

What does strengthening the areas of 'Information Technology and Media Studies' + 'Democracy Studies' mean?

The Education Reform 2025/26 is bringing some changes to the school system in Baden-Württemberg. In future, there will be two new focal points in the education plan for comprehensive schools: 'Information Technology and Media Studies' and 'Studies in Democracy'.

'Information Technology and Media Studies' is being brought in as a compulsory subject in all comprehensive secondary schools. The aim is to provide students with the digital competence they need to live, learn and work in a digital world.

The subject will be introduced in the 2025/26 school year, initially in Years 5 and 6, in all comprehensive secondary schools. It will be expanded gradually over the following years. 'Information Technology and Media Studies' provides students with skills in the area of media and also teaches them the basics of computer science. While the lower year groups prioritise safe and critical use of digital media, the proportion of computer science increases in the upper years. The focus then is on text-based programming languages, how algorithms work and a basic knowledge of artificial intelligence (AI), for example.

The subject also functions as a core subject in digital education as a whole. It creates a foundation on which other subjects can build to extend digital approaches to learning and working.

In addition, the **area of 'Democracy Studies'** will be strengthened going forward. The aim here is to teach young people to take responsibility and act democratically. It is important to develop their willingness to participate actively in society. The new concept puts particular emphasis on project- and practice-based learning in the area of democracy and the key perspective of 'education in sustainable development' (ESD).

This will be a focus in Years 5 to 11. It will be incorporated into teaching in an age-appropriate way. This means that Democracy Studies will be integrated into other subjects. It will involve, for example, developing a knowledge of political, historical, social and economic correlations. In the upper years, the 17 Sustainable Development Goals (SDG) of the United Nations play an important role in this context.