational training, the City organises a series of qualification programmes working together with independent sponsors and the Jobcenter from

the Federal Employment Agency. One main focus of these efforts is supporting school leavers with a migrant background. The secondary general schools with a high percentage of children and adolescents with various linguistic and ethnic backgrounds do a good job here in important integration work. However, they also need active support in the social environment of the local district.

Our aim is to provide all secondary general school pupils with individual support through a mentor system, so that they can find a training post or attain the first-level secondary school certificate. A qualification must not mean a ticket to nowhere!

### **Cohort Study**

We want to exactly analyse the current situation of young people who have completed their education in secondary general schools or special-needs schools and deduce concrete measures from this analysis. Therefore, the City Council decided to commission the German Youth Institute with a three-year study



*Support from older mentors in preparing for working life.*

(2007 - 2009) on the transition of the Stuttgart secondary general school pupils and special-needs pupils from school into working life. This should clarify which steps are or have been successful and where and for which adolescents support is necessary. This is a comprehensive study of the pupils leaving school in 2007. The results of the first survey were presented in 2007, those of the second in September 2008.

The findings thereof were as follows: 6.6 percent of the special-needs pupils continue their schooling, 5.3 percent start a vocational training, 86 percent are in a vocational preparation programme. 40.5 percent of the secondary general pupils continue their education at higher level schools, 26.3 percent are in vocational training, 27.4 percent in a vocational preparation programme. Moreover, the study also showed that the secondary general school leavers in Stuttgart are particularly ambitious with a 40.5 percent success rate well above that of the national average of 29 percent. The majority of these school leavers continue to go to school with the aim of getting a higher qualification (first-level secondary school certificate). Young migrants, however, are less likely to find their way into a training position. Once again, the family proves to be the central back-up system for a positive educational biography.

## Vocational colleges

The essence of a chance of a positive personal future lies in a sound education. A wide-ranging training and further education are the best protection against unemployment. However, besides specialised knowledge, basic qualifications such as a capacity for teamwork, creativity or information and method competence are gaining importance here.

Our enterprises and trades need highly qualified professionals. Our high-standard schools geared towards specific vocations are a certain guarantee for good training possibilities and further education. The City of Stuttgart is well aware of its responsibility and will promote the further development of vocational schools and colleges with top priority. There are several options in vocational training:

1. An apprenticeship in a dual system – practical training plus vocational school,
2. Full-time vocational education depending on previous qualification, for instance a technical school, vocational college or grammar school to attain a (higher) qualification up to a university entrance qualification, sometimes also with a double vocational qualification and
3. Attendance of a vocational college with a qualification to start up one's own business

The City of Stuttgart currently has twelve trade schools, six commercial, two domestic science schools and an agricultural school with many varied courses. Many private educational institutions in Stuttgart also offer a wide spectrum of vocational further education facilities. The courses are as a rule on a school basis with a high rate of practical experience, the qualifications are officially recognised or equivalent. Most of these schools are members of the Federal Association of Private Schools in Germany (VDP).

## Training positions for adolescents

Along with Munich, Stuttgart is the metropolis with the lowest unemployment rate and youth unemployment in Germany. Nevertheless many initiatives to create new jobs and secure the existing ones are still necessary on the part of the City and local business. The City pays a great deal of attention to the interests of the investors and their investments. With its own efforts, above all through investments and investment incentives, the enterprise 'City of Stuttgart' has contributed to keeping the business location competitive so that new jobs can be created.

## City of Stuttgart as a training enterprise

The City of Stuttgart is currently training 1,200 young people in various professions. These comprise the training positions in all branches including the Klinikum.

## Additional supportive measures

Apart from the aforementioned structural measures Stuttgart also offers a wide range of additional supportive measures:

### "Ready to go"

In the project "STARTklar" (Ready to go) senior citizens help Grade 8 and 9 pupils in preparing for working life. Five secondary general schools: Grund- und Hauptschule Ostheim, Friedensschule, Bismarckschule, Heusteigschule and Hohensteinschule are currently involved in this programme.

## Friends – a key to success

At the Rosensteinschule junior mentors (peers) help the lower secondary pupils in their transition from school to vocational training. The "Mobile Youth Work Sector" ("HAUS 49") of the Stuttgart Caritas charitable services is responsible for this project.

## Active Learning

Remedial tuition is offered by students at secondary general schools from Grade 5. The Caritas school social services have initiated a similar project in the Fasanenhofschule.



*The more qualified the training, the better the career opportunities.*

### Vocational transition support

In the field of vocational transition support, especially since 2005, efforts have been made together with the JobCenter to improve the cooperation and integration of measures in Stuttgart. The goals are to make it easier for young people to have a "real vocational career and not just a career of one organised measure after another", to concentrate resources more effectively and do away with redundant structures, as well as developing a coordinated modular system to help in the transition from school to working life.

### Support programme "Perspective – training qualification / Local transition management"

With the inclusion of the City of Stuttgart in the support programme „Perspektive Berufsabschluss/ Lokales Übergangsmanagement (Perspective – training qualification/Local transition management) the resources can be extended and the work accomplished so far intensified. The programme is not geared to promoting individual approaches or measures, but local structures and the formation of a community of responsibility.

With the programme "Set-up and consistency of a regional transition management from school to working life (RÜM) (2008 - 2012)" the City wants to coordinate measures in the field of vocational transitions for youths with poorer prospects, thus shortening the way from school to a training position. To date there is a wide range of offers in this field, although not always optimally aligned. Therefore, until 31 March 2012, together with the Federal Ministry of Education and Research (BMBF), we shall be pursuing the following objectives:

1. Improving the municipal data availability,
2. Setting up an individual transition guidance from Grade 8 in the secondary general school into vocational training,
3. Setting up parent counselling in the transition phase of their children, in particular for mothers and fathers with a migrant background,
4. Intensifying cooperation with the economy.

These aims will be realised within the framework of a detailed structure and participation model.

Within the framework of the above mentioned Stuttgart Cohort Study "Transition of Stuttgart secondary general pupils and special-needs pupils into working life" the progression of all pupils in one year will be surveyed and specific recommended courses of action developed. A good example is the Jobinitiative Giebel, a competent information centre of various cooperation partners on topics concerning the transition from school to working life, training positions, occupation, language and everyday problems. The Initiative office is open five to six days a week and offers special support measures for all target groups under one roof.



## 9. Target

**Every child and adolescent, also those who are disadvantaged, should have fair chances through an intensive network of support in our urban community.**

### Stuttgart networks for all children

The programme "Child-friendly Stuttgart" basically describes the objectives that should open up a way to a successful educational biography and lucrative career prospects, especially for the more disadvantaged children of the city.

Regardless of their respective background and social situation, all children should be able to have positive future prospects. Every child should have the possibility of participating in the

City's communal activities, educational and cultural offers and be individually supported in using his or her own abilities and chances. In order to achieve these objectives, great efforts have to be made for socially disadvantaged sectors of the population.

Therefore an outcome of the "Strategy Conference on Child Poverty" was the decision to form centralised and decentralised networks, so that in a joint effort of all relevant stakeholders a contribution can be made to improving the chances in life these children have on a long term.

Furthermore, apart from implementing concrete measures, preventative and sustainable structures should be set up to counteract the emergence and consolidation of precarious circumstances on a fundamental basis and at the earliest possible stage. Here in Stuttgart we are already on the right track in many areas. For instance, within the framework of the Stuttgart Partnership for Education a structural basis for the development



*A warm lunch for every child.*

of quality in child day care centres and primary schools has been created and a wide range of further support measures launched. Now it is a case of concentrating and – depending on the situation – intensifying these measures within these networks.

## Sustainability as a central principle

In Stuttgart sustainability is a central principle of the development of all strategies and measures to improve the life situation of disadvantaged children. Apart from realising individual measures and projects it is necessary to develop long-term strategies to reach children and/or families in disadvantaged sectors of the community as early as possible, to support them in successful access to regular educational institutions and provide special promotion in individual educational institutions.

## Strengthening regular educational institutions

From the principle of sustainability follows a clear strategy that can be described with the objective "Strengthening and, if necessary, expanding regular educational institutions".

In Stuttgart the processes already started to extend and network the offers and institutions in the field of training, supervision and education are being consistently continued with further efforts.

**Automatische Zustellung (ohne Antrag):**  
Arbeitslosengeld II - Empfänger erhalten die Bonuscard 2009 automatisch per Post, wenn der Leistungsbescheid vor dem 7. November 2008 ergangen ist. Ein Antrag beim Sozialamt ist nicht notwendig.

**Wann ist ein formloser Antrag notwendig?**  
Wenn Sie erstmals Arbeitslosengeld II beziehen und Ihr Leistungsbescheid ab dem 7. November 2008 ausgestellt wurde.

**Wo kann der Antrag gestellt werden?**  
Bitte wenden Sie sich an das  
**Sozialamt** (Dienststelle für Freiwillige Leistungen), Eberhardstraße 33, 70173 Stuttgart (Mitte), 4. Obergeschoss. Bringen Sie dazu bitte Ihren Arbeitslosengeld II - Bescheid mit.

**Sprechzeiten:**  
Montag, Mittwoch, Freitag: 8.30 bis 13.00 Uhr  
Donnerstag: 14.00 bis 18.00 Uhr

Die Bonuscard ist eine freiwillige Leistung der Stadt Stuttgart mit der Sie Zuschüsse zu den Fahrtkosten der SSB/MVS erhalten können sowie ermäßigte Eintritte zum Beispiel in Schwimmbädern, Theatern oder in die Wilhelmma. Gebührenbefreiung gibt es für Kinder mit Bonuscard zum Beispiel in Kindergärten, Kindertageseinrichtungen, Horten und im Rahmen der verlässlichen Grundschule. Ein auf 1 Euro vergünstigtes Mittagessen für Kinder in allgemein bildenden Schulen, Sonderschulen, Sonderschulkindergärten der Stadt Stuttgart. 100 EURO für die Erstaussstattung für Schulanfänger. In den Läden der Schwäbischen Tafel dient die Bonuscard als Einkaufsausweis.

Überblick über alle Ermäßigungen siehe auch [www.stuttgart.de](http://www.stuttgart.de) (Stichwort: Bonuscard)

**JobCenter STUTTGART**

*All children with a Bonus Card get lunch for one euro.*

## Key aspects of the promotion

The financial expenditure for needy families with children amounts to € 80 million. In addition to this, the City Council has approved a € 2.5 million comprehensive package of measures to support needy children in the 2009 budget. This package finances the following measures:

### Bonus Card

The Bonus Card is a voluntary service of the City of Stuttgart for recipients of unemployment, social welfare and basic financial security benefits and for people whose income is below a certain limit, or also for families with five or more children regardless of income. The card enables the holder(s) to participate in cultural, sporting and social activities of the City. Most institutions and facilities in town make reductions.

In future 14 percent more families will benefit from the Bonus Card. The income limit for Bonus Card recipients was raised in January 2009. The income limit for the individual household categories will be determined anew on the basis of the actual housing costs of the Stuttgart Social Welfare Code II recipients and the current set of rules and increased by a threshold household supplement.

### Exemption of fees

- Children from the age of zero to twelve from families eligible for a Bonus Card are exempted from fees for municipal and independent day care centres and after school care clubs. All child day care facilities also receive a budget of € 100 per child per kindergarten year at their free disposition.
- Children eligible for a Bonus Card are exempted from any costs incurring at the authoritative primary school and in any extracurricular education or supervision. Children from families eligible for a Bonus Card starting school receive a starter package of € 100.
- For every child eligible for a Bonus Card the municipal general-education schools and special-needs schools receive € 50 per school year, for instance for school trips or teaching material. As of the beginning of the second semester of the school year 2009, all children with a Bonus Card in day care centres, municipal, general-education schools and special-needs schools and kindergartens will be able to have lunch for € 1. This applies, of course, only to those facilities with lunch programs.
- An Internet platform will be set up for schools and kindergartens so that the citizens have the opportunity of giving targeted support and making donations.



*No child in Stuttgart should slip through cracks in our social network.*

### **Working structures: centralised network and decentralised networks for all children**

To implement and further advance strategies and measures for an enduring improvement of the life situation of disadvantaged children in Stuttgart a coordinated course of action of all stakeholders is necessary. This cooperation is organised both centralised and decentralised.

A centralised organisation "Stuttgart Network for all Children" has been set up with all relevant stakeholders (City Council, schools, churches, parent representatives and charity organisations) cooperating.

The aims of the Stuttgart Network for all Children are provided for in the decentralised networks and are formed according to the specific situation in the city district. The bodies are there to recognise the respective needs and to take joint action. Existing opportunities as well as spatial and human resources on location should be used for the target group "Children and families of disadvantaged sectors of the population".

Analogous to the central network, the decentralised networks comprise all relevant stakeholders in the city district. These are in particular representatives of the district councils, the relevant departments and staff units, the youth welfare supporting organisations active in the city district, schools, parent representatives, church parishes, local businesses etc. The Commissioners for Children in the city districts of Stuttgart are responsible for setting up a decentralised network structure. They appoint the network members and submit proposals on local cooperation projects to them.



## 10. Target

**Every child and adolescent should have the qualified support of his or her parents thanks to intensive parent education.**

To enable parents to cope with their responsibility better, a wide range of offers is necessary in parent education that caters more to the individual life situation and background.

### City of Stuttgart Parents' Seminar

The Parents' Seminar is a city facility that strengthens and encourages mothers and fathers in their responsibility for education and qualifies them to cope with parenting crises. Practical help and educational understanding should support the parents in assuming their responsibility for education. Their self-confidence and their conflict skills are strengthened so that they can rear their children to be confident, courageous persons who can deal with criticism. In the courses and discussion groups organised by the municipal Parents' Seminar young families with small children receive concrete suggestions and guidance for everyday life with young children. At local meeting points new contacts can be made and mutual help groups formed. The Parents' Seminar has been the official family education institution in Stuttgart since 1963. Under the motto "Get-togethers and courses in your area" it offers parents venues where they can meet and receive guidance directly in their city districts of Stuttgart. These include projects such as theatre pedagogy workshops, day seminars on various topics, such as "Adolescence – an adventure" or "Single-parenting". The most convincing offer and the one most in demand is currently "Learning Everyday German", a course held in all districts of Stuttgart.

### Family education centres

Family education centres offer parents and children educational facilities and opportunities of getting to know one another. Here they can make new contacts and recharge their batteries. Their offers take into consideration the various aspects of life and parenting situation of the families.

The "Haus der Familie" (House of the Family) is an education centre with a very wide range of offers geared towards the needs of the modern family. Its objective is to support and encourage parents, grandparents and guardians. Formerly known as the Mütterschule, it is a registered association.

In the Generation House of the "Eltern-Kind-Zentrum EKIZ" (Parent-Child-Centre) families get together to exchange their thoughts, worries and experience, swapping useful tips. There are many opportunities to meet people and discuss things in the café or club, before the child care starts, at lunch or outside in the garden. The educational offers are also thought of as relationship offers, for instance "STÄRKE". To make it easier for the "fledgling" families to find their way into the EKIZ community, the parents can choose the course that appeals to them most.

### Church family educational centres

#### Roman Catholic church

The Catholic family educational centres are places of encounter, communication, companionship, support and religious experience. For families and people involved in family work they offer courses, discussion groups, get-togethers, small groups, lectures and educational leave programmes dealing with key family topics: striking a balance between family and career, parent-child relationships, family and household from a social, economic and ecological point of view, marital life in times of social change, violence prevention, poverty prevention, health education etc. In contact with the appropriate academic scientific disciplines, the Catholic family education emphasises the quality development and assurance in its offers.

#### Family educational centres of the Protestant church in Wuerttemberg

The Protestant church in Wuerttemberg (LeF) has an organisation of 28 family education centres, family houses and family education facilities. The objective of LeF with their educational courses on offer at the family education centres is to promote and stabilise child-rearing and everyday competence in families.

## Parent education in day care centres

### Mum learns German

In Stuttgart many mothers with a foreign background grew up in another country and first came to Germany when they married. Quite often they speak hardly any German, do not work outside their home and in their private life only have contact within their own ethnic group. It is particularly difficult for them to actively support their children in kindergarten and school. This is where "Mama lernt Deutsch" (Mum learns German) comes into its own: the mothers learn German at the same school or child care facility their children attend. The lessons cater specially to educational topics and family life with children. This course is currently held at the child day care centre Nordbahnhof.

### Language promotion programme with parental support

In the "Rucksack-Projekt" (Backpack Project) German-speaking freelance tutors instruct mothers from migrant families as to how they can support their children in German, their second language. This way at home they can expand on what the children have learned in the day care centre. Thanks to the support of the Board of Trustees for the promotion of a child-friendly

Stuttgart and the Freudenberg Foundation mothers from various countries have again been able to participate in this project since autumn 2008.

### Einstein kindergartens

In the Einstein kindergarten programme there is also a focus on parent work and education within the framework of the Partnership for Education. There are parent cafés and festivities for all the family. Twice a year all parents have the opportunity of having an individual discussion with the pre-school teacher responsible to talk about educational issues and the sound development of the children.

## Parent education in primary school

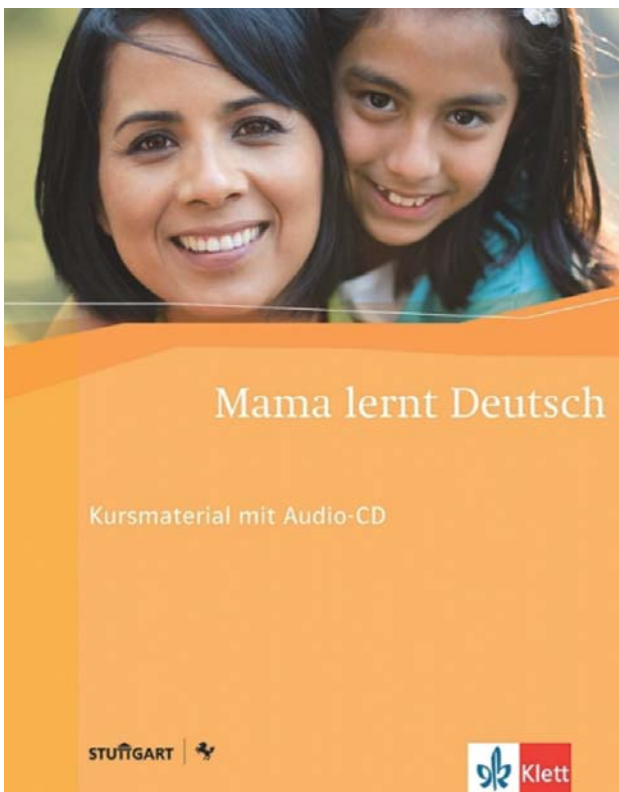
### Mum learns German

Within the framework of language promotion the course "Mama lernt Deutsch" (Mum learns German) is aimed mainly at mothers of children attending kindergarten or primary school. This course takes place in 12 - 15 Stuttgart schools and some of the courses are also open to fathers. If there is additional capacity, women and mothers from the local district can also participate. The aim of the courses is to lower the inhibition threshold towards the school, to familiarise the mothers with the German school system and to arouse their interest in their children's school life.

These courses have a special curriculum that has been developed by the Department for Integration Policy in cooperation with the course instructors. The content of the course focuses on school topics: the mothers learn how to read a school timetable properly and how to write an absence note. Other important topics are homework, grades, parent-teacher conferences and one-to-one discussions between parents and teachers, healthy snacks for the breaks etc. The courses should be integrated into school life as well as possible. For instance, the rector's office organises guided tours of the school for the mothers, or invite primary school teachers to the German course. Joint activities of a school class with the German course mothers in the form of project days or reciprocal visits of the respective lessons are also on schedule. Excursions to get to know the recreation possibilities in the city district and visits to the public library are also included in the programme.

### Trilingual parent education evenings in the primary and secondary general school Ostheim

In cooperation with the Parents' Seminar of the City of Stuttgart the primary and secondary general school Ostheim organises parent education evenings which are held in German, Italian, Greek and Turkish. These take place at the same time and in four adjacent school rooms. The topics that are dealt with are



*In 2008 the City of Stuttgart and the publishing house Klett-Verlag have published their own textbook for "Mum learns German".*



*The language courses "Mum learns German" take place in the school or kindergarten.*

for instance adolescence, how to deal with mobile phones, computer, television or pocket money. All these sessions are organised and presented by native-speakers according to the respective cultural traditions.

### **Cross-generation learning**

With the Stuttgart Generation Pact the City actively brings young and old closer together in many ways. An important part of this is learning with and from one another: from different generations and different nationalities; after all almost half of the children have a migration background. More than ever before it is important to win over and appreciate the experience and time resource senior citizens have at their disposal and provide support in the development and advancement of families and parents - for instance in the "Initiative Z – Mentor programme". Within this framework "Initiative Z – Time and Heart" parents can receive counselling and support from mentors who can help parents in all aspects of everyday life, education and leisure.

The multi-generation houses are ideal for a low-threshold start in parent education. With the various projects on offer - mostly organised on a voluntary basis – there are lots of possibilities for meeting people or taking part in further education programmes. There is always an open door and an open ear for parents, particularly for single parents who need practical support in every day concerns.

"House 49" (Haus 49) is a special meeting place that brings people of different nationalities and generations together: young and old from all cultures can get together here, and there is a wide range of support facilities for families and parents with a non-German background.



# Competence Centre of the Stuttgart Partnership for Education

## Objectives

Just as the ten objectives interlock, the tasks and measures have to be developed and coordinated, from the child's perspective, so that a continuous, differentiated educational offer can be made to meet individual talents and skills, including the transition from school to working life. This is only possible if modified organisational structures can be created, incorporating an all-embracing social responsibility of the many partners that are to be networked and coordinated.

The project "Stuttgarter Bildungspartnerschaft" (Stuttgart Partnership for Education) aims at setting up a coordinated system for education, care and parenting, i.e. planning, coordinating and networking educational structures (school, youth welfare, culture and sport and other extra-curricular providers) in the City as a complete system on a long-term basis. The Competence Centre of the Stuttgart Partnership for Education is the 'driving force' behind this demanding developmental task. It gives the impulse for innovations, develops quality criteria for further and higher education, integrates various fields of expertise and coordinates the establishment of networks. One of the City Council's first prioritisations for the function of the Competence Centre was its division into two sectors: "Children from one to ten years old" and "Transition from school to working life". The first sector has priority. Therefore, the activities of the Competence Centre are – first of all – focused on the institutions kindergarten and primary school and their cooperation partners.

## Tasks and responsibilities of the Competence Centre

Within the above mentioned scope of functions a focus must be made as regards contents and social perspectives for the initial planning of measures. Due to the many existing cooperation and development processes a detailed situation analysis and needs assessment must be the first step in any planning of measures. The measures monitored or realised by the Competence Centre must be evaluated appropriately. This means:

- Supporting the quality development processes in the child day care centres and primary schools,

- Interdisciplinary further and higher education facilities for day care and primary school staff,
- Support and set-up of cooperation and network structures between day care centres and primary schools related to social areas,
- Pilot project "Intercultural School Development".

## Administrative control

As a classic mainstream task the Competence Centre is based in a new department in the Mayor's Office.

The individual tasks are carried out in project work which involves various administrative departments: the State Education Authority, the Youth Welfare Office, the Schools Administration Office and other offices, above all the Cultural Affairs Office, Sports Office, Health Office, Social Services Office and the City's Staff Council. The Competence Centre is responsible for the coordination of this project work.

## Political governance

To shape this complex educational process and accompany it politically, the City Council has set up the committee the "Stuttgart Partnership for Education". This comprises representatives from the City Council, Ministry of Culture, the State Education Authority, the Municipal Child Commissioners, schools, the Youth Welfare Service, parents, independent supporting organisations and academic experts; it is chaired by the Mayor.

## Academic support

Coordinated with the concomitant academic research commissioned by the State of Baden-Wuerttemberg, the Stuttgart Partnership for Education, with its focus on the transition from kindergarten to school and parent education, will be academically monitored in the next three years by the institute of Professor Dr. Dr. Manfred Spitzer, Head of the Transfer Centre for Neuroscience and Learning at the University of Ulm. The aim is to identify the various systems and effects of the implemented measures by comparative studies and to advance these. The parents and staff of the day care centres and schools are also to be included in this learning process.

## Perspective: Lifelong learning and education for all

**"We have to become a 'Bildungsrepublik Deutschland' – Germany – an Educational Republic. Prosperity for all means – now and in the future – education for all."**

(Federal Chancellor, Dr. Angela Merkel)

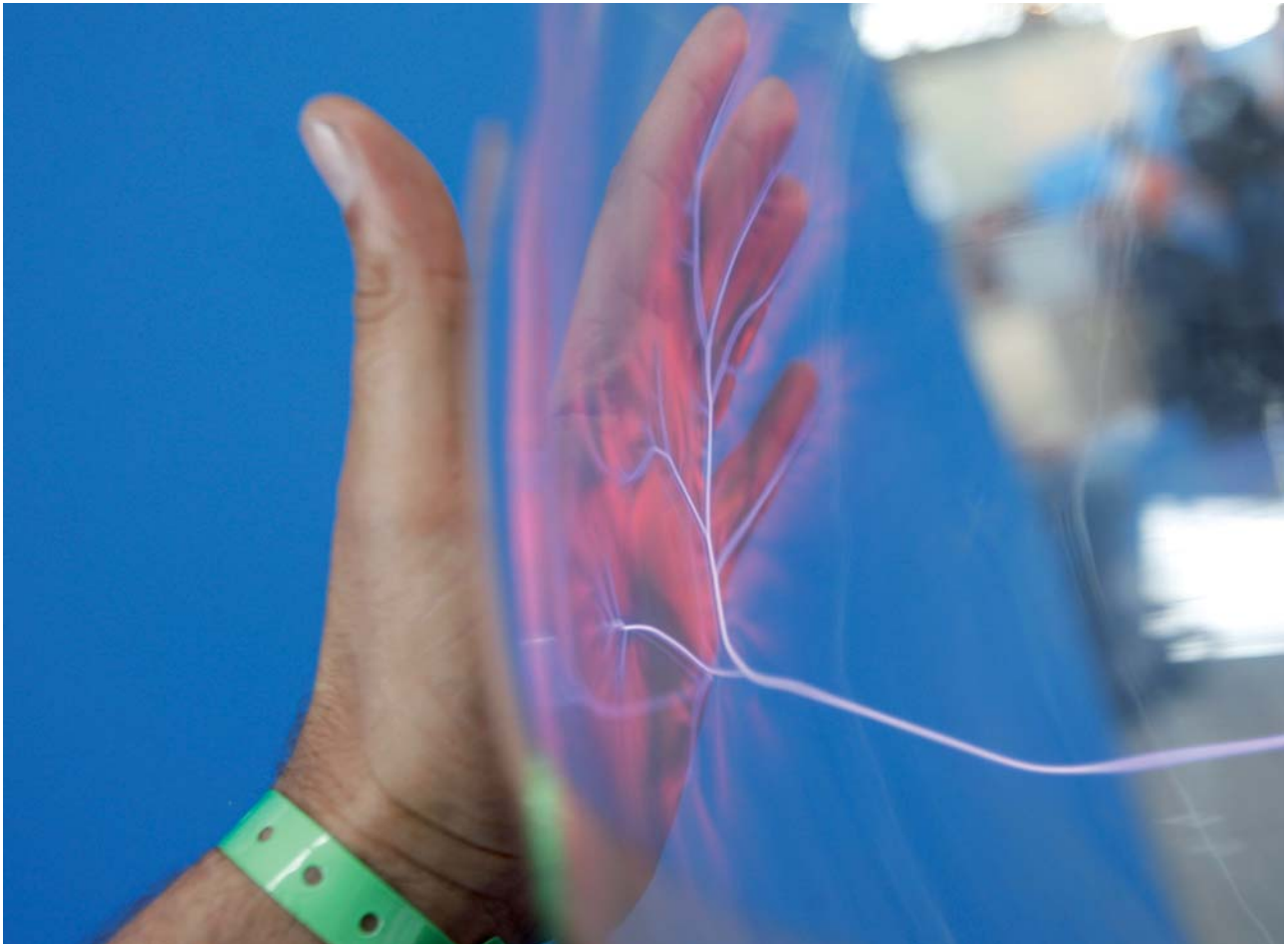
For a country like Germany that has few natural resources, the future factor education is an essential prerequisite for qualitative growth and common prosperity, for equal opportunities and social security. The investments made in this field are paid back threefold: they make the people, the society and the economy sustainable by extending educational objectives. On the one hand we require standardised qualifications in school and in vocational training – and that often with increasing demands and requirements. On the other hand, we also need informal education – learning for life, something that goes beyond jobs and profession, something

that enables people to shape their own lives responsibly and independently. This is particularly important in the light of the economic, technical, social and demographical change processes taking place in the 21st century and with a view to life after or outside gainful employment.

The top priority of the Stuttgart Partnership for Education is the future perspectives of children and adolescents. However, there is still a lot of homework to be done in this field. We want to continue the concept of the Stuttgart Partnership for Education in a further stage: lifelong learning for a long and fulfilled life. There is a growing need for a redefinition of the relation between lifetime and learning time. If you don't get on with learning, you won't get on in life. This does not just apply for advancement in working life, in future lifelong learning will be more important than ever before. This calls for informal educational opportunities, learning by experience on a voluntary basis. Of course everyone is individually responsible for the acceptance and the extent of this commitment to learning, but it is in the interest of us all that, in view of our longer life expectancy, we can all live as autonomously and self-reliantly as possible and manage our situation in this complex and changing world of ours.



*The Stuttgart Art Museum offers special guided tours for senior citizens.*



*The interaction of academia, research and business is becoming more and more important.*

In the last twelve years the City of Stuttgart has set a basic course for informal education to facilitate individual learning. For instance, our municipal libraries have been systematically expanded with new district libraries, differentiated programmes, extended opening hours and much more. In almost every City district the library has become a kind of educational centre for everyone. The new Central Library, which will be open until midnight, marks a clear extension of the educational facilities. Our own history and the history of our City will in future take on a whole new aspect with the new City Archive and the new City Museum. The planned Science Center will make complex technical processes more tangible and understandable for everyone.

The Adult and Continuing Education Centre (vhs) TREFFPUNKT Rotbühlplatz is – as are the vhs in many City districts – extending its programme with a view to lifelong learning. This cooperation is underlined by the collaboration with the TREFFPUNKT Senior. The cultural activities on offer include the Literature House, the theatre projects for young and old, music lessons and further education, for instance at the International Bach Academy, the many music associations, church choirs and much more – there is something for eve-

ryone. Learning for one's life is a fundamental element in the work of the some 500 self-help groups in Stuttgart, which themselves are responsible for their programmes. Learning with and from one another can be seen in the exemplary model of our multi-generation houses. After all within the framework of the Stuttgart Generation Pact, dozens of groups and hundreds of individuals have undertaken to actively shape cross-generations projects and learn from one another. These voluntary partnerships are more necessary than ever before. With our own personal responsibility and a joint responsibility for one another, each and every one of us can actively shape our own lives and our urban community.

The financial crisis and the credit crunch of 2008/2009 have made yet another aspect clear: more than ever globalisation means not only tougher competition as far as capital resources are concerned but also in human resources. As the strongest export region in Germany – and with that the most export-dependent region – our educational system must meet the best international standards, so that we can maintain our competitive edge and our prosperity. The competition for winning over the best brains is getting stiffer, since best products and services need the best of the bunch.



It is therefore of key importance for our future and sustainability to bring to light the existing talents we already have, to make every effort to encourage abilities and to attract gifted and highly skilled people from other cities and countries to Stuttgart. Stuttgart is not a city with a long 'student tradition' so it is all the more important that we can help students and young academics enjoy being in the City and feel at home. That is why we have a "Welcome Week" with a "Flying Citizens' Advice Bureau" (which takes care of all bureaucratic registrations etc.) and help find accommodation for students. We support alumni activities, for instance, with a view to the more than 2,000 Chinese students. "Career-Day" is an event where companies with subsidiaries in China can present their businesses and possibly find new qualified recruits. In the case of new appointments of significant professors we offer supporting programmes also for their families, so that they can feel welcome here in Stuttgart.

Of course the focus on the interaction and cooperation between educational opportunities, academia, research and business is becoming more and more important. Here the cluster mobility plays a vital role. Nowhere else in the world is there a comparable competence cluster comprising vocational training, further education, academic study courses, scientific, public and private research facilities and development and production centres for the automotive industry. This competence can be seen in the two automobile museums - Mercedes-Benz and Porsche – and as of 2012 in the Science Center for Mobility. Our mobility cluster is also networked through its annual international congresses and in

its work in the worldwide association "Cities for Mobility" with its some 500 members in 65 countries. These measures will ensure the "Brain-Train" does not just pull out of the City, but also pulls into Stuttgart – a place to arrive.

Education: whether it's parent education, early childhood education, school or extra-curricular education, education for the gifted or for those with learning difficulties, vocational training and further education, adult education, education for seniors, education in trades and academia, formal and informal education – many partners are required for this lifelong educational process, in particular the State of Baden-Wuerttemberg. The concept behind the Stuttgart Partnership for Education is therefore one of a cooperative and learning process. I look forward to this mutual learning process and to making lifelong learning possible for everyone.

Dr. Wolfgang Schuster  
Mayor of Stuttgart



*Young people should stay in Stuttgart.*

# Contacts

**Deputy Mayor for Youth, Social Welfare and Public Health, Ms. Gabriele Müller-Trimbusch**

Telephone +49 (0)711/216-38 81, Telefax +49 (0)711/216-78 27

E-Mail: [gabriele.mueller-trimbusch@stuttgart.de](mailto:gabriele.mueller-trimbusch@stuttgart.de)

**Deputy Mayor for Culture, Education and Sport, Dr. Susanne Eisenmann**

Telephone +49 (0)711/216-25 08, Telefax +49 (0)711/216-77 86

E-Mail: [susanne.eisenmann@stuttgart.de](mailto:susanne.eisenmann@stuttgart.de)

**Head of Mayor's Cabinet, Ms. Andrea Klett-Eininger**

Telephone +49 (0)711/216-26 55, Telefax +49 (0)711/216-62 25

E-Mail: [ob.buero@stuttgart.de](mailto:ob.buero@stuttgart.de)

**Stuttgart Partnership for Education – Competence Centre**

Telephone +49 (0)711/216-14 37, Telefax +49 (0)711/216-14 40

E-Mail: [bip@stuttgart.de](mailto:bip@stuttgart.de)

**Commissioner for Children of the City of Stuttgart, Ms. Roswitha Wenzl**

Telephone +49 (0)711/216-61 11, Telefax: +49 (0)711/216-61 05

E-Mail: [roswitha.wenzl@stuttgart.de](mailto:roswitha.wenzl@stuttgart.de)

**Cultural Affairs Office, Ms. Susanne Laugwitz-Aulbach**

Telephone +49 (0)711/216-24 28, Telefax: +49 (0)711/216-76 28

E-Mail: [susanne.laugwitz-aulbach@stuttgart.de](mailto:susanne.laugwitz-aulbach@stuttgart.de)

**Staff Department for Integration Policy, Mr. Gari Pavkovic**

Telephone +49 (0)711/216-26 45, Telefax +49 (0)711/216-56 40

E-Mail: [gari.pavkovic@stuttgart.de](mailto:gari.pavkovic@stuttgart.de)

**Public Health Office, Dr. Dr. Hans-Otto Tropp**

Telephone +49 (0)711/216-22 35, Telefax +49 (0)711/216-82 82

E-Mail: [hans-otto.tropp@stuttgart.de](mailto:hans-otto.tropp@stuttgart.de)

**Youth Welfare Office, Mr. Bruno Pfeifle**

Telephone +49 (0)711/216-25 04, Telefax +49 (0)711/216-62 46

E-Mail: [bruno.pfeifle@stuttgart.de](mailto:bruno.pfeifle@stuttgart.de)

**Parks, Cemeteries and Forestry Office, Mr. Werner Koch**

Telephone +49 (0)711/216-39 20, Telefax +49 (0)711/216-77 21

E-Mail: [werner.koch@stuttgart.de](mailto:werner.koch@stuttgart.de)

**Schools Administration Office, Ms. Karin Korn**

Telephone +49 (0)711/216-8 82 84, Telefax: +49 (0)711/216-8 82 03

E-Mail: [karin.korn@stuttgart.de](mailto:karin.korn@stuttgart.de)

**Social Services Office, Mr. Walter Tattermusch**

Telephone +49 (0)711/216-24 97, Telefax: +49 (0)711/216-30 30

E-Mail: [walter.tattermusch@stuttgart.de](mailto:walter.tattermusch@stuttgart.de)

**Sports Office, Mr. Günther Kuhnigk**

Telephone +49 (0)711/216-71 65, Telefax: +49 (0)711/216-33 97

E-Mail: [guenther.kuhnigk@stuttgart.de](mailto:guenther.kuhnigk@stuttgart.de)

**Staff Unit for Equal Opportunities for Women and Men, Dr. Ursula Matschke**

Telephone +49 (0)711/216-33 38, Telefax +49 (0)711/216-69 45

E-Mail: [ursula.matschke@stuttgart.de](mailto:ursula.matschke@stuttgart.de)



## Imprint

**Publisher:**

City of Stuttgart

**Author:**

Mayor Dr. Wolfgang Schuster

**Editor:**

Bettina Ries

City of Stuttgart, Mayor's Communication Department

**Design:**

Uwe Schumann

**Photos:**

Christian Hass (title, pages 5, 12, 13, 15, 27, 28, 29, 33, 35, 38, 60), Frank Eppler (page 3), Leif Piechowski (page 17), Horst Rudel (page 19), Ute Schmidt-Contag (page 20), Youth Art School (page 22) Thiele, Weber (page 23) (Planetarium (page 24), Schlegel (page 30), Claudia Grimaldi (pages 31, 45, 47, 55), Anatol Dreyer (page 34), Parks, Cemeteries and Forestry Office (page 37), Oliver Stortz (page 39), Kraufmann (page 49), Susanne M.K. Baur (page 51), Stuttgart Art Museum (page 59), Stuttgart Marketing GmbH (page 61)

**Internet:**

[www.stuttgart.de/bildungspartnerschaft](http://www.stuttgart.de/bildungspartnerschaft)

[www.stuttgart.de/kinder](http://www.stuttgart.de/kinder)

[www.stuttgart.de/generationenvertrag](http://www.stuttgart.de/generationenvertrag)

[www.stuttgart.de/sicherheitspartnerschaft](http://www.stuttgart.de/sicherheitspartnerschaft)

[www.stuttgart.de/integration](http://www.stuttgart.de/integration)